Report of Open Pathways Demonstration Project Workgroup

August 22, 2012

Marshall University

Report of Open Pathways Demonstration Project Workgroup

Abstract

In response to an invitation from the Higher Learning Commission (HLC) of the North Central Association, Marshall University joined a cohort of institutions of higher education in testing the Lumina Foundation's *Degree Qualifications Profile (DQP)*. This project commenced during academic year 2011 – 2012.

After reviewing the results of Marshall's project, the authors of this report noted that, while programs did not modify the majority of their course outcomes after mapping these to *DQP* areas of learning and degree-appropriate outcomes in Activity 1, they modified more than half of their program-level outcomes during Activity 2, with 10% of outcomes completely rewritten in response to this project. Of the modifications reported, the majority were substantive in nature. Most programs used at least some of the courses mapped in Activity 1 as first assessment points in Activity 2. However, most programs also added unmapped courses as first assessment points. The majority of undergraduate programs reported conducting final program-level assessments in 400-level courses and the majority of reported program-level course-embedded assessments were authentic in nature.

Areas of the *DQP* to which there was least alignment were *Civic Learning* (31 out of 92 programs; 34% did not align) and the intellectual skills of *Engaging Diverse Perspectives* (24 out of 92 programs; 26% did not align) and *Quantitative Fluency* (25 out of 92 programs; 27.5% did not align). Eleven programs listed *Ethical Learning*, ten listed *Teamwork/Collaboration/Leadership*, and three listed *Metacognitive Reflection/Lifelong Learning* as additional broad areas that should be included in a Marshall University Degree Profile.

The committee recommended that the names given to rubric performance levels be standardized across campus according to benchmark levels expected at different assessment points for both the undergraduate and graduate levels. The committee recommended using names (with some modifications) from the *Value Rubrics*, developed and validated by the *American Association of Colleges and Universities (AAC&U*; Rhodes, 2010).

The committee recommended a sequence of steps for Marshall's degree programs to follow as they complete Activity 3 and suggested that several recommendations be made to the HLC and to the Lumina Foundation for the purpose of improving the *DQP*. The committee also raised some important questions regarding Marshall's continued path toward developing its institution-specific degree profile (at all degree levels).

Report of Open Pathways Demonstration Project Workgroup

Comprehensive Report

Background Information regarding the Open Pathways Demonstration Project

In April 2009 the Higher Learning Commission (HLC) of the North Central Association (Marshall's Regional Accrediting Body) introduced *Pathways*, a "new model for accreditation with goals of creating more value for institutions, reducing the burden of repetitive data reporting, and enhancing rigor in ways that testify to the quality of higher education (Manning, 2011)." Institutions, such as Marshall, which have used the *Program to Evaluate and Advance Quality (PEAQ)* accreditation model and whose next HLC site visit is scheduled for academic year 2015 - 2016, are required to transition to one of the new *Pathways* (*Standard* or *Open*) accreditation models beginning in academic year 2012 – 2013. Due to its record of continuing good standing with the HLC, Marshall was eligible to choose the *Open Pathways* Model. This accreditation model differs from *PEAQ* in that it divides the accreditation process into two components, the assurance and the improvement processes. The assurance process requires the institution to document, through an evidence file, that it meets all criteria, policies, and practices set by the HLC for continued accreditation. The improvement project demonstrates steps the institution is currently taking to ensure continuous improvement.

During the initial phase of the introduction of the *Pathways* accreditation models, the HLC has partnered with institutions to help to refine these models. In April 2011 Marshall University received an invitation to engage in this process by becoming part of Cohort III. The HLC asked institutions participating in Cohort III to test the Lumina Foundation's *Degree Qualifications Profile (DQP)*. In her letter to Dr. Stephen Kopp, dated April 1, 2011, Dr. Sylvia Manning, President of the HLC, stated, "The opening paragraph of the Lumina Foundation's document makes the claim the 'A Degree Profile – or qualifications framework – illustrates clearly what students should be expected to know and be able to do once they earn their degrees – at any level. This Degree Profile thus proposes specific learning outcomes that benchmark the associate, bachelor's and master's degrees – which constitute the great majority of postsecondary degrees awarded by U.S. colleges and universities – regardless of the student's field of specialization.'" She explained that institutions in Cohort III would be asked to test that claim and that this project would become the institution's "improvement project" for this accreditation cycle. Marshall University accepted this invitation in July 2011. Now, approximately one year later, we report our progress in testing the *DQP* and our findings as to whether or not the *DQP* rises to this challenge.

Marshall University's Assessment of the Lumina Foundation's Degree Profile (DQP): Description of Project, Findings, Recommendations, and Future Plans

Description of Marshall University's Project

1. Activity 1: From January – March 2012 each degree program at Marshall University (at the associate, bachelor's and master's levels) chose *approximately* three – five pre-undergraduate capstone or pre-graduate culminating experience courses that it deemed *essential* in providing its students the necessary early practice to enable them to demonstrate mastery of the program's learning outcomes in the program's undergraduate capstone or graduate culminating experience. These were the courses in which early program-level assessments would be embedded. The results of these assessments, spread over the designated early to mid-level courses, would allow programs to evaluate the development of students' competencies as they

progressed toward their capstone or culminating experiences. For each course the program selected, it mapped the course learning outcomes to the appropriate program learning outcomes and to each broad area of learning and degree-appropriate outcome in the *DQP* that its course and program outcomes addressed. Programs used this mapping as a diagnostic tool to determine the appropriateness (or otherwise) of their outcomes at both the course and program levels. If they deemed changes were needed, they made those changes.

2. Activity 2: From March – May 2012 each degree program updated its plan for assessment of student learning and other information to help test the *DQP*. This information was provided in three steps.
    - Step 1A: Each program provided its learning outcomes as they were initially articulated, then provided any revisions made to these outcomes, explaining why it had (or had not) revised each outcome.
    - Step 1B: As in Activity 1, each program mapped its outcomes to the broad areas of learning and degree-appropriate outcomes of the *DQP*. Using courses mapped in the first activity, plus its undergraduate capstone or graduate culminating experience course (and additional courses or other learning experiences it deemed necessary for this purpose), each program specified a minimum of two assessment points for each learning outcome, the first occurring at an early to mid-point in the program and the final occurring as part of the undergraduate capstone or graduate culminating experience. Some programs argued that they could not conduct final assessments of student achievement in all of their program's learning outcomes in their capstone/culminating experience courses. In these cases, final assessment points occurred in a combination of the former and other appropriate late-program courses or other learning experiences.
    - Step 1C: In addition to specifying where there assessments would occur, each program noted the specific assessment(s) it would use for each outcome at each assessment point and the benchmarks they expected their students to achieve at each assessment point.
    - Step 2A: Each program indicated any of the *DQP*'s broad areas of learning to which none of its outcomes aligned and why its outcomes did not align to these areas of learning.
    - Step 2B: Additionally, each program specified broad areas of learning (if any) that its program addressed that were not part of the *DQP* in its current form. Programs explained why they felt these particular areas of learning were important for students in their programs.
    - Step 3: Each program chose two of its learning outcomes and created descriptive, analytic assessment rubrics for each. Rubrics were intended to allow programs to show qualitative changes in student performance between assessment point 1 and the final assessment point in the program. However, what programs chose to name performance levels was left up to their discretion.

A small group of faculty met for 2 ½ weeks during the summer of 2012 to evaluate the project. This group consisted of Dr. Camilla Brammer, Dr. April Fugett, Dr. Mary Laubach, Dr. Rex McClure, and Dr. Mary E. Reynolds. Their analyses of data and recommendations are presented in the following sections of the report.

Initial Findings from Marshall University's Project

1. Activity 1: Out of a total of 1,733 course learning outcomes mapped to areas and outcomes of the *DQP*, programs reported modifying only 351 (20%). The Colleges of Information Technology/Engineering and Education made no modifications to course outcomes, while the College of Fine Arts modified 66% of its course outcomes (See Appendix I for more detail and a breakdown of results among colleges).

Before reporting findings from the multiple steps of Activity 2, we note that, although a total of 93 degree programs completed at least part of this Activity, not all completed all parts. When our data are reported on fewer than 93 programs, explanations will be given.

2. Activity 2, Step 1A:
    - In contrast to the findings in Activity 1, the 93 programs that completed at least some parts of Activity 2 collectively reported some change to 54% (277) of the 517 program outcomes mapped to *DQP* outcomes. That 54% can be further divided into program outcomes that underwent substantive modifications (197 or 38% of the total) and those that were only slightly modified (80 or 16% of the total). Conversely, programs collectively reported no change to 46% (240) of the outcomes mapped. The Colleges of Education and Fine Arts reported modifying all of their program outcomes, with all of the modifications made by the College of Fine Arts being substantive in nature (See Appendix II for a complete analysis of these findings).
    - Reasons for modifying or adding outcomes were grouped into ten categories shown in Appendix III. Of note is that 29 of the 277 outcomes modified (10%) were completely rewritten in response to the Open Pathways Demonstration Project.
    - Reasons given for not making changes to 240 (46%) of the outcomes mapped in Activity 2 occurred because programs reported that their existing outcomes aligned to the outcomes of the *DQP* (114; 48%) or because their outcomes were mandated by a specialized accrediting organization (121; 50%). A small number (5; 2%) of outcomes were not modified because, although programs did not believe that these outcomes mapped to the *DQP*, the programs believed these outcomes were important for students in their programs (See Appendix IV).
    - Program outcomes not modified were most likely to come from colleges (e.g. Colleges of Information Technology/Engineering and Business) with large numbers of programs with specialized accreditation (See Appendix II).

3. Activity 2, Step 1B:
    - An analysis of assessment points was conducted in two parts. First, we reviewed the courses in which assessments were embedded for each degree program's first assessment point. We were interested in seeing to what extent there would be correspondence between the courses mapped to program and *DQP* outcomes in Activity 1 and those chosen for each program's first assessment point in Activity 2. We analyzed these data for 89 of the 93 programs. Two programs were eliminated from this analysis because they had mapped only a portion of their programs' outcomes, making it impossible to accurately evaluate whether or not they intended to use all courses from Activity 1 as initial assessment points for their programs. A third program was

eliminated from this analysis because it had mapped outcomes for only one of its majors, making it impossible for the committee to determine which of the courses in Activity 1 were part of this major, as compared to other majors within the program. The fourth program excluded from the analysis was one that used courses from more than one discipline to assess its outcomes. Due to the way this particular program completed Activity 1, the committee could not determine whether or not it had used all courses for first assessment points. For the remaining 89 programs there was complete alignment between the Activity 1 courses and those entered as first assessment points in Activity 2 for only 19 (21%) programs. Programs that completely aligned the courses from the two activities were from the Colleges of Business (46% of programs aligned), Liberal Arts (31% of programs aligned) and Science (67% of programs aligned) (See Appendix V for an overall analysis and breakdown among colleges).

- However, a further analysis showed that a majority (72; 81%) of the 89 programs used at least some of the courses mapped during Activity 1 for initial program assessment points. However, most programs (62; 70%) added additional courses (not mapped in Activity 1) as first assessment points for some of their programs' outcomes. It is probable that, upon further reflection regarding the course-embedded assessments most appropriate for assessing program-level outcomes, most programs felt it advisable to add additional courses not mapped in Activity 1 (see Appendix VI).
- Next, we were interested in determining if, for undergraduate programs (with the exception of our two associate degree programs), final assessment points were embedded into 400-level courses (capstone or other late-program courses). We found that, out of the 282 final assessment point courses listed for baccalaureate programs, 2 (0.7%) were courses at the 200-level, 38 (13.5%) were courses at the 300-level, and 242 (85.8%) were courses at the 400-level. These findings indicate that programs, for the most part, were assessing students' exiting abilities in courses at the appropriate levels (See Appendix VII).

4. Activity 2, Step 1B:
    - We encouraged programs to assess program-level learning outcomes using assessments that required students to demonstrate their knowledge and skills by "creating" artifacts that could be assessed using descriptive, analytic rubrics. An analysis of assessments to be used indicated that most programs had followed these suggestions. A detailed listing of planned program-level assessments is included in Appendix VIII.

5. Activity 2, Step 2A:
    - Of 92 degree programs that completed Activity 2, Step 2 (one program was excluded from this analysis because it stated that it had not yet mapped all of its outcomes), only 43 (47%) reported aligning to all broad areas of learning included in the *DQP*. These results, which ranged from total alignment of all programs in the Graduate School of Education and Professional Development to no programs aligning to all broad areas of the *DQP* in the Colleges of Education and Fine Arts, are shown in Appendix IX.
    - The *DQP*'s broad areas of learning to which programs most frequently did not align were Civic Learning (31; 34%) and the intellectual skills of Quantitative Fluency (25; 27.5%) and Engaging Diverse Perspectives (24; 26%). Reasons given for not aligning to the broad areas of the *DQP* are outlined in Appendix X.

