



Making the Case for the Application of the Lumina Foundation's Degree Qualifications Profile

A Pilot Study Among Historically Black Colleges and Universities 2012-2013

Funded by the Lumina Foundation for Education, in Cooperation with
The Southern Association of Colleges and Schools Commission on Colleges

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Location of Resources for the Application of the Degree Qualifications Profile

To obtain a copy of the full Lumina Foundation's Degree Profile for downloading a print document, please visit:
www.luminafoundation.org/publications

Foreword

As one of the four authors of the Lumina Degree Qualifications Profile (DQP), I am happy to introduce this volume of case studies on the implementation of the DQP at a set of Historically Black Colleges and Universities under the sponsorship of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The nine campuses profiled in these case studies were among twenty-one participants in this project which, in turn, was among more than a dozen follow-on projects funded by the Lumina Foundation to enable more than 250 disparate colleges and universities across the country to “test drive” the DQP. I was privileged to serve as a consultant to the SACSCOC project, attended all of their meetings, and conducted a webinar for participants on curricular mapping and other practical topics related to applying the DQP to their curricula.

As shown by these nine case studies, the SACSCOC project involved DQP applications at all levels—particular courses, program majors, general education, and the institution as a whole. Regardless of level, all nine involved common activities that can provide lessons for others including curricular mapping and capturing the distinctive “shape” of institutional and programmatic proficiencies in the form of “Spiderweb” diagrams. As indicated in their narratives, all nine campuses found these mapping exercises beneficial in starting conversations among faculty and staff about the meaning of their outcomes and degrees—conversations that could then provide the basis for substantial improvement. While all of the Lumina-funded follow-on projects were beneficial to participating campuses, the SACSCOC project was unmatched in how quickly its participants reached their goals and for the tight focus of the activities that participating campuses undertook.

I would like to recognize Dr. Belle S. Wheelan, President of SACSCOC, for her inspiration in conceiving this project, and to Dr. Trudie Kibbe Reed for her day-to-day leadership in managing it. My congratulations go also to the authors of the nine case studies contained in this volume. Your thorough documentation of this work will benefit all institutions currently working with the DQP.

Peter T. Ewell
Vice President
National Center for Higher Education Management Systems (NCHEMS)

Introduction

Belle S. Wheelan, Ph.D.

President

Southern Association of Colleges and Schools Commission on Colleges

Higher education in the United States is facing pressures from many corners previously not experienced. The rising cost of a college education is challenging for middle class families; increased borrowing is creating financial difficulties for graduates and their families post-college; and the call for standards that has turned the K-12 education environment on its head is beginning to be felt by universities.

Underlying each of these challenges is a relatively simple question: Can students and their parents be sure of the quality of education they are receiving?

The Lumina Foundation has long been committed to enhancing the quality of learning in America's universities and colleges. Now, more than ever, these institutions of higher education must be able to demonstrate that their graduates' learning outcomes are comparable with those of students in other universities. That the degree they walk away from has value well beyond the money people invest to earn it.

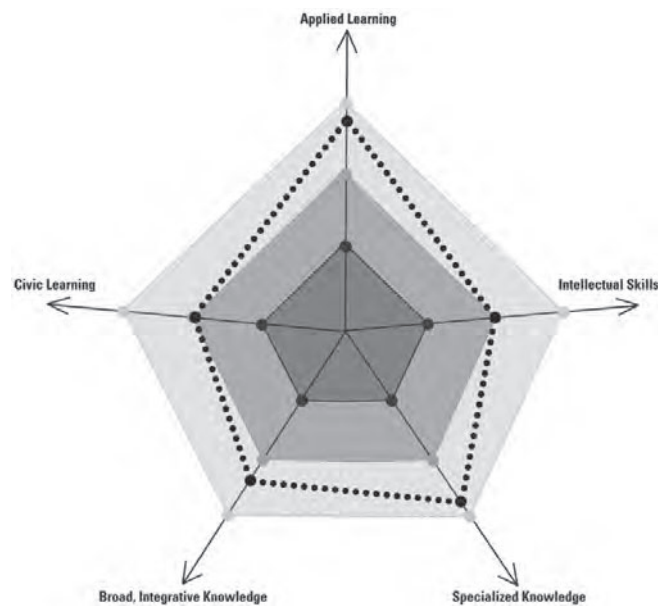
To assist universities in measuring the value of their curricula, the Lumina Foundation for Education developed a Degree Qualifications Profile (DQP), which is a qualifications framework that illustrates what each student is expected to know at various academic levels of postsecondary education. This DQP consists of five broad areas of learning and are mapped on a "Spiderweb." These five broad areas are:

- Applied Learning
- Intellectual Skills
- Specialized Knowledge
- Broad, Integrated Knowledge
- Civic Learning

Twenty-one Historically Black Colleges and Universities (HBCUs) were invited to "test-drive" the DQP; nine wrote full reports about their experience, which are captured in this volume.

The HBCUs were given wide latitude in implementing the DQP on their campuses. Some chose to apply the Spiderweb to a particular course. Others to programs, majors, or the entire university community.

Readers of this volume will benefit greatly from the range of applications that were employed by the HBCUs. At micro and macro levels, you will see both the challenges and the outcomes associated with introducing DQP on a college campus.



The Case Studies

Each of the HBCUs in this volume used the DQP in their own distinctive way. The results are as interesting as they are varied.

Alcorn State University: ASU evaluated all fifteen of its undergraduate units, but three units received particular attention: elementary education, English literature, and agricultural economics. The work demonstrated gaps, for example, in the need for more-focused, hands-on practicum experiences. Some faculty see this process as a good first step toward working toward certification.

Claflin College: Claflin used the DQP to evaluate its General Education program. What emerged were gaps in syllabi that explained how much applied learning and civic learning were being delivered in the classroom. This has led the college to standardize syllabi across disciplines to improve communication and collaboration between faculty and administrators, ensuring the college continues to develop quality, outcome-based programs that are transparent and easy to assess.

Grambling State University: GSU used the DQP to see how well its General Education program matched the university's larger mission of balancing a nurturing environment that improves domain skills, with strengthening students' cognitive skills.

Huston-Tillotson University: HT focused on the strategic broadening and strengthening of faculty involvement in implementing the Degree Qualifications Profile (DQP), particularly in the area of "Intellectual skills" and the corresponding Huston-Tillotson core competency, "Critical Thinking, Analysis, Problem Solving." This was chosen because it is the competency that permeates the core curriculum and every discipline and major on the campus. The DQP process served as a catalyst for reviewing its core competency and becoming more specific about student outcomes.

Lane College: Lane involved faculty across the college and developed a distinctive mathematical approach to analyzing how well the schools' courses and programs map to the DQP. The mathematical approach brings an objective component to the DQP that is distinctive to Lane, and is potentially useful to other schools engaging the process.

North Carolina A&T State University: NCATSU applied the DQP across the university to give faculty a better sense for how their curricula and syllabi were measuring up to the university's standards. The result was a high level of faculty involvement, and a subsequent move by administration and faculty to explore how the DQP will be made a permanent part of the NCATSU's academic review process.

Talladega College: TC used the DQP to analyze its teacher education program to examine how consistent syllabi were across the campus and how well graduates outcomes prepared them for life post-college. Consequently, the college is now looking to deploy the DQP across its campus.

Texas Southern University: TSU used the DQP process with its English, computer science, and curriculum and instruction programs. Each mapped student-learning outcomes to General Education goals and objectives, to program and institutional goals, and to DQP knowledge categories. Two significant outcomes associated with this process were the development of a clear and common understanding among faculty members on expectations for student competencies at the course level as well as degree level. Moreover, faculty members left the process able to describe degree curricula using the same terminology irrespective of their discipline.

Xavier University: Xavier was distinct in tying DQP to student coursework as a way of measuring outcomes. As a result of the DQP process, XU has a more accurate, evidence-based picture of what each of the three courses it examined accomplished in terms of student learning.

One will also see, however, some similarities across these studies.

Faculty buy-in. Though not always easy, faculty buy-in was central to successfully implementing DQP on each of these campuses. Without this buy-in, DQP becomes another top-down imposition from administration that faculty feels compelled, but not motivated, to implement. With buy-in, faculty take charge of the process, learn from the Spiderwebs about where their courses and programs are weak and strong, and take on the mantle of responsibility to learn from it.

Both and, not either or. Each of these schools learned that DQP is not a replacement for internal evaluations of curricula, but rather serves as an objective measurement that can enhance the processes that are in place.

The flexibility the DQP provides means that colleges and universities have the freedom to use it as they please, and adapt it to their learning environments, but coming away with a standard of measurement by which they can compare their offerings relative to other schools.

In an age in which accountability, transparency, and data-driven analysis are affecting every level of society, the DQP process offers a solid way for colleges and universities to integrate these new demands without compromising the historically fertile traditions and experiences that have made American colleges what they are.

Evaluation of Pilot Study: An Application of the Degree Qualifications Profile by Twenty-one Historically Black Colleges and Universities

Trudie Kibbe Reed, Ed.D, Project Manager

January 22, 2013

Introductory Overview

Through a partnership between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Lumina Foundation for Education, twenty-one Historically Black Colleges and Universities (HBCUs) were invited to participate in a pilot project funded by the Lumina Foundation. The purpose of the project was to launch the Lumina Foundation's Degree Qualifications Profile (DQP) at each of the invited HBCUs (one private and one public institution, with the exception of Kentucky) in each state within the SACSCOC region for the purpose of improving the quality of academic programs toward increased degree completion. The pilot project's expected outcomes on academic programs were plotted on a Spiderweb based on the five broad areas of the DQP and other Lumina Foundation resources.

The DQP is a qualifications framework that illustrates what each student is expected to know at various academic levels of postsecondary education. This pilot project was conducted at the baccalaureate level.

Through the application of the DQP, the designated teams at each participating campus focused on three levels of participation in fulfillment of the project goals:

- Introducing the DQP as a collaborative peer process among faculty and other key stakeholders, with each campus selecting the curricula for their review.
- Plotting the results of the curriculum mapping on the Lumina Foundation's Spiderweb through a process determined by each institution.
- Sharing a plotted Spiderweb, collective highlights on the process, outcomes, and recommendations at a culminating consultation held on December 8, 2012. Campus teams also augmented their Spiderwebs by submitting a final report to nine questions/areas of interest via a survey administered to each of the twenty-one participating institutions.

Preparation for Study Process

During the spring of 2012, Dr. Belle Wheelan, President of SACSCOC, convened the presidents/chancellors and chief academic officers of the twenty-one participating HBCUs to present and discuss the Lumina Foundation's goal of improving by 2020 the quality of academic programs in order to increase degree completion.

In advance of the face-to-face meeting, each campus leader reviewed resources from the Lumina Foundation on the Degree Qualifications Profile (DQP). Dr. Peter Ewell and other representatives of the Lumina Foundation were present at the face-to-face meeting to provide a comprehensive overview of the DQP process and its value to postsecondary institutions.

During the meeting, participants met in small discussion groups to identify possible values of the DQP. Reports from each small group revealed a general consensus that the DQP could have great potential in several areas: (1) to strengthen the image of HBCUs through improved course quality; (2) to address transfer credit; and (3) to engage in a review process that could lead to increased degree completion and graduation rates.

At the conclusion of the meeting, each president/chancellor agreed to participate in a pilot study and to share information on the DQP with other campus leaders. In line with this decision, a HBCU project steering committee was named and composed of several of the college/university presidents/chancellors in attendance. This committee worked directly with Dr. Wheelan to identify the next steps in the process. The steering committee determined that a pilot project should have a narrow focus consisting of a plotted Spiderweb from each participating institution. Following this decision, a proposal was submitted to the Lumina Foundation, which resulted in the funding of a pilot project.

A webinar was held on August 30, 2012, for the purpose of training campus teams selected to participate in the DQP. During this session, Dr. Marcus Kolb, Lumina Foundation program officer; Dr. Ewell, consultant and a contributing author of the DQP; and Dr. Wheelan addressed participants using orientation/training modules. Flexibility was granted to each campus as to how they envisioned the implementation stages of the pilot project. The project goals and timelines were identified and campus teams had an opportunity to raise questions and to seek clarification.

Dr. Trudie Kibbe Reed, president emerita of one of the HBCUs, was identified as project facilitator/manager for the specific role of mentoring campus teams and providing technical support. During the grant period, Dr. Reed conducted one on-site visit and held multiple teleconferences with more than one-third of the institutions. She also facilitated a December 8, 2012, consultation.

Following the webinar, each campus launched the DQP pilot project. Each team was responsible for selecting the curricula that would serve as the focus of their institution's DQP pilot project. Although each institution was encouraged to seek engaged participation among faculty, campuses were at liberty to choose study participants and the process for curricula review to result in their plotted Spiderweb. Concurrent with this process, the campus teams were asked to submit their plotted Spiderwebs and written responses to an open-ended survey at a culminating conference in December 2012.

Participants

Of the twenty-one institutions that were originally invited to take part in the pilot project, only one did not participate. While there was 100 percent participation among the twenty-one institutions that attended the culminating conference, two of these institutions did not submit a written report to survey questions. Therefore, this report will reflect findings for nineteen institutions. The two institutions that did not submit reports brought their plotted Spiderwebs to the culminating conference and offered input within discussion groups.

Culminating Consultation

The December 8, 2012, consultation took place in Dallas, Texas, which coincided with the annual meeting of SACSCOC. This time period took advantage of persons already in attendance at the SACSCOC annual meeting.

The consultation was well attended, with the twenty-one participating institutions bringing a total of

104 persons, including nine presidents/chancellors. Presidents/chancellors had a special session with foundation leaders, and a few remained throughout the day to observe group dialogue.

Upon the arrival of the campus teams, each institution posted its plotted Spiderweb on walls in the plenary meeting room. Nineteen institutions submitted written survey responses. Each institution brought official representatives ranging from three to seven people.

Also present were representatives of the Lumina Foundation, the project manager, and other guests. Dr. Wheelan, along with Dr. Larry Earvin, the incoming SACSCOC board chair and president of one of the participating institutions, brought greetings to the participants and answered questions.

Small group discussions, consisting of ten groups, took place around ten tables where participants were pre-assigned to ensure cross-representation of participants. Each group was provided with newsprint and color markers to capture key points for reporting in plenary sessions. Each group also identified a facilitator and recorder.

Peer colleagues shared their experiences and insights with using DQP and also gathered new insights and models. In general, the group discussions and plenary reporting enabled participants to frame perspectives for further inquiry, reflection, and dialogue. Conversations were lively and participants appeared to be fully engaged throughout the day.

During dialogue sessions, as a few presidents/chancellors and foundation leaders observed, participants reflected on responses to several survey questions.

Findings from these sessions, along with survey responses, assisted the program manager to test the reliability and validity of two data sets that will be discussed later in this report.

Following each discussion session, each of the ten groups presented a summary of their discussions in the plenary session. During the plenary sessions, participants had opportunities to raise questions of each presenting group. Participants also viewed an array of attractive, posted Spiderwebs that showcased a variety of shapes and forms illustrating deficiencies and strengths based on the institutions' review of the five broad areas.

Following a working lunch, several participants requested the meeting agenda be modified to allow formal presentations of the Spiderwebs. In one case, a presentation showcased new software and templates developed for the DQP study. Several other institutions stated they also had developed new software resulting from the DQP study. One presenter illustrated how his campus integrated the DQP in the assessment of Student Learning Outcomes (SLOs). In brief, there was a general request to the foundation for the creation of software to enable curriculum mapping on the Spiderweb.

Focus of Pilot Study—Curricula Selection

Eleven of the nineteen reporting institutions focused their DQP solely in the area of General Education/ Liberal Studies. Of these eleven institutions, four selected additional degree programs. Nearly 40% of the study population selected multiple degree programs ranging from one to twenty-four degree program areas. Only one institution chose to examine its baccalaureate degree profile.

Pilot Study Process at Individual Campuses

The implementation process varied among institutions. For example, one institution launched the process by working with each of its four academic divisions. Other campus teams reported using

a variety of structures and groups. In each case, there was ongoing participation among multiple stakeholders that resulted in the plotting on the Lumina Foundation's Spiderweb.

Some processes were first launched through larger groups that transitioned into smaller work clusters. Other institutions reported just the reverse, whereby they employed smaller groups that emerged into a larger work group.

While most teams were initially convened by the president/chancellor or chief academic officer, they were often led through the process by a variety of appointed campus leaders, ranging from provosts to department heads and committee chairs.

Project Timeline

The pilot project was officially launched following the August 30, 2012, Webinar Orientation/Training session. The project concluded on December 8, 2012, at a culminating consultation during the annual SACSCOC meeting.

Limitation of the Study

The pilot study was condensed into less than a five-month timeframe. While a few institutions began discussion on the DQP following the spring 2012 consultation, the project was not officially launched until August 30, 2012, with an end cycle of December 8, 2012. This timeframe was further compressed into the fall semester.

Methodology

Using a qualitative research approach, two data sets were reviewed and analyzed for the final reporting to the Lumina Foundation. These data sets include: (1) transcripts of campus responses to survey questions (Nineteen reports were reviewed); and (2) transcribed notes from plenary reports at the December 8, 2012 consultation.

Following a review of transcripts for both data sets, the project manager identified emerging themes and key observations to guide the data analysis leading to findings and recommendations. Specifically, the project manager reviewed each transcript as reflected in Exhibits 3-12. She then color-coded each verbatim response for placement in categories to determine if there were common themes and/or key points in line with each survey response and consultation plenary reports.

A qualitative study serves as a useful approach in providing a rich descriptive narrative for providing meaning to cumulative responses.

A report on the findings from this pilot project is divided into three areas:

- Part 1: SURVEY - Common themes/key points in the survey questions.
- Part 2: PLENARY - Common themes/key points from plenary reports.
- Part 3: RECOMMENDATIONS to the Lumina Foundation.

Transcripts and other supporting resources appear in the Exhibit Section of this report.

Part 1: Emerging Themes - Survey Responses

This section begins with a review of the cumulative responses to each of the nine areas of the survey.

Question #1: Who was involved in the process?

Responses to this question center around six (6) major categories of involvement as presented below.

Table 1: Categories of Involvement at Nineteen Participant Institutions

Categories of Involvement	Number of Participant Institutions
Teaching Faculty	19
Administrative/Executive Leaders (Presidents/Provosts/Chief Academic Officers; Cabinet; & Assistant to the President)	19
Utilization of Existing Committees (Curriculum Review and General Education Committees, etc.)	9
Institutional Effectiveness (IE)/Research and Planning (University Assessment; IE; Assessment Coordinator)	11
Academic Deans/Division Heads/Directors	14
Created Special Lumina/DQP Committees	7

Data Source: See Exhibit #3

Findings:

As shown in Table 1, six categories of administrators/faculty/staff/committees were engaged in implementing the pilot project at nineteen of the twenty-one participating institutions. One hundred percent of the nineteen institutions had the involvement of administrative/executive leaders and teaching faculty. Nearly 50% used existing committees, and approximately 60% involved institutional effectiveness and research staff. Over 70% of academic deans/division heads/directors were involved. Nearly 40% created a Special Lumina/DQP Committee to implement the pilot project.

In addition, many campus teams made mention of assessment in the areas of student learning outcomes (SLOs). When respondents made mention of the reaffirmation process in accreditation, they determined a need to utilize an existing SACSCOC committee to implement the DQP. Such action may suggest value in the DQP serving as evidence documentation for reaffirmation. Because reaffirmation is ongoing and continuous, institutions may find a need to sustain the DQP as an integral component of demonstrated accountability.

In conclusion, Table 1 points to the partnership among various stakeholders in enabling the DQP to take shape among this study population. Secondly, assessment plays an important role in the application of the DQP. It is also important that top-tier administrators were involved in this effort at each of the nineteen participating institutions.

Question #2: What was the level of participation among the faculty? Did the faculty own the process? If not, please explain.

In reviewing the transcript of responses to this question, 83% of the participating institutions reported positive levels of involvement among their faculty. Within the range of high level of participation, Table 2 presents a summary of comments below.

Table 2: Level of Faculty Participation – General Comments

- Handled by all faculty...lively and healthy exchange took place.
- Faculty owned and embraced the process.
- Faculty found this exercise to be a great procedure for program review.
- DQP encouraged faculty to consider updating their curriculum.
- 90% of faculty participated in DQP curriculum mapping process—all teaching faculty.
- High participation—they worked together...entire faculty took part...fully engaged.
- Resided squarely with program faculty...entirely of members of the university faculty directly involved in teaching.

Data Source: See Exhibit #4

Findings:

This survey question probes for information on the level of faculty involvement and faculty ownership in this process. In Table 2, only two of the nineteen reporting institutions (11%) raised concerns regarding the level of participation or the lack of time given for the study. For example, while one team stated that the level of participation was minimal due to limited time, another institution raised a concern regarding the DQP process impeding faculty buy-in due to being viewed as “an inquiry by the upper administration.” These comments frame critical questions as to whether there is a correlation between the following:

“Process” -- “ownership”

“Time” --- “ownership”

A combination of both of the above

Overall, the majority of comments suggest that faculty members did participate in the DQP process. An implication from this finding suggests that some form of follow-up is needed to further explore the level of faculty ownership beyond mere participation in the DQP.

In conclusion, while cumulative responses give credence to faculty participation in the pilot study, data do not give strong evidence of faculty buy-in.

Question #3: Which subjects were mapped? Why were these subjects selected?

Table 3: Mapped Subjects: Participant Institution(s)

Mapped Subject(s)	Participant Institution(s)
General Education	11
Multiple Degree Programs and/or course selections	7
Baccalaureate Degree Profile	1
<i>Data Source: See Exhibit #5</i>	

Table 3 shows that eleven, or 61%, of the nineteen reporting institutions selected their core curriculum of General Education/Liberal Studies as the focus of their DQP study. Of these eleven institutions, four of the institutions included additional degree programs and/or courses in addition to General Education as the primary review area. Nearly 40% of the study population selected multiple degree programs and/or courses ranging from one to twenty-four degree program areas. Only one institution chose to examine its baccalaureate degree profile.

Findings:

One theme that emerged from the composite responses is related to an awareness of the **importance of the core program** of General Education to the **success of degree program** offerings. For example, one institution spoke about progression of the undergraduate degree to graduate programs, in line with the importance of General Education serving as the foundation and vehicle for student success. There was a prevailing sense among respondents that the DQP process enabled institutions to **focus more narrowly** on the quality of their degree programs and/or course offerings for needed enhancements through the General Education curriculum.

When asked for a rationale for curricula selections, most comments led the project manager to conclude there is a strong **commitment to enhancing programs for student success**, but institutions were in need of a **common tool** to address needed revisions. One school reported its rationale for a selection of curriculum for the DQP was based on a recent decline in testing pass rates for a required state licensure exam in one field of study. The institution desired for its students to have better testing rates and therefore needed a review of the respective degree program to improve program quality.

A majority of institutions that selected General Education as a study focus felt that the core curricula plays a “critical role” in student progression and in “learning outcomes” that are common to all majors. Others reported that because they were already engaged in review of their General Education curriculum, it made sense to incorporate the DQP. One campus spoke of the importance of the General Education curriculum as the foundation for Science, Technology, Engineering, and Mathematics (STEM) courses. Of interest, one institution sought to know if their Liberal Studies (General Education) program was out of line with other four-year state universities.

One campus reported their selection resulted from faculty-driven processes whereby these stakeholders selected topics that they were familiar with, or felt a need for a review.

Overwhelmingly, a majority of institutions supported curriculum selections they felt were in need of strengthening to improve quality of courses and/or to improve pass rates on a state licensure exam. Because the Lumina Foundation has a goal of degree completion, this finding holds implications for ongoing work among HBCUs to further their focus in this regard.

With respect to the selection of courses and degree programs outside of General Education, some comments framed a discussion around mission as the driving force for course/program selections. For example, one institution selected the agricultural economics degree because it is a land-grant state institution. Other institutions also spoke of the importance of mission to their degree programs.

Another emerging theme was an affirmation of **cross-discipline discourse** for arriving at a **holistic approach** of curricula review. Basically, institutions observed the importance of a **holistic approach** to curriculum review by **moving outside of specialized fields to a holistic approach in reviewing student competencies**. The cross-discipline approach brought together a diverse group of faculty for discussion and consensus building in line with the five broad areas. This process was cited as helpful in forming new communication channels among diverse faculty to better serve the entire university.

Question # 4: Give evidence to how this process may assist your institution to strengthen the quality of academic programs toward degree completion.

Responses reflect multiple comments from the majority of institutions. Comments speak volumes about the value of the DQP as many highlighted positive outcomes of the DQP study are reflected in Table 4:

Table 4: General Comments to Strengthen Academic Programs toward Degree Completion

- Helping institutions to eliminate duplicate courses
- Reviewing progression of courses
- Identifying needed improvements based on gaps in the curricula
- Enhancing the quality of programs through program revisions
- Developing new courses to address deficiencies
- Delivering a common vocabulary (via DQP)
- Valuing the template (Spiderweb) for reviewing curricula
- Understanding the value of field-based learning – importance of Applied Learning
- Diving deep into curriculum review
- Pulling together faculty—increased dialogue among teaching faculty
- Understanding among faculty that education is more than mastery of facts and procedures—faculty taking more responsibility for teaching areas that were noted as gaps
- Observing a need to have consistency in syllabi for course offerings (all faculty teaching same course)
- Serving as an accountability tool for program quality.

Data Source: See Exhibit #5

One of the most profound statements expressed was an awareness of the need to identify the point at which students most often withdraw from the university. Because of the DQP process, several institutions spoke of a greater awareness of problems they are now able to identify in existing courses, in degree programs, and in course progression that impact student retention and degree completion.

Some institutions spoke of the DQP process evolving into organizational structure change within their learning communities, or how they would focus more on faculty development in addressing teaching strategies. Respondents also observed the value of a graphic design or a new framework via the Spiderweb.

Several comments centered on how the process could be utilized more broadly to encompass other courses or programs beyond the scope of the initial application of the DQP.

One institution found a deficiency in the area of Civic Learning in line with an application of the DQP. A number of respondents pointed to their identification of gaps and needed revisions in line with the five broad areas.

One respondent questioned the sustainability of the DQP as it relates to cost and time, while another responding institution stated, “the final outcome is well-worth our combined efforts ...this is the beginning and we look forward to the next step.”

In addition to comments cited in Table 4, there were other responses in support of the emerging theme of the DQP serving as a positive value to institutions. Additional comments from the responses to this question are as follows:

- Viewed as a valuable resource in facilitating faculty dialogue on course quality;
- Seen as a helpful tool toward the identification of gaps, deficiencies, and strengths in existing curricula; and
- Grants a common language to those involved in curricula review and mapping.

Question # 5: What new insights did your faculty observe regarding curricula review?

Findings:

This question received a high level of responses that underscore the significance of the DQP in this initial phase. In concert with the previous finding, the same theme that emerged again is that the DQP successfully led to the identification of gaps and needed modifications in curricula. Respondents gave evidence of this finding when they spoke of modifying syllabi; strengthening connections to community service and/or building more internships to address deficiencies in Applied Learning; standardizing syllabi across disciplines; integrating Civic Learning into the curriculum; increasing global and international perspectives; and incorporating more collaborative teaching and making other adjustments to the mode of instruction.

Another theme was the **increased communication** occurring among faculty, especially in **cross-disciplines**. Such phrases as “offering a bridge” and “connection between disciplinary areas and non-related areas across the university,” to “consensus building sessions” underscore this theme. Respondents spoke in great appreciation for how the DQP process also provided a **common language** or vocabulary for all stakeholders in the process. They also expressed the value of the Spiderweb as an effective **visual tool**. Within this same theme, one respondent noted that the DQP was a “finer mapping tool than what faculty have used in the past.”

Overall, comments suggest the DQP fostered many positive outcomes inclusive of faculty engagement, collaboration and decision-making. This point is reinforced by the consistent use of phrases such as:

forced them to reflect deeply...we begun [Sic] a Faculty Colloquium....achieved some consensus....looked at programs holistically.....reported insights...sought agreement... committee discovered....faculty observed.... exposed the need... unifying goals.... common outcomes throughout the process...improved communication...expressed concerns...through the process of reflection

Comments focused on faculty making significant discoveries as they questioned how individual courses fit into the overall curriculum; in the identification of gaps and deficiencies in the curriculum; and recognition of the importance of cross-discipline dialogue toward revisions in course syllabi. *Data*

Source: See Exhibit # 7

Question #6: Please identify “Best Practices” for Curricula review. Revisions resulting from the use of the DQP.

Findings:

There were fewer responses than anticipated in this section. As a result of the limited input, no common themes were identified. However, institutions offered several examples of “Best Practices” and cited several revisions resulting from the DQP:

Table 5: Best Practices Employed or Recommended

- Created Lumina DQP on Blackboard for sharing of best practices with the learning community
- Created “wish” map of the curriculum in line with mission
- Utilized electronic portfolio for integrating learning across courses
- Planned building personalized Spiderwebs for each student
- Encompassed conducting environmental scans for emerging technologies for integration with course design, revision, and assessment
- Presented the Lumina Project at faculty/staff institutes
- Use of course survey administered throughout the semester for feedback from students to professors

Data Source: See Exhibit #8

Table 5 points to some innovations and actions taken as a result of the DQP.

In addition to information provided in Table 5, institutions spoke about the creation of rating scales and weighting systems/calculation procedure. One respondent expressed the belief that the DQP process was a best practice that could benefit his/her institution in meeting the state’s requirements toward degree completion.

Given the abbreviated time to conduct the pilot study, perhaps more examples will emerge as the DQP is sustained on these campuses.

Question # 7: What recommendations would you make for wider application of the DQP process on your campus in order to enhance the quality of your academic programs? To enhance degree completion?

Findings:

This question also received fewer responses than expected. However, several key points did emerge that are consistent with previous themes. For example, one repeated theme was recognition of the importance of an **interdisciplinary approach** as an effective method leading to wider application of the DQP. A second theme addressed the importance of **integrating the DQP with other existing and ongoing academic processes such as accreditation processes** (regional and professional bodies).

Respondents utilized this section to make specific recommendations. The recommendations below appear to give credence to both the value and efforts to sustain the DQP:

- Continue the DQP process as continuous and ongoing
- Distribute Lumina Foundation resources to all deans, department heads and faculty senate
- Utilize faculty development seminars [to train other faculty]
- Identify rubrics to assess every degree
- Develop ongoing partnerships to promote Applied Learning

Data Source: See Exhibit # 9

Question # 8: Do you believe that the five broad areas adequately encompass the parameters of your degree programs? If not, please explain in detail. What would you modify?

Findings:

Six institutions stated that the five broad areas adequately encompass their degree programs. The remaining comments offered suggestions for additional areas to be considered by the Lumina Foundation.

The strong prevailing theme was a suggestion for adding **Civic Learning** as a sixth category. Likewise, **mission** was another suggestion for an addition to the five broad categories. Additional suggestions included such categories as: spirituality; fitness/well-being; communication etiquette, computer programming; social/leadership skills, and international and cultural perspectives. Another respondent spoke of a gap with regard to the “affective domain.” From this listing, there were several who underscored global and cultural perspectives as needing more attention in the mapping process.

It is apparent that some teams struggled with civic engagement, as there appears to be some confusion in terminology and definitions that demands further attention. *Data Source: See Exhibit # 10*

Question #9: If you added a sixth broad category, please explain how the additional category supports your degree programs toward degree completion.

Findings:

While some felt a need to offer suggestions for consideration. Such suggestions are as follows:

- African Diaspora studies (a requirement at one institution)
- Mission of HBCUs and/or Christian affiliation and heritage
- Civic Learning
- Ethical reasoning
- Ability to “EVALUATE”
- Professionalism

Consistent with the previous survey question, civic leadership (engagement) and mission emerge as recommendations.

The Lumina Foundation grants opportunity to institutions to add a sixth category; however, most institutions chose not to add an extra category in their application of the DQP. Only one institution reported adding a sixth category.

Some respondents struggled with a distinction between institutional requirements for a degree versus competencies outlined by the Lumina Foundation (five broad areas) as expectations of graduates at the baccalaureate level. Therefore, it would be helpful in future orientation sessions to clarify this difference. For example, a few teams questioned how to infuse some of their institutional requirements (e.g., leadership, mission, critical thinking, culture, etc.). *Data Source: See Exhibit # 11*

Summary of Findings for Part 1

Participants provided invaluable feedback on the implementation of the project goal via written survey reports, plenary reports, and plotted Spiderwebs. A review of the themes in Part 1 of this report suggests a strong level of commitment among the study population toward the enhancement of courses/degrees leading to student success. Also, a review of plotted Spiderwebs further underscores this level of commitment.

The study enabled institutions to take a fresh look at their curricula for consistency, quality, and progression. Of importance was the holistic approach used. While concrete evidence of modifications in curricula was not part of this study, it is hoped that institutions will utilize the findings from the DQP for corrective changes based on the identification of deficiencies and gaps in curricula. Because the purpose of this pilot study was focused on plotted Spiderwebs and the process of implementing the DQP, it also anticipated that the process will be ongoing and continuous.

Civic learning and the mission of HBCUs are two areas that deserve wider attention because of the heritage and legacy of Historically Black Colleges and Universities. It appears that both mission and civic engagement are somehow embedded in the curriculum at HBCUs and, therefore, play a major part in preparing graduates of these institutions to be successful. As such, the Lumina Foundation may wish to consider incorporating a discussion on the institution's mission into the DQP, especially since many non-HBCUs also have the same mission of educating first-generation students. In any event, it will be helpful to describe how these components impact the DQP.

