



Marshall University

Open Pathways Demonstration Project:

Testing the DQP

Meeting of Open Pathways Cohort 3

St. Charles, IL

February 28, 2013





Starting Point: Courses

Courses

Served as building blocks
for general education and
degree programs

Specified learning
outcomes





Starting Point: General Education





Starting Point: Degree Programs

Degree Programs

**Assessed learning
outcomes**

**Had capstone
experiences**





Issues

Courses

- Course syllabi
- Did not consistently make the relationship between learning outcomes and assessments clear.

General Education

- Marshall's Domains of Critical Thinking
- Had not been clearly articulated as outcomes.
- Many were discipline specific.

Degree programs

- Degree Programs had not
- Considered the degree appropriateness of their outcomes in an intentional way.

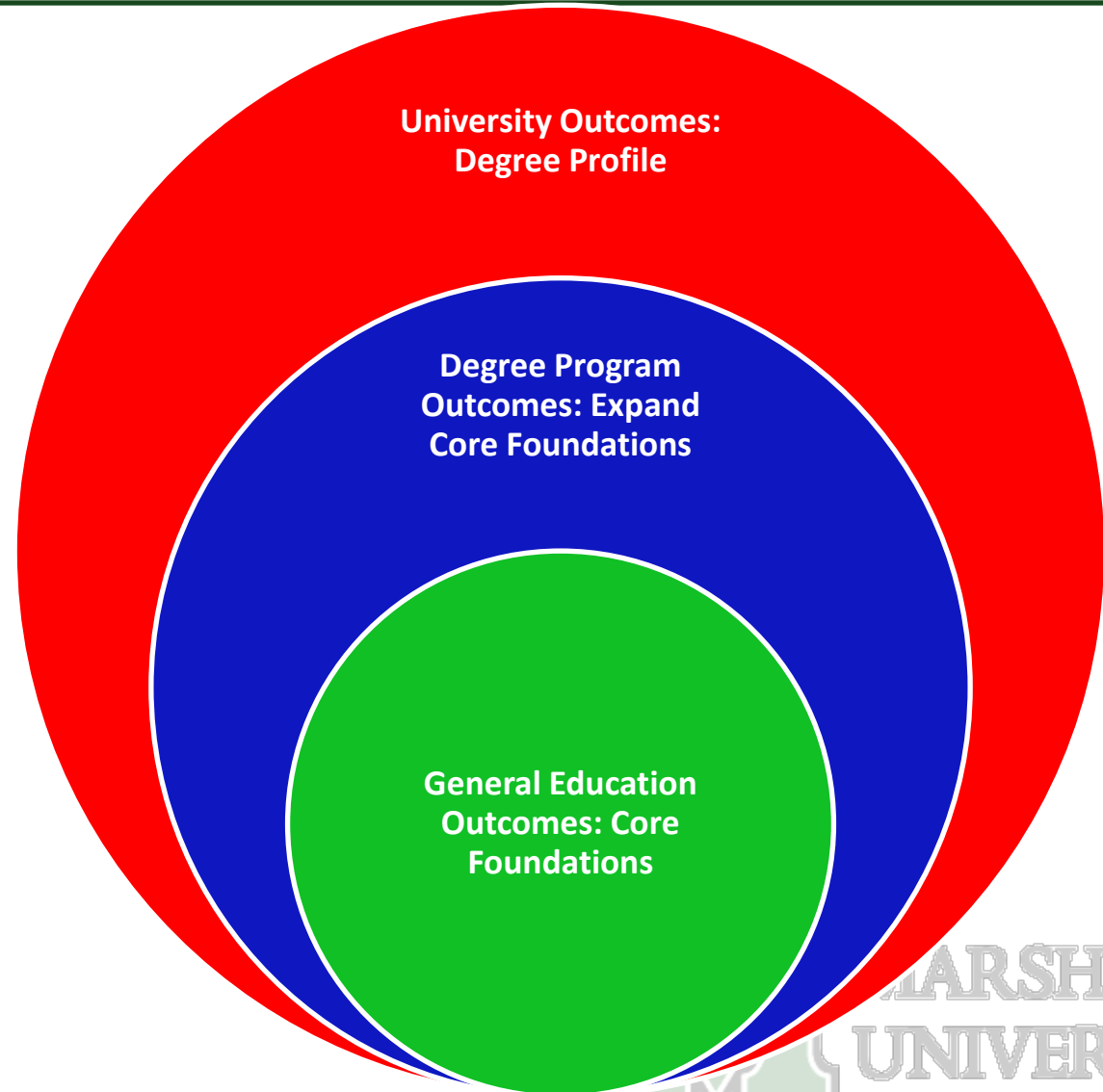
Marshall University

- Marshall University had not
- Used the core domains of critical thinking to articulate university outcomes at each degree level.





Assumed relationships among outcomes





Additional Assumptions and Assertions

Most appropriate place for final assessment of student learning is in the capstone experience.