- Activity 2, Step 2A findings led the committee to analyze degree programs' learning outcomes within the context of Marshall University's Core Domains of Thinking. During the past academic year, while programs tested the *DQP*, a group of faculty and administrators mapped Marshall's Core Domains to the *DQP*. This mapping resulted in a proposal, which will be reviewed by several University committees this academic year, which recommends updating the language of the Core Domains and specifying measurable learning outcomes for each. Although the current committee's review determined that these proposed outcomes mapped to the areas of learning in the *DQP* at the baccalaureate level, the committee felt that the configuration of Marshall's Core Curriculum (consisting of 100 and 200-level courses) is not such that it can provide sufficient opportunities needed for students to achieve baccalaureate levels of proficiency in each broad area of learning unless the areas of learning also are addressed in upper division courses, i.e. by degree programs.

6. Activity 2, Step 2B:
    - Programs were asked to specify broad areas of learning that they felt to be important for their students that are not part of the *DQP* as it is currently configured. Thirty-three of the 92 (36%) programs that completed this step indicated that they addressed one or more such areas of learning. Areas of learning mentioned most frequently were Ethical Learning (12 programs; 13%), Teamwork/Collaboration/Leadership (9 programs; 10%), and metacognitive reflection/lifelong learning (3 programs; 3%). Most other areas mentioned were deemed by the committee to be part of *Specialized Knowledge* or another area of learning already articulated in the *DQP*. An analysis of responses across colleges and programs is enumerated in Appendix XI.

7. Activity 2, Step 3:
    - After reviewing the many examples of analytic rubrics developed for both undergraduate and graduate programs, the committee felt that, to maintain a common understanding of the meaning of rubric performance levels across campus and to arrive at appropriate performance benchmarks for each assessment point, it was important for Marshall University to adopt common names for performance levels. The committee recommended that the following names be used for performance levels because these performance levels correspond, in part, to performance level names used across the country in the *Value Rubrics,* which have been developed and *validated* by the American Association of Colleges and Universities (AAC&U; Rhodes, 2010).
    - Recommended rubric performance level names for undergraduate programs
        - Level 1 = Introductory Benchmark: This should identify a beginning level of skill or knowledge that one would expect of a student taking his or her introductory courses in a degree program.
        - Level 2 = Milestone(s) Benchmark(s): This level, which could (at the discretion of the program) be divided into more than one level, signifies a milestone (or more than one milestone) of increasingly more sophisticated skill or knowledge development. We recommend that a specified milestone level be the benchmark for the program's first assessment point.
        - Level 3 = Capstone Benchmark: This level, which also could be divided into more than one, signifies the level of competence expected of all students who complete Bachelor's Degrees at Marshall University. The language programs

choose to describe student performance at this level should match the language of the learning outcome. In other words, if a program's outcome is that "Students will evaluate information…," the description of the capstone rubric level should require students to "evaluate." The capstone level should be the benchmark set for expected performance at the final assessment point set by programs.

- Recommended rubric performance level names for graduate programs
  - Level 1: Introductory Graduate Benchmark: This should identify a minimal beginning level of skill or knowledge for a student entering a graduate program. It should be interpreted as synonymous with the "milestone(s)" benchmarks at the Bachelor's level. Although it is our hope that students entering a Master's program will enter at the Bachelor's capstone benchmark level, the introductory graduate benchmark level is provided for students who are not there yet.
  - Level 2 = Graduate Milestone(s) Benchmark(s): As with the undergraduate degree, this level (which can be divided into more than one) should represent milestones along the way to graduation. The committee felt is might roughly correspond to the capstone level for Bachelor's students. It should be used as the benchmark for the first assessment point for graduate programs.
  - Level 3 = Mastery Benchmark: This level, which also could be divided into more than one, signifies the level of competence expected of <u>all</u> students who complete Master's Degrees at Marshall University. The language programs choose to describe student performance at this level should match the language of the learning outcome. In other words, if a program's outcome is that "Students will create …," the description of the capstone rubric level should require students to "create." The Mastery level should be the benchmark set for expected performance at the final assessment point set by graduate programs.

<u>Recommendations to the HLC and to the Lumina Foundation regarding the *DQP*</u>

Based on Marshall's assessment of the *DQP*, we make the following recommendations:

1. The committee believes that the language of the outcomes renders many of the areas of learning too narrowly defined. Specific examples of this are *Broad Integrative Learning* where, rather than discussing the integration of (connections among) various disciplines and learning domains, examples narrowly define "my field and one other." This also occurs in the *Intellectual Skill* of *Communication Fluency* where the ability to communicate "in more than one language" is mentioned. Although many programs interpreted this language broadly, others felt that it meant what it said and felt that most of our student communicated well only in English.

2. The committee believes that the area of learning titled *Civic Learning* is too narrowly defined. We believe that its current language is not inclusive enough to encourage mapping across multiple disciplines. We recommend that the language of *Civic Learning* be broadened and we further recommend that this area explicitly include *Ethics*.

3. The committee recommends that *Metacognitive Reflection*/*Lifelong Learning* be added to the *DQP* as an additional *Intellectual Skill.*

4. The committee recommends that the description of the *Intellectual Skill* of *Quantitative Fluency* be broadened to include *Symbolic Logic* because *Modeling/Systems Thinking* is often a precursor to quantitative analysis.

5. The committee recommends the intellectual skill of "communication fluency" be broadened to explicitly include visual, as well as oral and written communication.

6. A number of programs at Marshall noted that *Teamwork/Collaboration/Leadership* were important for students in their programs.

Recommendations to Marshall's Degree Programs Regarding Activity 3

1. During the 2012 fall semester each program should use the rubrics (for two outcomes) created during the 2012 spring semester to assess student work embedded in courses designated in Activity 2. However, before this work commences, the committee recommends that, to avoid confusion across the university, the names given to rubric performance levels be standardized as previously described.

2. Following this standardization, we ask that each program that has not already identified first and final assessment points for the two outcomes for which they have developed rubrics, do so. We ask that any baccalaureate program using a 200 or 300 level course for their final (capstone) assessment, carefully consider whether this is the most appropriate assessment for the final assessment of their students' mastery of those particular outcomes.

3. During the 2012 fall semester, each program should assess student work for at least two outcomes (using the two rubrics already developed). Assessment data should be collated across students and uploaded into a database, to be determined at a later point.

4. During the 2012 fall semester programs should develop assessment rubrics for their remaining learning outcomes using the suggested names for performance benchmark levels.

5. At the conclusion of the 2012 fall semester, programs should analyze the assessment data collected during the fall and, based on this analysis, make recommendations for changes to the program that will either improve student learning or the assessment process. A report of this information will be due to the Office of Assessment no later than February 1, 2013.

6. The committee recommends that programs that added courses (not previously mapped to their program and *DQP* outcomes) as pre-capstone/graduate culminating experience assessment points complete the mapping of these course outcomes.

Recommendation as Marshall University Considers its Future Plans

1. In addition to degree programs using the *DQP* to evaluate the appropriateness of their learning outcomes and, conversely, using their knowledge of the important outcomes for students in their programs to test the appropriateness of the *DQP*, the Faculty Senate and Marshall University Board of Governors passed a policy to update the University's Syllabus Policy. This

policy calls for the inclusion of descriptions as to how students will practice each course's learning outcomes and how their achievement of these outcomes will be assessed (see syllabus template in Appendix XII). Although not part of the current policy, the committee recommends that, when courses are part of a degree program, and therefore support degree program outcomes, faculty be encouraged to map their course outcomes to those of their programs. The appropriate venue for this mapping (syllabus, university catalog, program website or some combination of these) remains to be determined. The committee is in agreement, however, that it is important for students to know what they are expected to know and be able to do upon graduation and that they should know how each university requirement will help them to achieve these goals.

2. As mentioned previously, during academic year 2011 – 2012, using the *DQP* as a diagnostic, a group of Marshall University faculty and administrators worked to develop *proposed* changes to the *Core Domains of Thinking* (Marshall's current general education outcomes). This proposal will be reviewed by the original committee members who contributed to writing them, then by the General Education and Assessment Committees. Following this, the proposal will be sent to the Budget and Academic Policies Committee and to the Faculty Senate. The proposal, as it now stands, will be subject to revision as it moves through this process before a vote at the Faculty Senate. However, as this proposal moves forward, the committee feels that the university must consider whether the proposed *Domains of Thinking* and associated outcomes are intended to be *Marshall University Outcomes* (perhaps the *Marshall University Degree Profile* at the baccalaureate level*)* or if they are intended to be the outcomes expected of students at the end of the Core Curriculum, i.e. general education.

3. The committee feels that, since each student's course of study at Marshall consists of a combination general education, university-wide, major, (perhaps minor), and elective course requirements, it should not be expected that all outcomes specified within Marshall University's future Degree Profile be addressed within major courses alone, but that some would be addressed in other university required courses or learning experiences. Given that, the committee also feels that, depending on a student's major, students would be expected to achieve higher levels of proficiency in some outcomes than in others, unless either general education courses are extended to the 300 and 400-level or students complete minors. In these cases, upper-level general education or courses within a minor could serve as final assessment points for programs whose major courses do not address particular areas of learning. We recognize, however, that the logistics of asking programs to assess minors may be difficult to implement.

4. There was considerable discussion regarding the role of "general education" courses within a student's program of study. The committee recognized that the sequencing of these courses varied widely across degree programs, but recommended that students take agreed-upon "foundational" courses during their first year at Marshall University, and ideally during their first semester.

5. The committee noted that, at the graduate level, a student's program of study is much more specialized than it is at the undergraduate level. Therefore, we believe that the university should carefully consider the development of its Degree Profile at the graduate level. In doing so, the possibility that it might not be feasible for each student who earns a Master's Degree

from Marshall University to demonstrate Master's level competency in all broad areas of learning should be considered.

6. Sustainability of the project is an important consideration. The committee members believe that it is important, over time, to implement a system that will allow easy assessment data tracking and analysis. They recommend that such a system be developed and piloted with a small group of programs for initial testing.

7. Finally, the committee believes that, at the end of this process, all students should know what they will be expected to know and be able to do to attain a degree (at any level) from Marshall University. Furthermore, all students should understand how each element of their Marshall experience (curricular and co-curricular) contributes to helping them to attain the outcomes of Marshall University's Degree Profile (for their degree level).

References

Manning, S. (2011). Letter of invitation to Dr. Stephen J. Kopp, Marshall University.