Throughout the review of transcripts in exhibits 3-12, several generic concerns were noted that did not necessarily apply to a specific question in a section of the survey. These comments offer constructive feedback and bear consideration for future projects, described in Table 6.

Table 6: General Concerns

- More time is needed to complete the process
- Definitions were difficult to understand
- The language was too specialized
- There was the absence of the affective domain
- There is confusion between service learning and civic engagement
- The definitions are not always clear and examples would be helpful in the resource
- Faculty need to have a voice from beginning to the end

Data Source: All Transcripts from Part 1

These comments give evidence of the high level of engagement among stakeholders, who desired clarification on certain matters to more effectively meet the project goal. Again, a comment regarding faculty ownership emerges in this listing. As previously observed, the issue of ownership may be linked with the brief timeframe of the pilot study, the result of the timing of the study because of competing demands at the beginning of the fall semester, the sense of a forced process, and/or a combination of all of the above.

Feedback on the infusion of "the affective domain" may suggest an important approach for consideration by faculty in enlisting more Applied Learning techniques. For example, it is often through the affective domain that feelings and emotions become both the content of the learning process as well as the "trigger" for dramatic shifts in thinking that is fostered by critical reflectivity.

While the foundation describes service learning as the vehicle for arriving at the outcome of civic engagement, this study population had some difficulty with terminology and definitions. In light of this continuous feedback, future orientation sessions should offer some assistance in this regard. It is suggested that the resource manual be reviewed in light of continuous feedback on the confusion between these two concepts.

Finally, the Spiderweb diagrams submitted as a part of the written reports demonstrate great pride and evidence of diligent work undertaken by campus teams. Again, the designs illustrate that the project goal of plotting the Spiderweb via the five broad areas was met. *Data Source: See Exhibit #14*

PART 2—Plenary Reports - Data Set #2

This section of the report captures key themes from the December 8, 2012, consultation held in Dallas, Texas, during the annual meeting of SACSCOC. Data from the two plenary sessions of the consultation are based on notes taken by the project manager.

Discussion Topics - Who was Involved? Best Practices and General Observations

Session 1

Plenary reports reinforced several of the key findings from Part 1 of this report.

For instance, a consistent theme found in both data sets is the recognition of the value of an **interdisciplinary approach** to curricula review. Most plenary reports also indicated an awareness of the overall value of the process in helping to **distill gaps and deficiencies**. In fact, several groups gave concrete examples of distilled deficiencies in areas such as Applied Learning, course progression, and syllabi. One group spoke of the value in being able to apply the DQP through three levels of mapping: (1) revised student learning outcomes; (2) syllabi/course intensity; and (3) assessment. One plenary group affirmed the value of the DQP as an expanded tool to be used for recruitment.

Also consistent with findings in Part 1 is the same feedback on the **confusion of definitions** in the resource manual in line with civic engagement and service learning. Many comments suggest that both **mission and civic engagement** should be included in the DQP process. In line with comments in Part 1 of this report, several plenary reports again argued that Civic Learning and the mission hold relevance to the heritage of HBCUs.

With regard to faculty participation, similar to data presented in Part 1 of this report, plenary reports indicated variation in the level of involvement of faculty ranging from enthusiastic to moderate.

Also consistent with findings from Part 1, various reports referenced differing processes employed to launch the DQP from either top-down to bottom-up or the reverse. There was no consensus that either approach was better or worse in accomplishing the task.

While some reports spoke of the importance of the president and chief academic officer in fostering support for the study, other groups mentioned how important it was to have faculty buy-in. One plenary group report stated that a best practice was “faculty ownership.”

Consistent with the findings in Part 1, it was difficult to know whether or not the DQP process was owned by faculty, although it was apparent that faculty was involved and cooperative in the study process. The fact that plenary reports referenced the importance of faculty ownership may suggest that this is one area to be explored in future studies of this nature. Of importance, one presenting group made several suggestions to strengthen faculty ownership: (1) that enough time be given as the pilot was condensed to several months; and (2) movement of the process is important (bottom-up versus bottom down). These two points add further clarification about a combination of factors impeding faculty ownership.

Another plenary report referenced a conflict arising with the use of the DQP when a chair of a committee sent an email to committee members when the provost was not involved in that decision-making process. Consistent with the findings in Part 1 of this report is a concern about the limited time given to this pilot project. Another consistent finding within both parts of this report is strong affirmation of the value of DQP, which was noted in many of the plenary reports. One plenary report shared information on the development of rubrics for critical thinking and their discussion on how to assess it. Another group reported on the DQP serving as an orientation tool for new faculty.

With regard to the theme of affirmation of the DQP, a few other illustrations emerged in plenary reports that are noted in Table 7:

Table 7: Value in the DQP-Comments

- Learned there is a need for “more seasoned faculty to teach general education as the gateway courses.”
- Observed that the DQP was a “good process of discovery” and self-analysis, and the DQP were as helpful.
- Credited the DQP process as a strength that allows re-examination of curriculum.
- Table 7 continued
- Identified gaps in syllabi and a process to tie SLOs into the DQP.
- Referenced importance of how “they learned about their gaps and deficiencies.”

Data Source: See Exhibit # 12

None of the plenary reports pointed to difficulty or resistance in implementing the DQP. Rather, reports consistently focused on positive attributes and outcomes.

A few other illustrations from plenary groups relate to the theme of value in the DQP as cited in Table 8.

Table 8: Planned Changes and Modifications related to the DQP

- Revised syllabi
- Refinement of course progression
- Utilization as audit to reduce course offerings
- Using data from study for branding

Data Source: See Exhibit # 12

With regard to input on “best practices,” one report highlighted the practice of “fostering of **collaboration**” and **communication** across the campus ... as fostering conversations among faculty. This theme supports the interdisciplinary process as described in Part 1 of this report.

Another consistent theme contained within both parts of this study addresses affirmation of **integrating the DQP process** into other academic structures (when data are already being gathered and used for other needs). Several reports implied that such an infusion of the DQP in existing committee work is a best practice.

Consistent with findings in Part 1, another finding was the importance given to the **graphic or visualization** of the DQP Spiderweb in enabling the process.

One plenary group observed that since the process is so new, they were not prepared to offer best practices. This view tends to reinforce why there were so few illustrations in the survey response in Part 1.

With regard to the same theme that emerged in Part 1 on the importance of **assessment**, two table groups spoke of the use of an “advisory board” and “Focus Groups” for feedback on **assessment** and other elements of the process.

A few critical comments were noted from each of the ten plenary presentations displayed below:

- Need examples of what Applied Learning looks like in each case
- Time consuming—“time squeeze—time crunch”
- A lot of discussion around critical thinking (not one of the five broad categories), social justice, mission, ethical reasoning, and global citizenship
- Teaching loads heavy and assessments are feared
- No idea of end-game. Where is this going? As an add-on or add-in?
- Need to measure competencies
- Definitions in the resource booklet were confusing
- Takes man-power
- May be cost prohibitive

While several of these concerns are addressed in Part 1 of this report, these comments point to some apprehension that may be in line with the timing (fall semester) and the limited timeframe of the project.

Some institutions wondered if the DQP would be incorporated into the SACSCOC process. While the president of SACSCOC clarified that the DQP would not become a mandatory part of the reaffirmation process, one plenary report later recommended that it should be in order to ensure sustainability.

As previously stated, a repeating theme from Part 1 was confirmation of the DQP process leading to the **identification of gaps and deficiencies** in the curriculum as cited for one area of “**Applied Learning.**” As a result of this finding with regard to a gap in Applied Learning, some institutions spoke of how to re-engage their focus on Civic Learning and other collaborative efforts that can be infused into their curriculum and reflected on the syllabi. Such conversations gave assurance to the program manager that findings from this study project will most likely be attended to by teaching faculty. Data Source: *Exhibit #12*

Recommendations and Noted Surprises - Plenary Reports

A list of recommendations made by participants underscores another theme noted in Part 1 regarding finding great value in the DQP, leading to a desire to sustain the DQP through existing academic structures. This finding is evident from the combined participant recommendations below:

1. Request that the Lumina Foundation provide software for the plotting exercise.
2. Tie into research publications.
3. Incorporate service learning into an understanding of civic engagement-not clear how two differ.
4. Include “affective domain,” as HBCUs bring added value in this area.
5. Request ongoing funding to continue the project and to sustain universities.
6. Helpful to have common ground around terminology for terms and definitions.
7. Assistance is needed to integrate what has been learned into ongoing processes.
8. Would like to expand to all programs.

9. Hosting of continued formalized conversations.
10. Provide summary data from all participating institutions.
11. Provide ongoing support and guidance for use of DQP.
12. Do not allow this to die! ...Make it a requirement. Need watchdog committee.
13. Share with presidents and at faculty institutes.
14. Involve wider SACSCOC cohorts.
15. Add degree outcomes.
16. Create websites for viewing what other campuses initiate.
17. More faculty buy-in.

Finally, plenary groups highlighted a few surprises encountered in the application of the DQP, as noted below:

1. Learning the need to standardize course syllabi.
2. Process worked well from a larger group down to a smaller group.
3. Starting the process from top (president and provost) helped push it forward.
4. Outcomes in area of English and math courses—not expected.
5. Process used a bottom-up approach for students.
6. Will help with “all” programs.
7. Was a surprise that process was smooth!
8. Overlap and redundancy found in core competencies using different methodology and approach (DQP).
9. No matter where the process started, found value in working with younger faculty.

In a review of these comments, the surprises consistently reveal positive aspects of the DQP. *Data Source: See Exhibit #12*

Conclusion

In conclusion, the pilot project surfaced common themes that affirm the DQP process and participant success in meeting the project goal. While this initial study phase focused narrowly on the exercise of plotting the Spiderweb in line with curricula review, HBCUs have now been introduced to an invaluable tool and process that holds potential for greater student success. Participants spoke of a common language, interdisciplinary discourse to embrace a holistic curricula review, and sustainability.

The following recommendations are devoted to sustaining this effort as an ongoing practice among HBCU institutions.

Because of a desire and need among HBCUs to increase graduation rates, an ongoing partnership is needed between HBCUs, SACSCOC, and the Lumina Foundation. The DQP can play an ongoing vital role in meeting the foundation’s 2020 goal of increased degree completion as well as equipping HBCUs to better serve students.

RECOMMENDATIONS TO THE LUMINA FOUNDATION/SACSCOC

1. Share the final report with participants of the December 8, 2012, consultation.
2. Provide follow-up mini-grants to a cohort of HBCUs that will demonstrate specific modifications made in curricula resulting from this initial pilot study, along with an assessment of the impact of these changes.
3. Create software for future curriculum mapping exercises on the Spiderweb. Invite participating institutions to share their software innovations with the Lumina Foundation.
4. Create a supplemental resource to further clarify the difference between service learning and civic engagement. Give consideration to incorporating information on how “mission” of an institution factors into the DQP process.
5. Invite case studies on key topics of the DQP: Faculty Participation and Ownership; How to Launch an Effective Review Process; Models for the Plotting Exercise; etc.
6. Invite participants to present their work at future meetings of SACSCOC. Work with SACSCOC on ways to introduce the DQP into training sessions for off-site committee chairs and other reviewers.
7. Utilize the HBCUs DQP Steering Committee, United Negro College Fund, (UNCF), and National Association for Equal Opportunity in Higher Education (NAFEO), to determine how to engage other HBCUs in the application of the DQP.
8. Facilitate a follow-up meeting with select faculty and chief academic officers to distill effective models toward the sustainability of the DQP.
9. Consider a longitudinal, four-year study to determine if the application of the DQP increases retention and degree completion, with tools of qualitative assessment.
10. Clarify information in future orientation/training sessions on the difference between institutional requirements versus competencies reflected in the Lumina Foundation resources. Give examples to institutions as to how their requirements may be infused into the DQP process or add as a sixth category. Conduct a follow-up survey with participants to gather recommendations for increasing faculty ownership.

SECTION ON EXHIBITS

Exhibit #1

Focus -Chartered Courses, Degree Programs, General Education, and Other Programs

Name of Institution	DQP Focus
Alcorn State University	All undergraduate degree programs (15)
Hampton University	General Education
Johnson C. Smith University	Nine academic programs – 8 Degrees <div> Cross disciplines - 8: (Biology, Business Administration, Communication Arts, Computer Science/Information Systems, English, Psychology, Social Work, and Sports Management </div>
Grambling State University	General Education
Xavier University of New Orleans	Select courses in 24 areas
Talladega College	Education Degree Program & General Education
Claflin University	General Education courses
Kentucky State University	General Education (Liberal Studies)
Tougaloo College	Did not respond to questions
North Carolina A&T State University	General Education
Lane College	Four Divisions: Natural and Physical Sciences; Mathematics; Liberal Studies; Business, Social and Behavioral Sciences
Tennessee State University	General Education
Texas Southern University	All Disciplines with focus on English, Computer Science and Curriculum and Instruction, and General Education
Huston –Tillotson University	General Education
Norfolk State University	General Education
Alabama A & M University	General Education – two areas: Mathematics and English
Bethune-Cookman University	Three Disciplines: Speech Communications/Theatre Arts, Religion & Philosophy, and Biology
Florida A & M University	Four Program Areas: Elementary Education, Journalism, Business Administration, and Electrical Engineering.
Fort Valley State University	Degree Program - Middle Grades Education
Clark Atlanta University	No report – Spiderweb submitted
South Carolina State University	No Report

Exhibit # 2

Consultation MEETING AGENDA SACSCOC/LUMINA FOUNDATION PILOT PROJECT WITH HBCUs

December 8, 2012

10:00 a.m. – 3:00 p.m.

Special Instructions: Upon arrival, each campus team is requested to post their Spiderweb in a designated area in the plenary meeting room. Each participant will be assigned to a discussion group based on a color dot that appears on each name badge. Presidents and Chancellors are requested to serve as observers of discussion groups and to participate in a special noon round-table discussion with foundation representatives. Finally, each campus team is requested to submit their written report and plotted Spiderweb to the project facilitator onsite by the conclusion of the meeting. Please include the name of your institution on both the report and your plotted Spiderweb (Note: One copy is to be attached to your report and the second copy will be posted in meeting room).

10:00 a.m.

1. Welcome and Introduction of Key Leadership — Dr. Trudie Kibbe Reed, Project Facilitator
2. Purpose and Mission of the Degree Qualifications Profile – Dr. Marcus Kolb, Lumina Foundation
3. Significance of the Degree Qualifications Profile (DQP) for Colleges and Universities – Dr. Peter Ewell, Consultant and Expert Leader in the development of the DQP.

10:20 a.m. – 11:20 a.m.

4. Work Session #1: Seven Discussion Groups – Instructions
 - Sharing the process, findings and results of the DQP (Utilizing responses to the nine categories)
 - Level of Involvement -How was the campus engaged? How did the campus team respond?
 - What is your critique of the DQP? What suggestions would you make?
 - What were some gaps/deficiencies/strengths identified in the curriculum mapping process?
 - What were some Best Practices that emerged from the DQP process?

11:30 a.m. – 12:00 Noon

Preparation of Plenary Reports. Each discussion group prepares a report on newsprint for presentation in plenary session (in line with four bullet points).

12:00 Noon - 1:30 p.m. Working Lunch

Work Session # 2:

- Informal participant networking & review of posted Spiderwebs
 - Discussion Groups: Identify and discuss commonalities and differences viewed from plotted Spiderwebs posted in meeting room.
 - Implications and Recommendations– Where do we go from here?
 - Shared observations from plotted Spiderwebs posted in the meeting room
5. *Special Session for Presidents and Chancellors – Facilitated by Drs. Ewell and Kolb*

1:30 p.m. -2:00 p.m.

Discussion groups (Excluding Special Session — Please prepare plenary reports on newsprint for plenary presentation)

2:15 p.m. – 2:45 p.m.

6. Plenary Reports
 - Implications and Next Steps
 - General Observations from provosts/vice presidents for academic affairs/other administrative leaders of teams
 - Shared observations from posted Spiderwebs

2:45 p.m. -3:00 p.m.

7. Closing Comments and Next Steps – Dr. Trudie Kibbe Reed, Dr. Marcus Kolb, and Dr. Peter Ewell

Special Appreciation is expressed to Dr. Belle Wheelan for assisting HBCUs to advance their work on degree completion and the ongoing process of improving the quality of courses. Special thanks to the Lumina Foundation for making the HBCU pilot grant possible. Thanks to the campus leadership teams for their work and commitment to launch the Degree Qualifications Profile.

Suggested Verbal Instructions – Given by Project Facilitator

Instructions to Discussion Groups:

Take the first few minutes to organize:

1. Select a table group facilitator who is not a provost, vice president for academic affairs, or administrator.
2. Appoint a recorder who will assist in preparing a report on newsprint for presentation to the wider group.
3. Appoint a time-keeper in order to cover all of the assigned discussion topics.
4. The facilitator is responsible for turning in the newsprint to the project facilitator at the conclusion of the meeting.

Instructions to Presidents and Chancellors:

1. Observe discussion groups. Note any comments that you wish to discuss in the special noon session with foundation representatives.
2. Ensure that the discussions are FACULTY led and that provosts, vice presidents, or campus administrators do not dominate discussions.
3. Do not allow participants to draw you into conversations as the purpose of the consultation is to hear directly from faculty participants.
4. Bring your input, questions and suggestions to the special noon session on Presidential/Chancellor Leadership toward enhancing degree completion, improving quality instruction, and identifying any special needs of your campus in line with this pilot study.

Provosts and Vice Presidents for Academic Affairs:

1. Please maintain notes of special topics or discussions you wish to address in the final plenary session. If time does not permit, please submit your reports to the project facilitator who will include this input in the proceedings.
2. Encourage primary participation among faculty in discussion groups. Note: It is important to the foundation to determine the level of participation and buy-in among this stakeholder group.
3. During the final session, we want to hear from you following the gathering of feedback from faculty. The question of where do we go from here involves your input, support, commitment and suggestions. We want to hear from you! Your role is vital to this ongoing process!

Exhibit # 3 Consultation Participants

Participants at the December 8, 2012 Culminating Consultation in Dallas, Texas

1. Alabama A& M University (7)

Cheryl Carpenter; Carol Deakin; Andrew Hugine (President); Barbara Jones, Diane Leisher; Kevin Rolle, Jr., and Charlotte Teague

2. Talladega College (2)

Eric Helvy and Evelyn White

3. Bethune-Cookman University (4)

Kekeli Nuriadenu; Herbert Thompson; Helena Wlarond; and Alice Woods

4. Fort Valley State University (2)

Julie Peterson and Donta Truss

5. Florida A & M University (4)

Genyne Boston; Jennifer Bowens-Collins; Gita Pitter; and Larry Robinson (Interim President)

6. Clark Atlanta University (4)

Kanika Bell; Carlton Brown (President); Alice Stephens; and Cynthia Clem

7. Kentucky State University (4)

Beverly Downing; Mark Shale; Tierra Freeman; and Penny Smith

8. Grambling State University (7)

Roshunda Belton; Danny Hubbard; Loretta Walton-Jaggers; Pamela Payne; Frank Pogue (President); Connie Walton; and Carl Wright

9. Xavier University of Louisiana (7)

Loren Blanchard; Carroll Diaz; Farrah Gafford; Marguerite Giguette; Elizabeth Hammer; David Lanoue; and Kim Vaz

10. Alcorn State University (4)

Christopher Brown (President); Donzell Lee; Josephine Posey; Kassie Freeman; and Samuel White

11. Tougaloo College (3)

Candace Love-Jackson; Bettye Parker-Smith; and Carlos Smith

12. Johnson C. Smith University (4)

Ron Carter (President); Linette Fox; Elfred Pinkard; and Kelli Rainey

13. North Carolina A & T State University (6)

Sherry Abernathy; Scott Simkins; Alton Kornegay; Wanda Lester; Beryl McEwen; and Ereka Williams

14. South Carolina State University (2)

Regina Lemmon and Cynthia Warrick (President)

15. Claflin University (5)

Henry Tisdale (President); Victoria Boyd; Kamal Chowdhury; Bettie Hicks; and Karl Wright

16. Lane College (5)

Wesley McClure (President); John Arnold; Deborah Buchanan; Diane Sklensky; and Linda Theus

17. Tennessee State University (6)

Joel Dark; Nicole Kendall; Coreen Jackson; Millicent Lownes-Jackson; Peter Nwosu; and Portia Shields (President)

18. Huston-Tillotson University (6)

Larry Earvin (President--addressed conference with Belle Wheelan); Ahmed Kamalvand; Ruth Kane; Vicki Lott; Rozena McCabe; Kemba Valentine-Thomas; and Katherine Oldmixon

19. Norfolk State University (6)

Donna Dabney; Charles Ford; Mildred Fuller; Katrice Hawthorne; Michael Keeve; and Enrique Zapatero

20. Hampton University (5)

Spencer Baker; Letizia Gambrell-Boone; Margaret Martin; Arun Verma; and Pamela Hammond

21. Texas Southern University (6)

Sunny E. Ohia; Kimberly McLeod; Charlene Evans; Ingrid Haynes-Mays; Arbolina L. Jennings; and Aladdin Sleem

Also in attendance were the following: Marcus Kolb, Johnathan Freije, and Sam Cargile from the Lumina Foundation for Education; George Kuh from the National Institute for Learning Outcomes Assessment; and Peter Ewell from the National Center for Higher Education Management Systems.

Note: Additional representatives participated who are not listed above, as they did not register on the sign-in sheet. The SACSCOC staff person counted all participants, including presidents and chancellors. The total count for participants was 104.

Exhibit # 4—Transcript for Qualitative Data Analysis: Responses to Question # 1

QUESTION # 1: Who was Involved in the process?

Responses:

Campus # 1

President appointed teams

- Cabinet Members-Strategic Initiatives/Assistant to President
- Vice Provost
- Director of Institutional Effectiveness

Campus # 2

- Provost and small committee with representatives from three Schools
- Academic Affairs Assessment Coordinator
- Campus-wide Curriculum Revision Task Force was formed (Department Heads)
- Council of Academic Chairs and Academic Leadership Team (Deans)
- Team presented findings to another review team and then to entire faculty for implementation
- Teaching Faculty

Campus # 3

- Executive Vice President and Chief Operating Officer (COO) met with four team members (three faculty members and the Director of Institutional Research)
- Eight academic program heads
- Faculty in seven program areas participated in study

Campus # 4

- General Education faculty
- President's Executive Council
- Pilot Project Team
- Academic Dean
- Provost and forty teaching faculty

Campus # 5

- DQP Working Committee comprised of faculty, Department Heads
- Director of Advancement of Teaching
- Associate Dean of the College of Arts and Sciences
- Associate Vice President of Academic Affairs (Chair of Working Committee)

Campus # 6

- General Meeting
- All members of the faculty
- All Divisions met to select area of focus
- The Division of Education and its faculty

Campus #7

- DQP Committee formed –one faculty member from each of four Academic Schools plus two additional faculty
- Dean of Visionary Leadership Institute
- Chair of General Education Committee
- Provost, Associate Vice President for Academic Affairs, and President

Campus # 8

- President, Provost, Vice President for Academic Affairs
- Liberal Studies Core Committee (LSCC)
- President-appointed taskforce for DQP – Provost initiated review but neither President or Provost took part in the review
- Taskforce on Academic Policies — Regulations-Best Practices
- Twenty-three faculty from each of the five Colleges and Schools

Campus # 9

Institution did not respond to question

Campus #10

- Existing General Education Committee incorporated work of DQP (Named DQP Committee)
- University administrators
- Representatives of Colleges and Schools
- Faculty from Schools of Agriculture; Nursing; Technology; Education; and Arts and Sciences

Campus # 11

- Core Committee (composition not included)
- Curriculum Committee (faculty)
- Academic Standards and Institutional Development Committee
- Director of Institutional Research
- Test group of faculty
- Academic Divisions

Campus # 12

- Provost
- General Education Committee – Faculty representatives from all Colleges

Campus # 13

- Provost met with Deans (Dean's Council) and faculty representatives
- University President and faculty
- University Assessment Committee and Faculty Assembly
- Curriculum Council
- General Education Subcommittee

Campus # 14

- Ad Hoc Faculty Committee – Ad Hoc Lumina Committee
- Academic administrators – Provost/Vice President for Student Affairs, Deans, and Chairs of Departments

Campus # 15

- Select team of faculty who comprise General Education Council
- DQP Director
- Vice President for Undergraduate Studies
- SACS Accreditation Liaison
- Assessment Specialist
- Department Chairs; Acting Associate Dean; Professors of Business and Mathematics; Chair of General Education Council

Campus #16

- Members of the General Education faculty in Departments of English and Foreign Languages
- Division Assessment Committees
- Faculty at rank of Instructor, Assistant Professor, and Professor who have participated in program for seven to ten years and who have taught General Education courses

Campus #17

- Two Department Chairs and one Dean
- Program faculty in three programs
- One Associate Vice President for Institutional Research, Planning and Effectiveness

Campus #18

- SACS Leadership team (diverse and expertise with assessment and curricula review processes)
- Institutional Level Assessment Committee
- General Education Assessment Committee
- Faculty Focus Group

Campus # 19

- Vice President for Academic Affairs; Associate Vice President of Institutional Research, Planning and Effectiveness
- Department Chair for one area
- Senior Research Associate
- Dean of College of Education
- Mapping Committee, cross-section of disciplines and programs

Campus # 20

- No report submitted with Spiderweb

Campus # 21

- Institution did not respond to question

Exhibit # 5—Transcript for Qualitative Data Analysis: Responses to Question # 2

QUESTION # 2: What was the level of participation among the faculty? Did the faculty own the process? If not, please explain.

"The level varied from department to department. While chairpersons were involved and selected program coordinators, not all faculty members were involved. In other cases, the process was handled in full by faculty departmental meetings where lively exchange took place. In all departments, at least the department chair and some faculty members were involved in the process. For the three departments selected for more in-depth activity, department chairs worked with selected faculty members to complete the curriculum mapping activity."

"The faculty owned the process and information was provided by all departments."

"The participating faculty found this exercise to be a great procedure for program review ... and it encouraged faculty to consider updating their curriculum."

"The provost drafted a letter for the general education faculty ... and the role they would play in this process. Each academic dean met with faculty teaching general education courses and discussed the process for mapping.... 90% of the General Education faculty participated in the DQP curriculum mapping process. They embraced this process...devoted between 2-3 hours on evaluating a general education course using the five broad areas."

"The faculty owned the process by working in groups to map the key learning objectives....faculty seemed to embrace the process and work earnestly in the mapping of collectively agreed upon course outcomes against the five DQP factors ... generated very lively and healthy discussion."

"All faculty teaching general education courses in English and faculty involved in the [mathematics] curriculum ... embraced the task ...faculty teaching general education courses across the disciplines responded enthusiastically ... support from the general education faculty has been enthusiastic."

"High participation ... but unsure of ownership due to timeline being short and faculty did not participate in defining the broad areas."

"Level of participation was minimal due to committee being developed late based on transition in leadership [in Office of Academic Affairs]."

"All members of the faculty participated in the process and owned the process."

"Faculty buy-in from committee, faculty meeting and solicited feedback...but difficult during busiest time of the semester."

"Faculty worked together to map the baseline for all bachelor degree programs..."

"...the entire faculty took part ... many faculty thought we were done with curriculum mapping and similar tasks because of our recent On-Site visit for Reaffirmation of Accreditation ... took bit of explaining ... some intrigued ... restructuring connections between disciplines to strengthen quality and rate of degree completion."

"Faculty members in three departments were fully engaged in the DQP...."

"Presented to all faculty ... larger plan is to continue to broaden faculty engagement systematically, so that it involves faculty mapping the major and minor programs..."

"The process resided squarely with program faculty."

"...entirely of members of the University faculty directly involved in teaching."

"The level of participation among ... faculty was moderate ... we relied on members of two university assessment committees, as well as faculty from selected degree programs. Many of the faculty participants really took ownership in the process and used the questions to provide informed insight about what is working within their programs and areas that might need additional attention to increase degree program completion." For other faculty, there was concern that "the DQP Process was another inquiry being made by upper administration that would warrant no relevant or beneficial findings at the end of the process [questionnaire to faculty]."

Exhibit # 6—Transcript for Qualitative Data Analysis: Responses to Question # 3

QUESTION # 3: Which subjects were mapped? Why were these subjects selected? (See Exhibit # 1—DQP Focus - Charted Courses, Degree Programs, General Education, and Other)

"...individual programs in the College of Liberal Arts (General Education core) and Behavioral Sciences because each has both an undergraduate and graduate program to inform both levels ... and because the General Education core curriculum plays a critical role in student progression."

"chose the core curriculum and ... nine curriculum competencies and mapped into five categories of learning."

"General Education across varying levels ..."

"General Education because it is, at present, the only academic program with learning outcomes common to all majors at the University."

"All undergraduate degree programs The Agricultural Economics degree program was selected because of the importance of land-grant function of the University; the English Literature degree program was selected as a representative of the liberal arts degree program and the emphasis on the DQP; and similarly, the Elementary Education program because of the strong presence of teacher education programs at the University."

"General Education competencies were selected based upon the recent revisions to the overall general education core and the wide impact across the campus—number of students who are required to take these courses."

"... nine academic programs."

"General Education faculty was involved in the process."

"General Education was mapped."

"...General Education program, mathematics and English because they are an integral part of the core ... and the foundation for admission into science, technology, engineering and mathematics (STEM) programs."

"Multiple courses ..."

"General Education"

"Liberal studies (General Education) because out of line with other four-year universities in the state ... and too many programs that required more than 120 hours for graduation."

"Degree programs because they were representative of a cross selection of the university ... best method for producing a representative sample of majors."

"Speech Communication and Theatre Arts, Religion and Philosophy, and Biology ... selected due to Department Chairs and Deans being responsible and familiar with the curriculum."

"Middle Grades Education, with concentration in English/Language Arts ... one of the more popular concentrations within the College of Education but pass rate on state certification test dropped this year as compared with previous years and faculty wanted to discover where to strengthen both content and pedagogy in order to increase the pass rate on the certification assessment."

Exhibit # 7—Transcript for Qualitative Data Analysis: Responses to Question #4

Question # 4: Give evidence to how this process may assist your institution to strengthen the quality of academic programs toward degree completion.

"the DQP will help drive curriculum revision ... help identify duplicate coursework, provide credible direction to program revisions, additions, and the consolidation of appropriate coursework."

"...the faculty (Committee) members recognized a need to revise some of the outcome statements to divide multiple objectives that were combined in one outcome statement and to incorporate "active" verbs, so that the outcomes were observable and measurable."

"The Lumina DQP project is positioned to become an integral component of the academic processes at [our institution] because it pulls together important faculty working groups ..."

"allowed us to highlight the successes of our programs as well as the areas that need improvement ... the final outcome is well-worth our combined efforts ... this is the beginning and we look forward to the next steps of the process."

"... helped general education faculty to recognize that education is more than mastery of facts and procedures within a specific discipline ... they are taking more responsibility for teaching critical thinking, communication, and other non-discipline specific skills now they are encouraged to think beyond this narrow perspective"

"... gained a great insight into sorting all courses to enhance the quality of our general education competencies, academic programs and degree completion. We feel that the DQP would provide a foundation for curriculum mapping of all courses."

"Mathematics faculty developed new courses and added them to the curriculum."

"Aligning the curriculum with the DQP also allows faculty and administrators the opportunity to identify points at which students most often withdraw from the university ... lead to the implementation of more effective practices to improve student-learning outcomes and increase degree completion."

"This process helps to identify the needs of other programs at the University as well as the needs of our students ... able to adjust the curriculum as needed accommodate the changing student needs and demographic."

"... campus discussions that arise from mapping ... are likely to trigger organizational change processes that seek to strengthen student learning, retention, and degree completion ..."

"... provides faculty with a common vocabulary for sharing good practice ... and sharing with the public

what degree recipients should know and be able to do.”

“The graphic spiderwebs provide a graphic tool that magnifies the variations in degree programs and sheds light on opportunities for integration and improvement.”

“... the ad hoc Committee recognized that ‘critical thinking’ permeates the core curriculum, while there is less emphasis on Applied Learning. This discovery raised the question, ‘might more opportunities for hands-on or field-based learning early on ... in core curriculum ... engage students and thus help move them toward degree completion?’ ”

“... process of curriculum review opens opportunities for important conversations about how we meet different students’ goals ... best practices across disciplines ... opportunity for faculty to compare perspectives and understanding of the curriculum ... observe teaching strategies employed in one area of the curriculum that might be successfully used in their own areas.”

“The DQP provides a context for evaluating the skills expected of first-year students in comparison to upper level students and an illustration of where particular skills are fostered and reinforced across the entire curriculum.”

“... this process should help faculty shape the learning experience to best meet the needs of the students we serve.”

“provides holistic and uniform way of evaluating how curricula, programs, practices and procedures on campus build outcomes ... to equip graduates of the 21st century.”

“... the process was useful in helping to identify ‘gaps’ in the programs. The leadership team observed that when tied to focus curriculum mapping, the original ‘Spiderweb’ submitted by some departments exhibited some degree of change. Note: The process of simply designing a ‘Spiderweb’ seemed to be more subjective when done independently of meticulous curriculum mapping.”