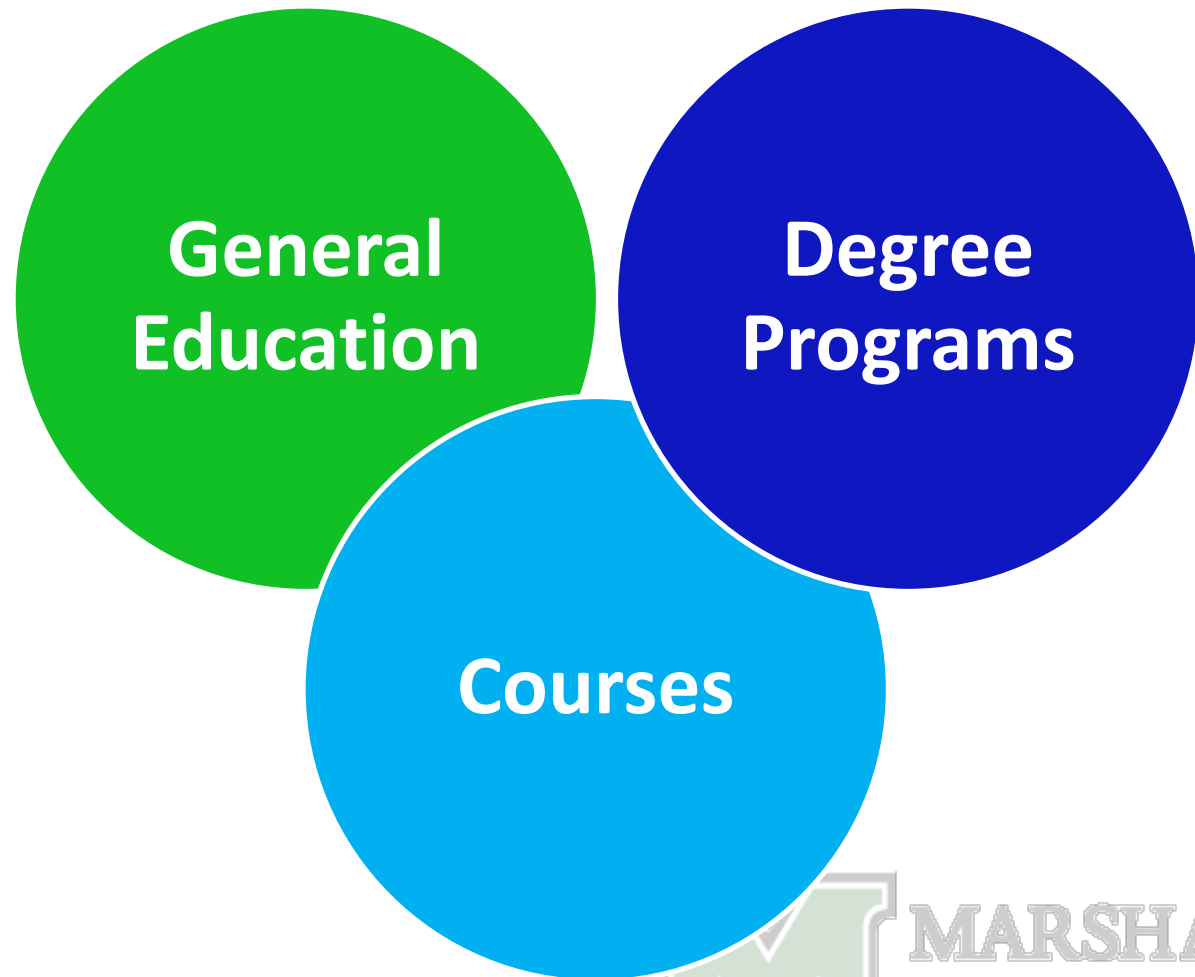
There should be earlier assessment points to make sure students are making adequate progress toward outcomes, e.g.

- **Matriculation Baseline**
- **General Education**
- **Early Degree Program**

Each degree program's learning outcomes should map to the university's outcomes/domains of critical thinking.



