



First Steps in the Development of Marshall University's Degree Profile

The 2012 Assessment Institute

Indianapolis, IN

October 30, 2012

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Marshall University





Charge and Conceptual Framework

- Cohort 3 participant in Higher Learning Commission's (HLC/NCA) *Open Pathways Demonstration Project*
- *Two elements:*
 - *i. Quality Initiative: “Test” Lumina Foundation **Degree Qualifications Profile (DQP)** learning outcomes and areas of learning*
 - *li. Assurance argument: Evidence meeting new accreditation standards for reaffirmation of accreditation in 2015*





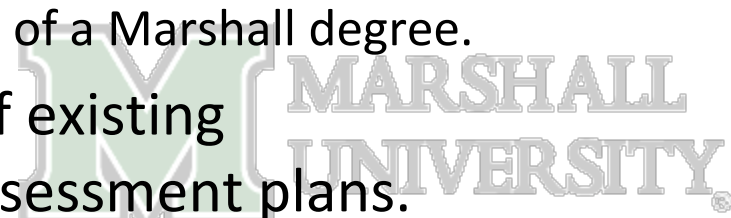
Charge and Conceptual Framework

- Institutional Context for the “test” of DQP
 - Existing annual program assessment and review expectations
 - New General Education “Core” and assessment
 - First-Year Seminar required of all first-year students (focus on critical and creative thinking learning outcomes)
 - “Core” discipline based courses (critical and creative thinking in the disciplines)
 - Student Resource Center (one-stop shop)
 - Retention and Student Success Plan → Strategic Enrollment Planning Council
 - Merging academic planning with career desires



Charge and Conceptual Framework

- Testing DQP takes what form?
- DQP
 - “The Degree Qualifications Profile is a framework that illustrates what students should be expected to know and be able to do after earning [a degree] regardless of major or specialization” (Lumina Foundation).
 - Targets:
 - Enhancing the quality and expectations of academic programming .
 - Developing Marshall’s own *degree profile* in order to articulate the meaning of a Marshall degree.
 - Review and revision of existing department/school assessment plans.





General Framework

- 92 out of 101 Degree Programs participated (91%)
 - 2 out of 2 at Associate's Level (100%)
 - 51 out of 54 at Bachelor's Level (94%)
 - 39 out of 45 at Master's Level (87%)
- Tested *DQP* through a series of four campus-wide activities
- Created website with reporting templates
- Included examples for each activity
- Offered a series of instructional, interactive 1-hour workshops for each activity





Tools to Support Open Pathways Project

- Website – www.marshall.edu/hllopenpathways
 - Home
 - Reports
 - Guidelines and reporting templates for each activity
 - Important links
 - Project Description
 - Frequently Asked Questions
 - Supporting Documents and Resources
 - Contact Information





Welcome

From Stephen J. Kopp, Ph.D. (President), and Gayle L. Ormiston, Ph.D. (Provost and Senior Vice President for Academic Affairs)

January 20, 2012

Dear Marshall University Colleagues and Friends,

Welcome to the website for the university's Quality Improvement Initiative, one part of the university's larger endeavor to earn continued accreditation in 2015 through the Higher Learning Commission (HLC) of the North Central Association. Through this site you will have access to supporting documents and results of the university's collaboration with the Higher Learning Commission, as it implements HLC's new accreditation process called the [Pathways Demonstration Project](#).

In April 2011, Marshall University was selected and invited to join a cohort of 20 other institutions (public and private; four-year and two-year) to participate in the new *Pathways Demonstration* accreditation process. Pathways replaces the traditional PEAQ (*Program to Evaluate and Advance Quality*) accreditation process in which Marshall has participated historically and most recently for its accreditation review in 2005. Under the schedule for the PEAQ process, Marshall's next comprehensive accreditation review would have taken place in academic year 2015-2016. However, the HLC is eliminating the PEAQ process effective in 2015. So, as an alternative to PEAQ the HLC has invited the university to participate in the Open Pathways project...[MORE](#)

Reports

- [2012 HLC Open Pathways Report](#)
- [Project Description and Timeline](#)

Current Activities (Fall 2012)

- **Activity Three:** Testing the Degree Profile:
- **Presentation #3:** Testing the Degree Profile | [Lexicon](#)

Past Activities

- **Presentation #1:** [Degree Profile](#)
- **Activity One:** [HLC Quality Initiative Course Form](#)
- **Presentation #2:** [Creating Rubrics & Assessment Plans | Step 1 Example](#)
- **Activity Two:** [Three Steps – From Alignment to Rubrics: Template \(Discontinued web form\)](#)
- [Lexicon](#)

RESOURCES

[Degree Profile Information](#)

[Pathways Model for Accreditation](#)

PARTNERS

[Higher Learning Commission](#)

[Lumina Foundation](#)

HLC QUALITY INITIATIVE WORKSHOPS

Date	Times	Room
10/05/2012	2:00-3:00 p.m.	DL 349
	3:15-4:15 p.m.	
10/12/2012	2:00-3:00 p.m.	DL 138
	3:15-4:15 p.m.	
10/16/2012	3:30-4:30 p.m.	DL 402
10/19/2012	2:00-3:00 p.m.	DL 402
	3:15-4:15 p.m.	
10/26/2012	2:00-3:00 p.m.	DL 138
	3:15-4:15 p.m.	