“The DQP ... provides template or framework for every degree program and branch of academic setting to align can see growth, but also current strengths and best practices to build on.”

“... the small committee identified great promise in the DQP process across the University with the General education competencies wand within each degree program, using all courses and the specific intended student learning outcomes.”

“The DQP process would enhance curriculum mapping within each degree program especially identifying courses with overlapping and sometimes redundant information.”

“... could not determine any particular outcomes that would match with the Civic Learning category ... committee determined that this is a deficiency in the program.” *NB: This institution selected focus of set courses because of declining pass-rates on a state certification test.*

“... identified the extensive costs in personnel to develop the baseline and to maintain the process throughout the life of the University ... do not feel DQP process would be cost-effective across the University.”

“The DQP curriculum mapping process can be an additional instrument that can be used across programs (undergraduate and graduate) to evaluate the skills in which a program equips its graduates with.”

“Some faculty found the measurement of depth of coverage of each type of knowledge to be a

potentially revealing tool for course and program assessment.”

“As a result of the evidence provided by this process, the institution will increase the quality of the educational process. It was noted that more emphasis should be placed upon Civic Learning.”

“... discovered during analysis process ... the lack of consistency regarding the detail of information in syllabi ... lack of detail to properly assess the amount of Applied Learning in each course.”

“... help support the building of a better foundation for public understanding of what we do.”

“The DQP also serves as a reference point for accountability of our university and the programs we offer.”

“Graduates should have completed a program of studies in a specific discipline or areas which has equipped them with a basic understanding of the concepts and principles of the discipline ...”

Exhibit # 8—Transcript for Qualitative Data Analysis: Responses to Question #5

QUESTION # 5: What new insights did your faculty observe regarding curricula review?

“... we knew very little about each other ... revealing with regards to different and alike what we teach and engage students.... improved communications between different units.... we began a Faculty Colloquium entitled ‘Brown Bag Lunch Series.’

“... provides common language for optimal communications among all constituents involved in the process.”

“Committee discussions attempting to define the Categories achieved some consensus but did not result in inter-rater reliability.”

“... forced them to reflect deeply on how all of what occurs during the day-to-day management of programs connects beyond their degree program.”

“Allowed a step back to look at their programs holistically ...”

“The pilot test of the DQP exposed the need for standardization in syllabi across disciplines.”

“Offered a bridge or connection between their disciplinary areas and ... non-related areas across the university ... common, unifying goals and outcomes through this process.”

“Faculty participation in the review process was significant, though limited in the summer institute by funding ... approximately 40% of ... regular full-time faculty were engaged in some part of the overall process.”

“The process helped emphasize to faculty the importance of understanding how their individual courses fit into the ‘overall’ curriculum. Revisions of course syllabi should be done with clear understanding of how that course would fit into overall design (Spiderweb) of the degree program.”

“Not all curricular matters necessarily had to be found in coursework ... particularly in the area of Civic Learning, internships, or outreach activities.”

“... expressed concerns of how to measure accomplishment of the DQP to demonstrate to accrediting bodies and other stakeholders.”

“Several disciplines believed their programs perform higher in the areas of Applied Learning and Civic Learning than illustrated on their respective spiderwebs (i.e., Civic Learning).”

“The faculty realized that through this process of reflection, the academic departments must strengthen

that connection since community service is not a course.”

“... a new faculty expressed that the process of curricular review helped to acquaint him to the entire program and its progression over time. The areas of learning also gave him vocabulary for discussion with his departmental colleagues for the curricula review.”

“... that you cannot determine the skill sets that a course/program provides from an image of a discipline. The DQP General Education Review showed that freshman composition requires the student to use Applied Learning skills.”

“Faculty reported a number of insights regarding curricular review; however, one stumbling block was the difficulty in understanding the terminology used in the Lumina document.

“This is a finer mapping tool than what faculty have used in the past.”

“Faculty felt more Civic Learning experiences, with global and international perspectives need to be integrated into the curriculum ... will provide more field trips, oral debates, internships, and the use of social media.”

“that the process will provide ... common vocabulary for sharing good practices.”

“The DQP process provides a common mechanism for ensuring that student learning outcomes are aligned with supporting assessments ... authenticated or standardized.”

“Faculty ... sought agreement ... have greater awareness of direct relationship of core curriculum to student progression and success in program completion.”

“Faculty ... to search the extent to which the programs are or are not aligned with state or national standards for the discipline.”

“The Committee discovered that the emphases in the core curriculum are on intellectual skills and Broad, Integrative Knowledge.”

“... mode of instruction (lecture) should be adjusted toward group and project classwork assignments ... types of question ... homework should be modified to require more thought and develop [critical thinking skills]... more real work applications/projects/problems incorporated in courses.”

“... curriculum review provided a stronger visualization of the alignment between student learning outcomes, the General Education program, the University’s mission and the DQP ... not only enhances program quality and effectiveness but lends itself to increased retention and degree completion.”

“Faculty observed a need to intensify instruction in grammar, vocabulary, and oral and written communication ... faculty recognized need to provide early remediation to promote student success.”

“Program faculty discovered that not all outcomes were represented in each program and that not all descriptive statements could be mapped in each program.”

“... should be ongoing process and should be thoroughly reviewed annually by a committee charged with this task ... deficiencies addressed to address problems in testing results for state licensure.”

“... brings multiple domains of learning to the table ...”

“The DQP process is a first step in the discipline accreditation process ... as a snapshot of what the faculty perceived the degree programs to be.”

“... a promising practice. The visual diagram of courses would assist faculty in making decisions about

content of courses, curriculum mapping, and possible reducing some courses with the exception of courses meeting specific external accrediting bodies' standards."

"The efficacy of the process was identified as a positive for our internal Program Review Committee that periodically reviews all established programs of study... identifying of gaps in some curricula as well as address the depth of coverage and testing of particular areas."

"We felt that the inclusion of course outcome evaluations, student evaluations, and other student tracking methods would be valuable tools to utilize in the DQP process."

"... found specialized knowledge is slightly less balanced category with fewer contact hours..."

Exhibit # 9—Transcript for Qualitative Data Analysis: Responses to Question #6

Number # 6: Please identify "Best Practices" for curricula review/revision resulting from the use of the DQP process.

"All programs and/or departments ... complete the process at least every two years."

"created a Lumina DQP course on Blackboard to share documents and to continue the dialog on best-practices in the DQP"

"... led faculty to ... standardizing student expectations at each degree level ... faculty development scheduled ..."

"... created a 'wish' map of the curriculum across the five categories, considering the University Mission and what he or she believed every graduate should know ... and Lumina Committee met to discuss and compare these individual mappings (to Broad Categories) and to arrive at a preliminary consensus."

"Conduct faculty focus groups to allow for dialogue ..."

"... importance of periodic reviews."

"use of electronic portfolio for integrating learning across courses ... linking degree profile to work of faculty and students in specific courses."

"... committee established a 0-100 scale that captured student learning outcomes in the DQP area (Civic Learning) from Associate level to Bachelor's level ..."

"... brings flexibility for the user to customize or fit the DQP to their university's need ..."

"Faculty proposed building personalized spiderwebs for each student based on their courses."

"... moving from each faculty member evaluating his/her section in isolation to group dialogue dialogue is beneficial in identifying ways to strengthen the curriculum."

"Utilize the process for examining the best practices from the state's Department of Education toward degree completion."

"Curriculum assessment and modifications must be integrative process so that learning outcomes can be achieved ... we anticipate the Best Practices will encompass environmental scans so that emerging technologies may be integrated within course design, revisions, and assessment methods ..."

"In calculating and charting the results of this review by General Education area, each item (learning outcome or philosophy statement) was weighted equally and averaged ... all calculations were based on averages, rating of individual and aggregate items were assigned on a scale of 0-2."

"Presented information about the Lumina project to the university faculty at the Faculty/Staff Institute in August 2012."

Course surveys should be used during various times throughout the semester to provide feedback from the students to the instructors."

Exhibit # 10—Transcript for Qualitative Data Analysis: Responses to Question #7

Question # 7: What recommendations would you make for wider application of the DQP process on your campus in order to enhance the quality of your academic programs? To enhance degree completion?

"We recommend that the faculty as a whole intentionally explore and engage the DQP process moving forward ... as opportunity for systemic changes, including greater reinforcement among disciplines and increased support for interdisciplinary and out-of-classroom learning."

"It is suggested that universities integrate the DQP as a part of their overall program assessment and review process cycle would enhance the quality of [existing] assessments"

None

"... the process is quite beneficial."

"Perhaps developing an institutional-wide or school-wide system in which specific parameters are identified and defined such that there is uniformity in how "Spiderwebs" are determined to facilitate wider application of the DQP."

"We concentrated on degree programs. In the future, perhaps the focus could be on the general education core, or be restricted to upper level courses."

"Cost is a concern ... who would bear the cost of complete implementation and maintenance across the University?"

"This is another set of information the program can use to enhance the academic program and to ensure that the program is producing graduates with skills that are needed to be successful in the profession."

"This process can be used for those programs that are not reviewed by a professional accrediting body."

"More time is needed to complete the process ... more integration with current campus processes."

"Broad areas categories and competency definitions were difficult to understand and the language used was too specialized ..."

"... important for faculty to have a voice in process from beginning to end."

"... more Civic Learning is incorporated develop ongoing partnerships to promote Civic and Applied Learning would add the Civic Learning component—modified ... various activities will be added to enhance Civic Learning skills."

"DQP ... does not help in the assessment of soft skills like stress management, decision-making skills, interpersonal communication and other skills that students gain during their college career that are often as beneficial..."

"... while this effort may strengthen and streamline our curriculum, it may not assist students in completing degrees."

"because the DQP promotes the development of its qualification categories at all levels, it is appropriate to consider their application to General Education courses, but a wider mapping of the DQP is necessary to generate more informed reflections on strengths and weaknesses of the framework for (our institution)."

"... the detailed language used by the Lumina Foundation in describing DQP competencies is more challenging [School's] General Education learning outcomes do not specifically address interdisciplinary competency (a strong DQP emphasis) or multimedia composition and communication, and the DQP descriptions of 'analytical inquiry' and 'quantitative fluency' may suggest a foundational level beyond the University's associated General Education requirements."

"a useful resource to strengthen General Education ... recommends that the University engage with DQP as an initial framework ... will distribute report and Lumina's booklet ... to deans, department heads, the Faculty Senate, and other appropriate Academic Affairs areas as well as the University Assessment and Improvement Council."

"... focus primarily on the goal of developing consensus among colleges regarding common baccalaureate learning goals."

"... faculty development opportunities on every aspect of DQP process, including mapping course, developing signature assignments, establishing levels of achievement, and identifying rubrics to assess every degree level."

"The DQP team will promote closer collaboration with the agencies that set standards for the disciplines, such as the AACP, LEAP, and the THECB ... and teacher education council and licensure testing."

"We recommend that faculty from all disciplines participate in the DQP mapping process ... suggest establishing interdisciplinary milestones to measure student progress."

"... to explore how to strengthen the connection between course content and students' preparation for the work force ... to study barriers courses that impact degree completion."

"Develop institutional learning outcomes, specifically as they might be aligned with the five areas of learning."

"Explore partnering with another institution to develop strategies for enhanced degree program completion."

Exhibit # 11—Transcript of Responses to Question #8

Question #8: Do you believe that the five broad areas adequately encompass the parameters of your degree programs? If not, please explain in detail. What would you modify?

"The ... team believes that the five broad areas encompass the parameters of our degree programs. While all categories do not map to each program in the same way, the categories are well-chosen and relevant."

"The Committee did not include a sixth broad category but [school's] mission brings distinctive opportunities particularly to Civic Learning ..."

"Yes, the five broad areas provided are comprehensive and sufficient for capturing our current degree profile ... provides inclusive foundation for the degreed programs ... might add spirituality and fitness/ wellbeing in order to address mission."

"... the DQP adequately encompass the parameters of our degree programs."

"Some of the professional degree programs designs reflected ... more emphases on Applied Learning and specialized knowledge (e.g., Nursing, Music), while liberal arts degrees reflected greater emphases on Broad, Integrative Knowledge and intellectual skill development."

"... did believe that the five broad areas adequately encompass the parameters of our degree programs."

"The Five areas are so broad that each faculty member could develop a different perspective of how a course could be sorted into the different areas."

"The participants had mixed reviews regarding the five broad areas of learning ... suggested that the concepts illustrated within our mission statement should be the focus areas of learning."

"No ... the five areas only address skills for the cognitive domain. An additional area is needed that addresses the affective domain. Social/Leadership skills would be added."

"did not encompass the various parameters of an undergraduate degree a sixth area, MISSION, should be added to the areas. Co-curricular activities should also be added."

"Sixty clock hours of community service are required for graduation ..."

"... all plotted programs appeared to be acceptably mapped against the domains ... create awareness of ... communication etiquette due to ever-evolving digital, social media, and culturally driven world."

"Yes, utilizing this process will help ensure that programs are aligned to program, school, college, and university mission and that they do not compromise the academic rigor and integrity of program offering."

"we suggest adding ... *cultural perspectives and international perspective to Intellectual Skills.*"

"The five broad areas encompass the parameters of all three degree programs."

"Most of the faculty felt the five areas of learning outlined in the DQP are aligned with current learning outcomes in their respective degree program. Some concerns were raised about the differences in meaning between Civic Learning vs. Service Learning."

Exhibit #12—Transcript of Responses to Question #9

Question #9: If you added a sixth broad category, please explain how the additional category supports your degree programs toward degree completion.

"Although we did not add a sixth category, the Committee noted that a sixth category ... might take into account the African Diaspora studies requirement in the core curriculum and the institution's identity as an HBCU and/or Christian affiliation and heritage."

"we believe the five areas adequately encompass the parameters of our degree program but if we had to add, it would be-Professionalization."

"Each undergraduate student is required to complete 80 clock hours of Service Learning and 20 hours of Civic Learning ... the spiderweb was modified by merging Civic Learning with service learning."

"added 'Mission' and 'Co-curricular.'"

"Did not add a sixth category."

"Ethical reasoning focuses on developing the ability to assess and weigh concrete ethical dilemmas, which students will likely face during their university matriculation and throughout their lives ... enhance students' capacities ... essential skills for degree completion in any program."

"The five areas are broad enough ... but if added a sixth category, it is consensus of our committee that the ability to Evaluate be added to the broad areas...this concept assesses a student's ability to distinguish, classify and relate assumptions and evidence of a statement or question."

"... The measure of Civic Learning does not directly reflect that information."

"Ethics or standards of practice are almost a shortcoming in Civic Learning. Would suggest a modification of the rubric and different set of descriptors."

"Suggest consideration be given to globalization, ethics, and technology."

Exhibit #13- Transcript of Project Manager's Notes from Plenary Presentations Table Groups at the December 8, 2012 Consultation

Each Table group discussion focused on responses to the first several questions posed to each institution (i.e., involvement of faculty, insights, etc.). The various responses are as follows:

Table #10

There was involvement at all levels. The process was from the bottom up to the top president. The deans were in the middle. Presidents important in seeking support.

A critique was it was non-discipline oriented, emphases was on learning. The visualization was a useful process. We learned about gaps and deficiencies.

There is flexibility in curriculum ... we encouraged faculty to teach DQP competencies.

The challenge is accrediting bodies—narrow focus.

Best Practice—encouraged faculty communication across disciplines gave new life to General Education process. DQP justifies values via better preparation of students ... improves overall quality.

Table # 9

Process was driven by presidents and chief academic officers and then, faculty got involved. Some faculty members were hesitant to get involved.

Most institutions focused on General Education, as this core fosters degree programs and courses.

A critique of model – had to be understood. For example, what does Applied Learning look like in each case? It was time consuming to explain and to have common understanding of language in model.

A lot of discussion centered around the following: critical thinking, social justice, ethical reasoning, the mission, global citizenship, and faith. These were areas that were not addressed in model ... these were gaps and deficiencies.

Best practices included core competencies being reviewed. In some cases, SLOs were revised. Rubrics were developed for critical thinking and discussions took place on how to assess it. Some institutions redefined course offerings.

It was observed that teaching loads were heavy and that assessment is a fear.

The process of DQP was framed as "doing" versus "hope to do."

Feedback on assessment is to use an advisory board.

Table # 8

Faculty selected by administrators. All other parties had an interest in curriculum development.
The critique: Normative vs. descriptive data ... confusion and ambiguity on "what is required and what to do." Programs and gaps in definitions of Applied Learning.
Example: Civic Engagement versus Service Learning –unclear. The needs of HBCUs involve civic engagement, but the Lumina document defines differently.
A best practice is taking an integrative view of the curriculum.
Discovered in audit of General Education that there are too many or too few courses.
It is important to define profile of institution for branding.
Discussed faculty evaluation versus faculty control.
Discussed three levels of mapping: (1) Revised SLOs; (2) Syllabi and Course Intensity; (3) Assessment, etc.
Mission is missing in the process and framework.

Table # 7

Level of involvement was enthusiastic to moderate. The process was driven by committee and it then spread to other stakeholder faculty.
Can impact statewide changes—is this another level of use?
Most institutions examined General Education and certain degree programs
Critique is that there are no quantitative points for comparison. There is confusion in terminology and ambiguity. Revisit model for clarity.
Group discussed the utility of the process worthwhile for all degree programs and General Education as a next step on campuses.
The process must be owned and not super-imposed.
Align DQP to existing accrediting processes.
Add social skills and socialization. These are missing!

Table # 6

Varied level of involvement among faculty. Some institutions reported that it was top-down from president. Others reported it being used from bottom up.
It was helpful to integrate DQP in existing processes where data were being collected and used. It was helpful to integrate when faculty was already at work gathering data.
It was helpful to have a faculty focus group.
A critique is accountability and transparency that is different between state and private institutions. This can be a useful tool for recruitment.
Need better understanding of "end game."
Need to measure competencies.
Best practices include integration of process when data are already being gathered for other needs and when institutions are already committed to reviewing the General Education core and then prepared to revise it.

Table # 5

The process was top down ... presidential leadership is needed to seek buy-in. There was some faculty who owned process versus others who felt the process was imposed on them... this created some anxiety.
There was a time crunch ... squeezed for time. More time was a need to increase buy-in. Discussion

group observes that some Spiderwebs are better ... will there be pressure toward conformity?
 There were three selected disciplines of focus-General Education.
 A strength ... that the DQP process helps us identify areas in curriculum that need to be strengthened.
 Helps develop levels of assessments to be utilized for checklist that is approved. This is a strong asset for consensus among faculty.
 A question is raised about the absence of "Mission". How does mission connect to the DQP process?
 Some discussed Civic Learning versus service learning. The Lumina Foundation booklet does not provide a definition for service learning. There is confusion here.
 Regarding "Best Practice," the process is too new although there is value and broad base approach for the use.

Table # 4

Faculty at all levels participated. The process examined from three to four programs to the entire campus degree programs, both bachelor and master's levels.
 A critique is that there was a compressed timeline
 Definitions in booklet were fuzzy. Concrete examples would be helpful!
 Need clarity on where this is going. Is it an "add-in" versus an "add on"?
 Mapping is considered antiquated.
 Need to know how to illustrate progression.
 Faculty asked, "Why just HBCUs?"
 Best Practice—foster collaboration across campus
 For new faculty members, the process fostered conversation and this is good process.
 Question: Do the five broad categories capture the future of higher education (i.e., globalization)... looking beyond borders of US?

Table # 3

The DQP is a good process of discovery.
 Had wide variety of faculty participation reported.
 Question: Is data only empirical or can it also be inspirational?
 Self-analysis was helpful and positive
 Problem—need more faculty for General Education. Need seasoned faculty in gateway courses in General Education.
 Best Practices Student Learning Outcomes to be adjusted and aligned with DQP.
 Civic Learning—how are we different, as HBCUs? How to assess? Civic learning not addressed in DQP from cultural perspective.

Table # 2

Level of involvement of faculty was at various levels. Faculty was cooperative—questioning—needed better understanding of the process.
 Wonder how DQP impacts other criteria for state requirements ... need to integrate.
 Takes "manpower" to implement DQP. Focus on how to maintain structure and integrity of DQP process.
 Cost is involved in process (manpower and time)
 Define goals-consistency-fine tuning. Can we maintain it (structure and integrity)?
 Strength—allows re-examination of curriculum.
 Gaps—with regard to syllabi, how to tie SLOs and DQP?

Discussed the development of the whole student and focus on (engagement) in General Education courses.

Discussed strengths, collaboration, and stakeholders in the process.

Best Practice—move from small group to larger groups in facilitating DQP.

Need to ensure ownership of DQP as a best practice. However, if process does not start at the top, there will be some deficiencies. Collaboration among working groups ... along with an interdisciplinary approach ... works best.

Table # 1

Ninety percent faculty participation and ownership buy-in. Also of value were meetings with deans, associate deans, and selected programs without a focus on accreditation worked best.

Program discussed whereby chair of one committee sent out email when provost did not drive.

Need more examples of assessment tools

May be cost prohibitive.

Process excludes the “affective domain.”

Use of electronic Spiderweb for clarity.

Unclear from resource the difference between civic engagement and service learning.

Exhibit # 14—Transcript for Qualitative Data Analysis

RECOMMENDATIONS PRESENTED IN FINAL PLENARY SESSION

Topic: What recommendations and next steps do you recommend? What were some surprises? *The Responses Below are from Each Table Discussion*

Group presented in the plenary session. The Notes below were taken by Project Facilitator

Table # 1

- Compile final report and send draft to all participants
- Need a sixth category added to broad areas which should be “Service Learning and the Affective Domain.” The rationale is that HBCUs bring an added value which centers on these two additional areas bring in harmony.
- The Lumina Foundation should provide software for the plotting exercise (free software).
- Our institutions will lose interest unless this process becomes a requirement.
- Can tie this process into research publications.

Table # 2

- Suggest incorporating service learning into civic engagement as it is not clear how the two differ.
- Include as another category “Affective domain” which is the experience of HBCUs—add sixth category!
- A surprise for some was the shape of the Spiderweb—surprised some.
- Faculty was engaged in project—invested a lot of time.
- A surprise was learning the need to standardize course syllabi which makes it clearer.
- Another surprise was that the process worked best starting from a larger group down to a smaller group.
- Starting the process from the top (president and provost) helped to push it forward.

Table # 3

- One implication from the process is the need to define deficiencies.
- Define empirical and aspirations goals.
- Request ongoing funding for assessment ... to sustain universities' commitment.
- Need a watchdog committee.
- Need to have connectivity among disciplines on the Student Learning Outcomes (SLOs).
- Some confusion on Spiderwebs for civic engagement and service learning.
- One surprise was outcomes on English and math courses—not expected.
- One recommendation is that it would be helpful to have common ground for terminology for terms and definitions.

Table # 4

- One recommendation is assistance is needed in how to integrate what has been learned into ongoing processes.
- What is the follow-up?
- One of the insights is that this process has a use as a bottom-up approach for students.
- We are unclear of the difference between Civic Learning and service learning.
- After explaining that Civic Learning is an outcome and service learning is the vehicle to getting to the outcome, there is still a gap in the definition of Civic Learning (e.g., making the world a better place).

Table # 5

- This process is helpful with what we do on campus in reviewing core curriculum.
- While applying DQP to core programs, it will help with all programs.
- Should provide the Spiderwebs to students and new faculty.
- Encourage a sixth category measurement for uniformity of each campus (measurable).
- Mapping process needs more clarity ... weighting of categories would be helpful.
- It was a surprise that the process was smooth!
- Most of the institutions reviewed General Education.

Table # 6

- Recommend the hosting of continued formalized conversations.
- Connect the DQP to the SACSCOC requirement.
- Provide ongoing guidance and support for institutions to use the DQP.
- Provide summary data from institutions using the DQP.
- A surprise was the overlap and redundancy in core competencies using a different methodology and approach.

Table # 7

- What happens back on campus? Do not allow this to die as campuses are embedded with this process ... share with deans and distribute results.
- Share with president and at faculty institutes.
- No matter where the process started, found value in working with younger faculty in the DQP process.
- Questions arise regarding intuitive versus empirical.

Table # 8

- Our report covers what has been stated by other groups.
- Involve wider SACSCOC cohorts.
- Why were we (HBCUs) selected? What was the intent of the invitation?
- Recommending adding degree learning outcomes.
- For outcomes for our institutions—add degree profiles.
- Create websites for viewing what other campuses initiate.
- Surprises—most of us were using either the same or similar process, but we did not have this (DQP) as the title. There was amount of overlap in experience and observation.
- We were surprised by the display of Spiderwebs (plenary room) with the diversity of presentation and great variation of Spiderwebs.
- We need training on Spiderwebs.

Table # 9

- Need foundation's feedback regarding today's meeting.
- More faculty buy-in.
- Not have such a process at the end of a semester.
- Surprise was that not all groups used General Education as a focus ... some were balanced in all areas.

Table # 10

- Recommend that each institution select one of the DQP competencies for focus—four for competency test.
- One discipline in each school to cover all five categories and discipline areas will target for programs at each school.
- Recommend that there be three disciplines at each school be used for a pilot.
- What we learned is that competencies should be strengthened without lessening the programs.

PHASE 2 – HBCU Grant Project

Development of a Publication: A DQP Resource Guide of Institutional Case Studies

While some HBCU stakeholders were initially unclear as to the merit of the Degree Qualifications Profile (DQP), feedback from the December 2012 culminating conference in Dallas, Texas, suggests the participating institutions came to appreciate the pilot project. Among the benefits they said the DQP brought to their campuses were an improved process for curricula modifications; a better method for establishing and identifying “best practices”; increased dialogue and consensus-building among faculty; and enhanced interdisciplinary communication. Another exciting level of feedback was a commitment to the use of the DQP for ongoing and continuous reviews of all degree programs and course curricula.

Following the conclusion of phase 1 of the grant cycle, and subsequent release in April 2013 of the summary evaluation report for the initial HBCU pilot project, Dr. Wheelan convened a teleconference with several members of the steering committee to discuss implications and next steps for ensuring ongoing momentum and wider use of the DQP among the stakeholders of HBCUs.

Based on a review of the common themes and findings of the initial pilot project, it was determined that the sharing of case studies among participating institutions, in phase 1 of the pilot grant, would serve as a useful resource guide to a majority of other HBCUs that did not participate in the project. With over 105 HBCUs around the nation, the steering committee discussed the merits of a publication of institutional case studies toward providing useful information on the DQP to faculty members and campus stakeholders at the other HBCUs. Additionally, it was felt that the resource tool would also be useful to the twenty-one institutions that had already launched the degree profile in 2012 for the recruitment and training of additional faculty of other academic departments and disciplines.

A key outcome of the teleconference in April 2013 was the decision to issue a Request for Proposals (RFP) to the twenty-one participating HBCU institutions of the phase 1 pilot study; and, to select up to ten colleges and universities to share experiences and outcomes through their application of the Degree Qualifications Profile via the publication of a monogram of case studies.

Purpose

The purpose of phase 2 of this pilot project was two-fold: 1) to develop a resource guide to enhance the understanding of the DQP for additional HBCUs who did not participate in the initial grant project; and 2) to sustain the continued use of the DQP for additional faculty at participating institutions of the initial grant project. The project addressed the following objectives:

1. Introduce the DQP as a process for peer-led curricula enhancement and student success process to new and additional faculty and other stakeholders via case studies of nine HBCUs
2. Illustrate “best practices” of the application of the DQP
3. Frame outcomes gleaned from the application of the DQP among nine participating HBCUs
4. Facilitate and sustain the use of the DQP for the 22 participating HBCUs, and for other HBCUs

Process

In May 2013, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) issued an RFP indicating that the development of a Resource Guide would serve to promote the Degree Qualifications Profile to other HBCUs and institutions with similar missions. A set of criteria and project timeline were established and communicated to each institution.

Each institution was requested to adhere to the May 15, 2013, deadline and the established criteria. Each applicant was asked to provide the following information:

1. Name of the institution
2. Name and title of individual developing case study and best practices
3. Budget and budget description
4. Abstract describing DQP development at the institution
5. Brief description of best practices used in the development of the DQP
6. Vita of individual working on the project

Ten institutions submitted RFPs. However, based on a rating scale, nine institutions were selected for phase 2 of the grant project and asked to complete their first draft by August 1, 2013, for review and feedback.

In late May, the President of SACSCOC notified the nine institutions of their selection for participation in phase 2 of the HBCU grant project.

In June 2013, the project director conducted consultations with each of the nine campus DQP project coordinators to ensure that the purpose, expectations, time line, and manuscript outline were clearly articulated and understood. While final copies of manuscripts were due by September 1, 2013, this date was unrealistic for a few institutions due to the beginning of the fall academic term. Consequently, from September through early October, the project director reviewed the last couple of manuscripts.

Each institution prepared its case study by following a template provided by the project director and a member of the steering committee. The template enabled each institution to share individual experiences with the DQP, while allowing readers to view differences and common outcomes among private and public institutions.

The monogram provides each institution a unique opportunity to share personal stories of striving for ownership, applicability, practices, significant outcomes, and general experiences with the DQP among various campus stakeholders. Each selected institution received a mini-grant of \$10,000 for participation, with the initial \$5,000 released at the beginning of the project, and the final disbursement released upon receipt of the manuscript. A copy editor worked with a professional printer to undertake the production of the monograms.

The compilation of manuscripts was published at the end of October 2013 for wider distribution to key stakeholders within the HBCU network. The President of SACSCOC distributed 1,000 copies to all HBCU presidents, chief academic officers, and directors of faculty development centers. Within the monogram is contact information for obtaining resources from the Lumina Foundation on the DQP.

Each institution focused its case study on a specific topic framed through the experience and application of the DQP. While the topics vary, the monograph covers important information on effective processes used to seek faculty participation; campus ownership; and distilled best practices. The graphic Spiderwebs, which are displayed in the monograph, illustrate how engaged teams of faculty and administrators were as they grappled with the Lumina Foundation's student learning outcomes, or competencies, that are organized in five broad categories.

In conclusion, the following topics of case studies are successfully captured in the DQP HBCU pilot study funded by the Lumina Foundation, in cooperation with the Southern Association of Colleges and Schools Commission on Colleges.

The HBCU DQP pilot study does exactly what had been predicted by the Lumina Foundation. "It [was] is a way to tackle accountability in U.S. higher education... via accountability markers ...and performance criteria."

We are indebted to both the Lumina Foundation and to SACSCOC for bringing added vitality and a new set of lenses to the students we serve and to our sacred historical institutions which continue to educate future generations of scholars, global leaders, and civic transformers.

The following case studies represent the voices of leaders who have first-hand knowledge and experience exploring the use of a new accountability tool in higher education. It is important to indicate that the nine different case stories include experiences with the DQP from both private and public colleges and universities. While the institutions are different in many ways, both mission and heritage are important to the HBCUs, which fulfill important roles in educating many first-generation students. The untold story is how many of these institutions transform marginal students into academic scholars and leaders. With the assistance of the DQP process, these leaders are reaching even higher to continue to fulfill their mission of elevating traditions of excellence

Trudie Kibbe Reed, Project Director

Shifting to Competency-Based Learning: Lessons from Texas Southern University's Degree Qualifications Profile Pilot Project

Texas Southern University

Abstract

In this report, we present a case study for the successful implementation of the Lumina Foundation's Degree Qualifications Profile (DQP) in an institution of higher education. This report documents the scope, processes, and outcomes of Texas Southern University's DQP Pilot Project. It also provides a detailed description of the systematic steps and critical success factors observed in using the DQP to change the computer science traditional program's learning environment into a more competency-based program.

The study also discusses Texas Southern University's best practices for DQP development in general and provides examples of the tools used to develop DQP Spiderwebs in three university units—the departments of English, curriculum and instruction, and computer science. This report provides an analysis of the impact of the DQP on the quality of these three academic programs. It concludes with a discussion of lessons learned from implementing the approach at Texas Southern University (TSU) along with suggestions for successfully implementing the DQP at similar institutions.

Texas Southern University at a Glance

Texas Southern University is a state-supported institution of higher education located in Houston, Texas. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- Quality instruction in a culture of innovative teaching and learning
- Basic and applied research and scholarship that is responsive to community issues
- Opportunities for public service that benefit the community and the world.

Texas Southern University was established by the Fiftieth Texas Legislature on March 3, 1947, under the provisions of Senate Bill 140. This legislation authorized the university to offer programs in a number of areas, including pharmacy, dentistry, arts and sciences, journalism, education, literature, law, and medicine, among other professional courses.

Texas Southern University possesses an impressive array of more than 100 undergraduate and graduate degree programs, a diverse faculty, eighty-plus student organizations, and an extensive alumni network

comprised of educators, entrepreneurs, public servants, lawyers, pilots, artists, and more—many of whom are change-agents on the local, national and international stage. Nestled upon a sprawling 150-acre campus, Texas Southern University is one of the nation's largest historically black universities.

Our academic programs are organized into ten colleges and schools that continue to serve as cornerstones for developing the greatest potential in leaders from various socioeconomic, cultural, and ethnic backgrounds. Some of Texas Southern University's well-known graduates include the late United States Congresswoman Barbara Jordan and the late United States Congressman George "Mickey" Leland. The colleges and schools are described below.