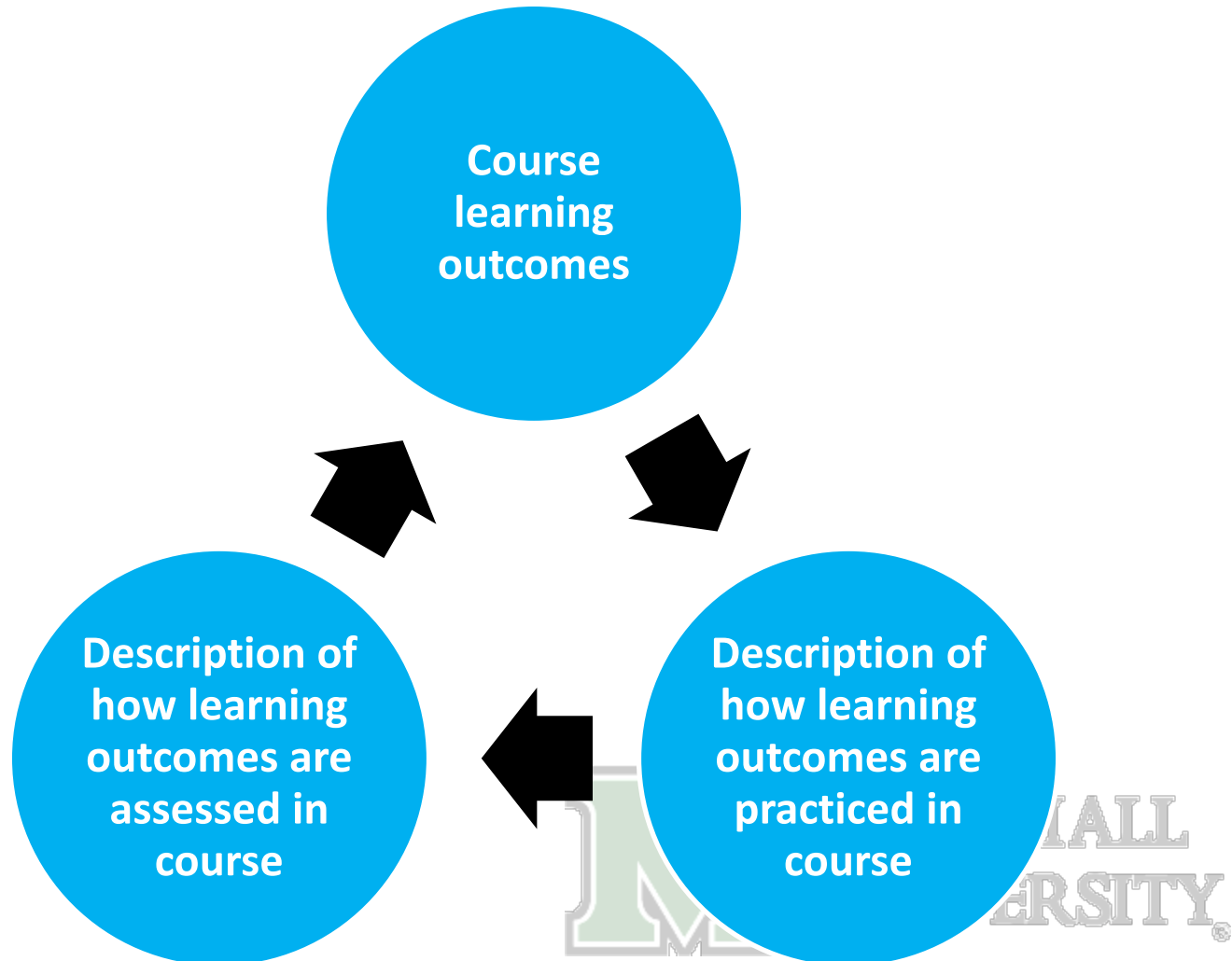
Testing the DQP: Work in Tandem





Activity 1: Courses

- Developed course syllabi that showed these relationships:



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		



Activity 1: General Education

Marshall Domains of Thinking: Interdisciplinary faculty

Examined domains

Examined DQP areas of learning



Suggested revisions to Marshall Domains



Developed Rubrics

Used Bloom's Taxonomy and DQP to develop increasingly cognitively challenging outcomes at each performance level



Activity 1: Degree Programs

Each degree program

Chose 3 to 5 pre-capstone courses



Mapped

Course Outcomes to

Program Outcomes to

DQP Outcomes



Made changes to

Course Outcomes or to

Program Outcomes

Based on analysis of
DQP mappings





Activity 1: Degree Programs

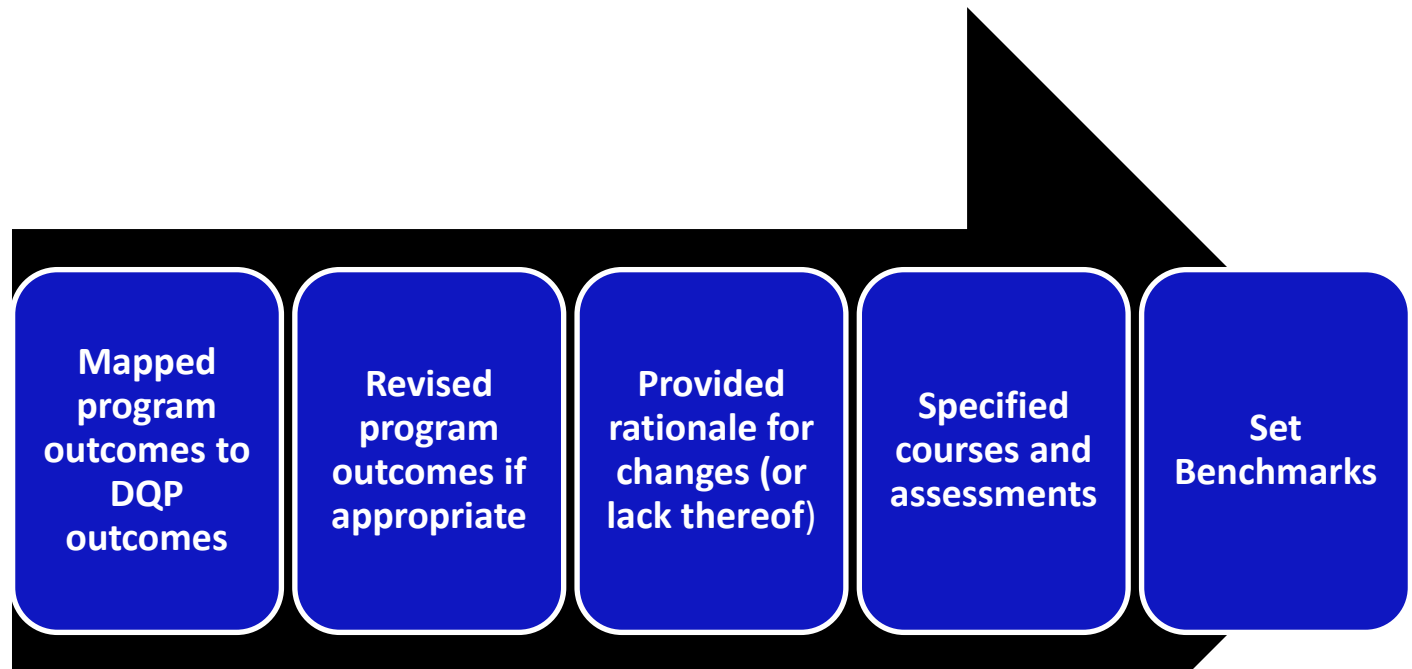
- Example:
 - www.marshall.edu/academic-affairs/degreeprofilemapping.aspx