Activity 1 and Supporting Tool

- Review/Revise Course and Program Learning Outcomes
 - Choose courses that
 - Provide students with essential practice with program outcomes leading to program's capstone experience.
 - Map the outcomes for those courses to
 - Program Outcomes
 - *DQP* areas of learning and degree appropriate outcomes
 - Ask this question:
 - Do course and program outcomes align with *DQP* outcomes at the appropriate level of cognitive ability?
 - Make changes to course and program outcomes based on this analysis.



Marshall University

HLC Open Pathways Quality Initiative

Project Activity 1. Pre-Capstone Course Learning Outcomes Identification and Degree Profile Mapping

Select Department

Course Title

Course Designator (example: HST)

Course Number (example: 101)

Complete the following **Course-to-Program-to-Degree Profile Learning Outcomes Mapping Table** through the following steps:

Step 1: List the learning outcome for the course in **(A)**

Step 2: List the program outcome to which the course learning outcome is mapped in **(B)**

Step 3: List the Degree Profile (DP) Areas of Learning and Learning Outcomes with which the course/program learning outcomes are aligned in **(C)**

Step 4: Provide an update to current course and learning outcomes, indicating changes due to integration of Degree Profile learning outcomes with current course/program outcomes. **N.B. If there are no modifications to the current course/program learning outcomes, please note 'N/A' in (D) and provide a brief explanation as to why there was no change.**

Step 5: Click the "Add Row" button at the bottom of the form to add this entry to your Mapping Table.

Step 6: Repeat Steps 1-5 for all necessary entries.

A. Course Learning Outcome

B. Program Learning Outcome

C. DP Areas of Learning & Learning Outcomes

Course

Program

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Add Row

Edit Row --

Clear Rows



Example is PSY 223: Elementary Behavioral Statistics

Row	A. Course Learning Outcomes	B. Program Learning Outcomes	C. DP Areas of Learning & Learning Outcomes	D. Learning Outcome Changes	
				Course	Program
1	Choose appropriate statistical procedures to solve real-world problems.	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Apply basic research methods in psychology, research design, data analysis, and interpretation. Use critical thinking, skeptical inquiry, and, when possible, scientific approaches to solve problems related to behavior and mental processes. Demonstrate information competence and the ability to use computers and other technology for many purposes.	Specialized Knowledge: Demonstrates fluency in the use of tools, technologies and methods in the field. Evaluates a complex question. Analytic Inquiry: Evaluates approaches to complex problems in the field of psychology. Intellectual Skills: Quantitative Fluency: Constructs accurate calculations.	Outcome aligns with DP: No change necessary.	Change first program outcome to "Analyze and evaluate major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology." This change adds measurable verbs 'analyze and evaluate' that bring the outcome to a higher level of cognition and aligns the cognitive levels among the course, program, and DP outcomes. Change second program outcomes to "Analyze and Evaluate basic research methods...." for the same reason given above. No change to third outcome. Although not written using an action verb at the level of evaluation, using critical thinking, etc. suggests that level of cognitive ability. No change to the fourth outcome. This is a tool that is necessary to support higher levels of evaluation and analysis.



Activity 2 (Step 1) and Supporting Tool

- Step 1: Revise program assessment Plan
 - Column 1: List your program's initial learning outcomes.
 - Column 2: List your program's revised learning outcomes.
 - Column 3: For each program learning outcomes, list the *DQP's* Areas of Learning and the *DQP's* outcomes to which your program's outcomes align.
 - Column 4: Explain why you did or did not modify your program's learning outcomes based on your analysis of their alignment with the *DQP's* areas of learning and learning outcomes.
 - Column 5: List the course/s and assessment/s you will use for a minimum of two assessment points (pre-culminating experience and culminating experience).
 - Column 6: List the standards/benchmarks for each assessment point.



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Project Activity 2

Select Program

Departmental Contact

[Program List](#)
[Step 1](#)
[Step 2](#)
[Step 3](#)

Step 1

WARNING! You must press the *Save Step 1* button to save any changes that are made during Step 1! Failure to click to save before switching steps may lead to a loss of data.

Complete the Chart below with the following information:

Column 1: Your program's learning outcomes before the Open Pathways Demonstration Projects, i.e. your program's initial learning outcomes.

Column 2: Your program's revised learning outcomes based on the work done in Activity 1.

Column 3: Degree Profile Areas/Outcome(s) with which your program's learning outcomes align.

Column 4: Explain why you did or did not modify your original program learning outcomes based on your analysis of their alignment to the Degree Profile.

Column 5: List the courses (pre-culminating experience above, culminating experience below) in which each learning outcome will be assessed. This will result in a minimum of two assessment points for each program learning outcome. Also list the specific course embedded assessment and rubrics you will use for each assessment point.

Column 6: Standards/Benchmarks for acceptable student performance at each assessment level.

How to use this form: Fill in each field in the table below and then press the **Add Row** button to add a row to your learning outcome table. If you need to make a change to a row, select the appropriate row number from the **Edit Row** drop down menu. That row's information will be pulled back and you can then make changes. To save your changes to the row, you must select the **Save Row** button. To delete that row from your working table, press the **Delete Row** button. If you need to quickly clear your table of all rows, press the **Clear Rows** button.