Barbara Jordan-Mickey Leland School of Public Affairs

The Barbara Jordan-Mickey Leland School of Public Affairs serves an urban-focused learning community. This community is dedicated to educating professionals who will plan and administer environmentally healthy and sustainable communities at the local, state, national, and international levels of society. The school has developed a reputation for sound academic research in housing and community development and transportation planning, with its scholars focusing on a broad range of topics that include political science, public administration, administration of justice, urban planning, and environmental policy.

Jesse H. Jones School of Business

The Jesse H. Jones School of Business provides quality education for employment in a global market place through innovative, engaged, and experiential teaching in a student-centered learning environment. It offers baccalaureate and master's degree programs to a diverse student population. Graduates move on to leadership roles in major corporations throughout the world and have achieved various entrepreneurial accomplishments. In short, the Jones School of Business transforms students into leaders prepared to shape the future of business.

College of Education

The College of Education has provided innovative approaches to education since 1927. The College of Education prepares career professionals for effective service in urban schools, utilizing research, collaboration, and application in seeking solutions to teaching, learning, social, and physical and behavioral issues facing urban populations.

The College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences produces quality health care professionals who are competent in the delivery of pharmaceutical care and other health services and programs. Its present enrollment consists of over 1,500 pharmacy and health science students. The college has graduated nearly 3,000 students since its inception and produces 27% of all black pharmacists in the country.

College of Science and Technology

The College of Science and Technology is committed to educating students in the disciplines of Science, Technology, Engineering, and Mathematics (STEM). Students conduct research and participate in scholarly activities that advance knowledge and serve society in association with a number of major research centers such as the National Science Foundation Center of Research Excellence in Science and Technology (NSF CREST), the National Aeronautics and Space Administration University Research Center (NASA URC), the Center for Transportation Training and Research (CTTR), and the Innovative Transportation Research Institute (ITRI).

School of Communication

The School of Communication provides training in the discipline of human communication, ranging from human communicative interaction to digitally driven mass communication. In preparing for successful careers, students have access to KTSU-FM, the university's 35-year-old radio station; a state-of-the-art television broadcast studio, as well as production and laboratory facilities for print media.

Thurgood Marshall School of Law

The Thurgood Marshall School of Law has been rated by U.S. News & World Report as the most diverse law school in the nation for five consecutive years. It is a mission-driven institution dedicated to nurturing law students for leadership roles in the legal profession, business, and government. For more than sixty years, the Thurgood Marshall School of Law has facilitated students' success in legal professions.

The Graduate School

The Graduate School offers twenty-four master's degrees, one Ed.D. and four Ph.D. programs, with its faculty focusing on both education and scholarly research. Its curriculum includes programs in humanities, communications, science, technology, education, behavioral science, management, and pharmacy. Many courses are taught during evenings and weekends to accommodate the schedules of working professionals.

Thomas F. Freeman Honors College

The Thomas F. Freeman Honors College at Texas Southern University seeks to educate its students to live out their lives as ideal citizens of the Age of the Global. Alumni of the college are accomplished in their specialties, multidimensional in their knowledge, interdisciplinary in their perspectives and approaches, dedicated to their local communities, and integrated into their national and global communities.

In addition to the schools and colleges listed above, The Office of Continuing Education is Texas Southern University's administrative unit for delivering non-credit courses. More specifically, this non-academic unit is designed to meet identifiable community needs in lifelong learning and professional development by providing educational opportunities for all citizens.

Several national and state accreditation bodies certify programs at Texas Southern University. These agencies include the Texas Education Agency (TEA), the Texas Association of Colleges, the Southern Association of Colleges and Schools Commission on Colleges, the American Bar Association, the Accreditation Board for Engineering and Technology, and the National Council for the Accreditation of Teacher Education. The Department of Music is a member of the Texas Association of Music Schools. The Thurgood Marshall School of Law is approved by the American Bar Association, the American Association of Law Libraries and the Supreme Court of Texas. The American Council on Pharmaceutical Education accredits the College of Pharmacy and Health Sciences. The Graduate School is a member of the Council of Graduate Schools.

Texas Southern University is heralded as a pioneer nationally and has distinguished itself by producing a significant number of African American students who have obtained postsecondary and advanced degrees. The university's enrollment has grown from 2,303 students to more than 9,730 undergraduate and graduate students from across the world. Although initially established to educate African Americans, Texas Southern University is becoming one of the most diverse institutions in Texas. Figure 1 shows the total enrollment over the past five years and Figure 2 shows last year's enrollment by School or College.

Figure 1. Total enrollment over the past 5 years.

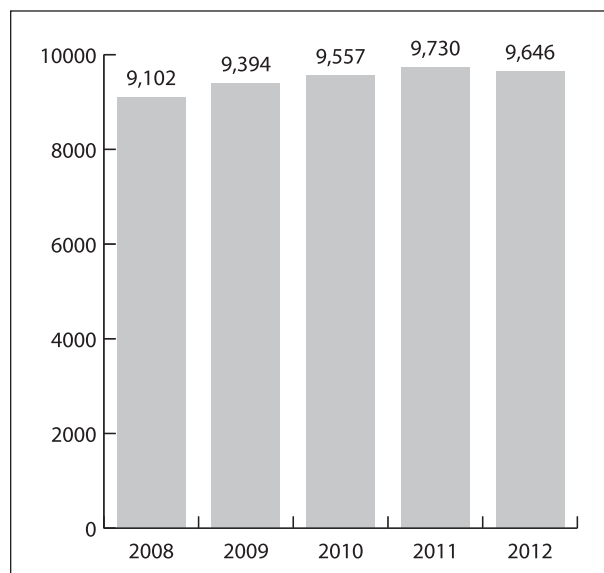


Figure 2. 2012 Enrollment by School or College

Liberal Arts & Behavioral Science	1,582
Science & Technology	1,578
Pharmacy & Health Science	1,609
Business	1,535
Education	1,125
Public Affairs	1,040
Communication	636
Law School	541
TOTAL	9,646

Texas Southern University's Degree Qualifications Profile (DQP) Pilot Project

Project Kick-off and Stakeholders

Texas Southern University joined the HBCU/Lumina Degree Qualifications Profile (DQP) pilot project in late spring 2012, and by fall semester 2012, faculty awareness of and participation in the DQP pilot project became widespread and purposeful. To ensure successful implementation of the project, the university established an interdisciplinary project leadership team that championed the different phases of the DQP development and facilitated cross-discipline faculty engagement.

The DQP Leadership Team at Texas Southern included the provost, three faculty members from the Department of English (College of Liberal Arts and Behavioral Sciences), two from the Department of Computer Science (College of Science and Technology), and two from the Department of Curriculum and Instruction (College of Education), as well as the university executive director for academic instruction. Additionally, the DQP team collaborated with The Office of Institutional Assessment, Planning and Effectiveness to facilitate achieving the ultimate goal of integrating the DQP process into the university's assessment practices.

To establish the DQP Leadership Team, the university provost took the recommendations from the deans in three colleges for faculty representatives to serve on the team. The main responsibility of the DQP Leadership Team was to steer the different stages of the project and work closely with all project stakeholders within the university to achieve the goals of the project. The leadership team introduced the DQP project to the various university stakeholders, including deans, department chairs, and the faculty assembly. The team presented its mission and goals to the Dean's Council, the University Curriculum Council, the University Assessment Committee, the General Education Subcommittee, and to the department faculty within each of the disciplines participating in the pilot program. Before each group, team members discussed the relevance of the DQP's five categories of knowledge and engaged faculty in mapping student learning outcomes to develop the degree profiles for each of the selected program.

Consequently, faculty in the departments of English, computer science, and curriculum and instruction were fully engaged in the DQP process, especially in mapping student learning outcomes to General Education goals and objectives, and to program and institutional goals, and to mapping the DQP knowledge categories. The DQP Leadership Team worked with each individual department, along with the respective dean and department chairs to garner support and encourage participation and engagement in the DQP process.

DQP Pilot Project Scope

As noted earlier, the programs considered in the DQP pilot project were the degree programs in English in the College of Liberal Arts and Behavioral Sciences; the degree programs in Computer Science in the College of Science and Technology; and the degree program in Curriculum and Instruction in the College of Education. Each has both an undergraduate program and a graduate program; thus, the DQP informed both levels. In addition, this pilot project has mapped the general education program core curriculum as an integral component of each of the bachelor's degrees since it plays a critical role in student progression into and matriculation through the major programs.

The programs examined in the pilot project and the rationales for selecting each of them are as follows:

- The General Education core curriculum is crucial to student progression and thus crucial to degree completion for all baccalaureate major fields. The six Texas Southern University core competencies are: (1) communications and critical thinking; (2) quantitative reasoning; (3) scientific method in health and well-being; (4) humanities; (5) social, cultural, historical, economic, and political systems; and (6) computer technology for communication, research, and problem solving. The Texas state core curriculum is currently under revision into eight Foundational Component Areas and six accompanying objectives. The General Education core curriculum was selected because mapping it to the five DQP knowledge categories would definitely enrich the revision process by identifying areas that might need improvements in terms of preparing students for a changing world, emerging technologies, and global experiences.
- The degree programs in the Department of English were selected for several reasons beyond the department's critical function as certifying agent of all students' postsecondary academic writing and literacy. These reasons include the fact that (1) the department recently underwent an extensive external review of its programs, assessment, and administrative procedures; (2) the department's master's degree program is currently undergoing an internal review to boost graduation rates; (3) the program offerings include a bachelor's degree, master's degree, and degree in secondary education teaching; and (4) it is the largest department in the University and possesses the capacity to most powerfully impact student retention, graduation, and interest in research.
- The degree programs in the Department of Computer Science were selected because of their significant place in the critical infrastructure of modern society. Higher education must create people who have the skills required to participate in the formation, implementation, and operations of the contemporary socio-economic system. The aspirations of contemporary high school graduates to study computing of any variety have declined by an astounding 70-80 percent over the past decade. The computer science programs need to be made more attractive to high school students, possibly by integrating them with the wider curriculum of higher education. The DQP process gives Computer Science faculty at Texas Southern University facility and vision to reach

beyond field-specific courses and see the broader application of this discipline to other areas across the university.

- The degree programs in the Department of Curriculum and Instruction included in the project are the EC-6 (initial programs) and the master's in Curriculum and Instruction (advanced programs). The College of Education has been in the process of restructuring to meet and surpass Texas Education Agency (TEA) and National Council for Accreditation of Teacher Education (NCATE) standards. The master's in Curriculum and Instruction has been selected because it is an advanced degree in the same discipline.

DQP Development Process

Project Leadership Team: As noted earlier, the process started with the establishment of an interdisciplinary project team that championed the different phases of the DQP development and facilitated cross-discipline faculty engagement. Please refer to Exhibit A for a list of the team members.

Project Scope Definition: During its first meeting, the leadership team started deliberations for the scope of the pilot project and the programs that will be included in the project. After a thorough discussion, the team identified the scope and the curricula included in the project as described in the previous section. Please refer to the previous section for the details of the pilot project scope.

Define Project Deliverables: Even though the scope of the project was defined and specific curricula were selected, there was still a lack of clarity as to how the process should be applied. Once the project deliverables were clearly defined, things started to unfold and the roadmap to project goals became very clear. The identified project deliverables were degree competencies, program level mappings, course level mappings, and Spiderwebs.

Spread awareness: The leadership team held several meetings with various university stakeholders to introduce the DQP pilot project and spread the word about the DQP paradigm. The team presented to the Dean's Council, to the University Curriculum Council, the University Assessment Committee, to the General Education Subcommittee, and to the specific degree department faculty in each discipline. The meetings focused on the relevance of the DQP's five categories of knowledge and how can we engage faculty in mapping of student learning outcomes to develop the degree profiles for each of the selected program.

Curriculum Mapping: The mapping was done at two levels. The first level included charting each degree learning outcome to the DQP knowledge categories. This first mapping started a dialogue among degree faculty—a dialogue that has become an on-going study of what each learning outcome contributes to the DQP knowledge categories. This curriculum mapping has necessitated a discussion to define and refine what each category means and exactly what degree progress and completion should entail at each level. The second level of mapping was done at the course level where each course in the curriculum was mapped to the DQP knowledge categories. A software tool was developed to capture the DQP curriculum mapping for each degree program. This tool ensured consistency in the mapping process for all degree programs included in the pilot project.

Spiderweb Generation: Using the mapping scores generated by the mapping software tool, the Spiderweb for each program was generated. Other than the General Education code curriculum, these Spiderwebs included both the graduate as well as the undergraduate programs in each of the selected disciplines.

Analysis and Reflections: The DQP leadership team invited faculty to participate in college, departmental, and curriculum committee meetings to analyze the generated Spiderwebs and reflect on what do they tell about the programs included in the project.

Faculty Response to the DQP Process

When the Degree Qualifications Profile was first introduced to TSU faculty, their initial reaction was encouraging. At this early stage, the DQP was introduced at big gatherings that involved deans, department chairs, and faculty. After the initial DQP awareness phase, the project moved to the “hands-on” phase where smaller groups met and started the mapping process aiming at the generation of the Spiderwebs. At this later stage, many of the faculty participating in the process expressed uncertainty about their true understanding of the DQP and how it can be actually applied to their curricula. This was attributed to the new language used by the DQP as well as the lack of step-by-step examples that can help a beginner apply what they read in the DQP literature.

This lack of procedural understanding was cleared after the leadership team created an automated template that helped each group to follow a step-by-step example to reach the goal of creating the Spiderwebs. Once the teams involved in the DQP process were able to understand the steps provided by the automated mapping template, the entire process became very clear and they were able to complete the mapping and generate the Spiderwebs.

Faculty in the departments of English, computer science, and curriculum and instruction were fully engaged in the DQP mapping of curriculum courses to the DQP knowledge categories. The faculty involved in the process valued very much how the DQP provides a standardized way to view the curriculum in terms of student competencies.

Even though most TSU faculty members are now aware of the DQP, only those who were involved in the project understood fully its benefits and how it can be applied. This issue will be overcome during the full-scale implementation of the DQP by following the same automated hands-on approach used in the pilot project. Additionally, many faculty members who are heavily engaged in the existing academic assessment process were not very excited about using another model of student learning outcomes that's altogether new to them. This issue will be addressed by integrating the DQP process into the university assessment practices so that it doesn't appear as an additional layer of assessment.

DQP Spiderweb Generation

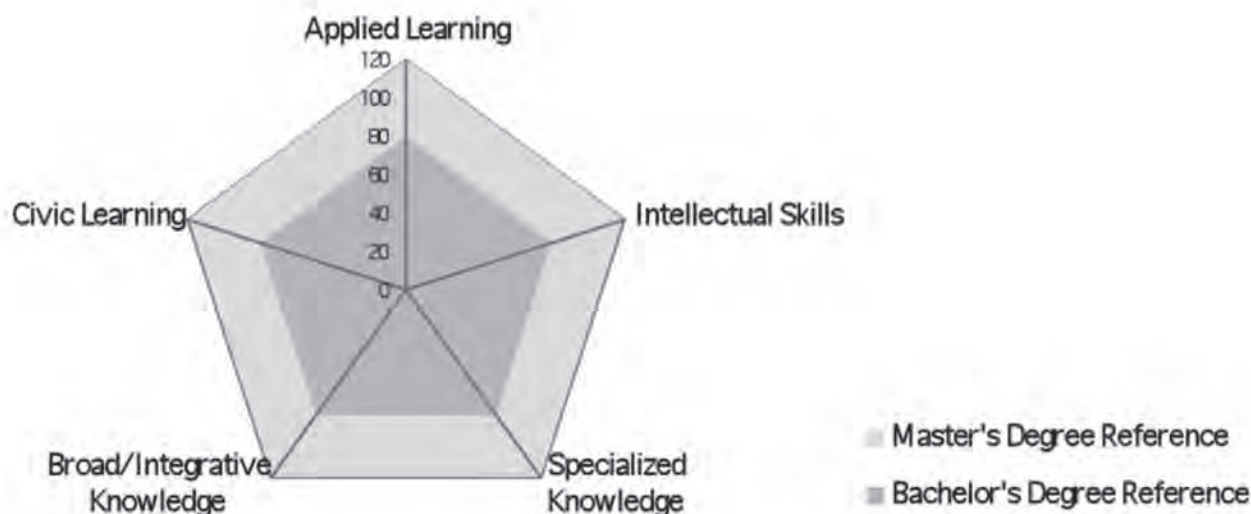
The procedure adopted by the project team to generate the DQP Spiderwebs started with a thorough mapping process. The purpose of the mapping is to enable the institution to clearly see where and how student competencies are acquired across the courses of the curriculum. It also provides a clear picture of where each competency can be assessed to determine the extent to which students are mastering it. The curriculum map is basically a two-dimension matrix with individual course in one dimension and the DQP competencies on the other dimension.

To ensure consistency among the generated Spiderwebs, the mapping process was standardized by developing a software tool that automated the generation of DQP Spiderwebs. This called for identifying a set of reference points in each DQP competency area for the baccalaureate and master's degree levels. These levels were used as reference points for each degree program in the program DQP Spiderweb. TSU adopted a scale that uses 20 points on each competency axis of the Spiderweb for each year the

students spends in a degree. For example, the reference point for the bachelor degree on the Civic Learning axis is eighty, representing twenty points for each of the four years of the degree. Similarly, the reference point on the same axis for the Master degree is at one hundred because it requires two years after the bachelor degree.

Figure 3 below shows the reference points for each degree on all the five axis of the Spiderweb.

Figure 3. Spiderweb Reference Points



Each knowledge category was mapped to program courses in a matrix format for each of the degrees. At each cell intersection, a value has been given representing the competency level for that particular knowledge category provided by that particular course. Three competency levels were used: Introduction (I) of new learning, Reinforcing (R) previous learning or practicing, and Mastering (M) for the competent level. Figure 5 below shows an example of a curriculum map.

Figure 4. B.A. in English degree curriculum mapping (partial)

B.A. English Courses ----- DQP Competency	Eng. 131	Eng. 132	Eng. 230	....	Eng. 338	Eng. 339	Eng. 342	....	Eng. 440	Eng. 441	Eng. 450
Specialized Knowledge	I	I	I	....	R	R	R	....	M	M	M
Broad, Integrative Knowledge	I	I	I	....	I	I	R	....	M	M	M
Intellectual Skills	I	I	I	....	I	R	R	....	M	M	M
Applied Learning	I	I	I	....	R	R	R	....	M	M	M
Civic Learning	I	I	I	....	R	R	R	....	M	M	M

"I" for introduction, "R" for Reinforcing or Practicing, "M" for Mastering

A software tool was developed, using Microsoft Excel, to capture the DQP curriculum mapping for each degree program. Each level of the three competency levels was given a numeric value based on the degree type. This tool ensured consistency in the mapping process for all degree programs included in the pilot project. The score of each knowledge category across the entire curriculum was calculated taking the contribution of the core curriculum into the undergraduate degree. These scores are used to plot the Spiderweb relative to the degree reference points specified before. Figure 5 provides the

Spiderweb scores for the English degrees Spiderweb.

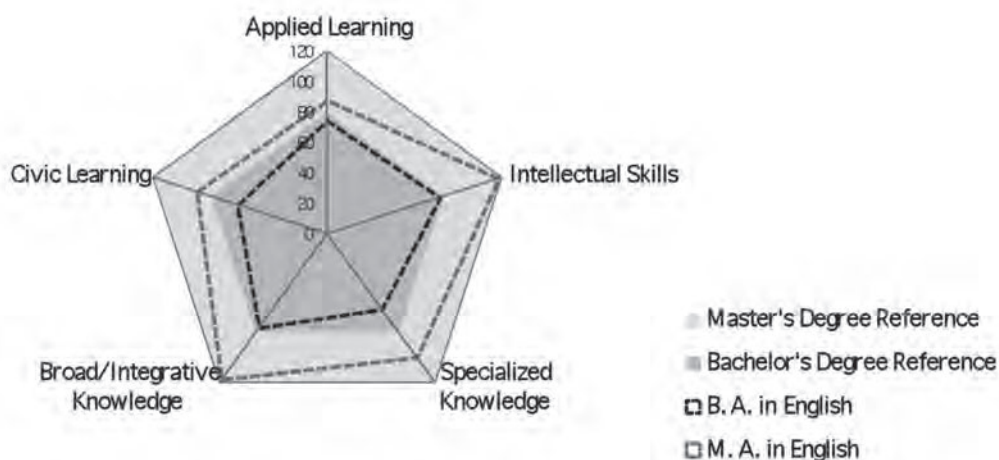
Figure 5. Spiderweb competency scores

TSU ENGLISH DQP Spiderweb Scores	Applied Learning	Intellectual Skills	Specialized Knowledge	Broad, Integrative Knowledge	Civic Learning
Master's Degree Reference	120	120	120	120	120
Bachelor Degree Reference	80	80	80	80	80
Core Curriculum Contribution*	14	18	0	18	14
B.A. in English	75	78	61	76	62
M.A. in English ⁸⁸	88	118	100	118	90

**Included in the B.A. degree scores.*

The analysis of the generated Spiderwebs provides the university a standardized way to look at each degree and assess what students should be expected to know and be able to do after earning a degree regardless of specialization. It also provides a clear picture of how much emphasis the degree curriculum gives to each competency. This can help program managers/coordinators ensure that their programs/degrees are aligned with the mission of the university and take corrective actions in case they are not. The English degrees Spiderweb is provided in Figure 6 below followed by its analysis. We only include the English Spiderweb here to build on the mapping example provided in the previous paragraphs and provide the reader with one example that starts with mapping and ends with Spiderweb generation and its analysis. Exhibit B includes all the Spiderwebs generated within the scope of the pilot project.

Figure 6. TSU English degrees Spiderweb



When reviewing the English curricula Spiderweb example above, it is clear that both the bachelor's and the master's degree programs are strong in two competency areas; the Broad, Integrative Knowledge and the Intellectual Skills. It also shows weakness in Civic Learning, Applied Learning, and Specialized Knowledge. The weakness is evident in program review and it had led faculty to increase and standardize student learning expectations at each degree level. Faculty development opportunities have

been scheduled toward creating a more active learning environment for students. Faculty members see the need to enrich and guide academic experiences and projects that promote student self-direction, individual and team performance, and community engagement. Faculty members have also begun to plan for portfolio-based assessment in the majors.

DQP Pilot Project Impact and Lessons Learned

While implementing the Degree Qualifications Profile for each of the curricula selected in the pilot project, the faculty members became more convinced that there is a compelling need to revise the learning environment to make it more student-focused by integrating competencies into our existing course-based model. The following are some of the lessons learned from the DQP pilot project and how it affected the curricula included in the project as well as the university at large.

- First and foremost, faculty within and across disciplines discussed what types of learning were promised and delivered in each program and in each course. This triggered in-depth reviews of the content in each curriculum and the weight given to various curricular components.
- Program review sessions using Spiderwebs have led faculty to identify the strengths and weaknesses of each program. These review sessions resulted in recommendations for corrective actions that address the identified weaknesses. The following are some strengths and weaknesses identified by the DQP Spiderweb review along with some corrective actions:
 - The General Education core curriculum competencies seemed to be well distributed in the right areas and this is clear from the similar scores on each axis. One clear weakness of the General Education core curriculum is the low scores on the Spiderweb axes due to a low level of integration between the various components of the core curriculum. The University General Education Subcommittee is currently revising the core curriculum and the updated curriculum will be effective fall 2014. The new revised curriculum will ensure a level of depth in the DQP competencies through better integration between the curriculum components.
 - The computer science DQP Spiderweb has revealed very balanced curricula in the areas of Specialized Knowledge, Applied Learning, and Intellectual Skills. On the other hand, the contribution to Civic Learning and Broad, Integrative Knowledge competencies seemed to be very low. The faculty now realizes the need for revising course contents to build on the skills developed throughout the General Education core curriculum to ensure higher levels in Civic Learning and Broad, Integrative Knowledge.
 - In curriculum and instruction, curricula will be realigned to create signature assignments and an intense examination of student work. A testing preparation boot camp was instituted with a full-time professor knowledgeable of testing preparation. There are pre-testing opportunities currently being implemented with the Representative Forms Test and the Practice Test online for students who are enrolled in the educator preparation block courses.
- The implementation of the DQP has fostered the development of a clear and common understanding among faculty members on expectations for student competencies at the course level as well as degree level.
- Faculty members are now able to describe degree curricula using the same terminology irrespective of their discipline.

- Curricula mapping is a very powerful visual representation of student learning that triggers discussions and deep reviews to align courses and degree outcomes.
- Faculty members were able to define and adopt a standardized approach that can be used to map the five types of DQP competencies to degree curricula. Because of the increased levels of participation in curriculum mapping, faculty members have a greater awareness of the direct relationship of the core curriculum to the student progression and success in program completion.
- The automation of curriculum mapping and Spiderweb generation has significantly simplified the process and helped faculty members focus more on content rather than the process.
- The degree Spiderwebs provide a transparent view of the competencies and areas of learning that structure and support each degree profile, and they also identify the limitations of a particular program.
- Faculty members have been able to observe and subsequently to search the extent to which the programs are or are not aligned with state or national standards for their discipline.
- Implementing the Degree Qualifications Profile has triggered discussions regarding the need to develop competency-based curricula and degrees. For example, faculty in the Department of Computer Science started an initiative that lays the foundation for a competency-based curriculum. The DQP knowledge categories were used as a framework for defining a set of competencies in each knowledge category with clear description of three levels in each competency. Additionally, program- and course-level student learning outcomes were mapped to and aligned with the different competency levels defined under each DQP category.

DQP and Shifting to Competency-Based Learning

Introduction

In the previous chapter, we presented TSU's DQP pilot project highlighting its scope, implementation process, and impact. In this chapter, we focus on the implementation of the DQP in the computer science curricula and present it as a case study for applying the Degree Qualifications Profile.

The intention here is not only to shed more light on DQP implementation, but also to explain how DQP can be used to trigger the shift to competency-based learning. We selected computer science curricula as the focus of our case study because the DQP implementation in computer science curricula has motivated the faculty participating in the pilot project to take a small but very important step towards adopting a competency-based learning model.

While trying to decide on the best approach to apply the DQP to their curricula, the computer science faculty realized the need to use more-specific Specialized Knowledge competencies that are relevant to computer science. To achieve this, they identified a set of essential computer related competencies required for the computer-related job market. This led to mapping program-level as well as course-level student learning outcomes to these competencies. What made this easy to implement was the fact that computer-related jobs require employees to have very clear and specific sets of competencies.

Even though the Department of Computer Science at TSU has not moved its programs and curricula to a model that is entirely competency based, we believe the approach taken during the implementation of

DQP represents the first step towards making this shift.

Competency-Based Education

Outcome-based education is very common in many postsecondary institutions, including Texas Southern University, and it is the basis of many existing instructional design methods. In the outcome-based education model, the design of courses and curricula usually starts with the desired outcomes and relevant assessments that are often defined through a learning-objectives taxonomy. This model focuses on what academia believes graduates need to know when they graduate.

Competency-based education is a subset or instance of outcome-based education, where the focus is shifted from what academics believe graduates need to know (teacher focused) to what students need to know and be able to do in varying job related situations (student and/or job focused). This means that competency-based education focuses on outcomes (competencies) that are linked to workforce needs, as defined by employers and the profession.

Instead of having a course or a module as the basic unit of learning, competency-based systems use the individual skills (competencies) as units of learning. In course-based systems, students graduate after the complete specific set of courses with assigned credit hours. In contrast, students in competency-based systems graduate when they master a specified set of competencies.

Some institutions adopt competency frameworks in a course-based system. These institutions define competencies that graduates should master, and students learn to master these competencies by successfully completing courses that relate to the required competencies. This can be achieved by embedding competency assessments into each course.

Another important difference between outcome-based systems and competency-based systems lies in the distinction between the meaning of learning outcomes and competencies. Learning outcomes usually include specific skills and knowledge, while competencies are more than considered at a higher categorical level. It is important to acquire skills and knowledge, but a competency requires students to go beyond having just the skill or knowledge by applying it in different situations. Also, a competency can be demonstrated in different levels. For example, a freshman student can demonstrate a specific competency at a level of performance that is different from the level of a senior student.

The DQP and the Shift to Competency-Based Learning in Texas Southern University's Department of Computer Science

The Department of Computer Science participated in the pilot project and developed the DQP for its undergraduate as well as its graduate degrees. Faculty members were very excited about being part of the project, which motivated them to take a couple of initiatives that helped the project move forward. One thing the computer science faculty did that simplified the entire DQP process to the project team was the automation of curricula mapping, as well as generating the Spiderwebs.

To the computer science faculty, the DQP represented an eye-opening experience that made them literally visualize the need to improve their curricula by simply looking at the Spiderweb. Another thing that became evident through the DQP process was the need to start a shift from the traditional outcome-based learning model currently adopted by the department to a more student-focused model that prepares graduates for the competitive job market. Instead of designing courses based solely on what faculty believe students should know, courses could be designed to include skills and

knowledge sets that global job markets require students to know and be capable of deploying, and that this instruction can be delivered using methods that actually enhance students' habits of mind. This represented the first step towards making the shift to competency-based learning.

Competency-based education requires agreed-upon standards of what students need to know and competencies they need to master in order to demonstrate that they have met established standards. While it is a big challenge to come to a broad understanding across various institutions about what holding a particular degree means, the DQP does provide a framework that, on one hand, outlines competencies that embody a broad consensus and, on the other, encourages diversity in programs.

Adopted DQP Competencies

The computer science faculty started with the definitions of the five knowledge categories (competencies) provided by DQP, then identified competency levels for each competency within each degree. The description of the competencies within the Specialized Knowledge category was reviewed to make sure it is more specific and relevant to the field of computer science. In the following paragraphs, we present the list of competencies under each DQP category for the bachelor's level.

Specialized Knowledge: At the bachelor's level

- Software Programming Skills: The student shows mastery of software programming using computer programming languages and builds software modules that can be used individually or integrated with each to form a bigger scope application.
- Requirements Gathering Skills: the student analyzes, identifies, and defines the requirements that must be satisfied to address problems or opportunities faced by organizations or individuals.
- System Analysis Skills: After understanding what other people are trying to accomplish, the student describes computer based solutions that help them reach their goals.
- Software Design Skills: The student breaks up a problem space to visualize and design complex systems that can span multiple technologies/platforms.
- Technical Documentation Skills: The student compiles and writes documentation of program development and subsequent revisions, inserting comments in the coded instructions so others can understand the program.
- Data Structures Skills: The student implements basic data structures such as arrays, linked lists, hash tables, stacks, queues, trees, and graphs.
- Database Skills: The student designs good normalized database schemas and performs basic database operations including writing data retrieval queries.
- Software Testing Skills: the student evaluates and tests new or modified software programs to verify that the programs function according to user requirements and conform to established guidelines.
- Industry Best Practice Knowledge: The student follows and understands current technical concepts, best practices, and standards and their applications.

Broad/Integrative Knowledge: At the bachelor's level, the student

- Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a "best approach" to the question or challenge using evidence from those fields.

- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
- Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

Intellectual Skills: At the bachelor's level

- Analytic Inquiry: The student differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.
- Information Literacy: The student
 - Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
 - Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.
- Engaging Diverse Perspectives: The student constructs a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines the distinct patterns in this alternative vision; and explains how they differ from current realities.
- Quantitative Fluency: The student
 - Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.
 - Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative evaluations of public information and presents them in papers, projects or multi-media events.
- Communication Fluency:
 - The student constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.
 - In a language other than English, and either orally or in writing, the student conducts an inquiry with a non-English-language source concerning information, conditions, technologies and/or practices in his or her major field.
 - With one or more oral interlocutors or collaborators, the student advances an argument or

designs an approach to resolving a social, personal or ethical dilemma.

Applied Learning: At the bachelor's level, the student

- Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.
- Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from such analysis.
- Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.

Civic Learning: At the bachelor's level, the student

- Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
- Develops and justifies a position on a public issue and relates the position taken to alternative views within the community/policy environment.
- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.

Competency Mapping

After identifying the DQP competencies that students should master by the time they graduate, computer science faculty started mapping these competencies to program level Student Learning Outcomes (SLOs) and also to curriculum courses. Figure 7 below shows the undergraduate program SLOs mapping and it highlights the fact that this program focuses on technical and analytical skills more than it does on the Civic Learning and broader/integrative knowledge. The plotted Spiderweb for computer science came consistent with this observation as well.

Figure 7. Computer Science Program SLO's Mapping- Bachelor's Degree

Current Student Learning Outcomes	DQP Competencies				
	Specialized Knowledge	Broad/Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning
Apply knowledge of computing mathematics, science and business appropriate to the discipline, including the ability to analyze and evaluate performance tradeoffs of algorithms, data structures and hardware solutions.	✓	✓	✓	✓	
Analyze a problem, and identify and define the computing requirements appropriate to its solution.	✓		✓	✓	
Design, implement and evaluate computing systems, processes, components or programs to meet desired needs.	✓		✓	✓	
Function effectively on teams to accomplish a common goal.	✓	✓	✓	✓	✓
Understand the professional, ethical, legal, security, social issues and responsibilities of the profession	✓			✓	✓
Communicate effectively with a range of audiences.	✓	✓	✓	✓	✓
Analyze the local and global impact of computing on individuals, organizations and society.	✓	✓	✓	✓	✓
Recognize the need for, and an ability to engage in, continuing professional development.	✓			✓	
Use current techniques, skills, and tools necessary for computing practices.	✓		✓	✓	
Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the risks and tradeoffs involved in design choices.	✓	✓	✓	✓	
Apply design and development principles in the construction of software systems of varying complexity.	✓		✓	✓	

Course-level mapping was done by defining three levels for each competency then mapping each course to these levels. Figure 8 illustrates the undergraduate course level mapping where DQP competencies are mapped to program courses in a matrix format. At each cell intersection, a value has been given representing the competency level for that particular competency provided by that particular course. Three levels were used: Introduction (I) of new learning, Reinforcing (R) previous learning or practicing, and Mastering (M) for the competent level.