Rhodes, T. (Ed.). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

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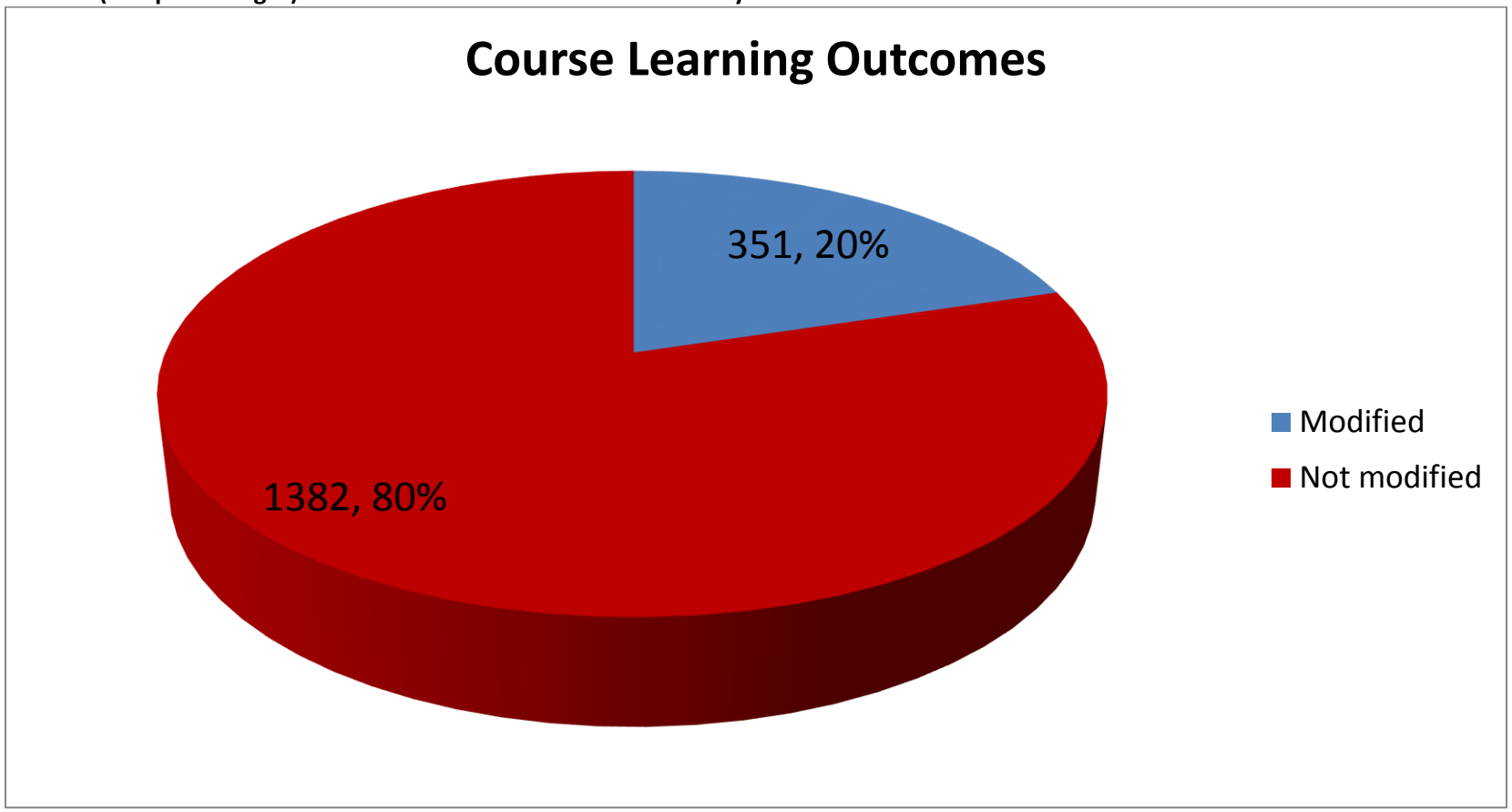
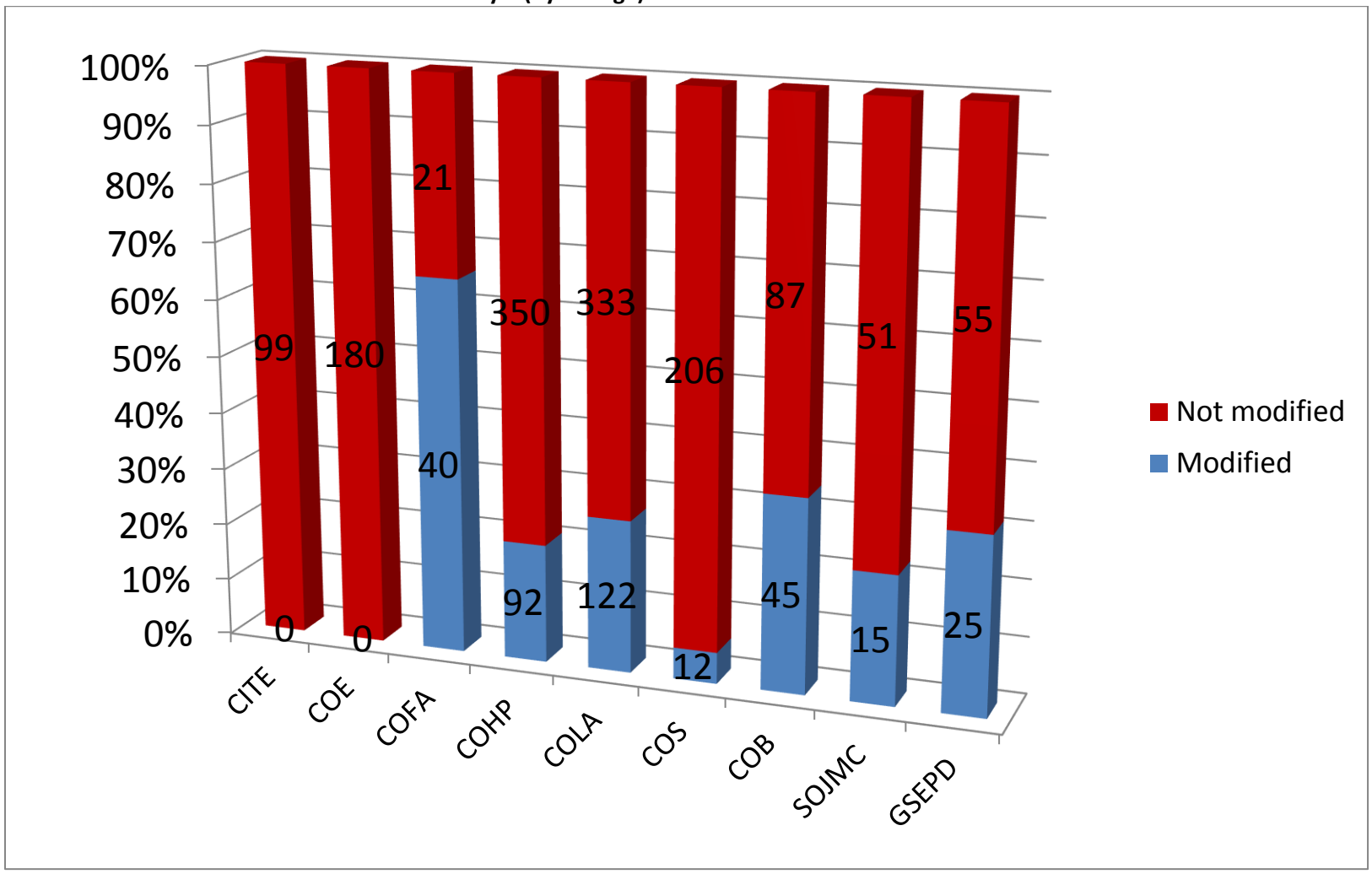
Appendices

Appendix I

Number (and percentages) of course outcomes modified in Activity 1

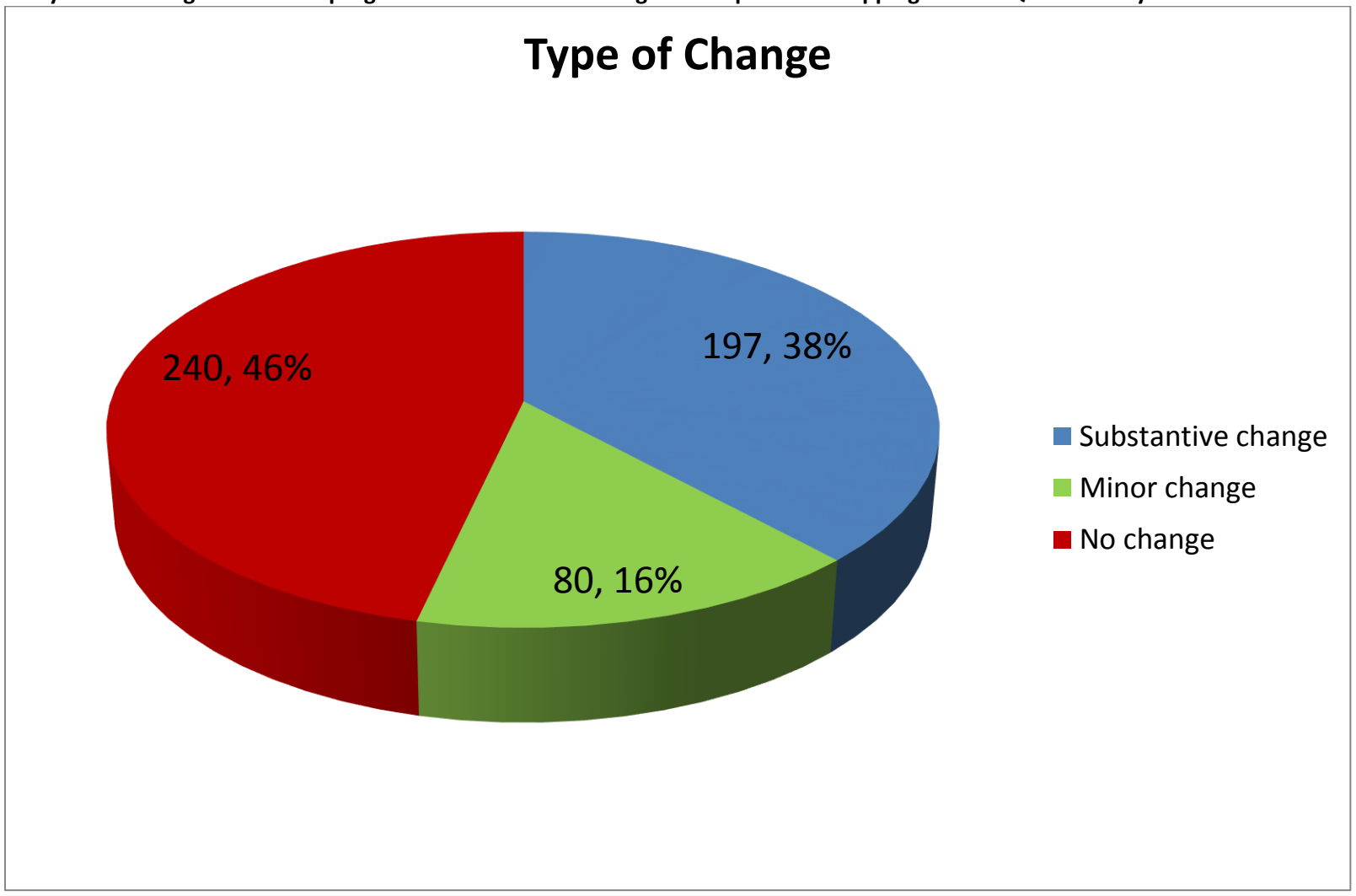


Number of course outcomes modified in Activity 1 (by College)

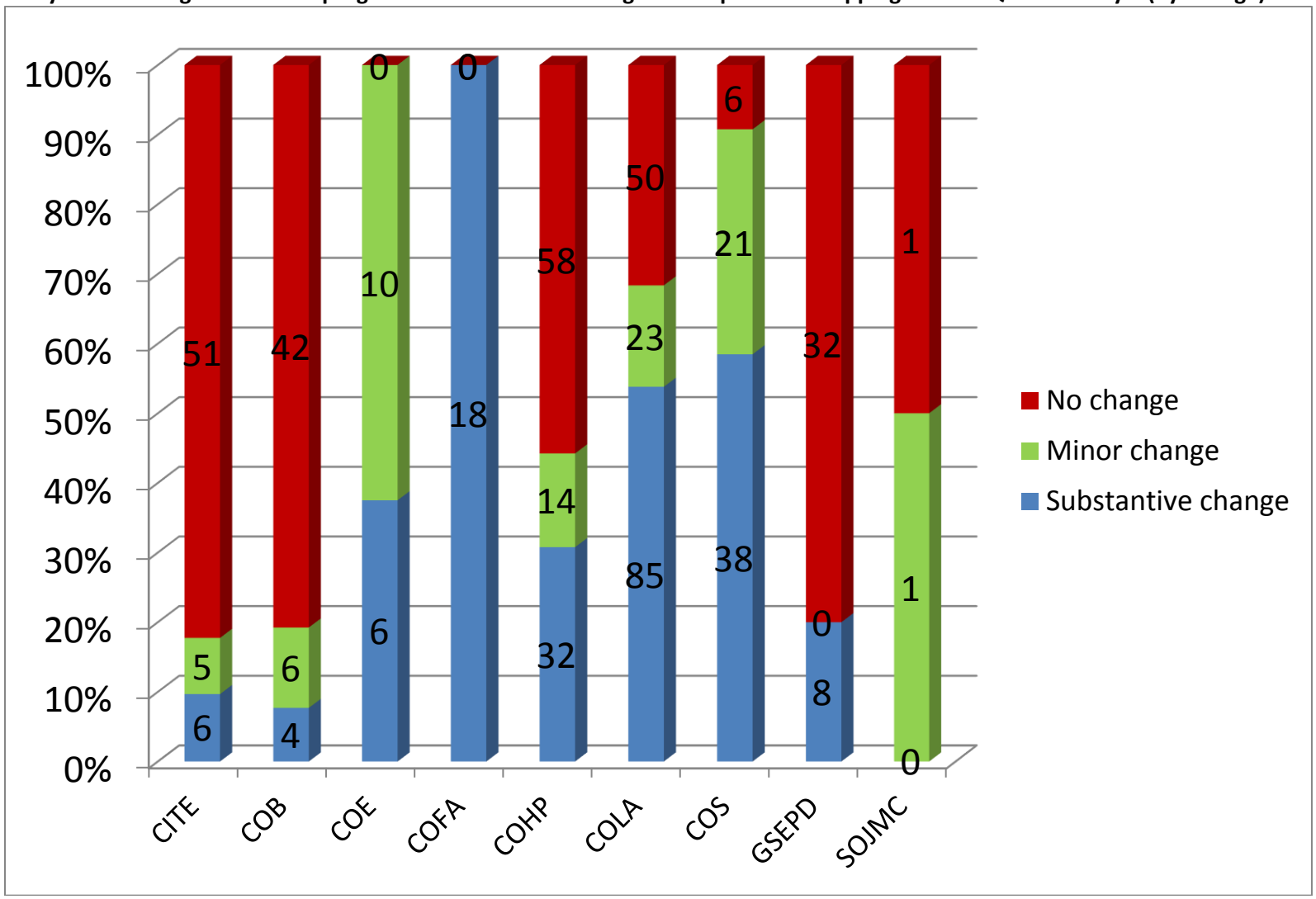


Appendix II

Analysis of the degree to which program outcomes were changed in response to mapping to the *DQP* in Activity 2