None of the changes (new rows, changed rows, deleted rows) will take place in the database until you press the **SAVE STEP 1** button. You must press this button to ensure that your data is saved properly and it is highly recommended that you save each step before moving back and forth in this form.

1. Initial Program Learning Outcome	2. Revised Program Learning Outcome	3. Alignment with DP Areas and Outcomes	4. Explain why you did or did not modify your program outcome based on your analysis of its alignment to the Degree Profile	5. Courses (and assessments) for Assessment Point 1, pre-culminating experience Courses (and assessments) for Assessment Point 2, culminating experience	6. Standard/Benchmark for Assessment Point 1, pre-culminating experience Standard/Benchmark for Assessment Point 2, culminating experience
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[Add Row](#)

 Edit Row -- [Clear Rows](#)



Partial Assessment Plan for BA in Psychology

Row	1. Initial Program Learning Outcomes	2. Revised Program Learning Outcomes	3. Alignment with DP Areas and Outcomes	4. Explain why you did or did not modify your program outcome based on your analysis of its alignment to the Degree Profile	5. Courses (and assessments) for Assessment Point 1, pre-culminating experience Courses (and assessments) for Assessment Point 2, culminating experience	6. Standard/Benchmark for Assessment Point 1, pre-culminating experience Standard/Benchmark for Assessment Point 2, culminating experience
1	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Analyze and evaluate major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.	Specialized Knowledge: Demonstrate fluency in the use of tools, technologies and methods in the field. Evaluate a complex question.	This change adds measurable verbs 'analyze and evaluate' that bring the outcome to a higher level of cognition and aligns the cognitive levels among the course, program, and DP outcomes. No change to the fourth outcome. This is a tool that is necessary to support higher levels of evaluation and analysis.	PSY 323 – Point 1 (Analysis Paper: Rubric for Program Outcome 1 Used)	At least 95% of students score at the Developing level or higher or mean performance across students at developing level - Point 1
			IS: Analytic Inquiry: Evaluate approaches to complex problems in the field of psychology. IS: Quantitative Fluency: Construct valid arguments using mathematical reasoning.		PSY 499 – Point 2 (Research Paper and presentation: Rubric for Program Outcome 1 Used)	At least 95% of students score at the Proficient level or higher or mean performance across students at the proficient level – Point 2



Activity 2 (Step 2) and Supporting Tool

- Step 2: Respond to the following prompts:
 - Check all of the *DQP*'s Areas of Learning to which none of your program's learning outcomes align.
 - Give reasons for not including checked *DQP* Areas of Learning in your program's learning outcomes.
 - State any Areas of Learning that your program's learning outcomes address that are not currently part of the *DQP*.
 - Explain why you think the above Areas of Learning are important for students in your program.



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Project Activity 2

Select Program

Departmental Contact

Program List

Step 1

Step 2

Step 3

Step 2

WARNING! You must press the *Save Step 2* button to save any changes that are made during Step 2! Failure to click to save before switching steps may lead to a loss of data.

Please answer the following questions:

1. Please check all areas of the Degree Qualification Profile to which none of your program learning outcomes align.

- ☐ Specialized Knowledge
- ☐ Broad/Integrative Knowledge

Intellectual Skills

- ☐ Analytic Inquiry
- ☐ Use of Information Resources
- ☐ Engaging Diverse Perspectives
- ☐ Quantitative Fluency
- ☐ Communicating Fluency
- ☐ Applied Learning
- ☐ Civic Learning

2. What are your reasons for not including these areas of the Degree Profile in your program's learning outcomes?

All areas covered

3. Do any of your program's learning outcomes address an area of learning that is not part of the Degree Profile? If so, please specify what areas of learning they represent.

No.

4. Explain why you think these areas of learning are important for students in your program.

N/A



Activity 2 (Step 3) and Supporting Tool

- Step 3: Develop rubrics for two program learning outcomes.
 - Specify important **traits** associated with your program's learning outcome (goal).
 - Choose a rating scale that describes levels of performance (**performance levels**).



Develop a rubric for two program learning outcomes

Rubric #1

Learning Outcome

Students will communicate effectively in a variety of formats.