Figure 8. Computer Science Course Mapping- Bachelor's Degree

Courses ----- DQP Competencies	CS- 120	CS- 124	CS- 140	CS- 241	CS- 243	CS- 246	CS- 250	CS- 251	CS- 342	CS- 343	CS- 344	CS- 346	CS- 350	CS- 351	CS- 354	CS- 356	CS- 415	CS- 434	CS- 444	CS- 450	CS- 451	CS- 456	CS- 457	CS- 460	CS- 497	CS- 499
<u>Specialized Knowledge</u> Independent of the vocabularies, theories and skills of particular fields, what students in any specialization should demonstrate with respect to the specialization itself	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	M	M	M	M	M	M	M
<u>Broad/Integrative Knowledge</u> Something that transcends typical distribution requirements bounded by the first two years of higher education. This category of competencies is about bringing together learning from broad fields of study throughout the three degrees covered in the Degree Profile.	I	I	I			R	R	R					R	R	R		R					R				M
<u>Intellectual Skills</u> Both traditional and nontraditional cognitive operations brought together and in sometimes new formulations: communications fluencies, quantitative fluencies, analytic operations, use of information resources, and the capacity to perceive from different points of reference.	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R							M
<u>Applied Learning</u> What students can do with what they know, demonstrate innovation and fluency in addressing unscripted problematic work and in other non-classroom settings.	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	M	M
<u>Civic Learning</u> Integration of knowledge and skills in applications that facilitate student articulation and response to social, environmental and economic challenges at local, national and global levels	I		I			R	R	R					R	R			M					R			M	M

"I" for introduction, "R" for Reinforcing or Practicing, "M" for Mastering

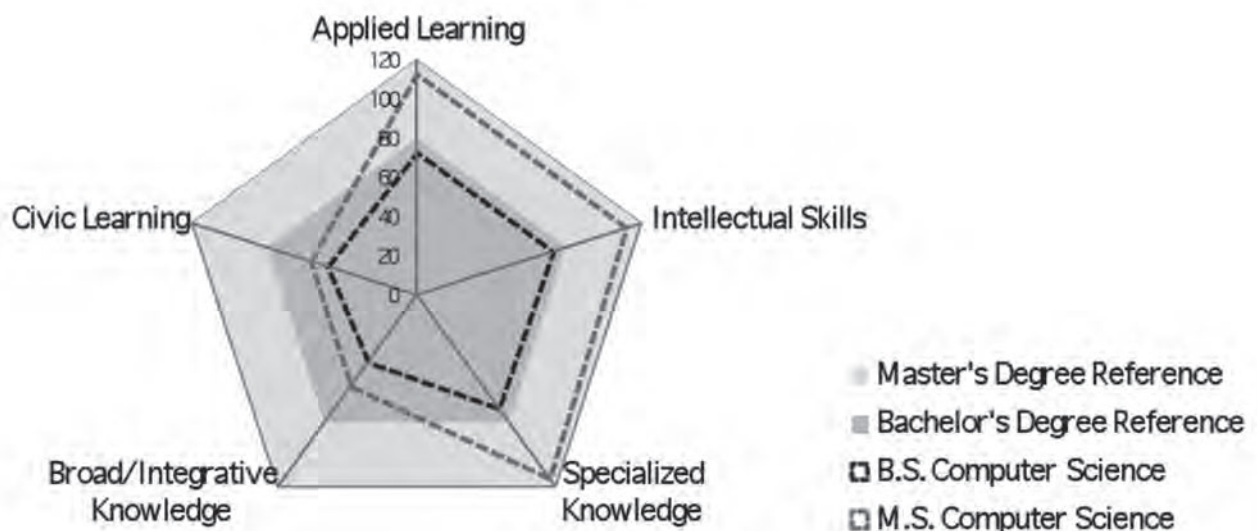
Texas Southern University's Computer Science Spiderweb

Figure 9 below shows the DQP Spiderweb for the computer science curricula. As seen in the figure, the Spiderweb reveals very balanced curricula in the areas of Specialized Knowledge, Applied Learning, and Intellectual Skills. On the other hand, the contribution to Civic Learning and Broad, Integrative Knowledge competencies seems to be very low.

The shown strengths are attributed to the technically solid nature of the curricula, which puts a lot of emphasis on nourishing computer-related competencies to help graduates be competitive in the job market. Careful review of the DQP mapping (Figure 8) shows that the strengths of the curriculum are the cause of its weakness because it was designed to focus mainly on technical competencies and assumed that the General Education core curriculum would provide the student with competencies in the Civic Learning and broad/integrative learning categories. Apparently, the core curriculum alone is not enough to develop an acceptable level of these competencies.

The computer science faculty members discussed the Spiderweb, analyzed the mappings, and realized the need to revise course contents in order to strengthen skills developed throughout the General Education core curriculum in order to ensure higher competency levels in Civic Learning and Broad, Integrative Knowledge.

Figure 9. Computer Science Spiderweb



The DQP Impact on Computer Science Programs

The implementation of the DQP process has strengthened the academic programs in the Department of Computer Science. The following are some highlights of how the DQP affected the quality of the academic programs at the Department of Computer Science.

- A comprehensive curriculum review was driven by the DQP process. This led to realizing the weakness of the programs in the area of Civic Learning and broad/integrative knowledge. Corrective actions are underway to remedy this weakness by updating coursework.

- The DQP paved the road for shifting from the traditional outcome-based learning model currently adopted by the department, to a more student-focused model that prepares graduates for the competitive job market. Instead of designing the courses based on what faculty believe students should know, the department is moving towards designing courses based on what the job market expects students to be capable of doing. Faculty members surveyed several job openings and contacted employers to gather information about work-related competencies that employees are expected to master. The findings of these surveys were compiled and used to define the DQP Specialized Learning competencies. These competencies were mapped to courses to ensure students learn how to master these competencies as they progress through the curriculum. This represented the first step towards making the shift to competency-based learning.
- During the DQP mapping process, faculty members realized a need to revise some student learning outcomes to make sure they are observable and measurable.
- The Spiderweb provided a visual tool that shed the light on opportunities for program improvements. Faculty members in each of the degree programs are researching best-practice assignments, rubrics, and assessment data to grow programs in both rigor and numbers.
- The DQP has promoted collaboration between the faculty members of the Department of Computer Science through productive discussions during the curriculum reviews.
- The computer science faculty collaborated with Texas Southern University's Teaching and Learning Excellence Center to provide a series of DQP training workshops. This not only helped spread the DQP awareness across campus, but it also provided the project team with excellent feedback that contributed to the success of the pilot project.

Best Practices and Critical Success Factors

- Establishing an interdisciplinary project team that championed the different phases of the DQP development and facilitated cross-discipline faculty engagement.
- Early definition of project scope enables the project team to focus the efforts on the selected academic areas. This leads to better management of project tasks and resources, which ensures that project milestones are met. Furthermore, the process helps the project team achieve its goals with efficient utilization of institutional resources.
- Clear definition of project deliverables allows the team members to focus on identifying the steps needed to produce these deliverables. In our case, the specific steps needed to apply/implement the DQP was not clear to the project team until the deliverables were clearly defined.
- Mapping program-learning outcomes to DQP competencies. This mapping process identified key gap areas that triggered curriculum reviews and revisions at the department level. In the case of General Education, the process also led to a review of all courses in the core curriculum.
- Standardizing the mapping of program curricula to DQP competencies by developing software tools that ensure consistency and automated generation of DQP Spiderwebs.
- Identifying reference competencies at different degree levels by developing a set of reference points in each DQP competency area for the baccalaureate and master's degree levels. These levels were used as reference points for each degree program in the program DQP Spiderweb.

- Program reviews that led faculty to realize the need for both increasing and standardizing student expectations at each degree level.
- Faculty development opportunities designed to create a more-active learning environment for students to achieve acceptable levels in DQP competencies.
- Integrating the DQP competencies into degree programs assessment by refining the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics developed by the American Association of Colleges and Universities (AACU) Liberal Education and America's Promise (LEAP) initiatives.
- Promote collaboration and interdisciplinary conversation especially between the General Education Core Curriculum course providers and undergraduate degree programs to ensure certain competency levels in Civic Learning as well as Broad, Integrative Knowledge.

Conclusion and Future Directions

The DQP pilot project started late spring 2012. To ensure successful implementation of the project, the university established an interdisciplinary project leadership team that championed different phases of the DQP development and facilitated cross-discipline faculty engagement.

Faculty in the departments of English, computer science, and curriculum and instruction were fully engaged in the DQP process, especially in mapping student learning outcomes and curriculum courses to the DQP knowledge categories. The DQP Leadership Team worked with each individual department, along with the respective dean and department chairs, to garner support and encourage participation and engagement in the DQP process.

The DQP pilot project focused on graduate and undergraduate programs selected from three different colleges. The pilot project also included the General Education core curriculum since it plays a critical role in student progression into and matriculation through the major programs. For a complete list of the programs considered in the DQP pilot project, please refer to Exhibit C.

The DQP mapping was completed for the selected curricula at the program level as well as the course level. At the program level, the program-learning outcomes were mapped to the DQP competences. At the course level, each course in the curriculum was mapped to the DQP competencies using one of three competency levels. A software tool was developed to facilitate the DQP curriculum mapping for each degree program. This tool ensured consistency in the mapping process for all the degree programs included in the pilot project. Using the scores generated by the mapping software tool, the Spiderweb for each program was generated. The project team invited faculty to participate in college, departmental, and curriculum committee meetings to analyze the generated Spiderwebs and reflect on what do they suggest about the programs included in the project.

The project has motivated faculty within and across disciplines to discuss the types of learning promised and delivered in each program and in each course. Findings triggered in-depth reviews of the content in each curriculum and the weight given to various curricular components. Program review sessions using Spiderwebs helped faculty identify strengths and weaknesses of each program. These review sessions resulted in recommendations for corrective actions that will address the identified weaknesses. Additionally, the faculty members became more convinced of the need to revise the university's current

learning environment to make it more student-focused by integrating competencies into the existing course-based model.

To capitalize on the momentum of the DQP pilot project and extend its efforts, the project leadership team collaborated with The Office of Institutional Assessment, Planning and Effectiveness. The purpose was to preemptively facilitate achieving an ultimate goal of integrating the DQP process into the University's assessment practices. Additionally, academic units will be required to develop the Spiderwebs of their degrees and include it in the university catalogs and website.

Even though the DQP pilot project has ended, the project leadership team remains committed to promoting the Degree Qualifications Profile within the university. One example of such commitment is a series of DQP workshops developed by and conducted through the university's Teaching and Learning Excellence Center.

Finally, the leadership team spearheaded post-project reviews to evaluate the completed pilot project and articulate lessons learned regarding what went well and what might have been done better. Thus, the following discoveries and recommendations could help institutions similar to Texas Southern University transition smoothly through DQP implementation:

- The support from the university administration is a critical factor for the success of the entire process. The administration's support helps secure resources required for the project, and it also motivates project participants' best efforts, which are required for successful implementation of DQP projects.
- Post-project reviewers suggest establishing an interdisciplinary project leadership team, one that champions the different stakeholders and phases of the DQP development and facilitates cross-discipline faculty engagement.
- To ensure smooth implementation of the project, spread awareness about the Degree Qualifications Profile across campus. This can be best facilitated by holding regular meetings with the various university stakeholders, including deans, department chairs, and faculty representatives, during which teams present the project mission and goals. These meetings will garner faculty support and encourage their participation in the project.
- The project team should work closely with important university bodies such as the University Curriculum Council, the University Assessment Committee, and the University General Education Committee.
- Careful attention should be given to the mapping process. Faculty in departments participating in the project should be fully trained and involved in the processes of mapping a curriculum's courses to the DQP knowledge categories.
- To ensure consistency among all curriculum maps and Spiderwebs, the mapping process should be standardized and preferably done using software tools.
- A series of DQP workshops should be conducted to engage faculty from different academic units. This will help educate faculty and can also be an excellent source of ideas and feedback that will contribute to the success of the project.

There is no doubt that the DQP pilot project has been an exciting journey for its participants. The project team members have come a long way since the day of the first project meeting. The experiences acquired at individual levels for participating faculty as well as institutional-level gains will play important roles in improving the academic programs at Texas Southern University.

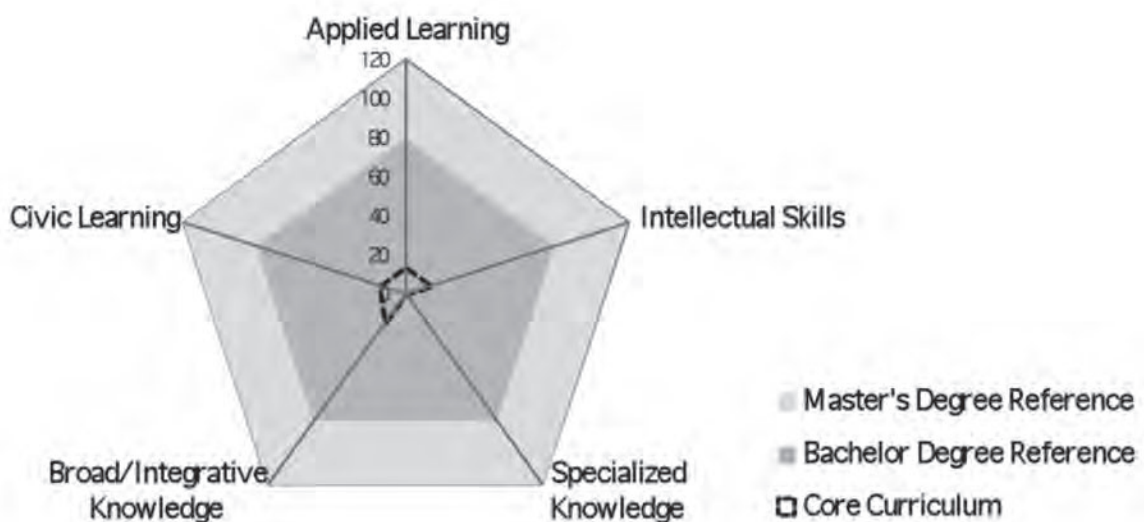
Exhibits

Exhibit A: List of DQP Pilot Project Key Stakeholders

John M. Rudley	<i>President, Texas Southern University</i>
Sunny E. Ohia	<i>Provost/Vice President for Academic Affairs and Vice President for Research</i>
Kimberly McLeod	<i>University Executive Director for Academic Instruction Interim Director TLEC/ Professor, Counseling Education</i>
Raijanel Crockem	<i>Interim Executive Director for Institutional Assessment, Planning & Effectiveness</i>
College of Science and Technology	
Oscar Criner	<i>Professor, Department of Computer Science/Interim Associate Dean</i>
Aladdin Sleem	<i>Associate Professor, Department of Computer Science</i>
College of Liberal Arts and Science	
Charlene Evans	<i>Professor, Department of English</i>
Ronald Samples	<i>Associate Professor, Department of English</i>
Arbolina L. Jennings	<i>Assistant Professor, Department of English /Associate Director QEP</i>
College of Education	
Dwalah Fisher	<i>Associate Professor, Interim Chair, Department of Health & Kinesiology</i>
Ingrid Haynes-Mays	<i>Associate Professor, Department of Curriculum and Instruction</i>

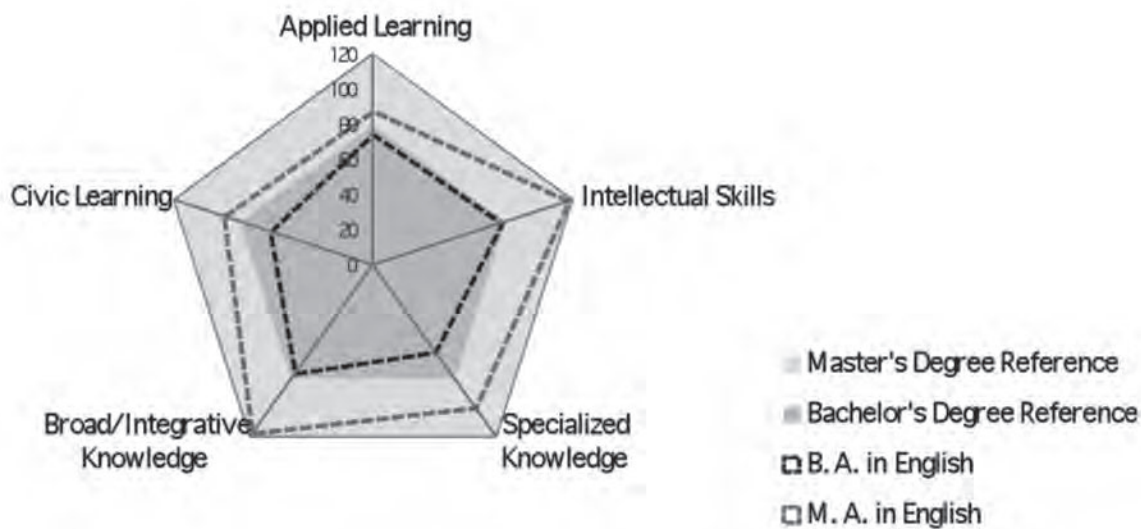
Exhibit B: DQP Pilot Project Spiderwebs

1-The General Education Core Curriculum



- The General Education core curriculum map and resulting DQP Spiderweb charts core courses as introductory (I) or reinforced (R) in the areas of Broad/Integrative Knowledge, Intellectual Skills, Civic Learning, and Applied Learning. The map appears lop-sided because Specialized Knowledge is the provenance of the degree programs.
- The strengths of the core are that courses are well distributed in the appropriate areas. As noted earlier, the six Texas Southern University core competencies are (1) communications and critical thinking; (2) quantitative reasoning; (3) scientific method in health and well-being; (4) humanities; (5) social, cultural, historical, economic, and political systems; and (6) computer technology for communication, research, and problem solving. These core competencies are aligned with the Intellectual Skills, Civic Learning, and Applied Learning categories.
- The weakness of the Texas Southern University General Education core, though perhaps not clearly evident from the DQP Spiderweb but generally agreed upon by faculty across the university, is that students do not attain enough depth in their basic knowledge and often cannot demonstrate nor apply their Specialized Learning. The University General Education Subcommittee is currently revising the core curriculum and the updated curriculum will be effective fall 2014. The newly revised curriculum will ensure a level of depth in DQP competencies through better integration between the curriculum components.

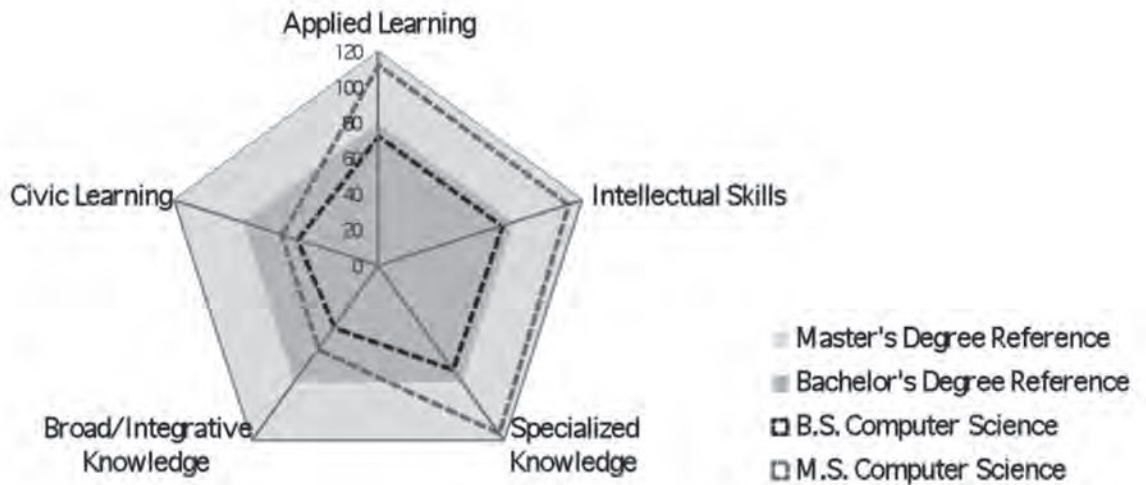
2-English



- At both the bachelor's and the master's degree levels, the English curriculum DQP Spiderweb demonstrated that the programs are strong in providing Broad, Integrative Knowledge and in Intellectual Skills but weak in strengthening Civic Learning and Specialized Knowledge.
- The strengths of the program are that students have often achieved and demonstrated mature flexibility and great competence in their range of learning across the curriculum.
- A weakness as evident in program review is that not all students achieve consistently at proficient or mastery levels, even at the end of their degree programs. This external observation led faculty to increase and standardize student-learning expectations at each degree level. Faculty development opportunities have been scheduled toward creating a more active learning environment for

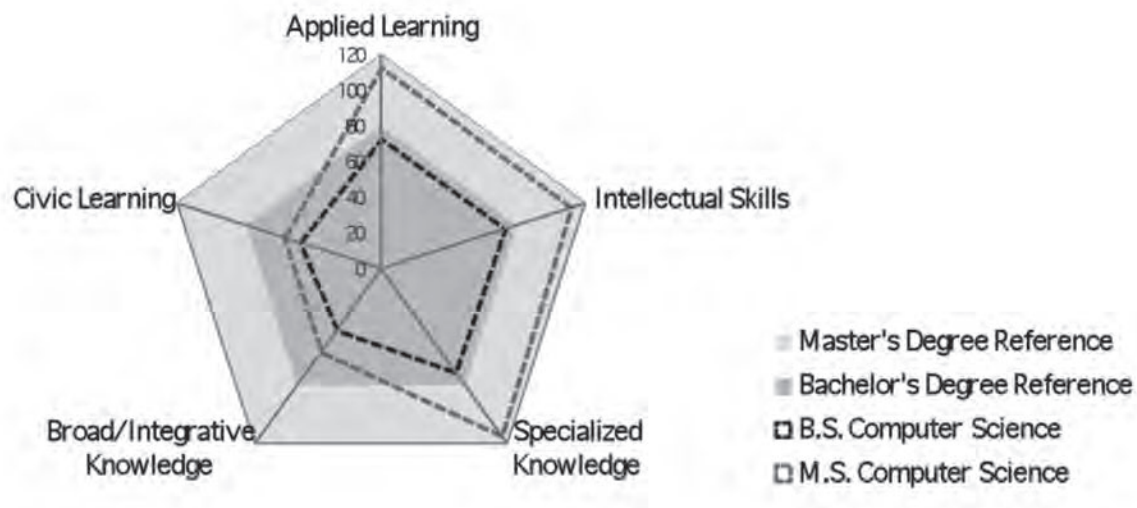
students. Program faculty members have agreed to enrich and guide academic experiences and projects by promoting student self-direction, individual and team performance, and community engagement. Furthermore, the department has instituted portfolio-based assessment in the major at both the bachelor and master's levels.

3-Computer Science



- The DQP Spiderweb for the computer science curricula reveals very balanced curricula in the areas of Specialized Knowledge, Applied Learning, and Intellectual Skills. On the other hand, the contribution to Civic Learning and Broad, Integrative Knowledge competencies seems to be very low.
- The shown strengths are attributed to the technically solid nature of the curricula that puts a lot of emphasis on developing computer-related competencies to enhance graduates' competitiveness in the job market. Careful review of the DQP mapping (Figure 8) shows that the strengths of the curriculum paradoxically cause of its weakness: The curriculum was designed to focus mainly on technical competencies and assumed competencies in Civic Learning and broad/integrative learning competencies would be provided by the General Education core curriculum. Apparently, the core curriculum alone is not enough to develop an acceptable level of these competencies.
- After computer science faculty members discussed the Spiderweb and analyzed the mappings, they realized the need to revise course contents in order to strengthen skills developed throughout the General Education core curriculum. This was deemed necessary in order to ensure higher competency levels in Civic Learning and Broad, Integrative Knowledge.

4-Curriculum and Instruction



- The DQP Spiderwebs for the degree programs in the Department of Curriculum and Instruction show program achievement low but almost equally distributed in each of the five points.
- The College of Education has been in the process of restructuring to meet and surpass Texas Education Agency (TEA) and National Council for Accreditation of Teacher Education (NCATE) standards.
- The programs show a general weakness with the EC-6 curriculum, which presents the greatest level of opportunity for improvement in the area of Specialized Knowledge.
- The DQP mapping process underscored the importance of degree competencies and intensified faculty dialogue towards strengthening the degree profile. In Curriculum and Instruction, curricula will be realigned to create signature assignments and an intense examination of student work. A testing preparation boot camp was instituted under the development of a full time professor knowledgeable in test preparation theory and practice. Pre-testing opportunities are currently being implemented with the Representative Forms Test and the Practice Test online for students who are enrolled in educator preparation block courses.

Exhibit C: List of Curricula in the Pilot Project

1-The General Education Core Curriculum

2-Undergraduate Programs:

- Bachelor of Arts in English
- Bachelor of Science in Computer Science
- Bachelor of Science in Interdisciplinary Studies (Curriculum and Instruction)

3-Graduate Programs:

- Master of Arts in English
- Master of Education in Curriculum and Instruction
- Master of Science in Computer Science

Sharpening the Axe: Facilitating Cross-Disciplinary Discourse on the Utility of the Degree Qualifications Profile for Curricular and Programmatic Review

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Abstract

This case study illustrates how North Carolina Agricultural and Technical State University facilitated in 2012 the application of the Lumina Degree Qualifications Profile Pilot Study. This participation allowed faculty and administrators involved to sharpen their view of curricula and programs. The process behind the fall 2012 pilot program of the Lumina instrument, including how lead team members approached their task, initial findings, and recommendations, are provided.

North Carolina Agricultural and Technical State University: An Overview

North Carolina Agricultural and Technical State University (NCATSU) was founded in 1890 and is a public, doctoral/research land-grant university committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. The university offers degrees at the baccalaureate, master's and doctoral levels and has a commitment to excellence in a comprehensive range of academic disciplines. The campus sits on 200 beautiful acres in Greensboro, North Carolina, and includes a 600-acre university farm. The mission of North Carolina Agricultural and Technical State University focuses on students—providing them with interdisciplinary learning opportunities, teaching them with faculty renowned for excellence, connecting them to cutting edge discoveries in research, and encouraging them to serve their communities. From its founding in 1890, the university has built a strong civil rights legacy. The Greensboro Four—who staged the first ever sit-in at a Woolworth lunch counter in 1960—were NCATSU students.

Currently, the total enrollment is approximately 11,000 students, with over 2,000 employees. A little less than 9,000 traditional and nontraditional undergraduates fill the rosters daily, while our graduate population hovers near the 2,000 mark (Factbook & Information, 2002-2012). Table 1 shows the total undergraduate enrollment percentage based on gender; Table 2 lists graduate student numbers; and Table 3 displays student enrollment categorized by race/ethnicity.

Table 1: Total Undergraduate Enrollment—Gender

Total Undergraduate Students (8,923)		
Male	4,856	54%
Female	4,067	46%

Table 2: Graduate Student Enrollment by Gender

Graduate Student Enrollment by Gender (1,713)	
Male	702
Female	1,011

Table 3: Student Enrollment by Race/Ethnicity

Race/Ethnic Breakdown of Student Population	
American Indian / Alaskan Native	37
Asian	91
African American / Black	8,702
Hispanic	163
White	736
Other	799

At North Carolina Agricultural and Technical State University, the emphases include excellence and innovation in curriculum, partnerships with public and private entities, and a learning environment that focuses less on transmitting information and more on the ability to organize, assess, apply, and create knowledge. The belief is that the complicated challenges students face today require problem-solvers with more complex backgrounds. This is why first-year students, distance learners, and those enrolled in continuing studies all have access to similar academic resources and can pursue interdisciplinary work in a broad selection of colleges and schools (Factbook and Information, 2002-2012):

- The College of Arts and Sciences
- The College of Engineering
- The School of Agriculture and Environmental Sciences
- The School of Business and Economics
- The School of Education
- The School of Graduate Studies
- The School of Nursing
- The School of Technology, and
- The Joint School of Nanoscience and Nanoengineering

As noted in Table 4, more than 1,600 degrees, ranging from bachelors to Ph.D.s, were awarded during the 2011-2012 school year (most recent compiled data available at time of publication). Instruction is provided by a heterogeneous group of more than 500 faculty members as demonstrated in Table 5.

Table 4: Degrees Awarded 2011-2012

Bachelor's	1,278
Master's	356
Doctoral	29
Total	1,663

Table 5: Classroom Environment

Classroom Environment	
Total Full-Time Instructional Faculty	518
Percent of Full-Time Instructional Faculty Who Are Female	43%
Percent of Full-Time Instructional Faculty Who Are Persons of Color	60%
Percent of Full-Time Instructional Faculty Who Have the Highest Academic Degree Offered in Their Field of Study	79%
Undergraduate Students per Faculty	19 to 1
Undergraduate classes with fewer than 30 students	83%
Undergraduate classes with fewer than 50 students	96%

North Carolina Agricultural and Technical State University is home to visionary centers and institutes concentrating on human-machine studies, entrepreneurship and e-business, advanced journalism, public health, transportation, and more. The Carnegie Foundation for the Advancement of Teaching classifies NCATSU as a doctoral/research university (Who is at A&T? 2011).

The university's academic and outreach efforts illustrate how campus and community collaborations enhance the quality of life for the citizens of North Carolina, the nation, and the world. Through the years, NCATSU has adapted its curriculum to strengthen science, technology, engineering and mathematics—its academic core and foundation. Riding the crest of the technological revolution, NCATSU has moved rapidly to blend its academic and research programs with the needs of society and industry, forming a symbiotic relationship. NCATSU also has advanced to the forefront in the area of research. It currently ranks as a doctoral/research university by the Carnegie Classifications of Institutions of Higher Education, and third in the University of North Carolina system with sponsored research funding for six consecutive years (2004-2010). NCATSU has also received a multimillion-dollar National Science Foundation Engineering Research Center grant (Preeminence 2020, 2011, p. 3).

The university's unique legacy and educational philosophy provide students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. The university's 2011 Strategic Plan entitled, Preeminence 2020, articulates the following vision:

"North Carolina A&T State University will be recognized as a preeminent land-grant university and the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges" (p. 1).

Launching the Degree Qualifications Profile Pilot Project

In the fall of 2012, leaders at NCATSU received an invitation to participate in a SACSCOC/Lumina Degree Qualifications Profile pilot project centered on historically black colleges and universities. University administrators identified a diverse team of faculty and administrators to attempt this project over a period of two months from October through November 2012, to test the DQP as a tool for curricular and programmatic review.

Context for the Launch

It is important to note that the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Lumina Degree Qualifications Profile (DQP) pilot came as the university was in the midst of launching its recently reorganized general-education curriculum, University Studies (UNST).

UNST was implemented in fall 2006 as the university's general education program following four years of general education review, planning, and campus-wide discussion. UNST marked a significant departure from the previous general education model by requiring a common set of four freshman-level "foundation" courses, four courses in "thematic clusters," and a capstone experience. In addition, University Studies created a new administrative structure, with a dean and a group of faculty members reporting to this dean. Most foundation-level courses were taught by University Studies faculty members, with the remainder of the curriculum taught by a mixture of faculty members from other academic schools and colleges, most notably the College of Arts and Sciences.

An external review of the University Studies administrative and curricular structure was undertaken in September 2009, as requested by the Faculty Senate. The resulting external review report was shared with the Chancellor's Cabinet, deans, University Studies administrators, faculty members, and the Faculty Senate in October 2009.

A General Education Review Task Force was created in September 2010 to review the academic content and structure of the University Studies program (the title of the former General Education curriculum) and make recommendations for general education curricular revisions based on the findings of the University Studies external review team, review of peer institution general education programs, national best practices, and recommendations or feedback from university stakeholders (General Education Task Force Activities, 2012).

More discussion on the revised General Education curriculum follows in Section III; however, Table 6 summarizes the newly created foci of the General Education curriculum that entering freshman and transfers of fall 2012 are required to fulfill. It is important to note that this university-wide shift in curriculum meant that all administrators and faculty were familiar with the reconceived curricula and student learning outcomes.

The university's faculty senate voted on and approved a revised undergraduate General Education curriculum in 2011. The revised curriculum (as depicted in table 6) contains the five learning categories below with the specific expected outcomes required for each category, including: written communication; mathematical, logical, and analytical reasoning; scientific reasoning; social and behavioral sciences; and African American culture/history.