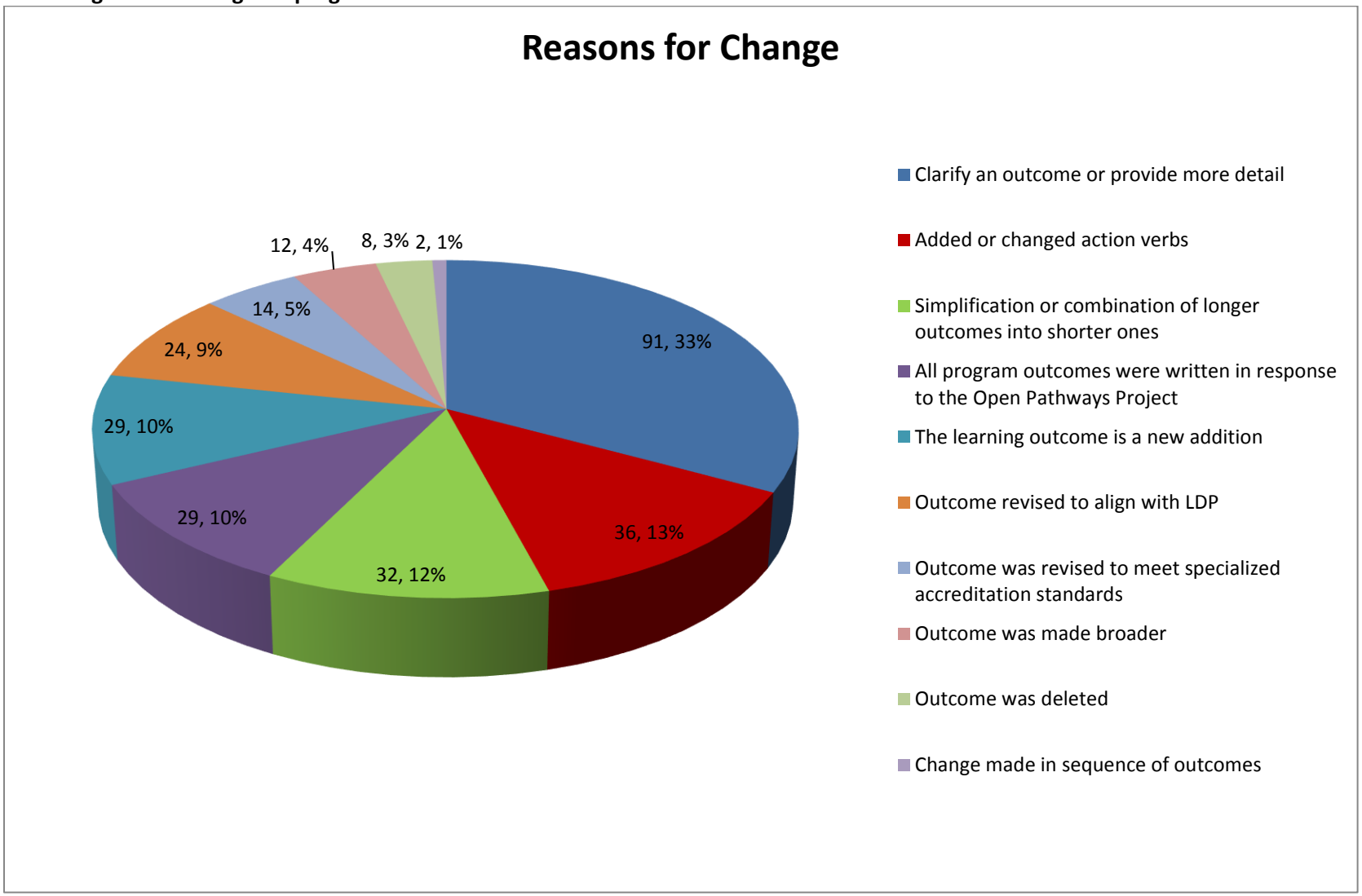


Analysis of the degree to which program outcomes were changed in response to mapping to the *DQP* in Activity 2 (by College)

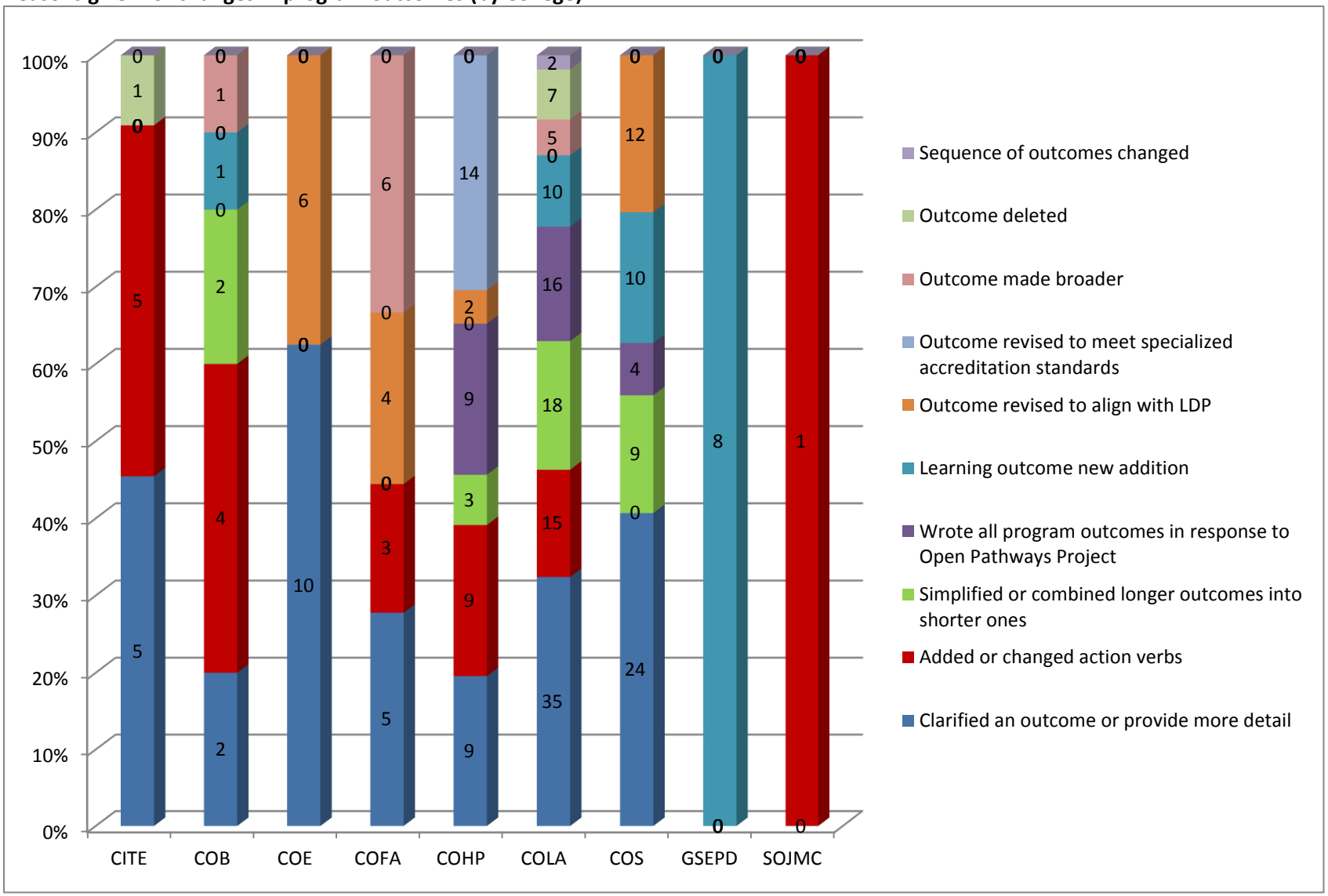


Appendix III

Reasons given for changes in program outcomes



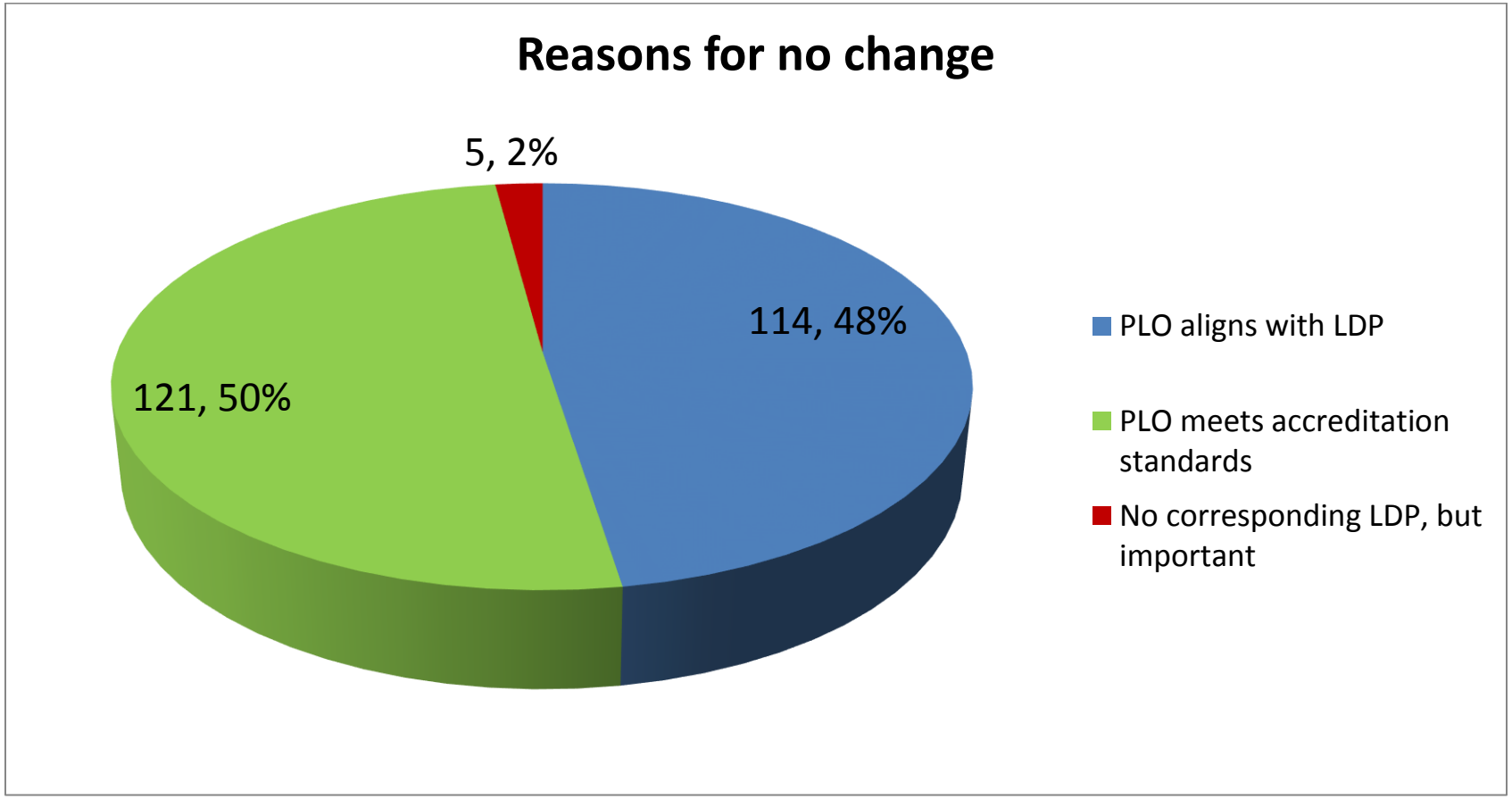
Reasons given for changes in program outcomes (by College)