Trait Count

5

Level Count

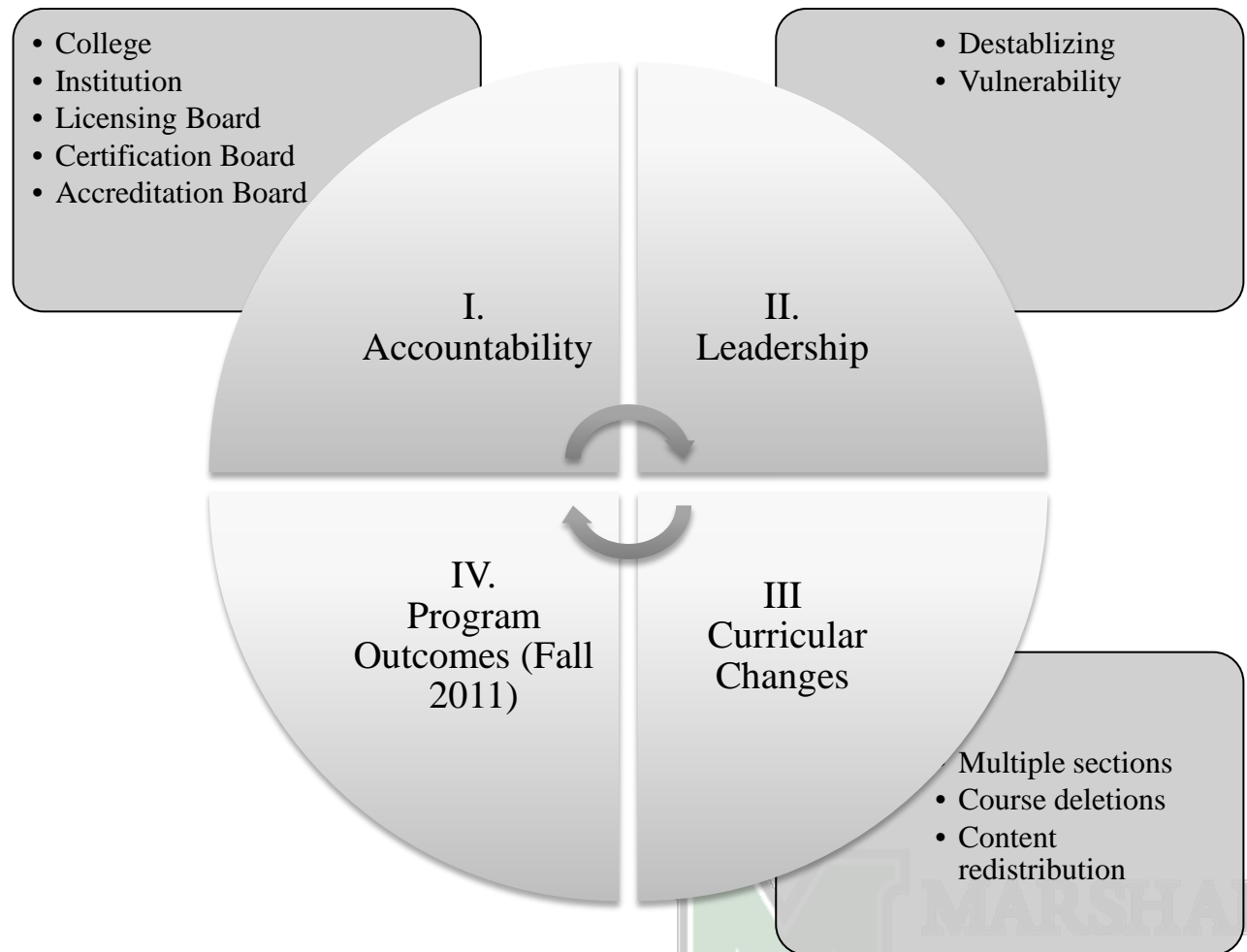
4

Trait Name	Level Name	Level Name	Level Name	Level Name
	Beginning	Developing	Proficient	Exemplary
Context/Audience	The student identifies potential contexts/audiences for his/her	The student selects a specific context/audience for his/her	The student appraises his/her audience and tailors the communication with	The student's communication engages the audience in novel ways
Design	The student identifies and uses basic ideas/descriptions/tri	The student applies key design principles in communication.	The student fully develops the design of the communication in a cohesive	The student creates novel designs of communication.
Content	The student chooses appropriate content for his/her communication	The student organizes the content of his/her communication.	The student highlights important points in his/her communication	The student develops connections among important points in the content of
Diction	The student chooses commonplace vocabulary that conveys the intended	The student chooses vocabulary that conveys the intended meaning of his/her	With the audience in mind, the student chooses a varied vocabulary that	With the audience in mind, the student chooses lively, imaginative
Mechanics/Style	The student's writing has only a few (but noticeable) errors in mechanics/style	The student's writing is virtually free of mechanical/stylistic errors	The student uses complex and varied sentence style.	The student uses complex and varied sentence style to express the