Activity 2: Degree Programs: Step 1

- Refined assessment plans





Activity 2: Degree Programs: Steps 2 and 3

**Provided feedback
regarding DQP**

**Developed rubrics for
two outcomes**





Activity 2: Degree Programs

- Example:
 - www.marshall.edu/academic-affairs/activity2.aspx





Spring and Summer Work: Course Syllabi

April 2012

- **Marshall's Faculty Senate approved Master Syllabus Policy**

August 2012

- **Marshall's Board of Governors approved Master Syllabus Policy**

2012-2013

- **Master Syllabus Policy Implemented, with full implementation expected by fall 2013**





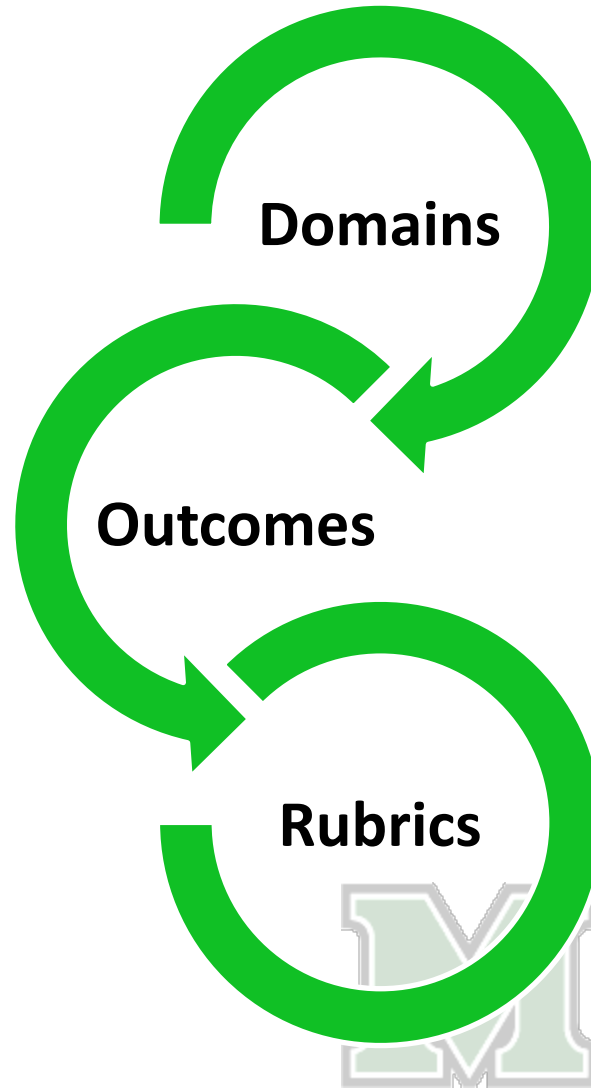
Spring and Summer Work: Course Syllabi

- Master Syllabus Policy
 - <http://www.marshall.edu/assessment/Resources/MUBOGPolicyAA142012Spring.pdf>
- Sample Syllabus Template
 - <http://www.marshall.edu/assessment/Resources/SyllabusTemplateCurrent.pdf>





Summer Work: General Education



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Summer Work: Degree Programs

- Faculty Group evaluated Degree Program Activities 1 and 2.
- Compiled report
 - <http://muwww-new.marshall.edu/hlccopenpathways/files/2012/08/2012HLCOpenPathwaysReport.pdf>





Summer Work: Degree Programs

Recommendations for *HLC* and *Lumina*

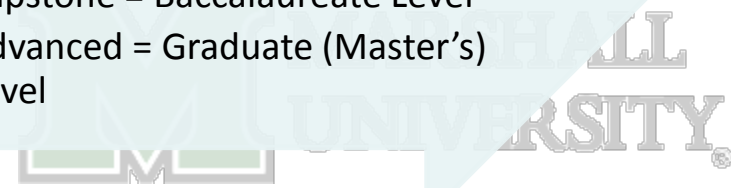
- Some DQP outcomes too narrowly defined
- Recommended broadening definition of *quantitative fluency* to include symbolic logic.
- Recommend adding *metacognitive reflection/lifelong learning* as an intellectual skill.