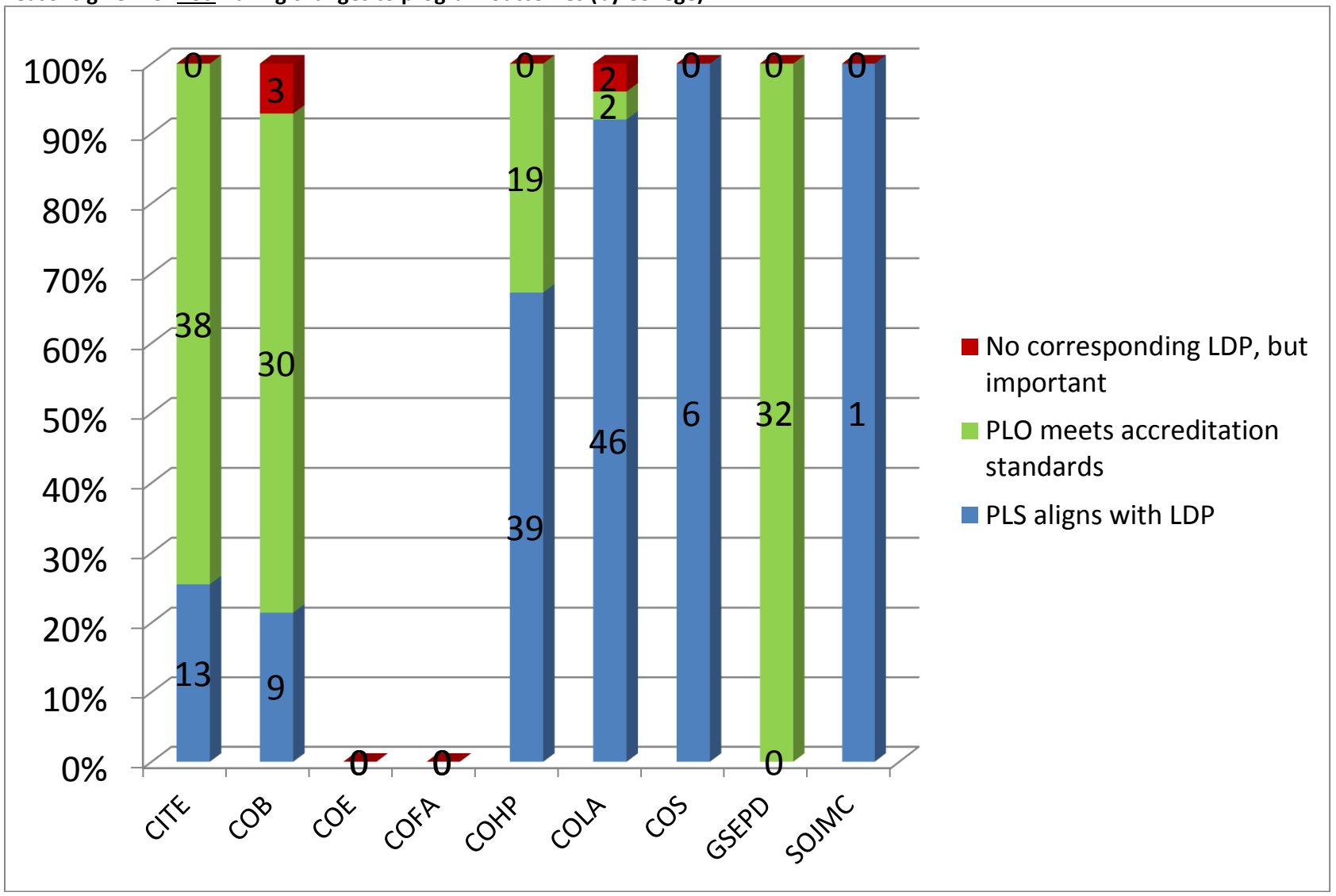
Appendix IV

Reasons given for <u>not</u> making changes to program outcomes included:

1. Current program outcomes align with the *DQP*'s outcomes at the appropriate degree level (114)
2. Current program outcomes align with our *specialized* accreditation needs (121)
3. Current program outcomes do not align with any outcomes in the *DQP*, but program feels the outcomes are important (5)

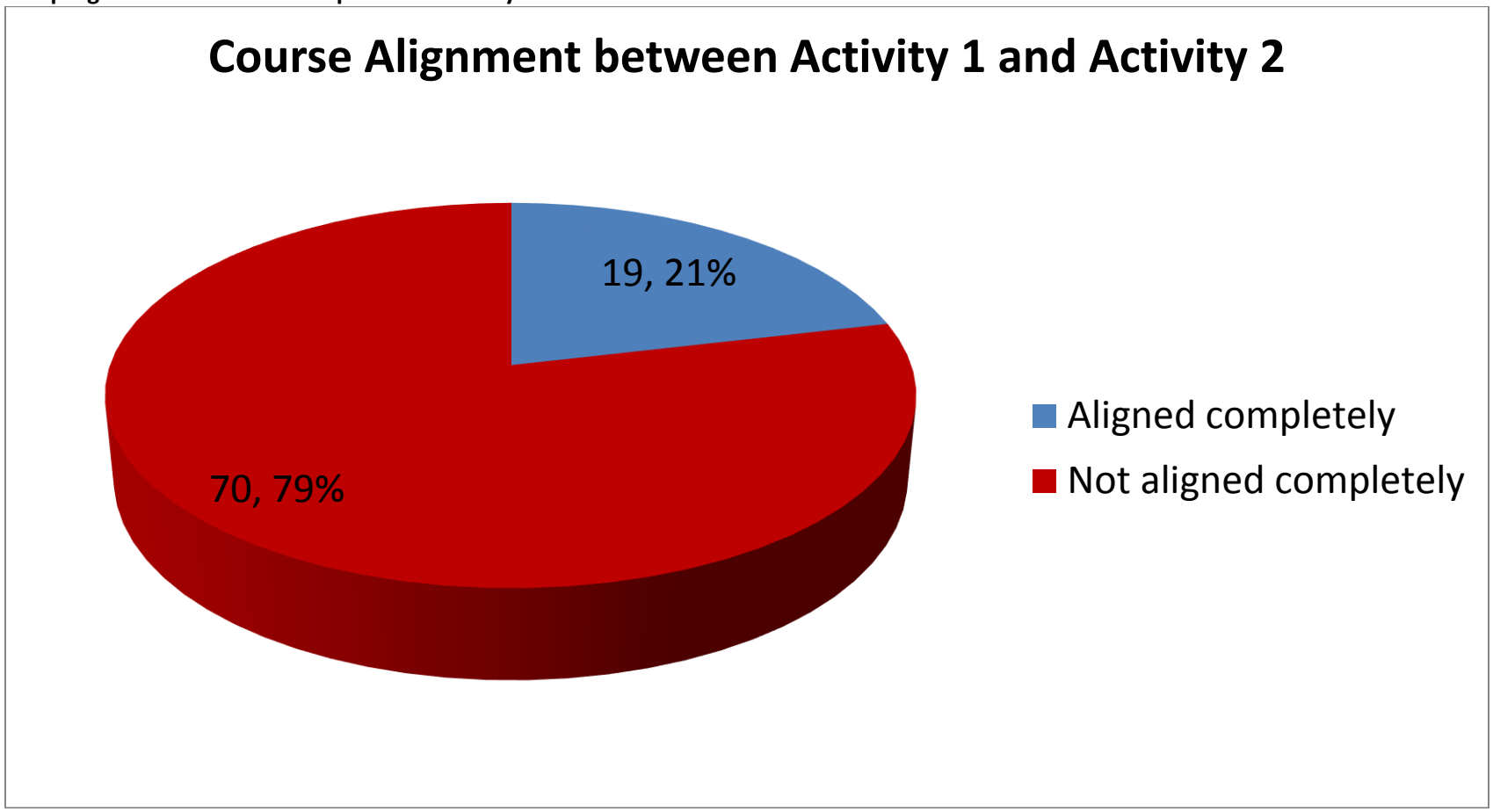


Reasons given for <u>not</u> making changes to program outcomes (by College)

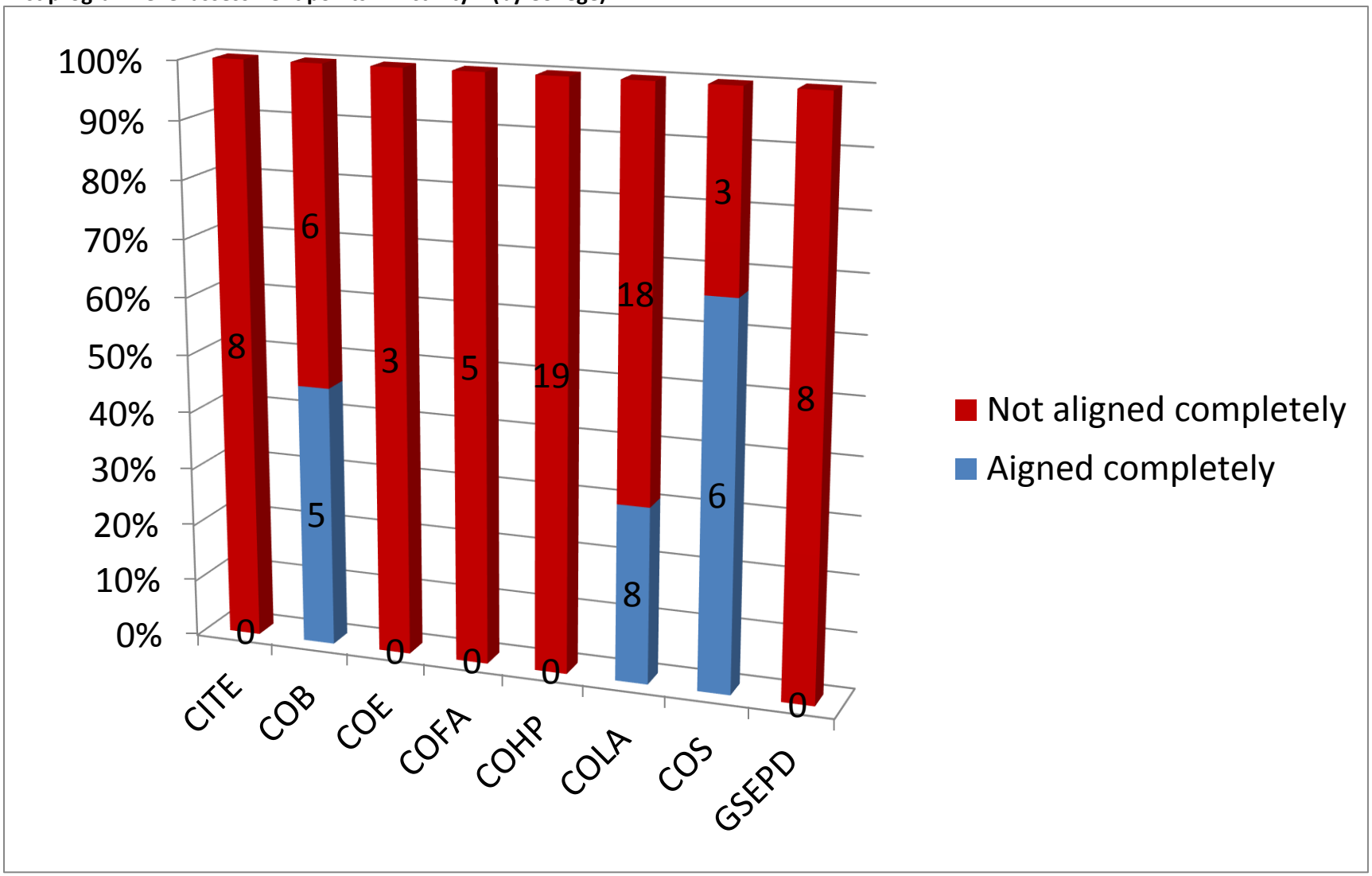


Appendix V

Analysis of the number of programs that showed perfect alignment between the courses they mapped in Activity 1 and those chosen for their first program-level assessment points in Activity 2

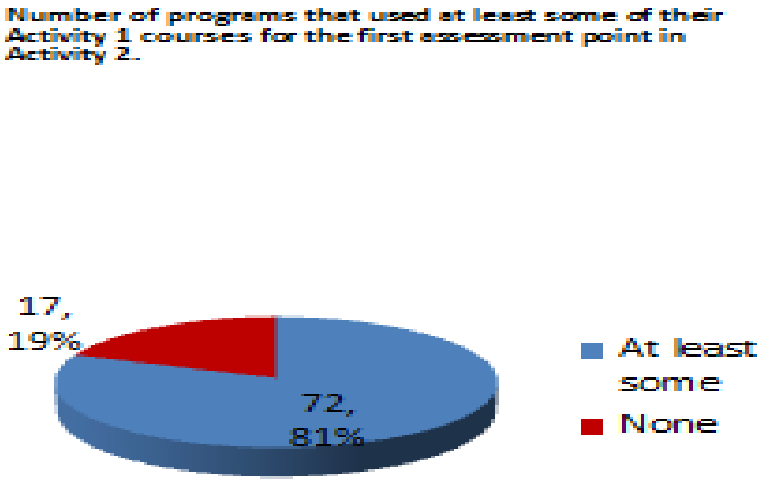


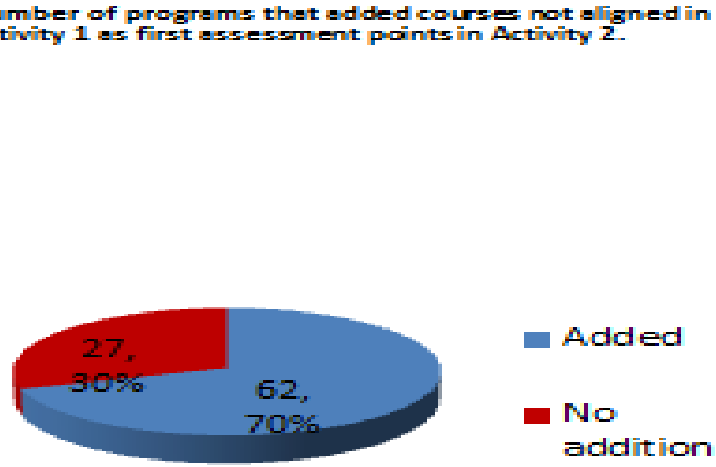
Analysis of the number of programs that showed perfect alignment between the courses they mapped in Activity 1 and those chosen for their first program-level assessment points in Activity 2 (by College)