Save Rubric 1



Fall 2011: Communication Disorders





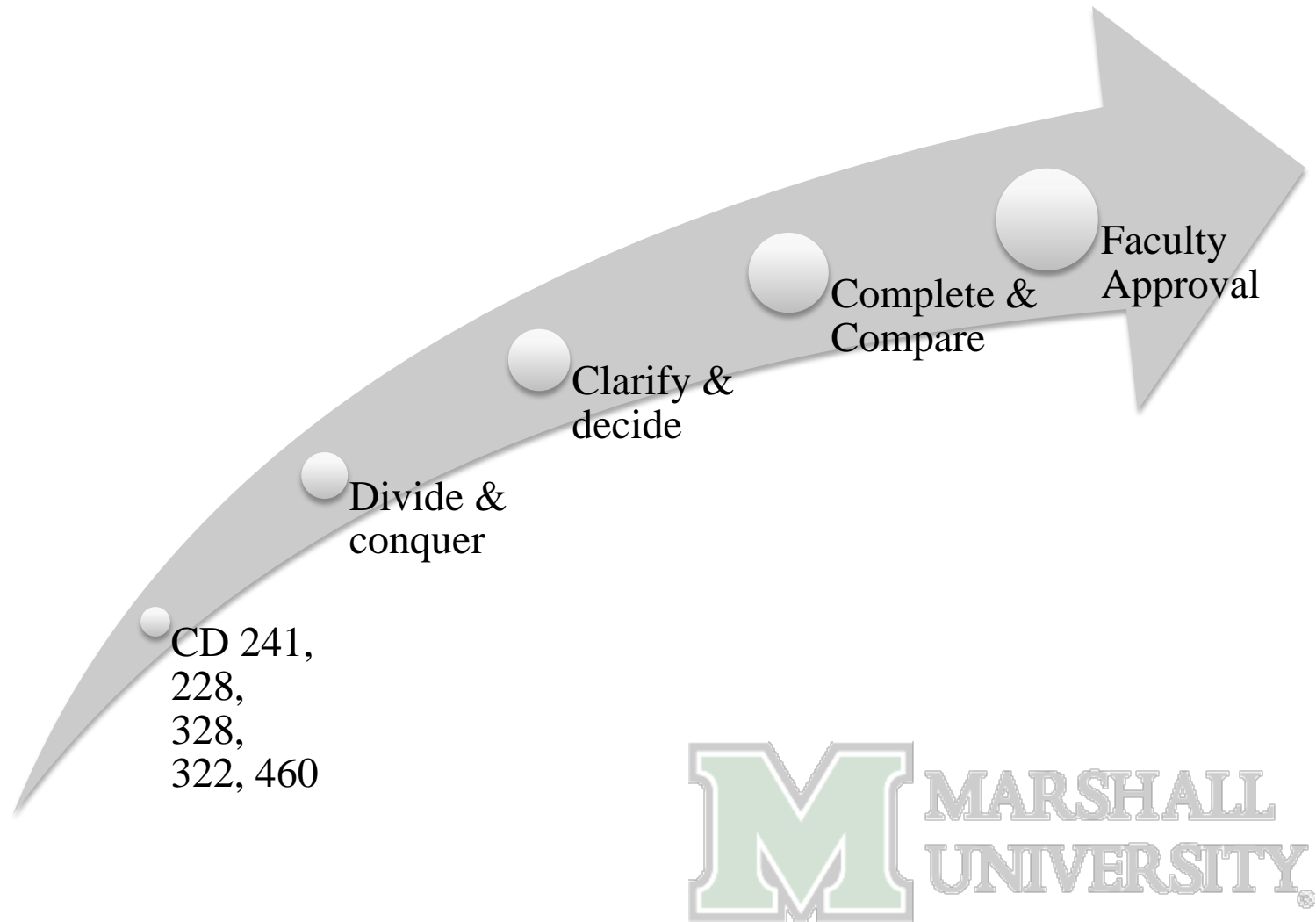
Fall 2011 Outcomes

- To construct solutions to real world problems, students will:
 - **Apply** the standards of logical and ethical reasoning; **Frame** an issue or problem with a significant and realistic purpose and rationale; **Search** for relevant and credible information sources; Critically **appraise** significant and relevant information and drawing evidence-based conclusions; **Shape** potential solutions using core ideas and theories from the specialized and broad knowledge base; **Determine** potential implications and probable consequences of solutions; **Propose** an evidence-based decision; **Present** the solution to the problem or issue effectively in oral, written, visual, or all formats using the discourse of the discipline.