Table 6: Revised University General Education Curriculum Categories and Outcomes

Learning Category	Required outcomes
Written Communication	Apply writing practices appropriate to specific tasks and audiences. Integrate the use of appropriate information technology tools throughout the writing process.
Mathematical, logical, analytical reasoning	<u>For courses emphasizing mathematical/quantitative reasoning:</u> 1a. Apply quantitative and mathematical reasoning to solve problems in diverse contexts. 2a. Evaluate quantitative information using a variety of methods. 3a. Communicate quantitative or mathematical information in multiple formats. <u>For courses emphasizing logical/analytical reasoning:</u> 1b. Apply logical reasoning to solve problems in diverse contexts. 2b. Evaluate claims using a variety of methods. 3b. Communicate logical reasoning in multiple formats.
Scientific Reasoning	Analyze real-world phenomena, issues, and problems using principles and processes of scientific inquiry.
Humanities and Fine Arts	Examine human experience through the interpretation of artistic, intellectual, or cultural expression.
Social and Behavioral Sciences	Apply methods of analysis used in the social and behavioral sciences in the examination of individual and group behavior.
Knowledge of African American culture and history (Sub-Category)	Analyze the experiences of African Americans from multiple perspectives

Note: The General Education curriculum categories and outcomes in the chart below were approved in 2011 and implemented in fall of 2012. These categories and outcomes served as the basis of the DQP review in fall 2012 (Simkins, 2012a).

The DQP, as a tool, attempts to “illustrate clearly what students should be expected to know and be able to do once they earn their degrees — at any level” (Degree Qualifications Profile, 2011, p. 1). Five overarching domains capture the essential knowledge, skills, and dispositions a postsecondary graduate should know and/or be able to perform as a result of pursuing higher education. Those domains include: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning. Each of the five domains is characterized by specific outcomes that “benchmark” a student at the associate’s, bachelor’s, and master’s levels, shown in table 7. Though comprehensive in scope and universal to all degrees at any institution, the DQP is not intended to be exhaustive or final in its current iteration. The reference points it provide do, however, build a common conversation and route for addressing 21st century postsecondary graduates’ performance and readiness for the global demands, challenges, and opportunities the world of work and life will provide upon leaving higher education.

This curricular familiarity or timing meant that those who were asked to participate either as lead team members or piloting programs had recently engaged with their curricula in some type of mapping or realignment exercise. This familiarity was there because the curricula in their areas had recently been

revised and submitted to the task force for review and approval in advance of the fall 2012 launch of the new curricula and student learning outcomes. The DQP provided a fresh way of interpreting this revised curriculum for the university in fall of 2012. As a result the findings would highlight areas of strength and areas of growth for campus discourse.

Table 7: Lumina DQP Excerpted Learning Domain Area Description with Sample Outcomes

Domain	Description	Sample Bachelor's Level Outcomes
Broad, Integrative Knowledge	Broad higher learning should involve students in the practices of core fields ranging from science and the social sciences through the humanities and arts, and in developing global, cultural and democratic perspectives.	Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.
Specialized Knowledge	"...across all fields that we call 'majors' lie common learning outcomes involving terminology, theory, methods, tools, literature, complex problems or applications, and cognizance of the limits of the field..."	Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
Intellectual Skills	"...five crosscutting Intellectual skills: analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency; define competencies that should transcend disciplinary boundaries...."	Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences. Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative calculations of public information and presents them in papers, projects or multi-media events.
Applied Learning	"...suggests that what graduates can do with what they know is the most critical outcome of higher education..."	Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.
Civic Learning	"...rely considerably on students" out-of-classroom experiences and their development of a capacity for analysis and reflection. Both knowledge and a commitment to action are necessary for the development of Civic Learning..."	Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.

Participants in the DQP Pilot Study in 2012

The team was initially convened from members of the university's Institutional Effectiveness Committee, (IEC). The IEC was a body of senior and mid-level administrators as well as unit leaders and faculty whose tasks included a range of items relative to assessment of programs and student learning outcomes across all units on campus. After a few modifications to the initial roster, the final team assembled consisted of five members, as noted in Table 8.

The team consisted of three teaching faculty members (one each from the School of Education, School of Technology, and School of Business) and two administrators (one each from the Academy of Teaching and Learning and School of Technology).

Table 8: NCA&TSU SACSCOC/Lumina DQP Pilot Team Composition

Position	Unit
Assistant Professor	School of Business and Economics
Assistant Professor	School of Technology
Associate Professor	School of Education
Assistant Dean	School of Technology
Director	Academy of Teaching and Learning

Over the course of the next six weeks or so, as a collective, the team worked to accomplish the following:

- Familiarize themselves with the Lumina Degree Qualifications Profile (DQP),
- Engage in intragroup discourse about the DQP to calibrate interpretations,
- Decide on the best approach for reviewing curricula on a macro (university wide) and micro (department or degree) scale in a piloting format (or small scale given the limited or abbreviated timeframe),
- Delegate responsibilities aligned to approach to each lead team member,
- Collect data/unit reviews from identified disciplines on campus,
- Analyze/synthesize these collections, and
- Create a final report of its efforts for dissemination.

Section III will highlight the sentiments, observations, and findings of this team as the members worked together to build a composite interpretation of what the Degree Qualifications Profile was in general, and how it compared to the curricula of North Carolina Agricultural and Technical State University. The details of the piloting process unfolded through attention to a) organization, b) meeting structure, c) communication, and d) protocols.

Pilot Team Organization

Given the very limited timeframe, the very quick pace of the fall semester, and the interdisciplinary nature of the team and scope of the project, it was decided at the outset that this committee would have co-chairs. Having co-chairs ensured that a system of checks and balances was in place to move the agenda along expeditiously. In addition, approaching two individuals to lead the effort lessened the likelihood of one person bearing the sole or primary responsibility of shaping the project.

In addition to choosing to have co-chairs, the leadership was balanced between an administrator and a faculty member. Having the balanced yet divergent expertise of an established administrator and a faculty member on a curriculum mapping project such as this was intentional. This arrangement

provided a system of checks and balances in terms of point-of-view, conception, delegation, and reporting. Curricula can be viewed very differently from the seat of an administrator than from the seat of a faculty member. Each of these roles encounters curricula and programs differently. Faculty members bear the day-to-day responsibility of interpreting national standards/goals for a discipline in a way that gives them an intimacy with the curricula in a constant, deliberate way. Administrators, on the other hand, typically bear the responsibility of seeing multiple curricula across degree programs of a unit in a universal, holistic way that provides them the opportunity and responsibility to look at other items relative to performance, course loads, agency reporting, etc. The two views of curricula are both essential and necessary in the short- and long-term management of curricula on a campus in general. However, in a mapping exercise such as this project, the balance of the views is essential to capture the depth of the Degree Qualifications Profile.

In the case of this project, the co-chairs were from two different units on campus (School of Education and School of Technology). One co-chair was nearing her tenth year at the university while the other was in year two at the university. Having balance in both years of service to the university and time in career overall gave depth to the experience as well. The chair with several years of experience at the university was able to see the curricula over time and knew changes or shifts in curricula that mattered in terms of interpretation. The chair with less time in at the university was able to provide some “fresh” eyes to the experience and was not attached to a history of curricula evolution. The team overall had this balance as two members had been employed by the institution for roughly ten years or more, while the other three were all employed for three years or less.

Meetings and Outcomes

The committee had their initial meeting within a few days of assembly and set up a meeting schedule that met roughly every two weeks from the original meeting until the project had to be wrapped up for release to SACSCOC/Lumina on December 1st. As a result, the team members were able to meet four times over the time remaining with short- and long-term goals for each meeting set/reset. Co-chairs handled room reservations, technology, and materials for each meeting. Meetings ran approximately ninety minutes or more both online communication and in groups, utilized intermittently to highlight, communicate, disseminate and/or update between face-to-face meetings. The mixture of face-to-face meetings with online components provided a structure that enabled members to remain plugged in with each other on the project.

The initial meeting was an opportunity to establish community among individuals who had never met and/or worked with each other before, review logistics of the expectations, and begin to establish benchmarks for how to accomplish the task in the weeks allotted for the project. This meeting would also set the stage for how the mapping of the General Education curriculum and identified programs would be approached. Decisions were made in the initial meeting about which programs to approach for mapping beyond the General Education curriculum. The final decisions rested in part with which programs had been completed with pilot team members in some other capacity for various initiatives across campus, as well as which pilot team members had least restrictive access to key faculty/administrators of said programs. In the end it was decided that in addition to the General Education curriculum, the following seven curricula/programs would be mapped: Accounting, Applied Engineering Technology, Agricultural Education, Biology, Electronics Technology, Management, and Nursing.

The second of the four meetings of the pilot team would be the critical meeting that provided an opportunity for members to create their discourse/dialogue around how the institution's General Education curriculum aligned to the DQP. Each team member left the initial meeting with the expectation to critically review the university's recently adopted, newly revised general education curricula and map it against the domains of the DQP. A mapping matrix (to be addressed later) was dispersed for this exercise, and each member was to return to this meeting with two of their interpretations and ideas regarding the "fit" of the General Education curriculum of the Lumina Degree Qualifications Profile.

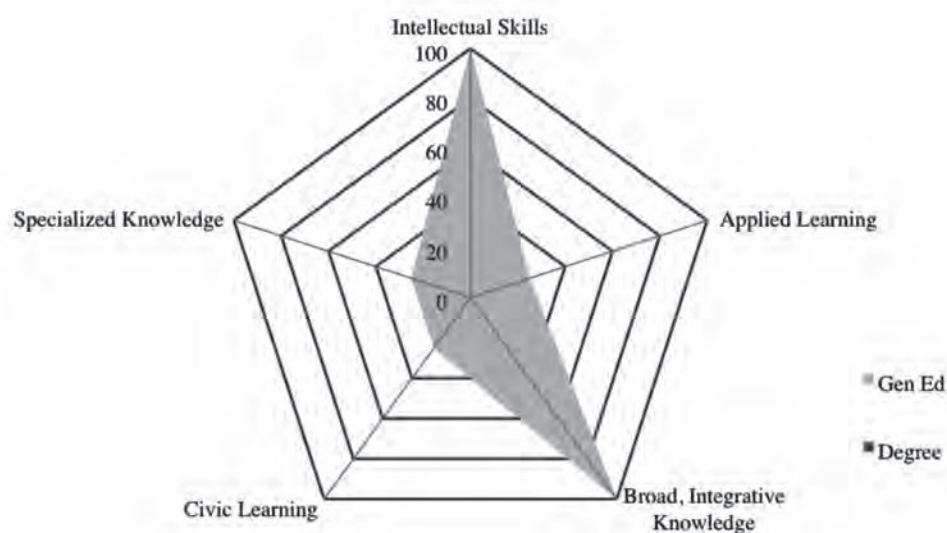
A calibration of maps/interpretations occurred and yielded the collective general education analysis/ Spiderweb that was used to represent the institution in the fall meeting with Lumina and SACSCOC (as shown in Figure 1). The concept of the Spiderweb diagram was extracted from the resource document provided by the Lumina Foundation. In this resource document, Lumina views the Spiderweb as a:

"structured interconnected series of ladders that connect and simultaneously build on and support one another...it is strung among five anchor lines, each line representing the five areas (domains) of learning" (The Degree Qualifications Profile, 2011, p. 8)

The Spiderweb graphic or diagram was at the core of the mapping exercise performed in fall 2012. Both the lead team, or committee, and the degree areas created Spiderwebs of the respective curricula they mapped. The Spiderweb in Figure 1 was the graphic decided upon by the second meeting to represent the General Education curriculum.

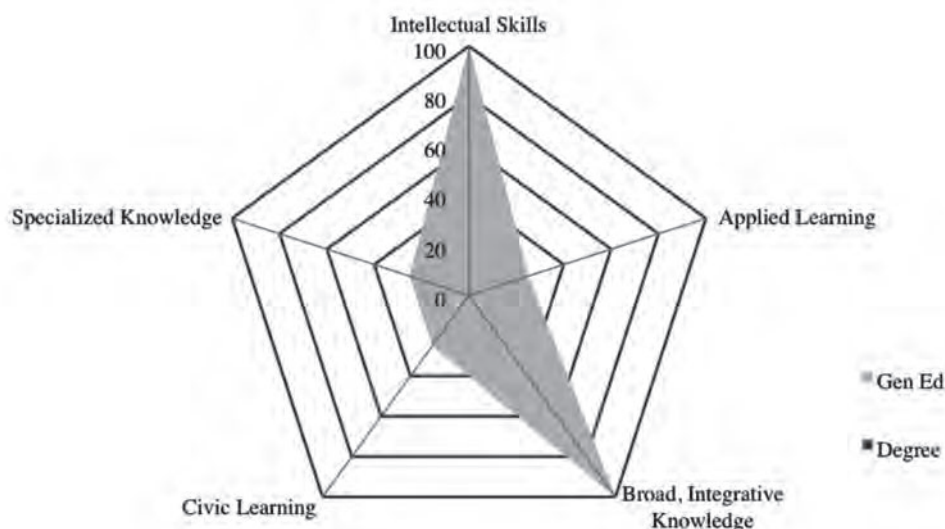
The work of the committee in mapping and graphing the General Education Spiderweb leads to a consensus that the General Education curriculum at this institution significantly represented the Intellectual and Broad, Integrative Knowledge areas of learning. Also, the foundation of the Specialized Knowledge and Applied Learning areas were being laid in the initial years of the bachelor's degree. One area that did not appear too obvious or present to the committee upon review was the area of Civic Learning as defined by Lumina. A more detailed discussion of this will occur in Section III; however, the Spiderweb in Figure 1 visually captures these differences in presence among the areas of learning.

Figure 1. The General Education DQP Mapping Web



Working with a matrix and webbing tool (explained and shown later in the protocol section), piloting degree programs were asked to build this web after spending time reviewing the DQP in its entirety, working with the protocols/instruments provided to graphically represent their degree programs. Figure 2 is the exemplar offered by the Biology Department of their program using the tools mentioned above.

Figure 2. Biology Department Spiderweb of Program



Meetings three and four were used to review the webs and summaries that were being returned by various units invited to participate. As units would return webs with summaries, the lead team member working with that unit would upload it into the online portal for committee review. The remaining meetings were also used to calibrate on findings of piloting areas as well as to review edits of the final report due in December.

Communication

The Degree Qualifications Profile Pilot of fall 2012 was executed through a mixture of face-to-face meetings, conference calls, online workgroups, and email. Pilot-wide conference calls organized by Lumina Foundation and SACSCOC at the outset allowed those who were identified to serve on the DQP piloting committee to get a general sense of what the goals of the pilot were, begin to hear the language of the DQP, and hear logistics of the timeline and timeframe. From there, email communication allowed pilot team members to establish a best day to assemble for their tasks and deliver essential start-up documents for their work over the next couple of months.

At the initial meeting, the team requested another follow-up conference call with the Pilot Study Project Director to flesh out various points of clarification to better conceive and launch their work. Face-to-face meetings were held bi-weekly with the whole team and co-chairs met with each other as needed to fine-tune the direction of the project and consolidate ideas. Co-chairs also met on occasion with university administration to keep administrators apprised of progress and ensure that their progress was aligned to the university's direction and overall interpretation of the project. Throughout the latter half of the project as data collection on mapping was underway from piloting degree programs and the final report was being assembled, an online workgroup was established in Blackboard to support the visibility and accessibility of documents for all to review and comment on as necessary.

Protocols/Instruments

The pilot was moved along with three significant documents or protocol, including a mapping matrix, summary charts, and an Excel webbing tool. Each of the tools went a long way toward helping those involved with the mapping pilot remain aligned in their dialogue, processes, and outcomes.

Mapping Matrix. To aid in that dialogue and to keep the individual members aligned to the Lumina definition of each domain as opposed to their individual- or discipline-driven interpretations of those domains, the matrix shown in Table 9 was created and disseminated. Each domain was listed along with a key excerpt or snippet from the full Degree Qualifications Profile document. It was an attempt to reduce the need for pilot team members to have to flip through the full DQP document each time they reviewed an element of the general curriculum. In addition to the various domain excerpts, under each domain area team members were expected to specifically list which of the General Education curriculum categories or outcomes fit, given the focus of the domain.

At the initial meeting it was decided that each pilot team member would return to the second meeting with the General Education curriculum mapped out as he or she saw it best aligned, ready to engage in discourse around whether or not those individual interpretations drew consensus. Members returned to the second meeting with their matrices completed and ready to discuss each area with the group at large. A version of this matrix was also used when breaking out to work with program or degree areas beyond the General Education curriculum. Since the other faculty/administrators who assisted with programmatic mapping had not been working with the full DQP document as the lead team members had, a matrix with greater detail regarding each domain was dispersed with directions for the program-area mappers to align their full curriculum to the DQP domain. Instead of the row labeled “general education learning outcomes,” the row was labeled “program outcomes/courses.” In addition to a map built upon this matrix, each program or degree area completed a summary sheet as well.

To be clear, it was understood that several thorough reviews of the DQP, in its entirety, were needed by all members without exception; not thoroughly reviewing the full profile was not the intent of the matrix. However, to aid in the quick anchoring of thought and juxtaposition as the mapping process requires, the matrix in Table 9 allowed mappers to quickly self-calibrate when reviewing the various categories of the General Education curriculum as the first round of the group’s efforts required.

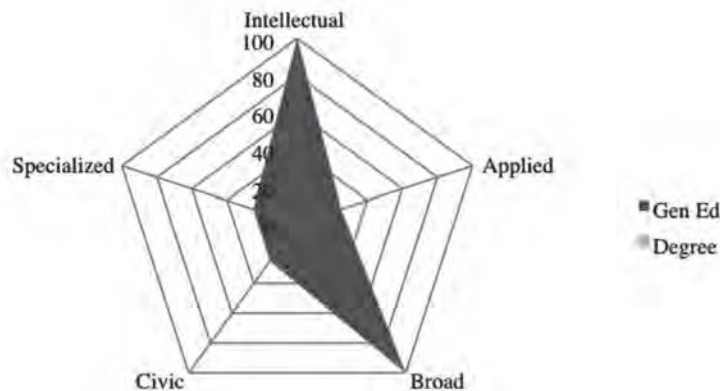
DQP Webbing Tool. One other protocol or tool that aided this pilot was the creation of a webbing tool by one of the pilot team members. One of the criticisms or frustrations expressed by the pilot team members, and other program areas recruited to assist, was the lack of metrics prescribed to the domains. More discussion is to follow on this observation later, however, in a nutshell the members believed that some degrees of fulfillment per domain that were anchored in metrics or ranges would have aided the dialogue better. Members for the most part believed that the addition of ranges or metrics would have moved conversations towards a more concrete discussion with less ambiguity or subjectivity.

Table 9: Lumina Degree Qualifications Profile Alignment Matrix with NCATSU General Education Curriculum Areas

	Intellectual Skills	Applied Learning	Civic Learning	Specialized Knowledge	Broad, Integrative Knowledge
Lumina DQP Domains	<p>"These Intellectual Skills include two critical fluencies: in communications, both oral and written, and in quantitative applications. Analytic inquiry lies at the core of Intellectual Skills, encompassing what we do when we think — for example, scrutinizing, managing and configuring knowledge prior to communicating findings, perspectives and interpretations. In turn, both expressive activities and the cognitive functions of analysis require students to use information resources effectively. Students need all of these Intellectual Skills to acquire and apply both general and Specialized Knowledge..."</p>	<p>"The Applied Learning outcomes make it clear that, beyond what graduates know, what they can do with what they know is the ultimate benchmark of learning..."</p>	<p>"In developing civic competence, students engage a wide variety of perspectives and evidence and form their own reasoned views on public issues. Civic Learning — which is related to but goes beyond the Intellectual Skill we have labeled "Engaging Diverse Perspectives" — also involves active engagement with others. Exposure to these different perspectives helps students develop their own responses to social, environmental and economic challenges at the local, national and global levels..."</p>	<p>"Sooner or later, most of those who receive degrees pursue a specialized area of study. Each discipline defines specific requirements and may articulate field-dependent outcomes."</p>	<p>"Broad higher learning should involve students in the practices of core fields ranging from science and the social sciences through the humanities and arts, and in developing global, cultural and democratic perspectives..."</p>
General Education Learning Outcomes	<p>Which GenEd Learning Outcome(s) specifically address this DQP Domain? Is there an overlap?</p>	<p>Which GenEd Learning Outcome(s) specifically address this DQP Domain? Is there an overlap?</p>	<p>Which GenEd Learning Outcome(s) specifically address this DQP Domain? Is there an overlap?</p>	<p>Which GenEd Learning Outcome(s) specifically address this DQP Domain? Is there an overlap?</p>	<p>Which GenEd Learning Outcome(s) specifically address this DQP Domain? Is there an overlap?</p>

Note: This matrix was used to facilitate the review of curricula against the DQP instrument. An altered version that replaced "general education outcomes" with "program outcomes/courses" was used with degree programs that participated in the pilot of fall 2012.

Figure 3. Web-building Tool



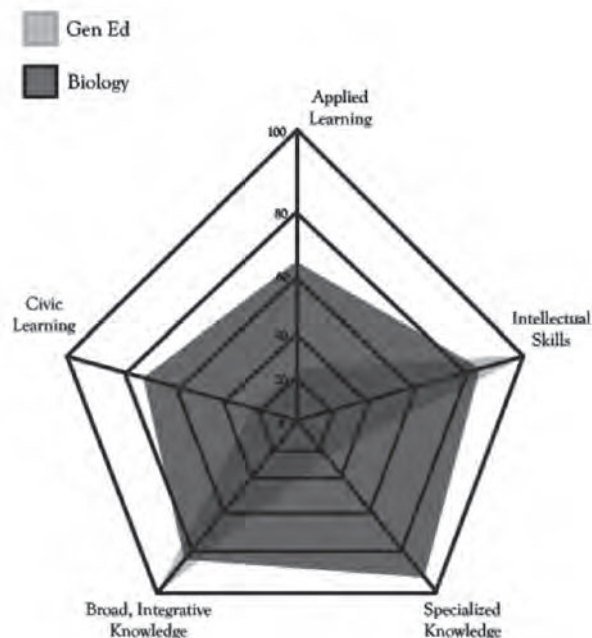
To help focus discussions, the team decided to add some ranges to aide in the mapper's ability to gauge and discuss their strength or need for growth in an area. A 0-100 range was utilized with the understanding that the greater emphasis a program or degree area had in an area, the more they fulfilled or evidenced the bullets or specifications outlined in the Lumina document for a domain and the closer they were to 100. For example, a review of the Biology department's interpretation of the DQP within the program (figure 3) reveals that they view their program as very strong and evidential of the Specialized Knowledge domain with their web almost touching the 100 mark in that area. A review of their summary shows how they came to that marker for their program in that domain.

Figure 3 is the default web-building tool that the pilot team member created to aid groups with this effort. The team member pre-slated the General Education curriculum as the lead team decided at their second meeting. From there, mappers in program/degree areas were to use the Microsoft Excel function within the tool to enter their data relative to the points of ranges they gave across domains. The instrument then converts the data entered into a graph that overlay the General Education web. This tool allowed team members to have a universal way of representing this process both intergroup and intragroup, not to mention the ability to report out in a uniform manner as expected for the final report in a face-to-face consultation held in December 2012.

Mapping Summaries. The pilot team felt it critical to have each program/degree area define or elaborate on how or why they mapped their programs the way they did across the domains. For each domain the program area mappers were to concretely list or summarize how their program fit that domain holistically. The program areas have the discipline area expertise and familiarity with the program, degree expectations or outcomes with a depth that others outside of the area may not have. Also, a summary of the how and why of a program's mapping allowed the lead team members to see if the program area remained calibrated to the language and interpretation of the Lumina Foundation. So in addition to a completed web of the mapping process, each unit submitted this summary as well. Figure 4 is the summary submitted by the biology program with their mapping web.

The organization, communication, and protocols of the piloting experience yielded a snapshot of how this institution conceives and implements its curricula generally and specifically (within the identified areas/programs). The strengths and the areas for growth highlighted through the DQP process are a reminder of why the tool or tools used to accomplish a task are as important as the task itself.

Figure 4. Biology Department's Mapping Web with Domain Summaries



Applied Learning

Applied learning is moderate. Students can apply Specialized Knowledge acquired in the academic setting to situations, problems or scenarios in non-academic settings via case studies.

Intellectual Skills

Intellectual skills are moderately high. Students are taught to identify, categorize and distinguish ideas, concepts, theories and practical approaches to problems (ethics considerations throughout the curriculum). Students incorporate multiple information resources in projects and papers with appropriate citations. Students translate verbal problems into mathematical algorithms and construct valid mathematical arguments using the appropriate symbolic system. Students also present substantially error-free prose in both argumentative and narrative forms to general and specialized audiences, which is a skill practiced in various courses. Finally, students can construct sustained, coherent narratives and explications of technical information and processes.

Specialized Knowledge

Specialized knowledge is high. Students acquire and assess Specialized Knowledge of the major subfields of biology (molecular, cell, organismal, ecological) throughout the curriculum. Students demonstrate understanding and proper application of specialized terminology, technology and methodology used in biology. Majors must be able to explain the basic tenets of evolution, a unifying principle in biology, and apply them in the evaluation of evidence and arguments. Finally, majors can organize, analyze and integrate current research on a specific topic in a summative paper and presentation.

Broad, Integrative Knowledge

Broad knowledge is moderately high. Students can assemble, interpret and analyze evidence from various disciplines; demonstrate competence in the supporting fields of mathematics, chemistry and physics; and appreciate, interpret and analyze creative and scholarly works in various fields including the arts and humanities, the behavioral and social sciences, hard science, technology and mathematics.

Civic Learning

Civic learning is moderate. Students are trained to describe and justify a position on a public issue and relate this position to alternative views. All majors can describe their civic and cultural background and take an active role in the community (work, service, co-curricular activities) and can evaluate issues encountered and insights gained.

Note: The Summaries above are the five areas of learning identified by the Lumina Foundation and highlighted in Figure 4. Lumina DQP Excerpted Learning Domain Area Description with Sample Outcomes

Sharpening the Axe: Facilitating Cross Disciplinary Discourse on the DQP at our Institution

"Give me six hours to chop down a tree and I will spend the first four sharpening my axe."

Abraham Lincoln

The above quotation captures the importance of spending adequate time preparing or utilizing the best tools to do whatever task lies before us. In fall 2012 an interdisciplinary team of faculty and administrators from various units at North Carolina Agricultural and Technical State University were charged with facilitating a review of the Lumina Degree Qualifications Profile on the campus. The Lumina Degree Qualifications Profile provides those responsible for shaping the scope and sequence of curricula on campus with a holistic and uniform way of evaluating how curricula, programs, practices and procedures on campus build outcomes that reliably yield equipped graduates for the 21st century. These graduates must be prepared to assume responsible roles and leadership in society. The DQP process can provide a template or framework for every degree program and branch of an academic setting to align. This alignment would not only determine areas for growth, but also current strengths and best practices to build upon.

The DQP gives program or degree areas a layer of review that goes beyond their current specialty or discipline-related accreditation standards, thereby allowing an institution to confidently offer assurances for all graduates, regardless of program of study. It would stand to reason that the "hit or miss" nature of what may occur between and among programs would be reduced significantly and/or eliminated over time.

The university had most recently been engaged in wholesale curricular reform in 2008 when it became clear that the then existing university core curriculum known formerly as University Studies (mentioned in Section II) was presenting concerns and/or challenges to some stakeholders. Over the past two years the task force engaged in the following:

- **Fall 2010** – The Task Force reviewed University Studies information, the General Education requirements of University of North Carolina (UNC) peer institutions, and national best practices in General Education.
- **Spring 2011** – The Task Force developed six General Education student learning outcomes, using recommendations from a department based survey, a review of UNC peer institution General Education programs, national best practices, recommendations from the NCATSU Strategic Planning Review Committee—Subcommittee on Teaching and Learning, and feedback from public campus meetings to inform its work. A final set of General Education student learning outcomes was approved April 2011 and used to develop a draft version of General Education curriculum requirements in May 2011.

- **Fall 2011** – In September 2011 the Task Force co-chairs led 17 discussion sessions across the university on the proposed General Education curriculum, revised the curriculum based on feedback, presenting a revised version to the Faculty Senate and the campus community late fall. The Faculty Senate approved a final version November 2011.
- **Spring 2012** – In early spring 2012 the Task Force developed guidelines, instructions, and forms for departments to request courses for inclusion on a comprehensive General Education course list. Both approved and conditionally approved courses were included in the initial course list used for registration of incoming fall 2012 freshman (General Education Task Force Activities, 2012).

The work of this Task Force over recent years led to the creation of eight student-learning outcomes that define the General Education curriculum at North Carolina Agricultural and Technology State University. Each of these learning outcomes are defined by a clearly articulated intent/rationale, along with sub-outcomes and a minimum credit hour component that must be met across all bachelor's achieved by the courses/credit hours approved within the curriculum. Table 10 summarizes the rationales for each.

From this review of events it is clear that at this institution, the various stakeholders of this academic community, particularly faculty and administrators, were recently and actively involved in the review of curriculum. The fall 2012 implementation of this revised General Education curriculum meant that those involved with the piloting exercise (just as other faculty and administrators on campus) had very recently been engaged in aligning and realigning their degrees or programs around a set of categories or domains. For that reason the General Education curriculum was the entry point for the piloting process.

All pilot committee members had a degree of fluency with these categories as interpreted for the campus. They also had a clear understanding of which courses framed those categories for their respective units (the schools of Education, Business and Technology). However, what they had not done before the pilot was sift these categories or their curriculum at-large through a universal instrument such as the DQP to redefine or strengthen the General Education curriculum. Employing the DQP in the review or mapping process and engaging in the dialogue around the larger questions of “what should a college graduate look like or be able to do/perform” were at the crux of the discussions and ultimately the plots that were made for the General Education curriculum web and the subsequent degree maps or webs that would follow.

Despite the absence of the DQP in the revisioning cycle, the curriculum finalized 2011-2012 did capture particular elements or areas of learning from the tool very well. Even so, the fall 2012 review highlighted some omissions or areas for growth for this campus too.

Table 10: General Education Categories with Corresponding Rationales

General Education Category	Intent/Rationale by Category
Written Communication	This outcome incorporates both writing and critical thinking, as the two complement each other. Freshman-level composition-based courses should provide students with a solid foundation in college-level writing and thinking skills, including research-writing skills. In addition, courses in this category should enable students to apply college-level writing skills to particular topics, issues, problems, processes, and procedures generally encountered in the major.
Mathematical, Logical, and Analytical Reasoning	Students completing courses in this category should be able to employ mathematical, statistical, or logical reasoning skills to reason critically and solve problems in a variety of contexts. These higher-order skills imply an understanding of lower-order skills, including the ability to carry out basic mathematical operations and calculations, and understand basic mathematical, statistical, and logical terms and symbols. Students completing courses in this category should also be able to use mathematical, statistical, or logical reasoning skills to create, defend, and refute arguments and communicate those arguments clearly.
Scientific Reasoning	Scientific reasoning is a mode of inquiry that relies on empirical evidence to understand natural phenomena. Scientific reasoning is based on the process of observation, hypothesis formulation, data collection and analysis, and confirmation, rejection or refinement of hypotheses in an iterative process that sometimes leads to new explanations as new evidence emerges. This process is commonly referred to as the “scientific method.”
Social, Behavioral Sciences	Courses in this category are intended to provide an introduction to the content, practices, and methods of analysis in social and behavioral science disciplines. These disciplines focus on the behavior of individuals, groups, and societies in various contexts. The social and behavioral sciences typically include the following disciplines: anthropology, criminal justice, economics, geography, history, political science, psychology, and sociology.
Humanities and Fine Arts	Courses in this category are intended to provide an introduction to the content, practices, and methods of analysis in arts and humanities disciplines. The fine arts and humanities typically include the following disciplines: English composition and literature, foreign languages, philosophy, and visual and performing arts (art, dance, theatre, music).
African American History and Culture (Sub-Category)	Students completing courses in this category should gain an understanding of the African American experience, including the culture and traditions of people of African descent in the United States and the political, economic, cultural, and social factors that have shaped their experience.
Global Awareness (Sub-Category)	Students completing courses in this category should understand the historical, social, political, religious, economic, and cultural factors that characterize global diversity and their impact on inter-cultural relationships.
Student Success	New students are often challenged by the transition from high school to college, in particular as it relates to skills and dispositions required for academic, career, and personal success. Courses in this category should help students develop appropriate academic skills and develop plans for continuous personal success. In addition, these courses should help students develop appropriate habits of thought, behavior, and reflection to promote ongoing success in their academic and personal lives.

Note: Adapted from NCATSU's Guide to General Education Student Outcomes pdf (Simkins, 2012a).

General Education Curriculum/DQP Strengths

The committee found that the university's General Education curriculum aligned extremely well to the following domains: "Broad, Integrative Knowledge" and "Intellectual Skills." The categories of learning in addition to the mix of categories expected in those initial hours earned and amount of time spent in those categories provided multiple opportunities for degree seekers to build the knowledge, skills, and dispositions illustrated in the outcomes of these two Lumina categories. Students who complete the General Education curriculum at this institution have multiple opportunities to frame, examine, discuss, and explain the complex challenges and problems of the various disciplines that the areas highlight. As graduates who complete these General Education requirements, they experience these outcomes across the disciplines in a balanced format during their initial time at the university. The outcomes of these areas are accounted for with depth and breadth. In addition to the strengths of the curriculum when examined against the areas of Broad, Integrative Knowledge and Intellectual Skills, the curriculum appears to solidly lay the foundation for the Lumina areas of "Specialized Knowledge" and "Applied Learning."