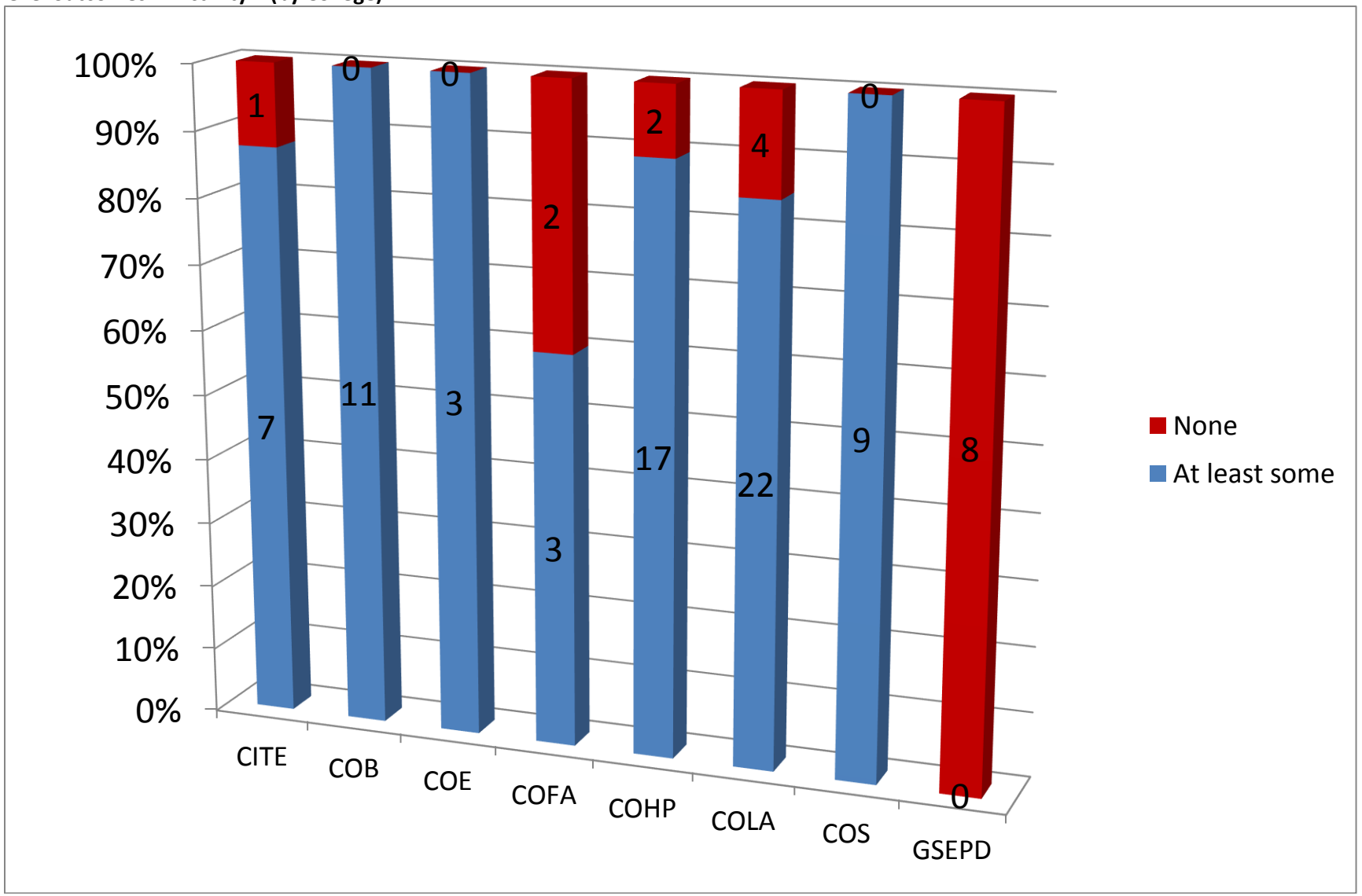
Appendix VI

Analysis of the number of programs that used at least <u>some</u> of the courses aligned as part of Activity 1 for first assessment points of program-level outcomes in Activity 2, plus analysis of the number of programs that <u>added</u> courses not aligned during Activity 1 as program-level assessment points in Activity 2.

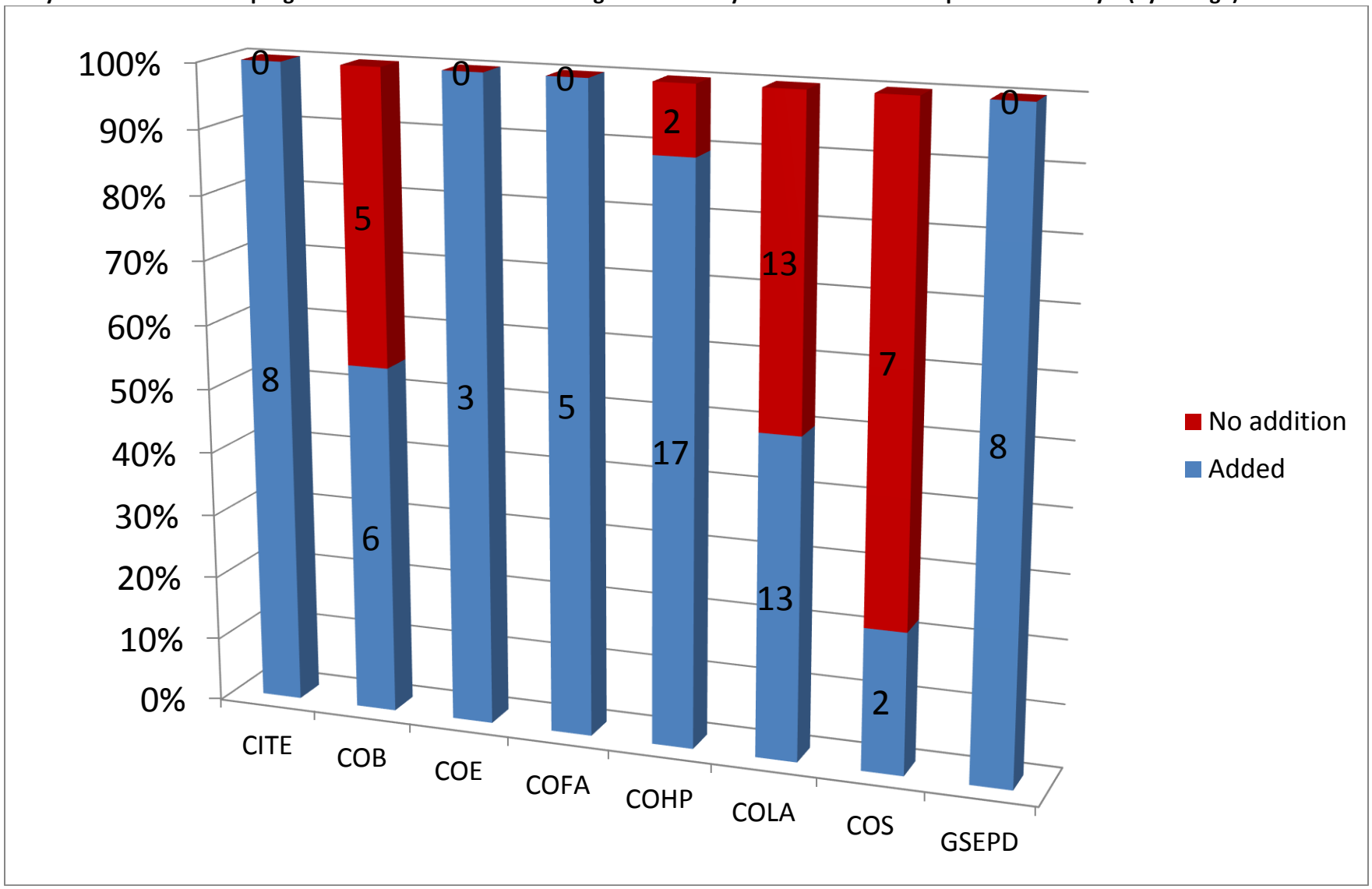




Analysis of the number of programs that used at least some of the courses aligned as part of Activity 1 for first assessment points of program-level outcomes in Activity 2 (by College)

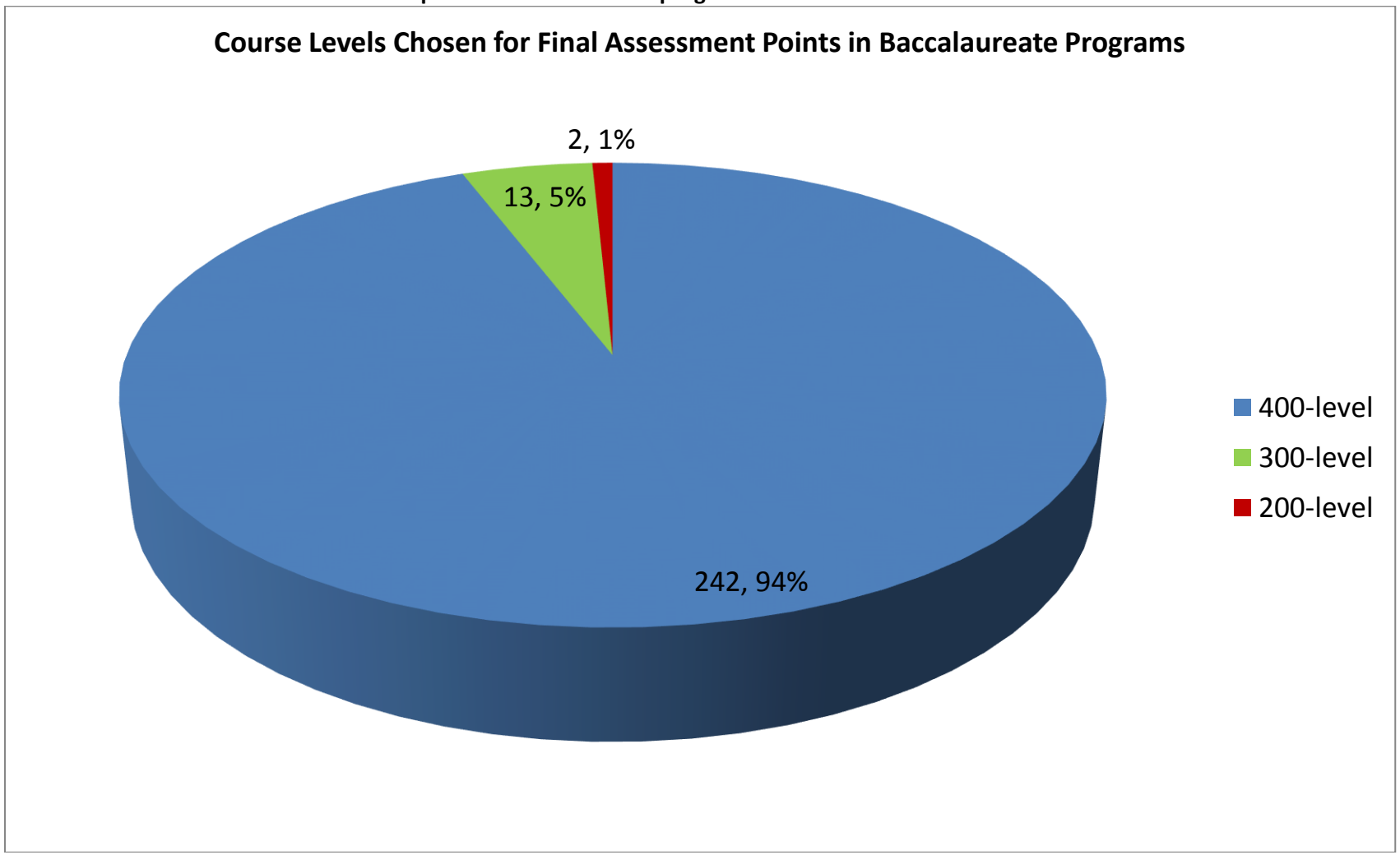


Analysis of the number of programs that added courses not aligned in Activity 1 as first assessment points in Activity 2 (by College)