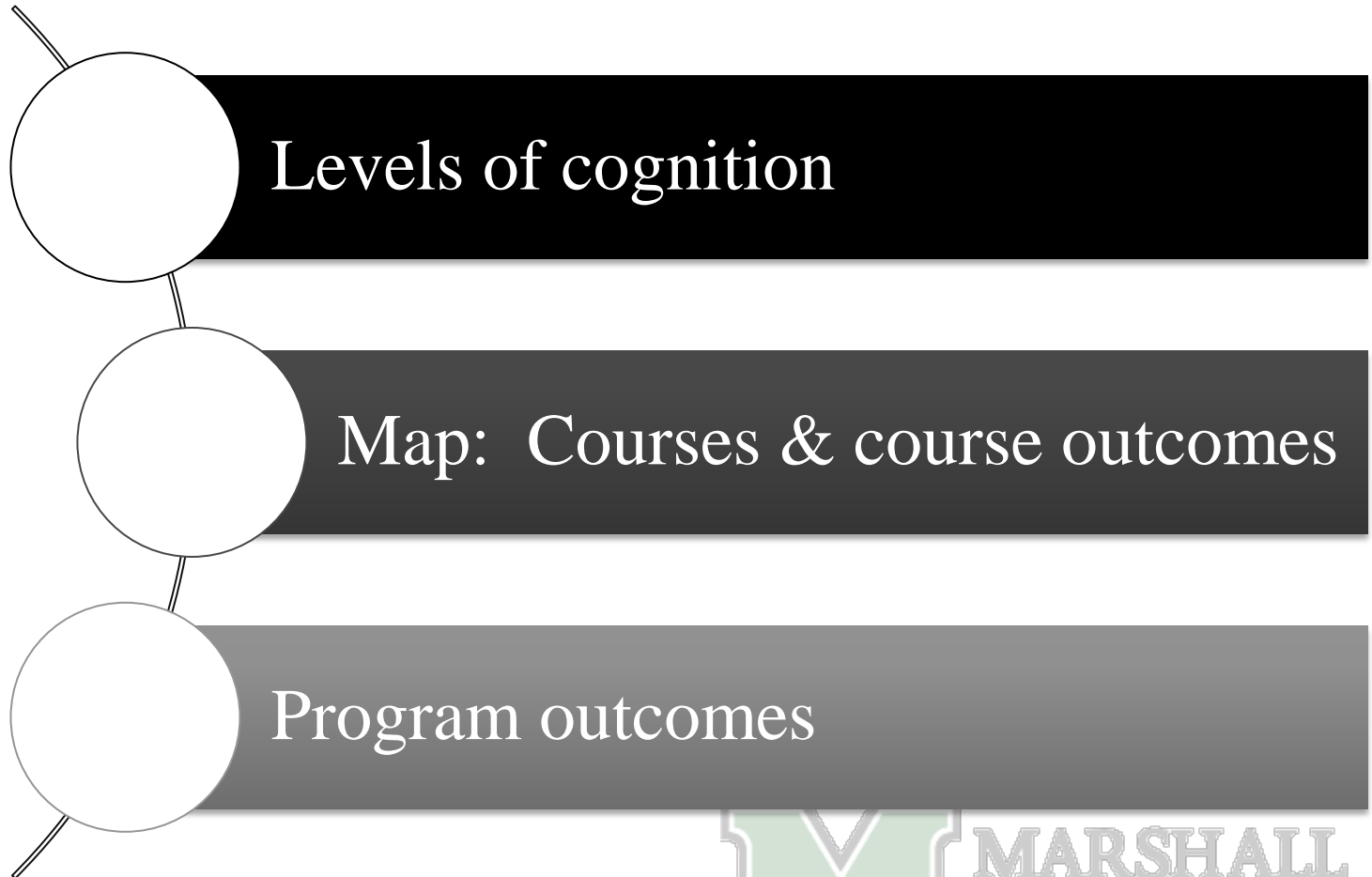


Activity 1: CD





Activity 1: Results





CD 322

1. Describe the professional roles and responsibilities of SLPs relating to communication sciences and disorders as expressed in the code of ethics, scope of practice, and other relevant position and technical papers approved by the American Speech-Language-Hearing Association.
2. Demonstrate knowledge of the theoretical perspectives of phonetic and phonemic levels of sound production by <instructor preference>.
3. Examine and differentiate the nature of developmental speech disorders in terms of etiologies and characteristics.
4. Determine the influence of culture on the development of the phonological system.
5. Demonstrate knowledge of the research literature relating to intervention for developmental speech disorders by <instructor preference>.
6. Demonstrate general principles and methods of **prevention**, assessment, and treatment for developmental speech disorders by <instructor preference>.
7. Construct a project(s), using professional discourse in both oral and written formats, addressing a topic(s) relating to the content of the course.





Activity 1: Results

Levels of cognition

Map: Courses & course outcomes

Program outcomes





Fall 2011 Outcomes

- To construct solutions to real world problems, students will:
 - **Apply** the standards of logical and ethical reasoning; **Frame** an issue or problem with a significant and realistic purpose and rationale; **Search** for relevant and credible information sources; Critically **appraise** significant and relevant information and drawing evidence-based conclusions; **Shape** potential solutions using core ideas and theories from the specialized and broad knowledge base; **Determine** potential implications and probable consequences of solutions; **Propose** an evidence-based decision; **Present** the solution to the problem or issue effectively in oral, written, visual, or all formats using the discourse of the discipline.





Program Outcome #1

- With a Bachelors Degree in CSD students will be able to:
 - **synthesize** their knowledge of:
 - human growth and development relative to normal processes of language and speech communication;
 - the scientific bases of linguistic and sociolinguistic communication; and
 - the characteristics of disorders of language, speech, and hearing.





Program Outcome #2

With a Bachelors Degree in CSD students will be able to:

- engage in integrative, logical, and ethical reasoning by:
 - **framing** an issue or problem with a significant and realistic purpose and rationale;
 - **searching** for relevant and credible information sources;
 - critically **appraising** significant and relevant information and drawing evidence-based conclusions;
 - **generating** justifiable solutions, considering potential implications and consequences, using core ideas and theories from the specialized and broad knowledge base;
 - **presenting** solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of the discipline.





Program Outcome #3

With a Bachelors Degree in CSD students will be able to:

- integrate personally and socially responsible practices by:
 - reflecting upon their individual cultural and civic backgrounds;
 - applying civic knowledge, civic literacy, and civic inquiry into the field of communication disorders; and
 - developing and implementing strategies to impact local, national, and global communities.



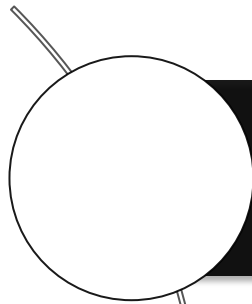


Activity 2: CD

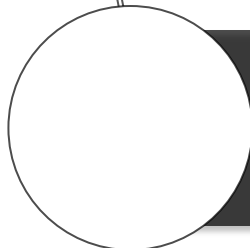




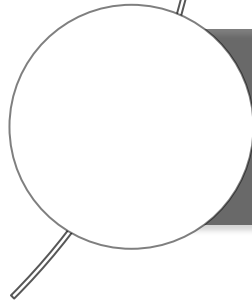
Activity 2: Results



Assessment Points (+capstone)



Aligned rubrics



Again – program outcomes





Fall 2011 Outcomes

- To construct solutions to real world problems, students will:
 - **Apply** the standards of logical and ethical reasoning; **Frame** an issue or problem with a significant and realistic purpose and rationale; **Search** for relevant and credible information sources; Critically **appraise** significant and relevant information and drawing evidence-based conclusions; **Shape** potential solutions using core ideas and theories from the specialized and broad knowledge base; **Determine** potential implications and probable consequences of solutions; **Propose** an evidence-based decision; **Present** the solution to the problem or issue effectively in oral, written, visual, or all formats using the discourse of the discipline.