Recommendations for Activity 3

Standardize and define rubric performance levels

Write rubric performance levels as “outcomes” for differing degree levels

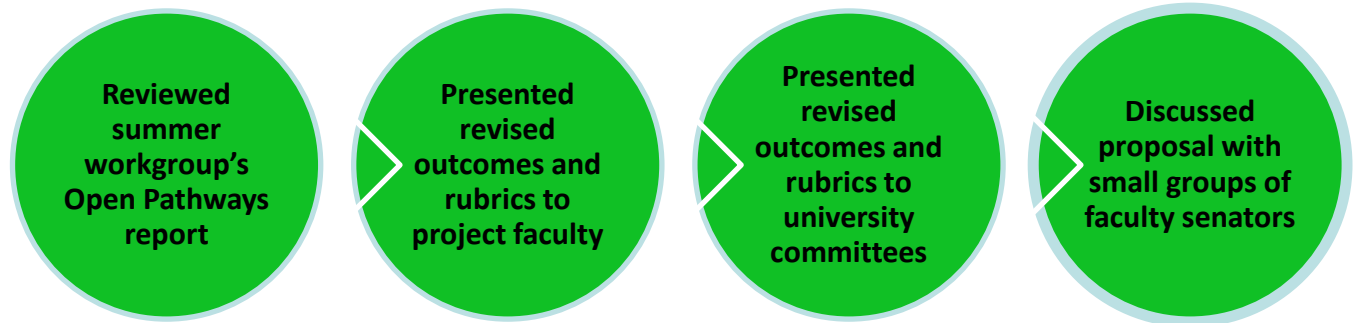
- Milestone = Associate Level
- Capstone = Baccalaureate Level
- Advanced = Graduate (Master’s) Level





Activity 3: General Education

- General Education Steering Committee:
 - Following each of these steps, made suggested revisions to General Education proposal.





Activity 3: The Revision of Marshall's Core Domains of Critical Thinking

DQP Area of Learning	Original Marshall Domains	Revised Marshall Domains
Communication Fluency	Oral/Written/ Visual Communication	Communication Fluency
None	Aesthetic/ Artistic Thinking	Creative Thinking
Civic Learning	Ethical/Social/ Historical Thinking	Ethical and Civic Thinking
Use of Information Resources	Information/ Technical Literacy	Information Literacy
Broad, Integrative Knowledge	None	Integrative Thinking
Engaging Diverse Perspectives	Multicultural/ International Thinking	Intercultural Thinking
Analytic Inquiry	Scientific Thinking	Inquiry Based Thinking
None	None	Metacognitive Thinking
Quantitative Fluency	Abstract/ Mathematical Thinking	Quantitative Thinking
Applied Learning	None	None
Specialized Knowledge	None	None



Activity 3: Marshall's Baccalaureate Degree Profile

January
2013

- Marshall's Faculty Senate approved Baccalaureate Degree Profile

Full Text of
Proposal

- www.marshall.edu/assessment/Resources/degreeprofilerationale.pdf

Domains,
Outcomes,
Rubrics

- www.marshall.edu/assessment/LearningOutcomes.aspx





Activity 3: Degree Programs: Assessment Report Template

Mission Statements

Assessment Page

Rubrics

Results

Analysis and Planned Action



Activity 3: Degree Programs

- Example
 - <http://muwww-new.marshall.edu/hlc/activity3.aspx>





Activity 4: Identified Needs

More robust data collection system

Method to map program outcomes to university outcomes and aggregate results

Master's Level Degree Profile





Activity 4: Plan to Address First Need – Data Collection

Program Level Data Collection

- System tied to course in which assessment is embedded.
- <http://muwww-new.marshall.edu/hlc/datacollectiondemo.aspx>