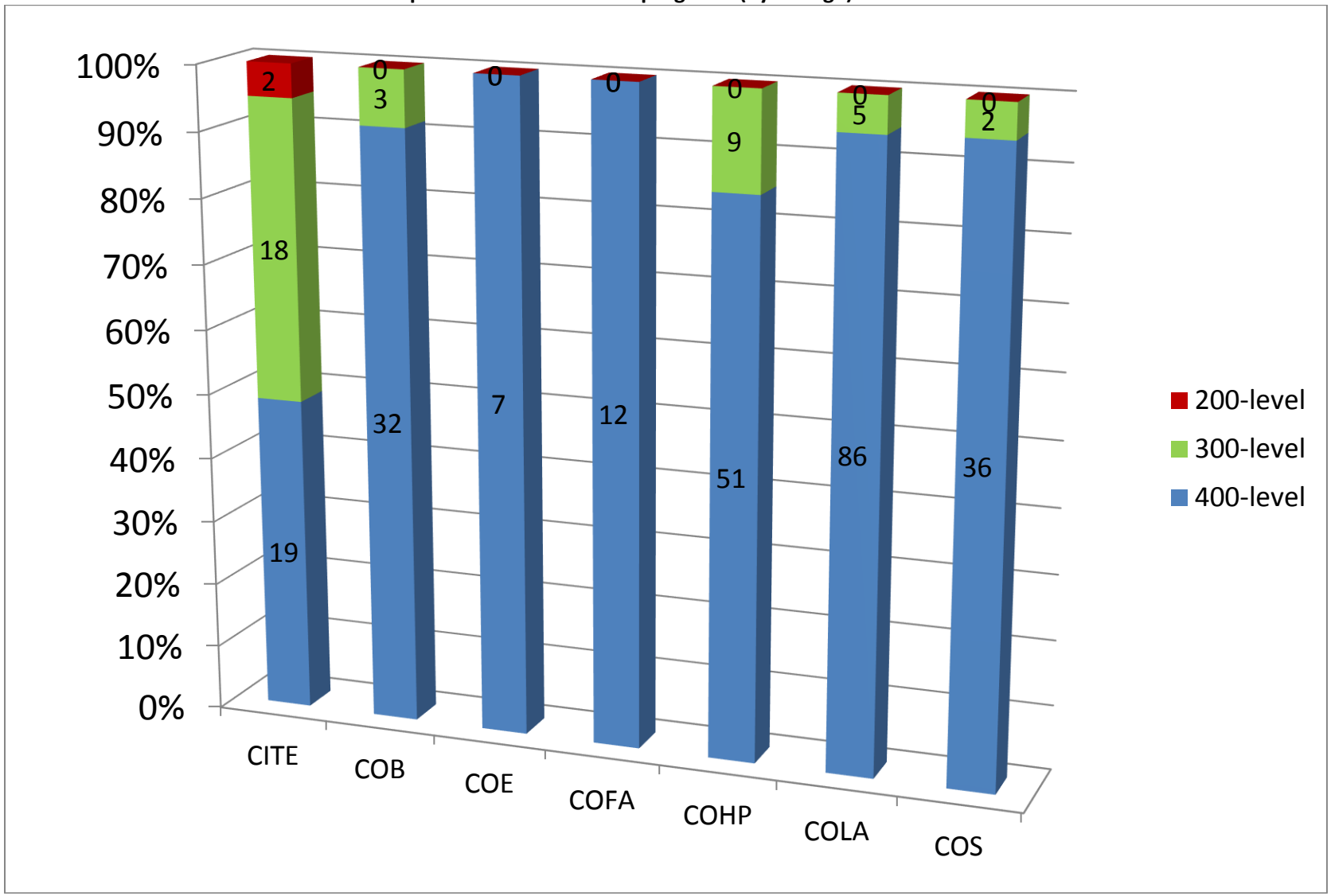


Appendix VII

Course levels chosen for final assessment points in baccalaureate programs



Course levels Chosen for final assessment points in baccalaureate programs (by College)



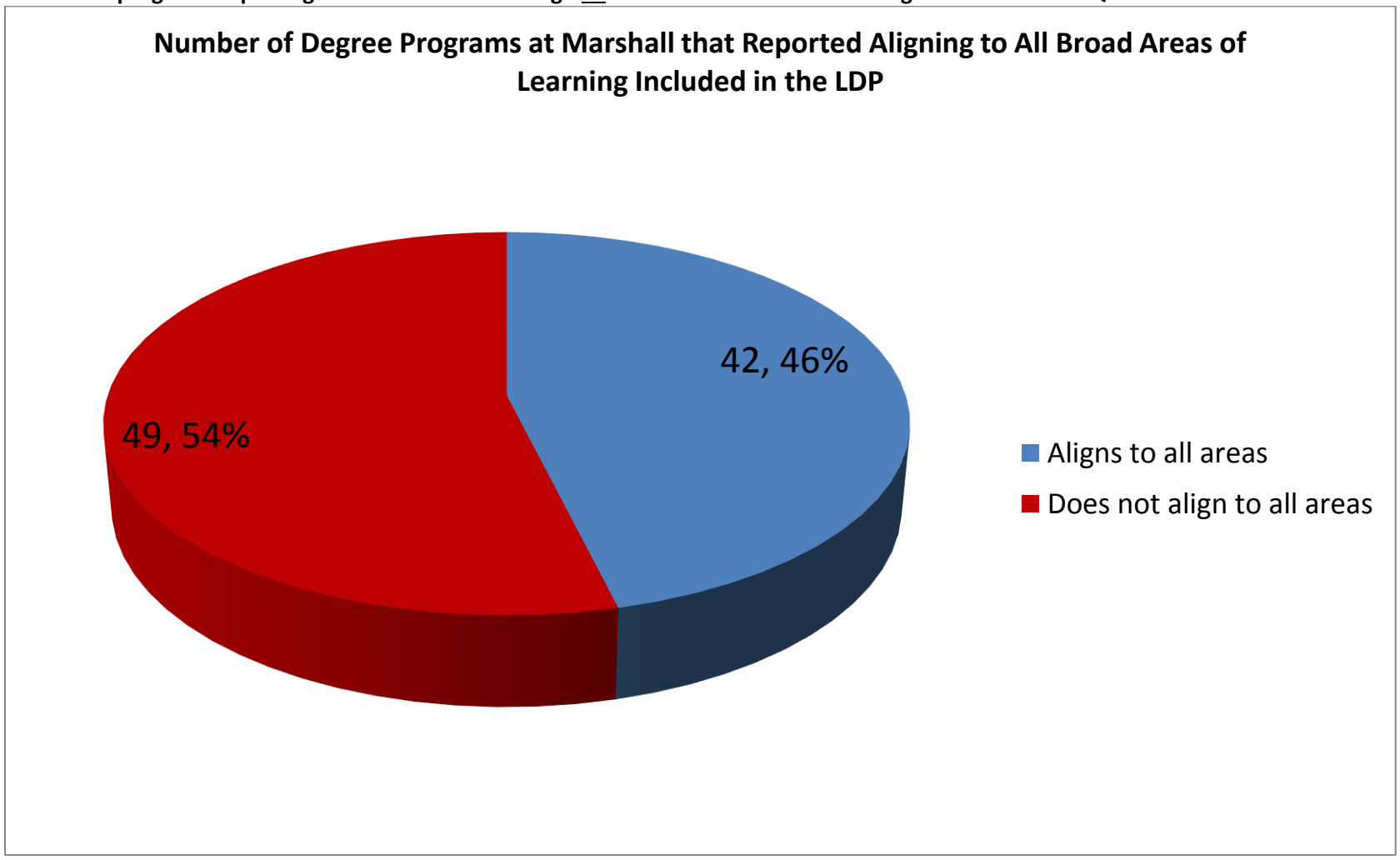
Appendix VIII

Examples of program-level assessments used

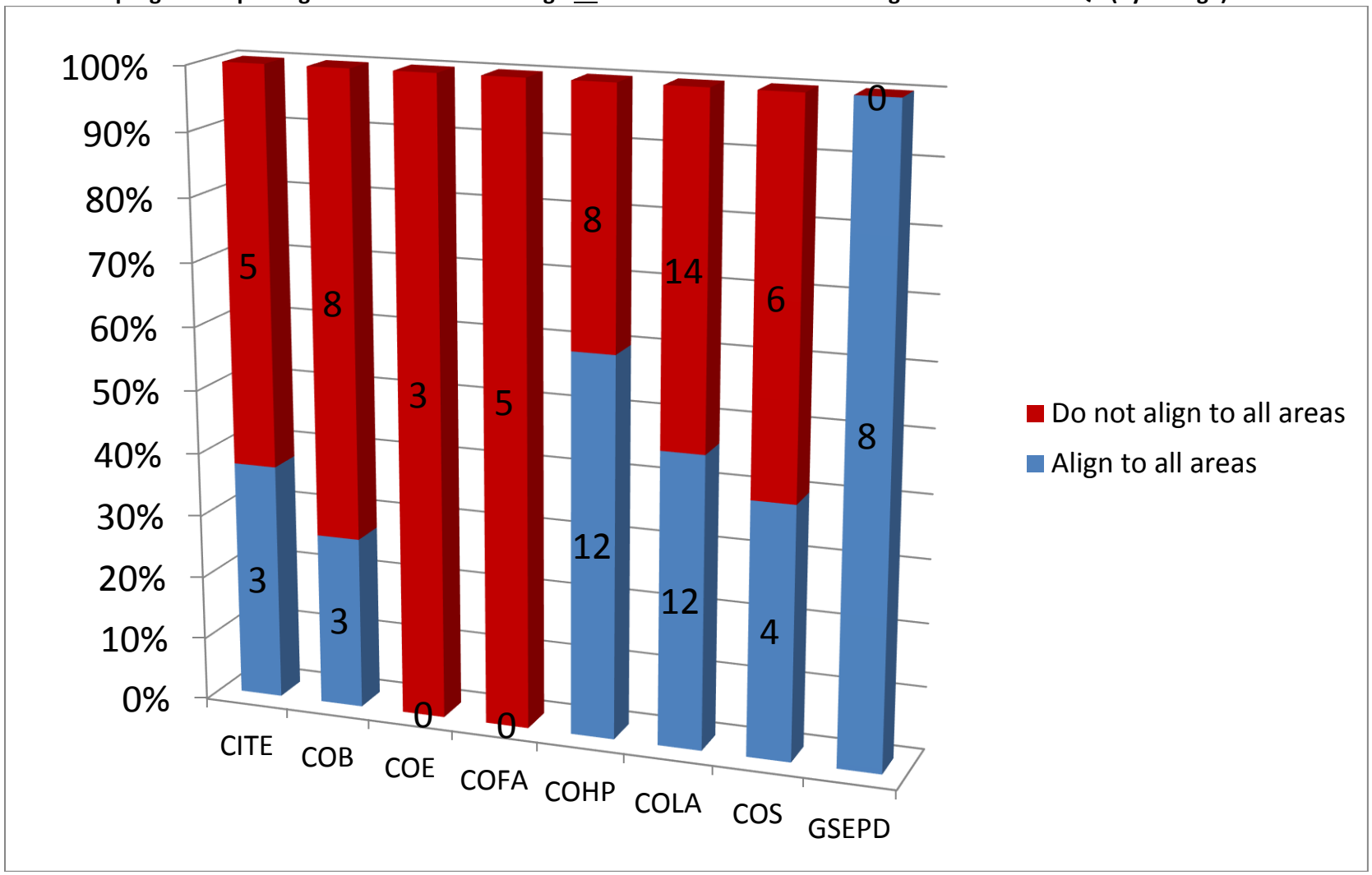
Assessment Type	Examples
Tests	Instructor Generated
	Standardized, e.g. licensure and certification exams
Presentations	Capstone projects
	Other types of presentations
Other Types of Authentic Assessments	Capstone Papers
	Internships evaluated using rubric
	Senior Theses
	Interpretive/Argumentation Paper
	Critical Analysis
	Problem-Solving Exercise
	Research Proposal
	Annotated Bibliography
	Applied Theory Exercise
	Criminal Case Scenario
	DataArc Rubric
	Mock Trial
	Clinical Experience Evaluation
	Case Study
	SOAP (Subjective, Objective, Analysis, Plan) Notes
	Student Teaching Evaluation
	Spreadsheet Assignments
	Risk Analysis

Appendix IX

Number of programs reporting that their outcomes align <u>all</u> of the broad areas of learning included in the *DQP*