Program Outcome #1

- With a Bachelors Degree in CSD students will be able to:
 - **Analyze** the relationships among:
 - human growth and development relative to normal processes of language and speech communication;
 - the scientific bases of linguistic and sociolinguistic communication; and
 - the characteristics of disorders of language, speech, and hearing.





Program Outcome #2

With a Bachelors Degree in CSD students will be able to:

- Generate solutions to problems through the use of integrative, logical, and ethical reasoning by:
 - **framing** an issue or problem with a significant and realistic purpose and rationale;
 - **searching** for relevant and credible information sources;
 - critically **appraising** significant and relevant information and drawing evidence-based conclusions;
 - **generating** justifiable solutions, considering potential implications and consequences, using core ideas and theories from the specialized and broad knowledge base;
 - **presenting** solutions to problems or issues effectively in oral, written, visual, or all formats using the discourse of the discipline.





Program Outcome #3

With a Bachelors Degree in CSD students will be able to:

- integrate personally, socially, and **professionally** responsible practices by:
 - reflecting upon their individual cultural and civic backgrounds;
 - applying civic knowledge, civic literacy, and civic inquiry into the field of communication disorders; and
 - developing and implementing strategies to impact local and global communities.







-----Message-----

Sent: Monday, August 13, 2012 12:43 AM

Subject: FW: finalized outcomes- documents

I am re-sending some documents which we finalized in May related to the open pathways activity 2 and the program/course outcomes Please use these outcomes for your syllabi, since we approved them ...





-----Message-----

Sent: Monday, August 13, 2012 11:47 AM

Subject: FW: finalized outcomes- documents

... Thank you so much for these. Please advise regarding exactly what needs to be on each syllabi ...





-----Message-----

Sent: Monday, August 13, 2012 1:06 PM

Subject: FW: finalized outcomes- documents

The final pathways document ... we developed should be the ones used for the syllabi Please review the Pathways Activity 2 documents ... because we determined assessment points for various courses. If those happen to be your courses, then please incorporate the assessment points in your syllabi.





-----Message-----

Sent: Monday, August 13, 2012 3:03 PM

Subject: FW: finalized outcomes- documents

I am somewhat confused as well as to what needs to go on the syllabus.

I would like to get together first thing on Monday and decide on how to proceed with these outcomes.





-----Message-----

Sent: Monday, August 13, 2012 3:10 PM

Subject: FW: finalized outcomes- documents

I think this is a great idea and Monday sounds good. When will be a good time? The earlier the better (like 9:00 am)?





-----Message-----

Sent: Tuesday, August 14, 2012 12:31 AM

Subject: FW: finalized outcomes- documents

I won't be able to be there on Monday morning. I will be at the new faculty orientation on Monday and Tuesday. I wanted to just throw out some projects (in addition to exams) I was planning for my courses before the meeting. That way if they don't meet the dept. outcomes criteria, I can revise them!





-----Message-----

Sent: Tuesday, August 14, 2012 12:31 AM

Subject: FW: finalized outcomes- documents

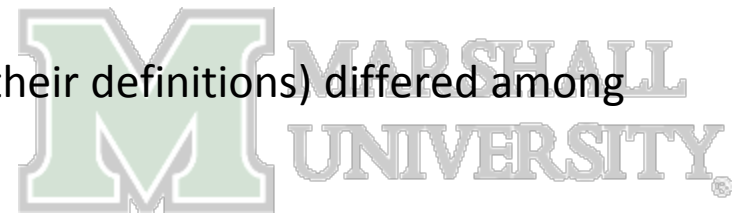
This is what I am looking for. It is my understanding that projects/ standards need to scaffold to the next level. I don't think reviewing outcomes intends to take [away] anyone' s independence in how they conceptualize their course, but I do think [the process] is forcing us to be somewhat aware of each other, maybe more so than has been done in the past. It's really not a bad thing!





Summer 2012 Work

- Faculty Workgroup reviewed all Activity 1 and 2 submissions.
 - Major findings:
 - 54% (277 out of 517) of program-level outcomes were modified
 - 47% (43 out of 92) of programs mapped outcomes to all of the *DQP*'s broad areas of learning
 - *DQP*'s broad areas of learning to which programs most frequently did not align were
 - » Civic Learning (31 of 92 [34%])
 - » IS: Quantitative Fluency (25 of 92 [27%])
 - » IS: Engaging Diverse Perspectives (24 of 92 [26%])
 - Broad Areas of Learning not included in the *DQP* most frequently mentioned were *ethics*, *teamwork*, and *metacognitive reflection*.
 - Rubric level names (and their definitions) differed among programs





Summer 2012 Work

- Faculty Workgroup recommendations:
 - Recommendations for Marshall University:
 - Standardize rubric performance levels
 - Recommended performance Level names based, in part, on names of *AAC&U Value Rubrics* (Rhodes, 2010)
 - Recommendations for the *DQP*
 - Broaden language of outcomes for most areas of learning. Specific examples include
 - Civic Learning – (encourage mapping across disciplines and include ethics and part of this domain)
 - IS: Quantitative Fluency – (broaden to include symbolic logic)
 - Recommended the addition of Metacognitive Reflection as an intellectual skill





Plans for Academic Year 2012 - 2013

- Activities 3 and 4
 - Review current rubrics and complete rubrics for remaining program outcomes
 - Make sure that language describing the exiting assessment point at each degree level matches the language of the outcome in terms of cognitive level.