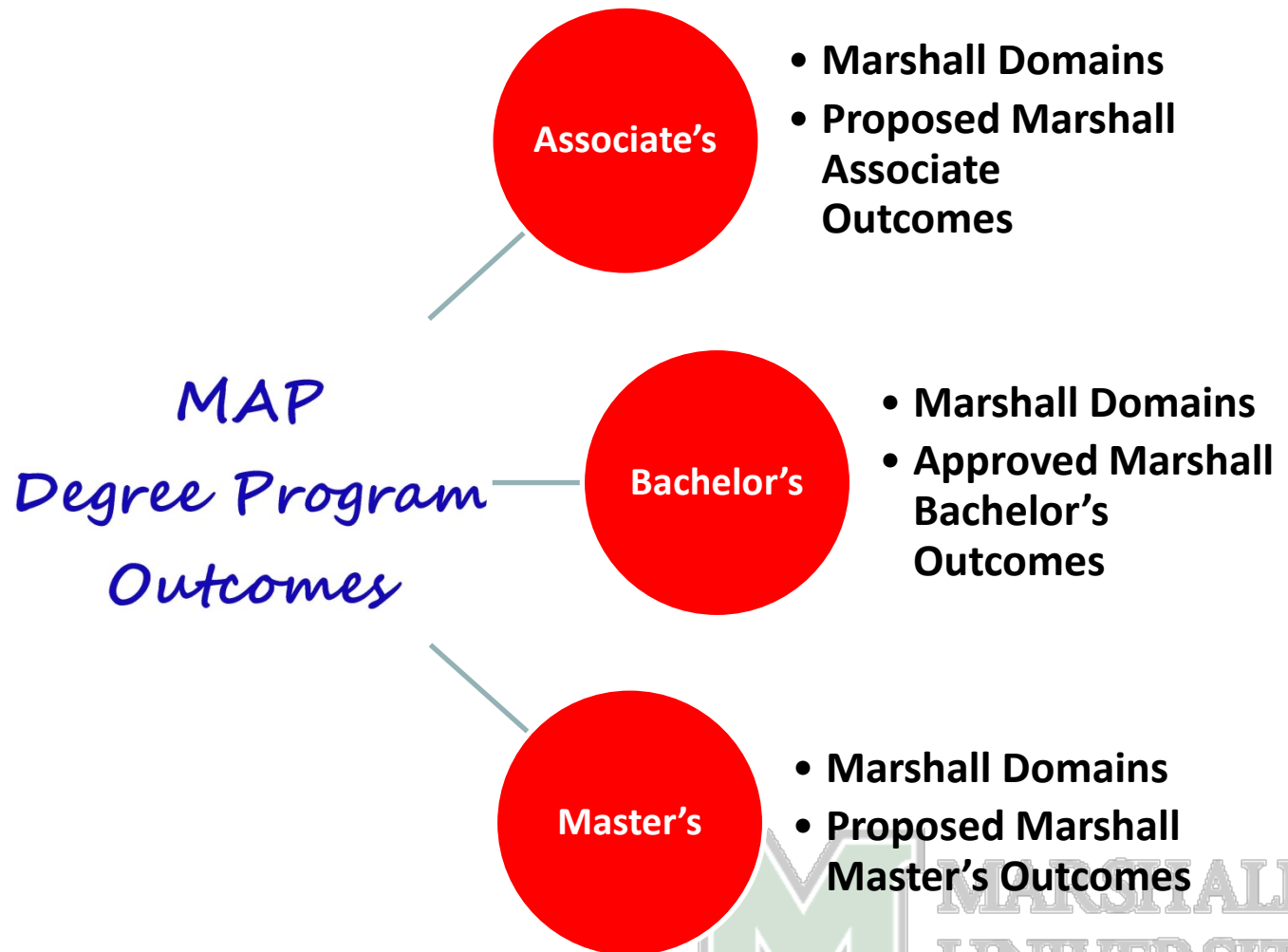
Results Reporting

- Results will add by trait and automatically populate results page of assessment report template.
- <http://muwww-new.marshall.edu/hlc/activity3.aspx>