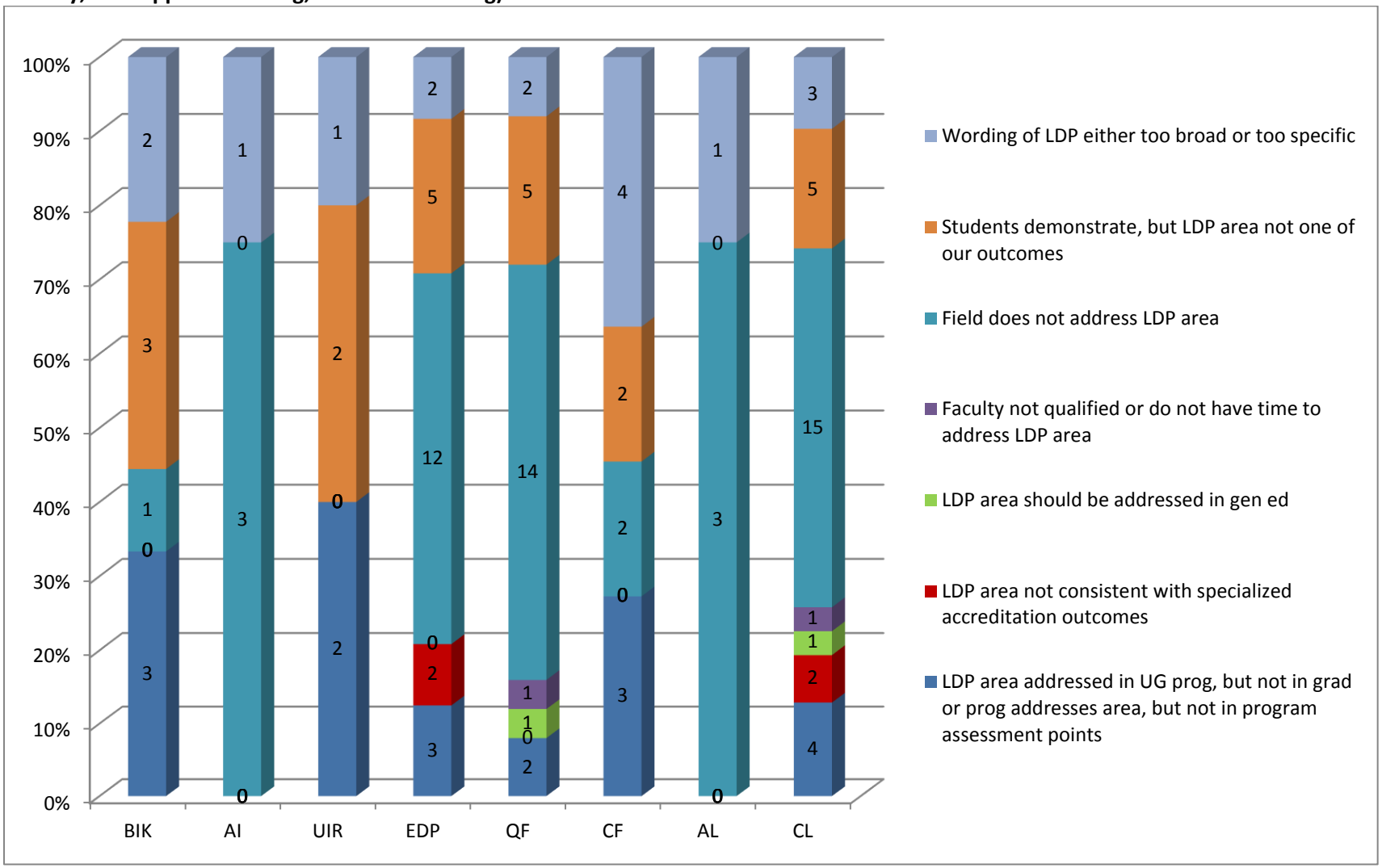


Number of programs reporting that their outcomes align <u>all</u> of the broad areas of learning included in the *DQP* (by College)



Appendix X

Major reasons given by programs for not aligning to specific areas of learning outlined in the *DQP* (BIK = Broad, Integrative Knowledge; AI = Analytic Inquiry; UIR = Use of Information Resources; EDP = Engaging Diverse Perspectives; QF = Quantitative Fluency; CF = Communication Fluency; AL = Applied Learning; CL = Civic Learning)



Appendix XI

Important areas of learning programs felt were missing from the Degree Profile and the committee's reactions.

1. **Ethics (12) Recommendation**: The committee recommends that this be included as part of "Civic Learning" or as part of "Applied Learning" or in both areas. It is the consensus of the committee that this recommendation be made to the HLC and to the Lumina Foundation because, especially in the case of "Civic Learning," the committee does not feel that Lumina's language is inclusive enough to encourage mapping across multiple disciplines.

COE	**Early Childhood Education**	Ethical standards are a hallmark of appropriate practice in Early Childhood Education.
COHP	**Health Informatics**	The program will provide graduates with the expertise to assume a critical role in their profession, but they will also need the personal integrity in order to ensure that they meet the expectations of their peers, their employers, and comply with HIPAA regulations.
COLA	**Latin**	None of the learning outcomes address foreign language acquisition, nor treats ethical thinking.
GSEPD	**Counseling**	Although the Lumina Foundation's Degree Profile incorporates the idea of dealing with ethical issues as part of the area of Intellectual Skills, we believe it should be addressed more directly and include ethical practice in our program's learning outcomes.
GSEPD	**Early Childhood Education**	Same as counseling
GSEPD	**Elementary Education**	Same as counseling
GSEPD	**Leadership**	Same as counseling
GSEPD	**Literacy Education**	Same as counseling
GSEPD	**Secondary Education**	Same as counseling
GSEPD	**Special Education**	Same as counseling
GSEPD	**Teaching**	Same as counseling
COFA	**Theatre**	Ethics or an understanding of the importance of ethical behavior is crucial to creative collaboration.

2. **Teamwork, Collaboration, Leadership (9): Recommendation**: This should be considered either part of "specialized knowledge" or "applied learning" and the committee believed that no specific recommendation should be made to the HCL or to the Lumina Foundation.

CITE	**Engineering**	Teamwork is an essential element in Engineering (or any career).
CITE	**Information Systems**	Teamwork is an essential element in Information Systems (or any field).
CITE	**Technology Management**	Teamwork is an essential element in becoming an effective / successful technology manager, which is the goal of Technology Management graduate students.
COB	**Business Administration**	The MBA program has a specific Program Outcome for Leadership Skills. The outcome is part of our accreditation effort for AACSB.
COB	**Economics**	Almost all of our graduating students, across the entire College of Business, will have to work in a team environment throughout their careers--in whatever field they end up in. Every employer who visits our campus, and every employer who interviews our students at the Campus-wide Career Fairs run by MU Career Services, tells us that businesses want their new hires to be able to work effectively in a team setting.
COB	**Finance**	Same as above
COB	**International Business**	Same as above
COFA	**Theatre**	All theatre practice demands collaboration among peer artists and crafts persons to produce a coherent and viable creative product. This is the foundation of the profession.
COLA	**Economics**	Same as COB economics

3. **Metacognitive Reflection and Lifelong Learning (3): Recommendation**: The committee recommends that metacognitive reflection be added as an intellectual skill, with this recommendation being made to the HLC and to the Lumina Founation.

CITE	**Engineering**	Engineers must remain technically current. This can only be accomplished through additional education and training – either formal or through seminars and professional development opportunities.
COLA	**Sociology**	These areas reflect important aspects of professional development in our program.
COLA	**Sociology (MA)**	Same as above

4. **Modeling/Systems Thinking (1): Recommendation:** A strong argument can be made that this should be included in an expanded Quantitative and Logic Fluency, as models are often precursors to quantitative analysis. The committee believes this recommendation should be made to the HLC and to the Lumina Foundation.

COB	**Management Information Systems**	An argument might be made that this area is loosely contained in the areas addressed in the Degree Profile, but I think that it is at best spread over several of the areas and yet missed. Modeling, the presentation of the structure/architecture of something actual or proposed is often an aid to reasoning and communication, but is a different skill in that it uses part/whole, shapes, and relationship components to address a situation or need.

5. **Integration of Technology (3): Recommendation:** The committee feels that this is part of "specialized knowledge" and that no specific recommendations need to be made to the HLC or to the Lumina Foundation.

COS	**Environmental Science**	Technology drives the world and nearly every single thing we do resolves around the use of technology. Not only is technology usage important for our graduates, but the integration of technology is important to assist with multiple disciplines of study, including the selection, use, and verification of such usage.
COS	**Integrated Science & Technology**	Same as above
COS	**Natural Resources & Recreation Management**	Same as above

6. **Service Learning (1): Recommendation**: This is already included in applied and civic learning. No recommendation needs to be made to the HLC or to the Lumina Foundation.

COHP	**Nursing**	Service learning is a way for students to go outside the classroom to apply skills in service to the community. Professional students do more than do the exercises listed in the two objectives for applied learning. Students in these disciplines actually practice the skills learned in the classroom, first in a lab situation then in the clinical arena with real people.

7. **Foreign Language Acquisition (2): Recommendation**: The committee believes this to be an aspect of specialized knowledge and feels that no recommendation need be made to the HLC or to the Lumina Foundation.

COLA	**Latin**	They develop critical language, intellectual and civic facilities that make them wiser, happier, more engaged and more productive citizens. It is bizarre and shameful that whoever devised these intellectual skills didn't consider the importance of communication across cultures. Language, engagement and comprehension are all vital to the international world we live in.
COLA	**Latin**	As a language program, we feel that learning languages is important.

8. **Scientific Literacy: Recommendation**: The committee feels that this is included in Analytical Inquiry and Broad Integrative Knowledge and that no recommendation should be made to the HLC or to the Lumina Foundation.

COS	**Physics**	The importance of these areas should be self evident for science majors.

9. **Critical Thinking: Recommendation**: The committee feels that critical thinking is included in the areas of Analytical Inquiry and Broad Integrative Knowledge. The committee feels that no specific recommendation need be made to the HLC or to the Lumina Foundation.

COS	**Physics**	The importance of these areas should be self-evident for science majors.

10. **Aesthetic Proficiency: Recommendation**: The committee believed this falls under the broad area of "specialized knowledge."

COLA	**German**	Students need to master specific skills in a language along with being capable of utilizing a variety of methodologies to apply what they have learned in a broader context. Hence, although Specialized Knowledge and Civic Learning are most often reflected in the outcomes of language courses at the lower, intermediate and slightly more advanced levels (i.e., the undergraduate degree levels), there are occasions when students will also make use of Analytic Inquiry, Use [of] Information Resources, Engage in Diverse Perspectives, and certainly demonstrate Communication Fluency (in the discipline).

11. **Visual Communication: Recommendation**: The committee believed the intellectual skill of "communication fluency" should be broadened to explicitly include "visual communication" and believes that this recommendation should be made to the HLC and to the Lumina Foundation.

COFA	**Art**	Visual Communication – The Degree Qualifications Profile seems to address those programs that include mainly quantitative issues while the art and design program addresses issues of a qualitative or visual nature. While many methods of communication are addressed, communicating visually is not. All of the disciplines in art and design depend upon visual communication for evaluation of the visual arts, past and present, and for the creation of original work. Professional Internships – Some of our programs rely on professional internships (graphic design and photography) for degree completion. In order to educate professional visual communicators, prior knowledge of and experience in the working field are important aspects. This addresses art professionals.
COFA	**Art (MA)**	same

12. **Historical Consciousness: Recommendation**: The committee believed that this represented "specialized knowledge" and did not believe that a special recommendation to the HLC or to the Lumina Foundation was warranted.

COLA	**History**	Without historical consciousness, humans cannot conceptualize their place in society with any useful degree of accuracy.
COLA	**History (MA)**	same

13. **Other Forms of Civic Learning: Recommendation**: The committee suggests a recommendation to the HLC and to the Lumina Foundation to broaden the wording of "Civic Learning" to make it more inclusive.

COLA	**Humanities (MA)**	Our degree, in the traditional academic sense, is primarily an intellectual one, not a professional one. But students and faculty in our program agree that we must find multiple paths of synergy between the intellectual rigor of the degree and the applied & public dimensions of practice, which are promising areas of development in the humanities. Development of our applied and public humanities curriculum has developed in ways that enhance, e.g., "democratic civic engagement" (as outlined by Saltmarsh et al. 2009), but are not relevant to the Pathways degree profile.

Appendix XII
Marshall University's Syllabus Template

Please note: This template includes only items required in accordance with MUBOG Policy No. AA-14. You are free (and encouraged) to add additional information you feel to be necessary to enhance student learning in your course.

Course Title/Number	
Semester/Year	
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office/Hours	
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy be going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description: From Catalog

The table below shows the following relationships: How each student learning outcomes will be practiced and assessed in the course.

Course Student Learning Outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will . . .	[List relevant learning activities here – e.g. group work, discussion, in-class exercises, chapter reviews, low-stakes writing, practice presentations, etc.]	[List assessments—exam questions, papers, projects, presentations—that evaluate mastery of this particular outcome]
Students will		
Students will		
Students will		
Students will		
Students will		
Students will		

Required Texts, Additional Reading, and Other Materials

1.
2.
3.

Course Requirements / Due Dates

1.
2.
3.

Grading Policy

Attendance Policy

[Note that for undergraduate courses, the attendance policy may not violate the University's excused absence policy.]

Course Schedule