Lumina makes clear that the area of Specialized Knowledge lies predominately in a specific discipline's requirements and expectations of the respective field. However, the graduates' ability to frame problems or challenges within their chosen fields or degree areas comes with the expectation that they are capable of framing the complex issues of their field through the lens of other disciplines or fields. The ability to evaluate or clarify a complex issue or challenge in one's field does not happen to the exclusion of other fields and herein lies the strength of the existing General Education curriculum at this institution. Graduates here receive balanced experiences across disciplines in their early semesters that provide the framework necessary to explore their later chosen fields of study more globally. One's discipline does not occur within a vacuum and the existing General Education curriculum here requires graduates to explore those linkages before heading deeply into their fields of study. The same is true for the area of Applied Learning. Candidates are better prepared to tackle the more sophisticated challenges of their field based/work based applications as a result of their early experiences across the disciplines as outlined in the General Education curriculum.

General Education Curriculum/DQP Areas for Growth

The DQP learning area that seemed less obvious or explicit in the stated General Education curriculum was the area of *Civic Learning*. While some groundwork for understanding historical and contemporary frameworks that facilitate responsible citizenship are established through the General Education requirements for Social/Behavioral Sciences, Humanities and Fine Arts and African American History and Culture, and Global Awareness, the component of the Lumina definition of Civic Learning has an intentional focus on *engagement or action*. Active engagement with others around issues of responsible citizenship are signature expectations of this domain and in its current iteration the General Education curriculum does not appear to explicitly require it.

Civic Learning (as defined by Lumina) goes beyond lower-level taxonomies for learning that involves "awareness" or "knowledge of" solely. Some opportunities are provided for degree earners as they move into specialized studies within their majors and/or advance to senior year experiences within programs (as evidenced from the operation of certain programs for the pilot); however, a wholesale expectation that cuts across majors/disciplines and is required for all regardless of major/discipline is not in place. The former General Education curriculum, the University Studies program, captured this domain area

through a service learning requirement for all undergraduates that held a field hour component with minimum field hours that could be connected to the student's intended field of study (or not) and required completion before being cleared for graduation. That expectation was dropped during the revisioning process for the current General Education curriculum in place at the university. Official documents or reports of the revisioning process do not document why it was removed, but its absence in the current curriculum suggests that some decisions around its removal were in fact made.

Programmatic Reviews-Strengths and Areas for Growth

The findings of the General Education review across the DQP areas of learning held up to the programmatic level reviews as well. Piloted program areas found their curricula were well aligned across the domains of Broad, Integrative Knowledge; Specialized Learning; and Intellectual Skills. Most programs piloted (with the exception of Applied Engineering Technology and Accounting) aligned very strongly to the outcomes or illustrations offered by Lumina for Broad, Integrative Knowledge particularly. There appeared to be multiple opportunities across a degree-earner's time in their major to assemble those experiences and opportunities. The same was found with Intellectual Skills and Specialized Learning in most programs. Some programs seemed not as well aligned to the illustrations when it came to Applied Learning (for example, Biology and Accounting) while others performed well against the DQP in this area. With some degree of variance across piloted areas, all piloted programs had at least three areas of strong alignment against the DQP during fall 2012.

Just as with the General Education curriculum DQP review, the area that uniformly performed least well against the illustrations of Lumina for piloted areas was Civic Learning. Some degree programs (such as Nursing) had concrete opportunities for degree-seekers to actively engage with their discipline with others that served some goal involving responsible citizenship. Other areas, however, failed to concretely capture these types of experiences within their programs. Even in programs that appeared particularly strong with Applied Learning, the express connections to responsible citizenship simply were not as obvious or accounted for universally within their curriculum. More time for review or engaging broader faculty into discussions around how this may be achieved within programs may have yielded something different for these degrees during mapping (again, the timeframe was very abbreviated); however, in terms of explicit, printed goals or outcomes within degree areas that leaned toward the Lumina iteration, it did not appear to be there. What bears mentioning, however, is that the university's strategic plan, Preeminence 2020 (2011) does expressly state goals for community and K-12 engagement that capture illustrations of Civic Learning as identified by Lumina. The broad goals of having faculty and students engaged in responsive citizenship are a part of the university's overarching goals. The environment has been primed for it as it has been placed among the goals of the institution by 2020. However, in a concrete translation across programs and the General Education curriculum itself, the nuances of that articulation do not appear to be expressly stated.

While no additional layer of analysis was performed during the fall pilot that gave piloted programs holistic assessments or benchmarks for determining if their degree programs met some overarching goal or "cut score" in terms of their overall performance against the DQP (they were simply asked to map their programs against each area), this follow-up study and review sees merit or possibility not considered along these lines last fall to be discussed in the last section of this study. Even with this possibility or opportunity missed, it is clear that the DQP as a tool sharpened the lens faculty and administrators in these areas used previously to assess their curricula. Even with multiple reviews of their

curricula against national accrediting bodies for their respective disciplines and SACSCOC standards too, these programs found areas of growth to be considered as they work toward continuous improvement of programs in the year and years ahead. The DQP as a tool changed or altered their view of their programs in a necessary way.

Rearview Mirror Observations

To better ascertain how participants of the Fall DQP interdisciplinary curricular mapping exercise experienced this process and product, additional qualitative data were gathered over the summer of 2013 to get first-person accounts of where the potential and the roadblocks lie with both. A follow-up questionnaire about both the process of the pilot and the DQP instrument itself was dispersed with an introduction and directions regarding submission from the author. Table 11 captures the questions that participants responded to in that questionnaire.

Table 11: Summer 2013 Questionnaire

Summer 2013 Follow Up DQP Pilot Questionnaire
<ol style="list-style-type: none"> 1. What was your level of involvement with the SACSCOC/Lumina Degree Qualifications Profile (DQP) Curriculum Mapping Project last fall? 2. How familiar were you with the Lumina DQP before you were asked to be involved? 3. Upon initial review, what did you think of it initially? 4. Was your initial response more positive or negative? Why? 5. What did the mapping process show you about your program/curriculum? 6. What did you not consider about your program/curriculum before that you perhaps considered after having used the DQP? 7. Do you think the DQP would aid our interdisciplinary conversations about curriculum and programs here on campus between units? If so, how? If not, why? 8. Under what conditions would the DQP ideally be utilized within your unit? 9. Under what conditions would the DQP ideally be utilized on your campus? 10. What internal or external benefits would your university possibly gain from using this across units? 11. What internal or external liabilities would your university possibly suffer from using this across units? 12. What more would you like to share either about the process(es) that were used to complete the DQP Pilot last fall or the instrument/document itself?

The findings offer significant highlights about the interest and disposition of those involved with the process. Of those responsible for leading the pilot, only one of them was familiar with the Degree Qualifications Profile prior to being recruited to serve on this team. The director of the Academy of Teaching and Learning was familiar but other faculty and administrators were not:

"I was not familiar at all"

"not at all"

"Not at all"

"Very familiar"

"Totally unfamiliar"

Some of the piloted areas reported that the DQP process forced them to reflect deeply on how all of what occurs during the day-to-day management of programs connects beyond their degree program. It allowed people a step back to look at their programs holistically as opposed to only a set of discipline-related standards and objectives. Other areas reported how the process offered a bridge or connection between their disciplinary areas and other seemingly non-related areas across the university. These “holistic bridges” were built around common, unifying goals or outcomes through this process.

The piloting process captured a variety of observations from those who are responsible for managing and/or delivering curriculum daily at the institution. As it related to programs (degrees) on campus, those involved with the pilot reported the universal utility of the instrument for identifying the strengths and gaps of existing curricula.

“It created an awareness of where we were strong in each domain. In addition, it showed us where we could add more learning goals to our curriculum where it made sense.”

“that it is well rounded”

“In general, the mapping process helped to illustrate gaps in the curriculum and then determine whether those gaps are intentional or need to be addressed

“It showed me that the program has a significant emphasis on applied learning.”

For most participants, the DQP identified learning areas that did not appear to be particularly reinforced or strong.

“It was not apparent but Civic Learning was an area that we thought we could strengthen after plotting the DQP.”

“It showed me that there are areas in my department’s program/curriculum that need improvement, especially areas that are not specifically covered in textbooks such as corporate governance, i.e., global environmental responsibility, good corporate citizenship, civic responsibility, etc.”

“Not sure that this led to new insights of this type; rather, it reinforced the value of this type of systematic approach to curriculum mapping. In particular, it was useful to have a common framework to use across curricula as the basis for discussion and improvement.”

“Civic learning could be introduced into the program in a more comprehensive manner.”

The interdisciplinary nature of a universal document such as the DQP appealed to most parties involved with the DQP mapping process.

“We laid the foundation of the general education requirements and where we stood, which is an interdisciplinary conversation. I think understanding what is needed in programs at a high-level amongst all of the degrees could be very beneficial; especially when you think of resource management and what everyone needs as part of their curriculum.”

“I do believe the DQP would aid our interdisciplinary conversations about curriculum and programs here on campus between units in that collaboration between disciplines could assure redundancy between programs is prevented for these very important inclusions in programs/curriculums.”

“Yes, as it provides a visual explanation of each program.”

“Yes. Again, there is value in having a common framework to shape the conversations, not only within the university but also with colleagues at other institutions. It also helps to shape discussions

about institution-wide assessment and appropriate university-wide student learning outcomes (and how those are met within specific degree programs)."

These responses to the questions expressed the sentiment of most involved in the process; however, one participant did report the DQP as being a redundant process that did not warrant use in most responses given for the questionnaire. The participant seemed to convey that disciplinary-aligned accrediting processes subsumed these areas and that the DQP was more work that wasn't needed. Those sentiments are without question probable if or when this process makes its way across the campus. It is not uncommon for those who are responsible for the day-to-day delivery of curricula to see opportunities of this nature as "extra work" or unnecessary. While this participant's response was in the minority as most responses were largely in support of the tool's use going forward, this isolated view will assuredly be voiced with greater frequency should this become a university-wide exercise.

Implications of the Pilot for our Campus

Current and Expected Level of Commitment

The members assembled to lead the pilot were of good mix of faculty and administrators of interdisciplinary faculty and continue to carry a healthy dose of interest and enthusiasm for the DQP as a tool or instrument. The member-by-member use of the tool seems very likely given the levels of both (interest in its utility and enthusiasm). For example, the director of the Academy of Teaching and Learning reports using the tool as a common tool or resource to help with his work with faculty on a day-to-day basis.

For me (ATL director), it helps provide a common tool that I can use supporting faculty members and administrators in their discussions regarding curriculum mapping, student learning outcomes, assessment, and continuous improvement.

(Follow up Questionnaire excerpt)

On the university-level, the DQP appears to be poised to aide in conversations about or around our identified Student Learning Outcomes. The summer 2013 follow up interview with a top university official familiar and involved with the process highlighted this use as a possibility:

We could get great use from the DQP in advancing our campus wide conversations and work with university wide student learning outcomes, in particular our work with communication skills and critical thinking skills. As we attempt to be more purposeful in our work with departments to do mapping, DQP could serve us very well.

At this point, the author cannot state an absolute about a definitive launch date or place to use the DQP beginning this fall. However, the conversation is ongoing, the atmosphere is ripe with opportunities and DQP does not appear to be retiring from the campus anytime soon. The specifics will be determined at a later date as new senior level administrators assemble their place in the institution and determine the next steps.

Recommendations or Suggestions for Others

While the process was only piloted and initial efforts were documented for the first report, the observations from that process yielded practices that may be helpful to other institutions hoping to successfully implement a similar project. The DQP piloting project at North Carolina Agricultural and Technical State University was successfully executed, under time constraints. Even with such constraints, a few practices emerged that may possibly hold promise at other sites both similar and dissimilar to this institution. Some of those practices include:

- Utilizing a mix of faculty and administrators/senior staff to assume leadership and facilitation of the process
- Integrating the process into existing curricular/accountability efforts on the campus
- Aligning the DQP project to the core or General Education curriculum first and building upon those alignments to work on discipline-based projects
- Calibrating the discourse among those who are charged to lead, and
- Aligning the DQP process or discourse to the university's strategic plan or mission.

The last two recommendations or suggestions are where this institution's next steps lie going forward. The campus' next move seems to be the need to calibrate discourse around the pilot findings and decide strategically how to best use this tool to improve curricula and outcomes. If the DQP as a framework is to get its best use on NCATSU's campus, strategic goals for its utility will need to be articulated.

The Lumina DQP pilot served this institution very well as it highlighted a universal opportunity for this organization to strengthen curriculum going forward across the board. However, there are immediate opportunities for this campus, namely in the area of Civic Learning. For reasons undetermined, the latest revision of the curriculum did not capture this domain in the way Lumina defines, and it appears to go unaccounted for in a concrete, explicit way in the General curriculum and programming.

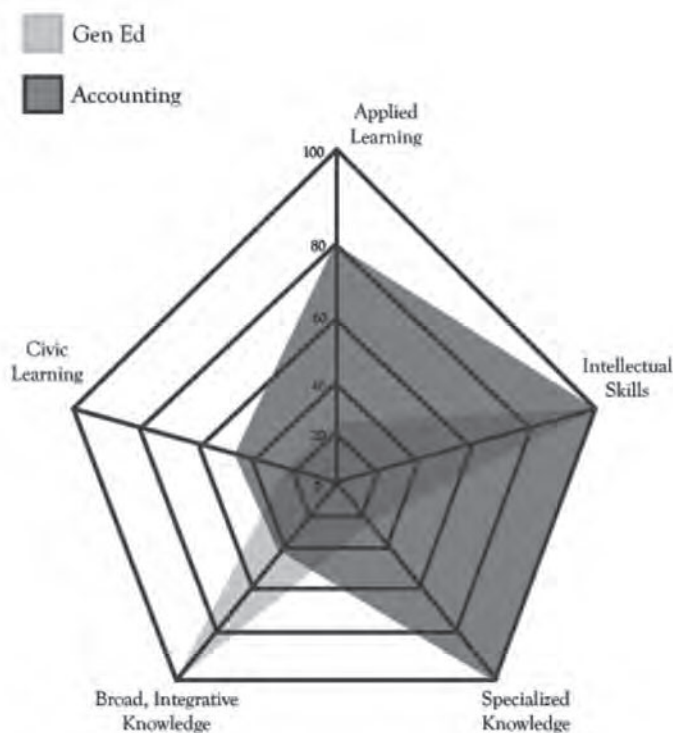
During the 2013-2014 academic year this study will make its way to campus leadership for broader conversations around the state of Civic Learning at this institution and perhaps a broader discussion around where and how Civic Learning could be more explicitly addressed or systematically implemented. This institution may need to consider Civic Learning's role in existing curricula and programs going forward and this tool is responsible for this revelation. This insight alone supports the thesis of President Lincoln that the tools used for a job matter tremendously. The Lumina Degree Qualifications Profile has made a difference at this institution and will have an impact on curricular improvements going forward.

Appendices/Exhibits

Exhibits A1-A7

DQP Pilot Curriculum Mapping Webs with Domain Summaries

Exhibit A -1: Accounting



Applied Learning

Applied skills are moderately high in the accounting courses. Most of the classes in the major are designed to give students specific skills that they will utilize on the job. Examples include preparing budgets, journal entries, financial statements, or tax returns. There are, however, a few courses that are mostly theoretical such as accounting theory and auditing.

Intellectual Skills

Intellectual skills are very high in accounting major courses. In the accounting profession, being able to effectively communicate how to do a job is as important as knowing how to do it. Employers look to hire effective communicators. For this reason, communication skills are integrated into every accounting course. Additionally, quantitative reasoning skills must be reinforced throughout the major to master accounting skills.

Specialized Knowledge

Specialized learning is very high in the major. Each of the accounting major courses teaches specific skills and ways of thinking that cannot be found in any other course on campus. Additionally, each class is unique, designed to provide its own Specialized Knowledge.

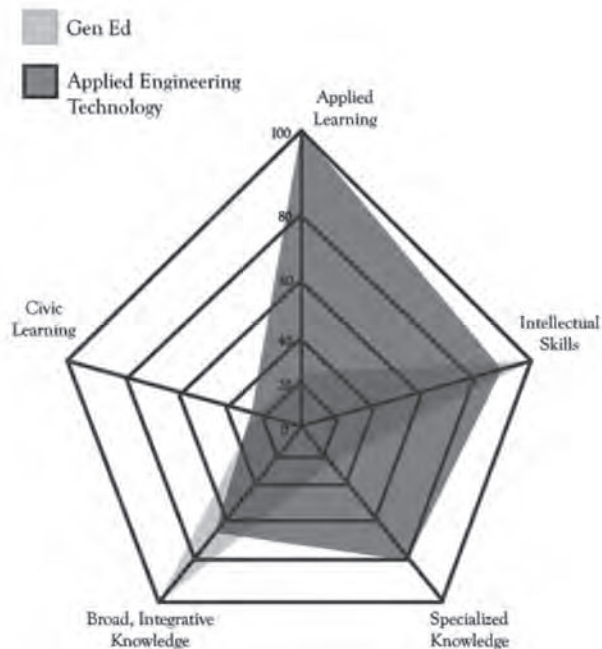
Broad, Integrative Knowledge

Broad knowledge is low to moderate in the accounting major. The general business courses incorporated into the major teach frameworks for thinking about working in teams and leadership. This knowledge is a foundational for the communication skills taught throughout the rest of the major, but not a primary focus.

Civic Learning

Civic learning is low. All accounting majors are encouraged through their classes to participate in the Volunteer Income Tax Assistance program to practice their skills and serve the community. Civic learning is not, however, integrated into the course curriculum.

Exhibit A-2: Applied Engineering Technology



Applied Learning

Applied learning skills are very high in the Applied Engineering Technology (AET) courses. Graduates of AET are trained to enter the workforce as entry-level managers of manufacturing production as well as entrepreneurs. Employers look to hire effective managers who understand and have hands-on experience of the operations and workforce that they manage. Essential business skills for production management and entrepreneurship include strong oral and written communication skills, strong group work and presentation skills. Strong quantitative and reasoning must be mastered and projected through the discipline.

Intellectual Skills

Intellectual skills are high in AET courses because scientific principles are used to measure human work and to assure quality outcomes. It is essential that AET majors be able to relate to the visceral aspect of production management. Many of the graduates of this major will work in union shop environments; therefore, effective situational sensitivity and resultant communication are necessary to avoid work stoppages and to promote a harmonious work environment.

Specialized Knowledge

Specialized learning skills are moderate since AET majors will be managing the labor part of the production workforce. Labor rules usually require that managers refrain from actually operating machinery. However, production managers must have a good working knowledge of what labor personnel are doing in daily operations. Mid-level business management knowledge and practices are integrated into the major.

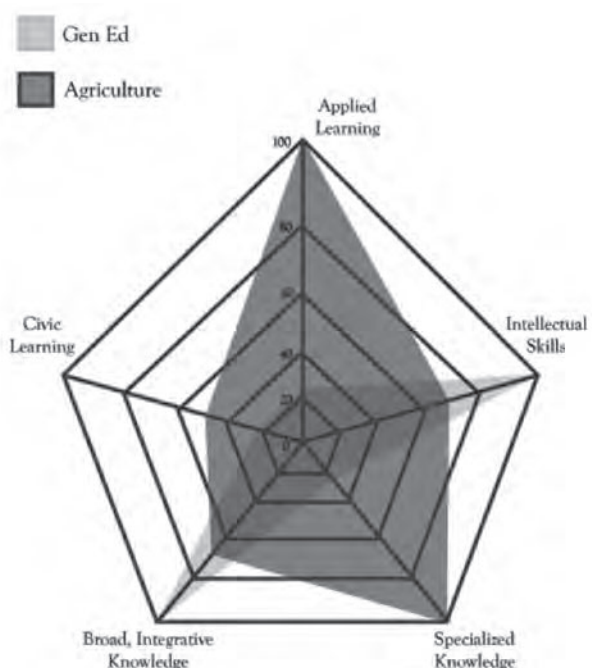
Broad Integrative Knowledge

Broad knowledge is moderate in the major. Lean, Six Sigma, Enterprise Resource Planning (ERP) and Manufacturing Execution Systems are some of the production and quality skills graduates of this major must master. Globalization of operations requires that AET majors have knowledge of international cultures.

Civic Learning

Civic Learning is low. AET majors are exposed to specific skills and ways of thinking via integration of knowledge required in the implementation of AET practices and principles. The university requires 50 hours of service by all entering freshmen and that service is prorated for transfer students. No Civic Learning is integrated in the curriculum.

Exhibit A-3: Agricultural Education



Intellectual Skills

Intellectual skills in Agricultural Education are demonstrated through the application of various scientific theories in the analysis of various lab based exercises and the oral and written presentations of selected findings from these tasks. Additionally, students are required to utilize multiple resources to conduct exhaustive information searches in order to solve agricultural and environmental issues in a variety of courses and field based settings.

Applied Learning

Applied Learning Outcomes in the Agricultural Education Degree program are captured by the candidate's ability to promote agricultural education secondary schools, to meet the needs and interests of students, to satisfy employment demands, and become effective mentors, teachers, and advisors. Students are assessed through extended learning experiences for students beyond the classroom through the Supervised Agricultural Experience Program, assuring that students can plan and conduct various agricultural education programs.

Civic Learning

In the area of Civic Learning, Agricultural Education students take a course in Leadership Theory and Youth Program Management in which they discuss topics such as community engagement, parliamentary procedure, youth development, and overall leadership development. Students also take course work in rural sociology in order to explore rural social and economic issues that have direct civic related content.

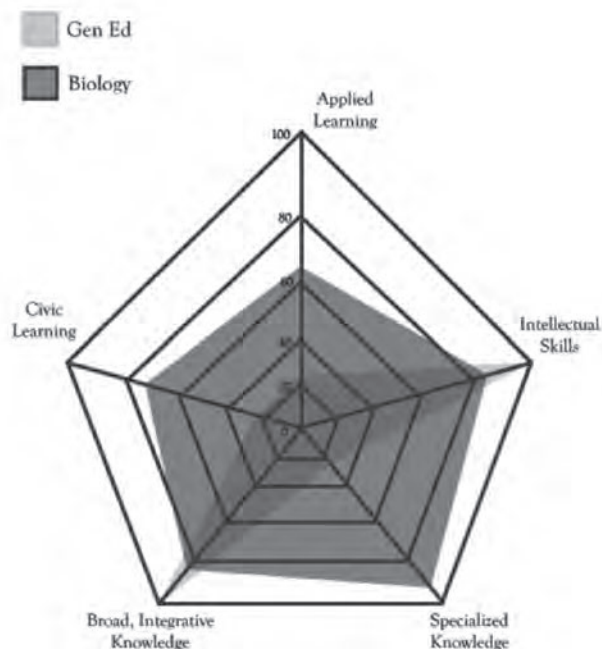
Specialized Knowledge

Students demonstrate knowledge of technical agriculture including animal science, soil science, plant science, agricultural and natural resources, agricultural economics and agricultural mechanics in order to solve practical issues in the food, agricultural and environmental sciences

Broad, Integrative Knowledge

Students in the Agricultural Education – Secondary Education Track must complete a Task Stream Online Direct Response Folio (DRF), which is a collection of evidence documenting the mastery of different Department of Public Instruction Competencies. Students on the Agricultural Education -Professional Service Track must complete a Microteaching Portfolio and field based project as a component of their cooperative extension field based experience.

Exhibit A-4: Biology



Applied Learning

Applied learning is moderate. Students can apply Specialized Knowledge acquired in the academic setting to situations, problems or scenarios in non-academic settings via case studies.

Intellectual Skills

Intellectual skills are moderately high. Students are taught to identify, categorize and distinguish ideas, concepts, theories and practical approaches to problems (ethics considerations throughout the curriculum). Students incorporate multiple information resources in projects and papers with appropriate citations. Students translate verbal problems into mathematical algorithms and construct

valid mathematical arguments using the appropriate symbolic system. Students also present substantially error-free prose in both argumentative and narrative forms to general and specialized audiences, which is a skill practiced in various courses. Finally, students can construct sustained, coherent narratives and explications of technical information and processes.

Specialized Knowledge

Specialized knowledge is high. Students acquire and assess Specialized Knowledge of the major subfields of biology (molecular, cell, organismal, ecological) throughout the curriculum. Students demonstrate understanding and proper application of specialized terminology, technology and methodology used in biology. Majors must be able to explain the basic tenets of evolution, a unifying principle in biology, and apply them in the evaluation of evidence and arguments. Finally, majors can organize, analyze and integrate current research on a specific topic in a summative paper and presentation.

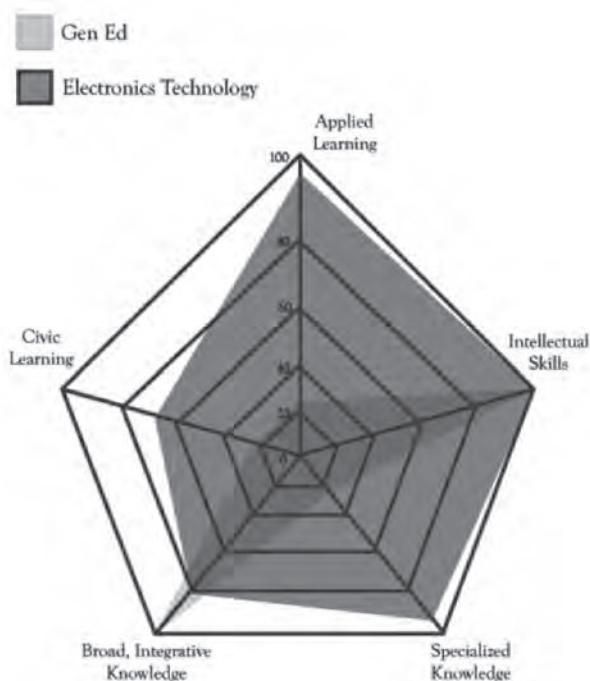
Broad, Integrative Knowledge

Broad knowledge is moderately high. Students can assemble, interpret and analyze evidence from various disciplines; demonstrate competence in the supporting fields of mathematics, chemistry and physics; and appreciate, interpret and analyze creative and scholarly works in various fields including the arts and humanities, the behavioral and social sciences, hard science, technology and mathematics.

Civic Learning

Civic learning is moderate. Students are trained to describe and justify a position on a public issue and relate this position to alternative views. All majors can describe their civic and cultural background and take an active role in the community (work, service, co-curricular activities) and can evaluate issues encountered and insights gained.

Exhibit A-5: Electronics Technology



Applied Learning

Applied learning is extremely important in Electronics Technology. In this profession, students must be able to apply knowledge obtained about fundamental concepts in electronics to real-world problems. Students that complete this program are able to “do stuff” on the job. They are significantly different from students who have learned the theory, but have never applied the theory in practice. Students take courses in digital circuits, computer networking, programming, database management, operating systems, and can complete tracks (2-4) courses in at least two specialty areas.

Intellectual Skills

Intellectual skills are ranked very high in Electronics Technology. It is the intellect that enables students to develop solutions to problems they have never been exposed to. Additionally, being able to effectively communicate problem solutions is essential. In this profession, students also need to be able to think critically to apply previous background knowledge to current system and team issues. Both quantitative and qualitative reasoning skills are reinforced throughout the curriculum.

Specialized Knowledge

Specialized knowledge skills are ranked very high in Electronics Technology. These skills enable a student to develop solutions to problems to which they have never been exposed. Additionally, being able to effectively communicate problem solutions is essential. This enables team members to be able to seamlessly address critical system issues and solutions. In this profession, students also need to be able to think critically to apply previous background knowledge to current system and team issues. Both quantitative and qualitative reasoning skills must be reinforced throughout the curriculum.

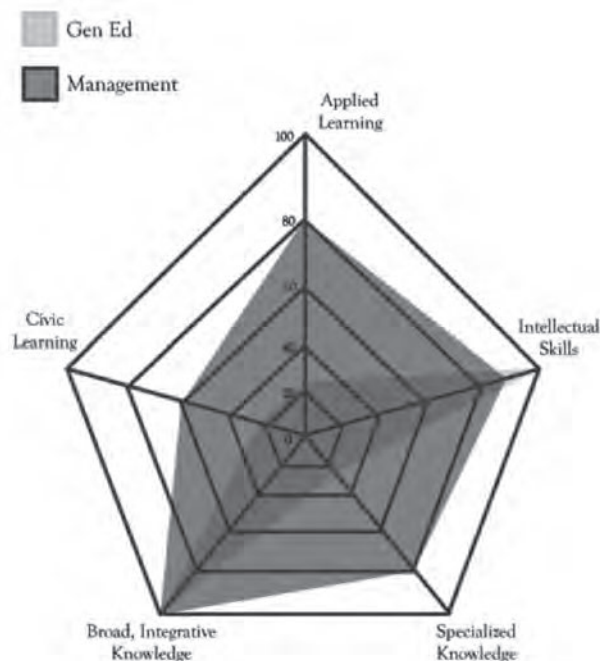
Broad, Integrative Knowledge

Broad, integrative knowledge skills are ranked very high in Electronics Technology. These skills enable a student to be able to assess how other disciplines affect the work they are doing and to integrate that knowledge to solve technical problems. Having a grasp on what is already available allows the electronics technology students to develop around that knowledge.

Civic Learning

Civic learning is not very significant in the Bachelor of Science in Electronics Technology program. Other than the community service hours required by the university, there are limited opportunities for students to engage in society. It is not incorporated into the curriculum.

Exhibit A-6: Management



Applied Learning

Applied Learning is high in the management courses. Each class purports to generate leadership and organizational skills that can be practiced outside of the classroom. Students are trained specifically with applied knowledge to be used in the workforce.

Intellectual Skills

Intellectual skills are fairly high in the management major courses. The primary focus of each course is effective communication and organization. Additionally, quantitative reasoning skills are reinforced throughout the curriculum in various major requirements such as statistics, economics, and accounting.

Specialized Knowledge

Specialized learning is high in the major. The management curriculum aims to equip students with skill sets that they would not receive in other courses. There are organization theories and skill sets taught within the major that are not available anywhere else on campus.

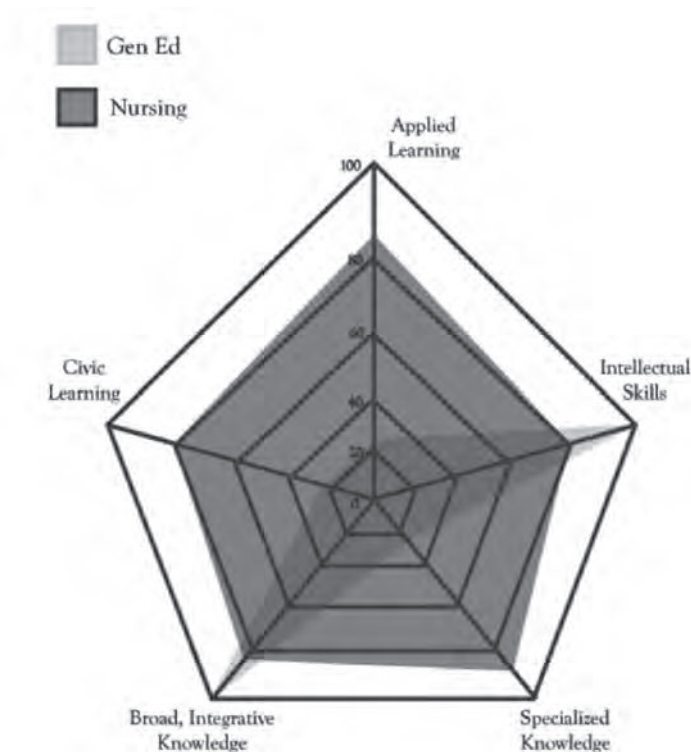
Civic Learning

Civic learning is rated as medium. A course with service learning emphasis was introduced three years ago, with international service learning as a required course component. The course instructor has taken students on a service learning trip to Belize in Spring 2011 and Spring 2012. This course was offered as an elective. A curriculum change has been made to make this course a required course for all Management majors effective in Fall 2012. Therefore, all management will have a semester of Civic Learning.

Broad, Integrative Knowledge

Broad knowledge is high. General communication skills that can be used in any scenario are taught in each course. Additionally, many of the courses within the general business curriculum reinforce quantitative reasoning skills.

Exhibit A-7: Nursing



Applied Learning

There are many opportunities for the student to demonstrate applied learning. The capstone course is an example in which students are assigned preceptors where they link their knowledge, skills and attitudes from leadership, research, and other specialty courses.

Intellectual Skills

Intellectual skills are foundational building blocks for nursing majors. Effective communication is essential and is evaluated through patient care planning and the evaluation of oral and written communication in clinical settings. There are multiple venues used throughout the curriculum to evaluate communication fluency.

Specialized Knowledge

Specialized knowledge is essential in the preparation of students to enter the field of nursing. Students are given an opportunity to practice the acquisition of skills, knowledge, and attitudes in classroom, lab and clinical settings.

Broad Integrative Knowledge

Broad integrative knowledge is high. The curriculum is designed to prepare the graduate with an ability to integrate knowledge from basic mathematics and science courses to discipline specific courses in preparation for the application of clinical reasoning in their practice of professional nursing.

Civic Learning

Nursing students participate in Civic Learning when engaging in their university community service activities and when they collaborate through membership with any of the three nursing service professional organizations. In addition, students write advocacy letters on identified issues in their community health course.