Activity 4: Plan to Address Second and Third Needs



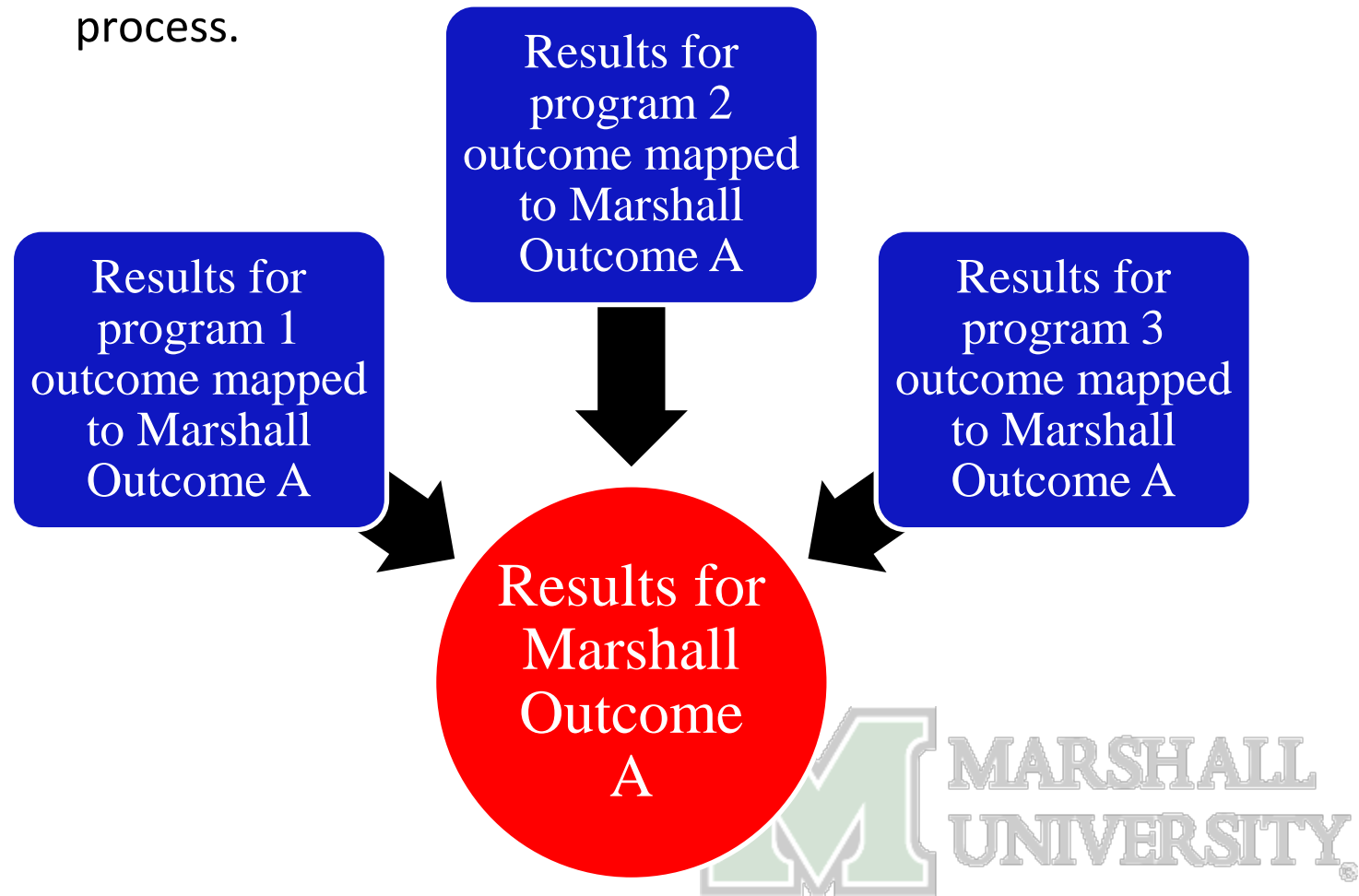
Creative Thinking

Essential Traits	Performance/Degree Level Outcomes			
	Introductory Level	Associate's Degree Level	Bachelor's Degree Level	Master's Degree Level
Ambiguities & Possibilities	Identifies the ambiguities and multiple factors of a complex problem.	Unpacks and analyzes the ambiguities and multiple factors of a complex problem.	Imagines and outlines multiple divergent solutions	Designs, models or enacts multiple divergent solutions.
Risk Taking	Locates and interprets examples of constructive failure using historical or contemporary sources.	Reflects upon and determines the value of one's own practical or intellectual failures.	Deliberately develops and explores risky or controversial ideas.	Implements risky or controversial ideas.
Innovation	Locates and interprets examples of novel ideas, forms and methods.	Imagines and experiments with novel ideas, forms and methods.	Reformulates or recombines seemingly unrelated ideas and methods to generate an innovation or novel artifact.	Tests the boundaries of disciplinary or cultural practices through innovations.



Activity 4: Plan to Address Second Need

- Results for program outcomes mapped to specific university outcomes are aggregated across programs – template in process.





Activity 4: Plan to Address Third Need

Analyze graduate mappings

Examine reasons for lack of mapping to specific domains/outcomes

Examine suggestions for additional outcomes

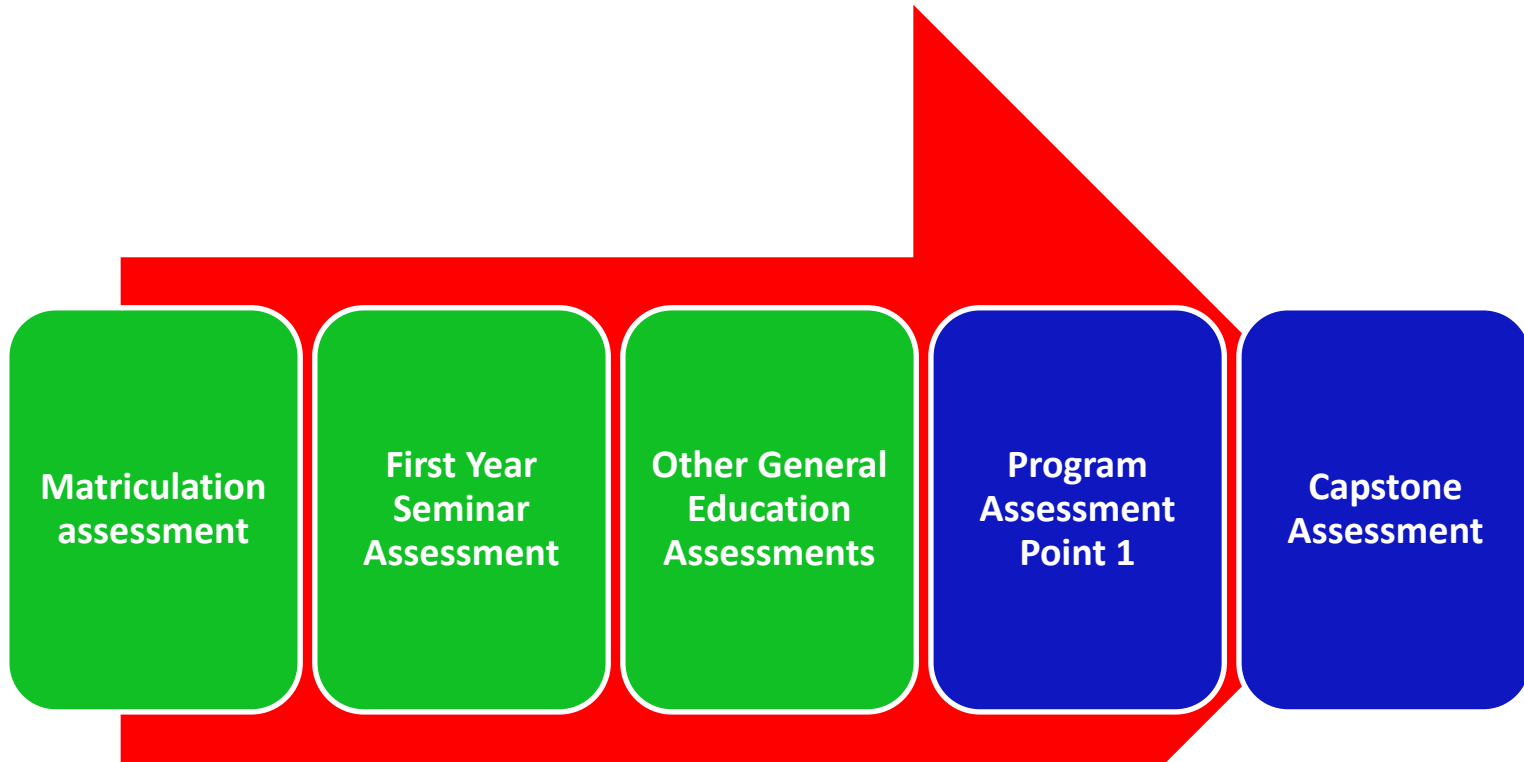
Develop proposed Master's Degree Profile