Broad Area of Learning: Inquiry Based Thinking

Learning Outcome for Associate's Students: Students will **choose** an appropriate question, **analyze** existing knowledge, **choose** a discipline-specific method of inquiry, and **analyze** data in a discipline-specific manner. – **NOTE:** Outcome links to milestone benchmark performance level.

Learning Outcome for Bachelor's Students: Students will **formulate** focused questions and hypotheses, **evaluate** existing knowledge, **collect** and **analyze** data, and **draw** justifiable conclusions. – **NOTE:** Outcome links to capstone benchmark performance level.

Learning Outcome for Master's Students: Students will **formulate** creative questions, **synthesize** in-depth information from relevant sources representing various points of view, **evaluate** and **revise** (if necessary) data collection methods, **synthesize** data and **apply** results to other problems. – **NOTE:** Outcome links to advanced benchmark performance level.

Traits / Performance Levels	Introductory Benchmark	Milestone Benchmark	Capstone Benchmark	Advanced Benchmark
Problem/Question	Recognizes and explains a given problem and hypothesis.	Chooses an appropriate question to be studied that is focused and manageable in the timeframe allotted.	Formulates a focused and manageable problem/question that addresses a potentially significant area of inquiry. Proposes a reasonable hypothesis.	Formulates a creative, focused, and manageable question and hypothesis that addresses potentially significant yet previously less-explored aspects of the topic.
Research of Existing Knowledge	Locates and selects sources that might inform the plan of inquiry.	Analyzes and draws from reputable sources to inform the plan of inquiry.	Compares and evaluates relevant sources to determine plan of inquiry.	Synthesizes in-depth information from relevant sources representing various points of view/approaches.
Method of Inquiry	Identifies and explains a method of inquiry.	Examines and chooses a discipline-specific method of inquiry.	Uses a discipline-specific method of inquiry to collect data/evidence.	Evaluates and potentially revises or synthesizes discipline-specific methodologies to collect data/evidence.
Data Analysis and Conclusions	Shows evidence of exploring the data.	Analyzes data in discipline-specific manner.	Examines data to reveal patterns, differences, or similarities related to focus, leading to a justifiable and non-judgmental conclusion.	Synthesizes data and applies results to other problems.



Plans for Academic Year 2012 – 2013 continued

- Use rubrics to assess student work at a minimum of two assessment points per outcome.
- Analyze data, identify relative strengths and weaknesses, and develop improvement plans.




Report of HLC Open Pathways Project: Activity 3

BA in Fictitious Studies

I. **Program's Mission:** State the mission of your program and specify how your program's mission supports the university's mission.



II. Assessment Report Chart

Program's Learning Outcomes	Course	Embedded Assessment	Standards/Benchmarks	Results	Analysis/Planned Action
Students will					
Formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.	Alpha 345	Research Paper	Milestone Performance Level	Focused Questions: 0% = Introductory 80% = Milestone 20% = Capstone Existing Knowledge: 0% = Introductory 90% = Milestone 10% = Capstone Analyze Data: 40% = Introductory 60% = Milestone 0% = Capstone Conclusions: 65% = Introductory 35% = Milestone	Significant weaknesses include students' ability to analyze data and, based on that analysis, to draw justifiable conclusions. Planned actions include the addition of structured guided practice in multiple forms of data analysis to two three courses that precede the capstone. These include Alpha 233, Alpha 302, and Alpha 345.
	Capstone 446	Senior Project	Capstone Performance Level	Focused Questions: 0% = Introductory 0% = Milestone 100% = Capstone Existing Knowledge: 0% = Introductory 10% = Milestone 90% = Capstone Analyze Data: 0% = Introductory 40% = Milestone 60% = Capstone Conclusions: 0% = Introductory 65% = Milestone 35% = Capstone	Capstone assessment also showed relative weaknesses in students' ability to analyze data and, based on that analysis, to draw justifiable conclusions. Planned actions include the addition of structured guided practice in multiple forms of data analysis to two three courses that precede the capstone. These include Alpha 233, Alpha 302, and Alpha 345.  (Ctrl) ▾
Outcome 2					



Plans for Academic Year 2012 – 2013 continued

- To develop a Marshall University Degree Profile, we are carefully studying:
 - How our degree programs have mapped to the *DQP* Areas of Learning
 - Marshall's current general education core domains of critical thinking
- Using these data, a group consisting of faculty from each college has collaborated to produce a proposed Marshall Degree Profile at the Baccalaureate level. The proposal and its rationale can be accessed at <http://www.marshall.edu/assessment/LearningOutcomes.aspx>





References

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