Work for approval through Marshall's governance structure



Next Steps

- Evaluate results of:





Next Steps

**Courses that
embed general
education
assessments**

**Courses that
embed
program level
assessments**

**Master
Syllabus
Template**





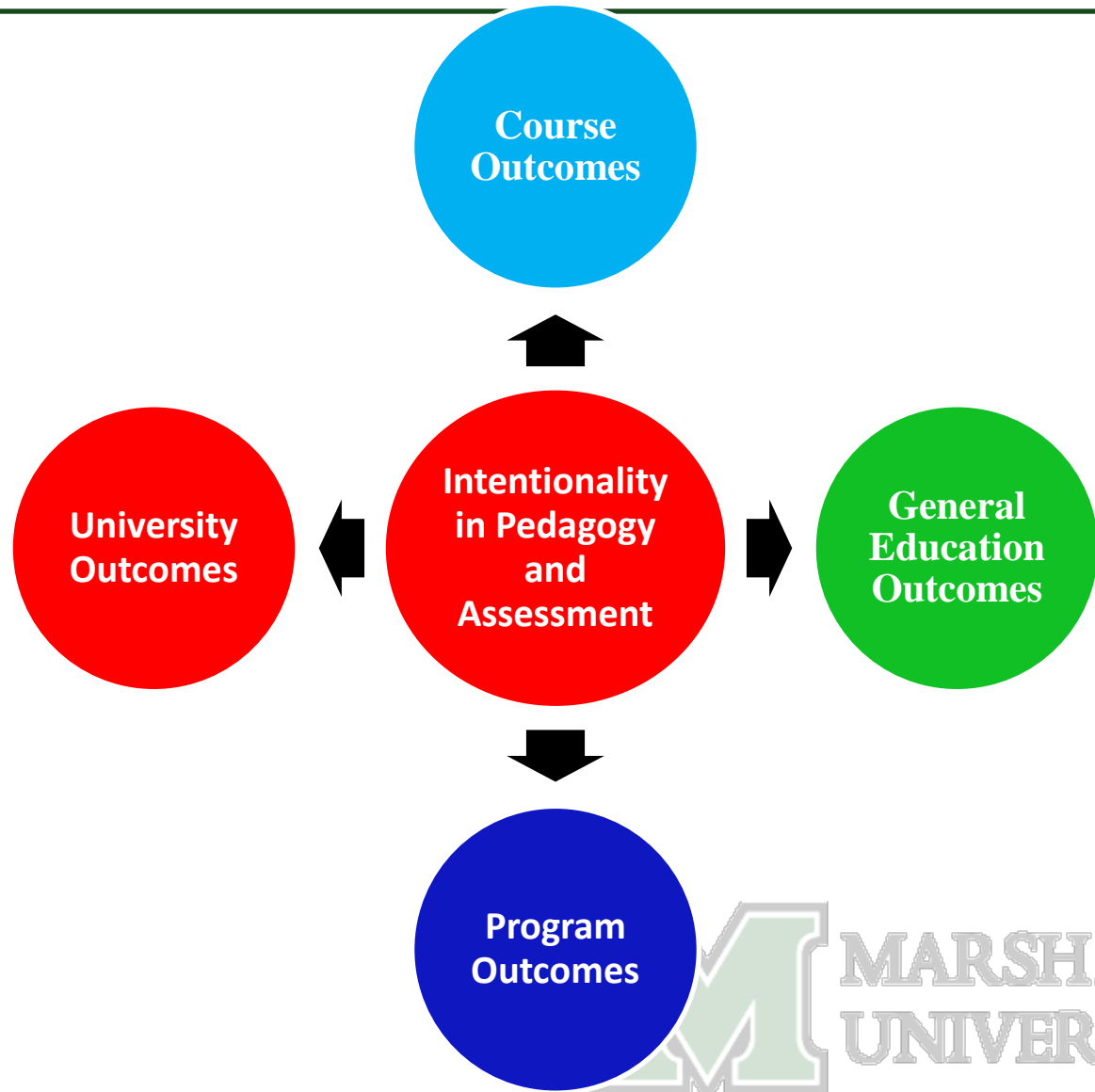
Next Steps

Help faculty to develop a clearer understanding of the difference between grading and assessment rubrics.

Assess the contribution of the co-curriculum to students' achievement of the university's learning outcomes.



Impact of Testing DQP on Marshall





Lessons Learned

The Lumina Foundation's DQP clarified the need to

Establish learning outcomes appropriate for degree levels

Testing the DQP enabled Marshall University to focus on

Developing degree appropriate degree profiles focusing on its mission and values





Marshall's Open Pathways Webpage

- <http://muwww-new.marshall.edu/hlcopenpathways/>





Marshall's Open Pathways Project Steering Committee

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- Dr. Corley Dennison, Associate VP for Academic Affairs and Dean of Undergraduate Studies; dennisoc@marshall.edu
- Dr. Mary Todd, Dean of the Honors College (2011 – 2012)