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Mapping Thinking Competencies throughout the Core Curriculum through Expanding Cross-Disciplinary Faculty Engagement in DQP Implementation

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Abstract

This case study focuses on the strategic broadening and strengthening of faculty involvement in the process of implementing the Degree Qualifications Profile (DQP), particularly focusing faculty and key administrators on the DQP category “Intellectual skills” and the corresponding Huston-Tillotson (HT) core competency, “Critical Thinking, Analysis, Problem Solving.” We chose this focus because it is the competency that permeates the core curriculum and every discipline and major on our campus. Thus, it potentially engages all faculty members. This expansion model may be helpful to other institutions looking to map a key learning category/competency in the curriculum effectively, and to increase faculty engagement and commitment to the project on their campuses.

Huston-Tillotson University

Huston-Tillotson University is located in Austin, Texas, on the east side of downtown. Austin is the capital of Texas and the seat of Travis County. Located in the Central Texas Hill Country, it is the fourth-largest city in Texas and the 14th most populous city in the United States. Austin is approximately 230 miles from Mexico and less than 200 miles from three of the ten largest U.S. cities (192 miles from Dallas to its north, 79 miles from San Antonio to its south, and 162 miles from Houston to its southeast). Austin averages 300 days of sunshine each year and about 33.78 inches of rainfall. It rarely snows in Austin. Residents of Austin are known as “Austinites” and include a diverse mix of university professors, students, politicians, musicians, state employees, high-tech workers, blue-collar workers, and white-collar workers.

A historically black institution, Huston-Tillotson University’s mission is to provide opportunities to a diverse population for academic achievement with an emphasis on academic excellence, spiritual and ethical development, civic engagement, and leadership in a nurturing environment.

Huston-Tillotson’s stated vision is to be a leader in the education of diverse populations and to empower students for success in a global society as critical thinkers, lifelong learners, and ethical citizens.

Huston-Tillotson University is affiliated with The United Methodist Church, the United Church of Christ, and the United Negro College Fund (UNCF). HT, in Austin, is a coeducational college of liberal arts and sciences, operating jointly under the auspices of the American Missionary Association of the United Church of Christ, and the Board of Education of The United Methodist Church.

Tillotson College dates to 1875 when the Congregationalists (now known as the United Church of Christ) worked with the “freedmen,” the descendants of slavery, to establish a secondary school. The secondary school eventually became Tillotson College and Normal Institute. Throughout the years, the institute changed to Andrews Normal School, a junior college, a woman’s college, and a senior college.

Samuel Huston College dates to 1876 when the Reverend George Warren Richardson, a Methodist minister from Minnesota, leased St. Paul Methodist Episcopal Church in Dallas, Texas, as the school for the colored youth of Dallas. A fire destroyed St. Paul and the school was relocated to a temporary site and then to the Colored Methodists Church of America. The Methodist West Texas Conference relocated the school to Austin and the Wesley Chapel Methodist Episcopal Church, now Wesley United Methodist Church.

Huston-Tillotson College, chartered in 1952 by the State of Texas, represents the merger of Tillotson College and Samuel Huston College. After merging, Huston-Tillotson College became the sole provider of higher education for African-Americans in Central Texas until the landmark case of *Brown v. Board of Education* (1954), which launched the period of desegregation. Huston-Tillotson College officially became Huston-Tillotson University on February 28, 2005.

A four-year institution, Huston-Tillotson awards B.A. or B.S. degrees to graduates in sixteen majors: biology, business administration, chemistry, communication, computer science, computer information systems, criminal justice, education, English, history, kinesiology, mathematics, music, political science, psychology, and sociology.

The largest majors, in order, are:

1. Business
2. Kinesiology
3. Biology
4. Criminal Justice
5. English and Education (tied).

Students can also pursue minors in a variety of fields, including African American studies, pre-engineering, pre-law, professional writing, and religious studies. Huston-Tillotson also offers a number of special academic programs, such as the DuBois Honors Program, the Alternative Teacher Certification Program, and the Adult Degree Program.

In Fall 2012, the “12th day” class enrollment was 918, and the student to faculty ratio, 14:1.

Approximately 97% of the student body received financial aid. The number of male students (444) was only slightly below that of female students (474). The majority of students identified as Black (71.57%), with the next largest ethnic group being Hispanic/Latino (18%), and White (5.34%). International students make up approximately 21% of the student population. The faculty is also ethnically diverse: 35% African American; 11% Hispanic, and 46% European American. Male faculty members (43) are only slightly outnumbered by female faculty members (46).

The university’s executive cabinet includes the president and CEO, the provost and vice-president for Academic and Student Affairs, the executive assistant to the president, the vice-president for Administration and Finance, and the vice president for Institutional Advancement. The deans’ council includes the dean of the College of Arts and Sciences, the dean of the School of Business and Technology, the dean of Student Affairs and the dean of Enrollment Management.

The College of Arts and Sciences, and the School of Business and Technology, comprise the university's academic program. Within the School of Business and Technology are two departments: Computer Science and Business Administration. The College of Arts and Sciences includes six departments: Humanities and Fine Arts, Mathematics, Natural Sciences, Social and Behavioral Sciences, Educator Preparation, and Kinesiology.

The Huston-Tillotson core curriculum, required of all students except those who transfer in with an associate's degree that includes the Texas state core, consists of required courses in the humanities and fine arts, natural sciences and mathematics, social and behavioral sciences, computer technology, and health and physical activity. Students are also required to complete nine hours of writing-intensive courses, at least one of which must be upper-division, and six hours of diversity-focused courses, at least one of which must be African/African diaspora studies. The curriculum is grounded in nine core competencies. The core curriculum was the focus of HT's DQP project in Fall 2012.

Overview of the HT Degree Qualifications Profile Process

Huston-Tillotson University considered the Degree Qualifications Profile through a process that occurred in three phases: launching, narrowing, and expanding. In the launching phase, we established an ad hoc committee that represented multiple perspectives from the campus community. During the launching phase, the ad hoc committee members were oriented to the DQP project and discussed the broader concept of defining what every graduate should know and be able to do.

The second phase of the process was to narrow the focus of our project. This second phase can be viewed as a convergent approach because the University's core curriculum represents a number of years of input, review, and approval of faculty, as the core curriculum committee includes members from all disciplines across the institution. The ad hoc committee then analyzed and mapped the university's nine core competencies to the five learning categories of the DQP.

The third phase was an expanding process that folded out to include more faculty input. In addition to including more faculty stakeholders, the third phase will expand to curriculum mapping, analyzing the integration of the core curriculum competencies into all degree programs across campus.

Launching Phase

The HT Lumina Degree Qualifications Profile project began with the appointment of an ad hoc committee in the summer of 2012. The members of the committee were Dr. Vicki Lott, Provost/VPASA (chair); Dr. Rozena McCabe, Interim Dean for the College of Arts and Sciences and Professor of Kinesiology; Dr. Ruth Kane, Associate Professor and Department Chair of Educator Preparation; Dr. Ahmad Kamalvand, Professor and Department Chair of Mathematics; Dr. Katherine Durham Oldmixon, Professor of English and Chair of the Core Curriculum Committee; and Professor Kemba Valentine-Thomas, Assistant Professor of Accounting in the School of Business and Technology.

Although all members of the committee held faculty status, the membership represented diverse perspectives. In addition to representing a cross-section of academic disciplines, the membership included faculty members whose workload was entirely teaching, those whose workload was a combination of teaching and administrating, and the provost, whose role was entirely administrative. The membership also included faculty from the ranks of assistant professor, associate professor, and professor, as well as tenured and non-tenured faculty members. The experience of the committee

members ranged from a junior faculty member who was just starting her career, to a faculty member who had worked at the university for over three decades.

The first meeting of the ad hoc committee was to attend the Lumina DQP informational webinar hosted by Belle S.Wheelan, Ph.D., President of Southern Association of Colleges and Schools Commission on Colleges. After the webinar, each individual of the HT ad hoc committee was asked to reflect for the next two weeks on the university mission and what he or she believed every graduate should know and be able to do. Each committee member was asked to bring to the next meeting a representation of his or her “ideal” DQP Spiderweb.

There were several advantages to first focusing on the “ideal” Spiderweb. First, because the DQP’s five categories of learning (Intellectual Skills, Applied Learning, Civic Learning, Specialized Skills, and Broad, Integrative Knowledge) were established by Lumina, they presented a fresh lens. Thus, the committee’s discussion could be more theoretical, rather than recounting historical discussions about specific HT core competencies. Second, by focusing on the “ideal” Spiderweb, each member was able to suggest the potential for the academic program, as well as to identify perceived gaps or areas of curricular weakness. Further, the discussion helped the committee members to see the academic program from the perspectives of their individual disciplines (business, English, kinesiology, mathematics, music, and educator preparation), and thus to learn from one another about aspects of the curriculum that might not have been apparent from any one perspective.

The Narrowing Phase

As the committee members discussed what they believed every graduate should know and be able to do in relation to the five categories of learning illustrated by the Spiderweb, the conversation naturally drifted to the HT core curriculum. In order to understand the narrowing approach, it is important to first understand the extent of faculty contributions to the core curriculum.

The Core Curriculum Committee, with input and approval from the faculty at large, was the original architect of the university’s current core curriculum and is responsible for its development. Appointed annually, the Core Curriculum Committee is comprised of faculty members representing each of the disciplines taught in the core curriculum: mathematics, English, natural sciences, social sciences, philosophy and religion, speech communication, computer science, health, and foreign languages. Also included is a faculty representative from the School of Business and Technology, a faculty representative from the Department of Educator Preparation, the Director of Institutional Research and Assessment, and the associate provost.

The Core Curriculum Committee is responsible for the creation, interpretation, application, and continual revision of the university’s core curriculum. This curriculum establishes the expected knowledge and skills of every HT graduate, regardless of academic major.

There are four goals of the HT core curriculum for students:

- To be proficient thinkers and communicators;
- To cultivate intellectual openness and sensitivity to cultural diversity;
- To exercise historical, scientific and cultural awareness as personal responsibility and with an informed and compassionate understanding of society, humanity and the natural world;
- To be able to apply classroom experiences to the realities of the world, in personal, professional and civic contexts.

Students are expected to demonstrate they have achieved the goals of the HT core curriculum, through various assessments, by mastering these nine core competencies:

- Aesthetics
- Appreciation of Diversity in a Context of Global and Historical Awareness
- Citizenship and Social Responsibility
- Critical Thinking/Analysis/Problem Solving
- Effective Communication
- Efficient Use of Technology
- Ethical Reasoning and Behavior
- Understanding and Applying Science
- Wellness

The nine core competencies are defined in more detail by specific outcome statements associated with each competency. In addition to the nine core competencies, students must also take a minimum of fifteen hours of writing-intensive courses, three of which must be upper-division. And, students must take six hours of diversity-focused courses, three of which must focus on African/African Diaspora studies.

After discussing the “ideal” Spiderweb, the ad hoc committee decided that each committee member would create the Spiderweb again, but this time the Spiderweb would be based on the outcome statements within the core competencies. Specifically, each committee member was asked to determine which of the five learning categories from the Spiderweb most closely relates to each outcome statement.

At the following ad hoc committee meeting, the committee members discussed their rationale for mapping the outcome statements. The committee also discussed the possibility of adding a sixth learning category, the institutional option. For HT this option might take into account the African Diaspora studies requirement in the core curriculum and/or the institution’s identity as an HBCU and/or its Christian affiliation and heritage. However, after much discussion the committee decided not to include the sixth learning category at this time. Where differences were found, consensus was sought in an effort to consolidate the matrix into one Spiderweb by determining the percentages assigned to each category of learning.

Mapping the outcome statements to the categories of learning yielded the following results:

Table 1
Outcome Statements Mapped to Categories of Learning

Categories of Learning	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge
Outcome statements mapped to each learning category	25% (10/40)	47.5% (19/40)	15% (6/40)	12.5% (5/40)	Majors not considered

As the Committee decided into which category each outcome statement best fit, the members recognized a need to revise some of the statements. Specifically, some outcome statements with multiple objectives were divided, some outcome statements that were redundant were eliminated, and all outcome statements were edited to incorporate “active” and “measurable” verbs. For example, an original outcome statement within the aesthetics core competency was “Displays understanding

of beauty in nature and human forms of expression, recognizing their individual and often subtle contribution of color, texture, vocabulary, form, and variety.” This outcome statement was edited to “Evaluate beauty in nature and human forms of expression.”

The Expanding Phase

The DQP was expanded to inform and engage the entire faculty during the 2013 Spring Faculty Institute. During this institute, the ad hoc committee members presented an overview of their work on the DQP. Faculty members then engaged in a discussion of how the key core competency of Critical Thinking/Analysis/Problem Solving, which largely aligned with the DQP category Intellectual Skills, could be demonstrated in their academic major or discipline.

After the meeting, faculty members were asked to complete an online survey regarding the role of “critical thinking” in the university’s curriculum. Specific questions were asked about whether each of the outcome statements for the Critical Thinking/Analysis/Problem Solving competency should be addressed in the General Education curriculum, the academic major curriculum, or both. The vast majority of the respondents indicated that critical thinking outcomes should be addressed in both areas, or throughout the academic program.

Also, after mapping and editing the outcome statements, the ad hoc committee submitted its fall semester work to the Core Curriculum Committee, the standing committee of the university charged with assessment and revision of the core curriculum. The ad hoc committee asked the Core Curriculum Committee to (1) review the revisions made to the core competency outcomes [to ensure the rewording is an improvement and accurately captures the intent of the original phrasing], (2) review the mapping of the outcome statements to the five categories of learning, and (3) consider implications for the core curriculum and student degree completion that this model might reveal. The Core Curriculum Committee, which meets monthly February through April, was working on this project when the 2013-2014 academic year came to a close.

Faculty Response to the DQP Process

During the launch phase of the project there was no significant response from faculty members across campus. The concept of the DQP was presented to the faculty by the provost during the HT Faculty/Staff Institute in August 2012. At that point in the process, though, even the ad hoc committee members were uncertain about what the DQP was and what the implications of this project might be. The project was still so abstract that faculty members expressed neither concern nor excitement.

However, this began to change as the ad hoc committee moved into the second phase, narrowing the project. When it was convened in late October 2012, the Core Curriculum Committee, charged with oversight of General Education, received information about the project and the ad hoc committee’s work already in progress. It was at this point that the Core Curriculum Committee was told that the ad hoc committee, which had been meeting weekly, was reviewing and editing the outcome statements of the nine core competencies and mapping these statements to the five learning categories of the DQP.

This information raised not only increased interest in the project, but also increased concern. Several members of the Core Curriculum Committee had served on the committee for a number of years and/or represented areas whose programs are largely if not exclusively in the core curriculum. They have worked seriously on researching, analyzing, and developing the core curriculum for years. Therefore,

they had considerable investment in the core curriculum. To have an ad hoc committee, especially a committee that included and was led by administrators, do the work of the Core Curriculum Committee was not congruent with the traditional concept of faculty ownership of the academic curriculum.

Further, the Core Curriculum Committee members raised important questions about the implications of implementing the DQP for assessment, curriculum revision (e.g., reducing the number of hours required in the core or eliminating courses from the list of requirements)—questions for which there were not yet clear answers. Because the ad hoc committee was working on a project affiliated with the Southern Association of Colleges and Schools Commission on Colleges, members of the Core Curriculum Committee had questions about the implications for institutional assessment. Some wondered if HT were being mandated to implement the DQP, replacing our own core competencies with the five categories of learning.

Anytime there is uncertainty, rumors are sure to follow. As the ad hoc committee was preparing to attend the December SACSCOC meeting in Dallas, Texas, to share with other HBCUs working on similar projects, a rumor surfaced that the ad hoc committee was going to Dallas to submit a new core curriculum to SACSCOC for approval. This rumor was addressed at a college-wide faculty meeting and a more detailed explanation of the ad hoc committee work was provided to all faculty. A lesson from this incident is that if adequate information is not provided and in a timely manner, the gaps will be filled.

The third phase, expansion, received a more positive response from the faculty. It was during the third phase that the Core Curriculum Committee was asked to review the edited outcome statements created by the ad hoc committee and to participate in the process. Because one of the members of the ad hoc committee was also a member of the Core Curriculum Committee (in fact, its chair), the two committees were, at this point, linked.

The interest in the DQP spurred the Core Curriculum Committee to ask for a meeting with the provost and president to open communication about the vision and goals for the core curriculum. The president met with the faculty on the Core Curriculum Committee in February 2013, thus expanding participation in the DQP project to include more faculty, particularly those with the strongest interest in the core curriculum, and to include the institution's leader.

Following the meeting with the president, the Core Curriculum Committee met three times, in March, April and May 2013. The DQP project, as submitted by the ad hoc committee, was on the meeting Core Curriculum Committee's agenda for the March and April meetings (May being reserved for annual assessment). In its spring meetings, the Core Curriculum Committee reviewed the work of the ad hoc committee and agreed to adopt the revised outcome statements.

The Core Curriculum Committee has three future goals for the next phase of the project: (1) to review the alignment of the core competency outcome statements and the DQP provided by the ad hoc committee; (2) to map the core curriculum by course, using the competency outcome statements and the DQP categories of learning to discover where, how and if the competencies are taught throughout the curriculum; and (3) to draw Spiderweb models, based on both ideals and analysis of the core curriculum.

Strengths and Drawbacks of the DQP Process

Overall, the strength of the entire DQP process was that it prompted a discussion about what is the

value-added for a graduate of the University. In addition, having an ad hoc committee contribute to the work of such a long-standing and influential committee as the Core Curriculum Committee provided a fresh perspective. Not only was there a different set of eyes looking at the documents, but also looking at them in a fresh way, by reviewing the competencies in comparison to the DQP concepts of the five categories of learning. The drawback to this approach is that the voices of the specific academic areas were not present to contribute information about how the competencies or the categories of learning are taught in their areas.

The narrowing phase of the DQP process provided an opportunity to reveal emphases and gaps in the curriculum—in specific areas, such as majors or core curriculum or more broadly in the undergraduate curriculum. For example, through this analysis, the ad hoc committee recognized that “critical thinking” permeates the core curriculum, while there is less emphasis on Applied Learning. This discovery raised the question, “might more opportunities for hands-on or field-based learning early on, i.e., in core curriculum courses, engage students and thus help move them toward degree completion”?

The expanding phase of the DQP process offered an opportunity for faculty to compare perspectives and understanding of the curriculum, e.g., to enhance peer review of programs, and to consider the differences between disciplinary aims and perspectives. We know that not all majors have the same end-focus. Some majors are less oriented toward specific job preparation than others; some, more oriented toward graduate and professional school preparation than others. Thus, the process of curriculum review opens opportunities for important conversations about how we meet different students’ goals. It also opened opportunities for sharing best practices across disciplines.

The Importance of the Core Curriculum

The core curriculum provides a foundation of knowledge and skills that are important to every student, regardless of major. This corresponds to the concept of the Degree Qualifications Profile defining what every graduate should know and be able to do. Therefore, rather than choosing a specific academic major as the focus of the Degree Profile, the ad hoc committee selected the core curriculum because it has the broadest impact on all curricula across campus and could serve as a template for future program reviews within each academic area.

Huston-Tillotson is a small, private HBCU with a commitment to the tradition of providing a liberal arts education. This commitment is evident in the university’s mission to “provide opportunities to a diverse population for academic achievement with an emphasis on academic excellence, spiritual and ethical development, civic engagement, and leadership in a nurturing environment.” The university’s commitment to a liberal arts education is even more clearly articulated in the Vision Statement which indicates HT will “empower students for success in a global society as critical thinkers, lifelong learners, and ethical citizens.”

Although in many arenas there is an increasing emphasis on students graduating with the requisite credentials and ability to become employed in specific careers, Huston-Tillotson focuses on the broader concept of preparing a student for a meaningful and enriching professional, personal, and civic life. Through a liberal arts education all aspects of a student’s life are enhanced, not just job preparation.

Huston-Tillotson defined the core of a liberal arts education with the following nine competencies:

- **Critical Thinking/Analysis/Problem Solving.** The ability to think logically, critically and creatively: to generate ideas, to interrogate, to analyze, to evaluate ideas, to employ quantitative reasoning, and to identify problems, propose solutions, and to assess the effectiveness of solutions.

- **Citizenship and Social Responsibility.** The ability to act as responsible citizens and leaders within various communities; to be knowledgeable of the interrelationship between self, society, and environment; to act in such a way that improves the communities of which one is a member; and to recognize that the health of the environment is important to human health and well-being and can be damaged by actions of corporations or individuals.
- **Ethical Reasoning and Behavior.** The ability to question, explore issues, and make sound decisions and to advance actions that involve moral dimensions implicit in personal behavior and in operations of political, social, scientific, religious, and economic institutions; to develop a personal foundation for ethical decision making and moral integrity, with awareness of diverse ethical systems.
- **Wellness.** An understanding of the importance of mental, emotional and physical well-being and how to establish a lifelong health program. Wellness encompasses the total physical, social, emotional, cognitive and spiritual human experiences.
- **Efficient Use of Technology.** The use of multimedia tools to gather, analyze and convey information. This includes the use of computers, video, audio and related devices, as well as calculators, microscopes and other scientific instruments.
- **Understanding and Applying Science.** The awareness, appreciation, and respect for scientific principles and how these principles affect personal decisions. Scientific literacy is the ability to identify scientific principles as they are applied in the world.
- **Effective Communication.** The ability to create, send, receive, and understand verbal, visual and written messages competently in public, technologically mediated, group, and interpersonal contexts.
- **Appreciation of Diversity in a Context of Global and Historical Awareness.** The awareness, appreciation, and respect for other peoples, cultures, and historical periods, both in the United States and around the world, to foster a deep personal understanding of one's approach to diversity.
- **Aesthetics.** The perception and evaluation of beauty in nature and in human culture, particularly in the arts. This includes an understanding of the ways art enriches the lives of people, communities, cultures, and societies and of aesthetic perception as a subjective experience.

In addition to being the foundation of the university's academic curriculum, the ad hoc committee's focus on the core is important because General Education engages the largest percentage of faculty members. Faculty engagement and buy-in is critical to the successful implementation and sustainability of any framework.

The Importance of Cross-Disciplinary Faculty Engagement

As stated previously, the ad hoc committee represented many diverse perspectives. This diversity strengthened the DQP process in numerous ways. One of the most significant examples of this is that the ad hoc committee brought together the provost, the dean of the College of Arts and Sciences (CAS), and the chair of the Core Curriculum Committee for frequent and intensive discussions about current challenges and the future potential of the core curriculum. Although all three individuals had the same priority of providing a quality academic experience to all students, each of these individuals also came to the table with different perspectives on what that means and how best to achieve it. The chair of

the Curriculum Committee was able to bring to the discussion the voice of the other faculty members and their day-to-day interactions with the students. The dean of CAS brought a broader perspective by speaking about how the core curriculum contributes to and taxes the academic programs. And the provost provided a long-range perspective, considering the implications of the core curriculum for the future of the university.

Also valuable were the perspectives of the faculty members from the Department of Educator Preparation and the Department of Business. Neither of these departments offers a course in the core curriculum. These departments are primarily upper-level academic programs. Therefore their focus was how the General Education courses defined in the core curriculum impact their academic programs. Their concerns gravitated towards whether the students had the requisite reading, writing, and quantitative skills necessary for success in their upper-level courses. This was particularly important for the Department of Educator Preparation because of state and federal mandates that determine if the program can continue to certify teachers.

Another strength of the ad hoc committee is that the composition of the membership promoted buy-in of both faculty and administrators. The importance of the project was established because the provost served as chair of the committee. In addition, this demonstrated the administration's commitment to ensuring the project's success. Buy-in of faculty members was initially established by including faculty on the ad hoc committee. However, more faculty buy-in was obtained as the revised outcome statements were given to the Core Curriculum Committee. Since these faculty members represent a cross-section of almost all academic areas across campus, it is important that the committee members develop a sense of ownership in the DQP process. Therefore, the Core Curriculum Committee must be given the time and latitude to review, analyze, and edit the work of the ad hoc committee. Respect for the organizational structure of the campus is essential to ensure campus-wide buy-in of the faculty.

The Importance of a Narrowing/Expanding Process

The process of first narrowing and then expanding faculty engagement also presented several advantages. Even though the scope of the project was narrowed to consider only the core curriculum, a deep analysis of the core curriculum will impact all academic programs on campus. The core curriculum is at the heart of what every HT graduate should know and be able to do. It is interesting to note that as the project was expanded to include all faculty members at the Spring 2013 Faculty Institute, the scope of the project was narrowed even further.

At the Faculty Institute, faculty members were asked to consider how the thinking competencies of critical thinking, analysis, and problem solving were evident within their individual academic areas. This competency was selected as the focus because even though critical thinking, analysis, and problem solving is one of HT's nine core competencies, these thinking competencies are an important thread that weaves through each of the other eight competencies and throughout the academic program. For example, the skill of problem solving is essential for the Effective Communication outcome statement "Creates and modulates messages with sensitivity to audience, purpose, media, and context." And critical thinking is required for the Understanding and Applying Science outcome statement of "Critiques scientific articles and determines their accuracy."

There were also several advantages to starting the process with a small group of faculty members and administrators rather than rolling out the process to the entire campus. Starting small allowed the

conversation to be both more focused and more nimble. Although the small group represented multiple perspectives, the conversation did not get bogged down as large group discussions can. Large group discussions may result in a shallow discussion if every person feels the need to express an opinion in order to represent his or her area. The opinion may have already been expressed and the point, redundant. Also, large group discussions can result in a stagnant conversation if one or a few people dominate the floor. Individuals may have the perception that during a public conversation turfs must be defended and political points gained. However, members of the ad hoc committee were able to thoroughly deconstruct and analyze the core competencies and outcome statements by feeling free to express multiple opinions, counter arguments, and even shifts in perspective. In addition, by using the five learning categories of the DQP as a comparative framework, the committee was able to work from a fresh perspective and did not become mired in historical discussions of the core curriculum.

A result of the narrowing process was that the ad hoc committee was able to bring a more concise product to the Core Curriculum Committee. This is the point at which it was important to expand the process. The successful implementation of the DQP requires that the university's faculty have genuine ownership in the process.

Expanding the process first to the Core Curriculum Committee was important for three reasons. First, the members of the Core Committee are the custodians of the core curriculum, therefore ensuring the CC Committee's buy-in in the DQP was essential. The Core Curriculum Committee was engaged to review the work of the ad hoc committee and consider the implications that the DQP might have for the core curriculum.

Second, the Core Curriculum Committee is composed of representatives from all disciplines within the core curriculum. The individuals bring the expanded expertise, experience, and perspectives needed to strengthen and inform the work of the ad hoc committee.

And third, the Core Curriculum Committee is a powerful faculty committee on campus. Validation from this committee would help expand implementation of the DQP campus-wide.

Realized and Potential Outcomes of the DQP

The most important realized outcome of the narrowing phase was the intensive review of the core curriculum outcome statement by administrators and faculty. Mapping the nine competencies to the Spiderweb matrix resulted in a discussion of both the intent and importance of each outcome statement. Also, the mapping process resulted in recommended changes to the outcome statements that included revision, consolidation, or elimination of some of the outcomes. All of the outcome statements were rewritten to include "active" verbs to reflect best practices in writing student learning outcomes.

A potential outcome of the DQP process that has not been realized is to determine what the Spiderweb would look like if only the outcome statements that are actually taught and assessed were mapped. For example, the ad hoc committee mapped 25% of the core curriculum outcome statements to the degree profile Spiderweb as Applied Learning. However, the ad hoc committee did not know if this only represented the intent of the core curriculum or if, in fact, these outcome statements are taught in core curriculum courses. The Spiderweb model assumes that every outcome statement is equally weighted in the core.

To determine the reality of the university's core curriculum, a curriculum mapping analysis is needed to

identify which outcome statements are intentionally taught and assessed and to what degree. If there is a discrepancy between the intent of the core curriculum and the reality of the core curriculum, then there is the question of whether the Spiderweb model should be a descriptive model or a prescriptive model. If the Spiderweb is used prescriptively, to achieve the proper weighting of learning concepts within the intended Spiderweb, should assessment of core competency outcome statements be assigned to particular courses within the General Education Program? If so, how does that infringe upon the academic freedom of the professor? Or would another model than the Spiderweb work better for HT? Clearly faculty buy-in would be key to the success of such an initiative.

Another important outcome of the expanding phase was the process of beginning to identify if and how the core competencies are integrated into the academic majors. Often the General Education courses are viewed as separate from the academic major. The nine competencies are typically considered skills that should be acquired in preparation for the upper-division major courses. However, since these nine competencies represent what every HT graduate should know and do, the competencies should be taught and reinforced throughout the entire curriculum. For example, every academic major should infuse through its curriculum the Ethical Reasoning and Behavior outcome statement "Exhibits trustworthiness, honesty, and fairness of conduct in character development and interpersonal relationships."

The first step toward realizing the outcome of identifying how the core competencies are integrated into the academic majors occurred during the Spring 2013 Faculty Institute with the specific focus on the DQP's Intellectual Skills category and the core competency Critical Thinking, Analysis, and Problem Solving. During the meeting, faculty engaged in a discussion of how the intellectual skill of "critical thinking" is understood and could be demonstrated in each major. The discussion provided insights into the academic program. In a post-meeting survey, the vast majority (91.7%) of respondents stated that both the General Education Program and the academic majors should teach the skill "Identifies and analyzes problems, investigates alternatives, and formulates solutions" and "Recognizes logical fallacies and inconsistencies in an argument or line of thinking."

Faculty members were asked "where and how" critical thinking should be incorporated into the curriculum. Although a few responses include specific courses such as "math," "sciences," or "the writing courses," most responses were along the lines of "every class" and "across the board." Several faculty members provided expanded rationales for the role of "critical thinking" in the curriculum:

"Ideally it should be integrated into many courses. To ghetto-ize critical thinking (e.g., make a course in critical thinking) would mean no one else would need to address the issue. It should be a basic skill and mission of the institution to develop critical thinking in all our students."

and

"Incorporated into all relevant courses. It is not enough to say that 'the entire course requires critical thinking.' Each course should have at least one assignment in which the process of critical thinking is explained, modeled, and then applied."

and

"Interestingly as I think critically about what we teach, Critical Thinking is part of most courses. Why not focus in areas where students are failing at greater rates and determine if the teaching pedagogy includes good teaching strategies that lead to the use of Best Practices. How have our data changed? Is there really

an effect in the long run?"

and

"First, let's acknowledge that it already is. We're not inventing or introducing anything here. Critical Thinking/Analysis/Problem Solving is one of HT's core competencies, a competency that underpins not only courses in the core curriculum, but also the entire academic curriculum. 'Critical thinking' is an aspect of any intellectual activity, whether it is making a decision on the ball court or in a mock-court. Specific aspects of 'critical thinking' (a term Lumina DQP purposefully and explicitly avoids) are especially emphasized in certain courses and disciplines throughout the academic program. For instance, analytical or critical reading (of written or spoken texts, media, observations, or of lived experience) is taught and emphasized in the humanities, particularly rhetoric, communication, literature, history and philosophy. Empathic thinking is important also in the social sciences, as is quantitative analysis and problem solving.

Perhaps curriculum mapping (applied critical thinking) might be a first step toward understanding where and how 'critical thinking' components ARE included in the General Education curriculum. Then, one might ask where should they be included that they are not or how might they be strengthened or approached differently.

I would suggest that a foundational course in ways of thinking should be a requirement in the core curriculum, that we might be more conscious of where and how in the academic program we 'expect' certain ways of thinking, where and how we 'teach' certain ways of thinking, where and how we ask students to apply ways of thinking, and where and how we ourselves use certain ways of thinking.

We also need to be aware of where and how we shut down critical thinking: where we replace opportunities to think with prescriptions, where we act on assumptions rather than investigations, etc. Also, are we asking the right questions? What do we really want to know about critical thinking and the HT curriculum? Why?"

Despite the support by the faculty regarding the value of critical thinking in both the General Education and the academic major courses, an outcome that was not realized was a consensus about how to (simply) define critical thinking. Below is a partial list of the faculty responses to the survey request to "define critical thinking":

The ability to understand a problem in space and time, to discern fact from fiction, and propose corrective action.

Application of your knowledge into daily life.

The ability to skillfully analyze all relevant information necessary to develop a conclusion, solve a problem, or make a judgment.

The highest level of cognitive complexity in terms of problem solving, which is akin to the Socratic method of processing information and problem solving.

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

The ability to determine relationships between variables.

Critical Thinking is a way we can determine if a situation is true, partially true, or sometimes true. It is being able to know how to analyze a problem to come up with a solution.

To process, analyze, apply, and evaluate information skillfully.

I think critical thinking means to be able to analyze a new situation or problem, recognize how it is similar and/

or different from situations you are familiar with, and apply appropriate solution strategies to this new problem. The ability to effectively evaluate a problem/question, gather and interpret information needed to solve the problem/question, and formulate a response.

Identification and evaluation of evidence

The ability to reason, to conclude if information is true or false, whether entirely or partially

21st Century Skill. Requiring the application of knowledge to solve problems, take action, and address significant issues in life. It is a way of evaluating claims and information.

My definition of critical thinking is the ability to see past what is written to what is implied, to take in the numerous cultural and situational influences behind a given problem, to see past our own assumptions and hidden biases, and to recognize the biases and assumptions in the communications of others.

Critical thinking is the application of higher order skills such as analysis, synthesis, inference, and evaluation.

To be able to distinguish between Good and Evil

The art of analyzing and evaluating thinking and perhaps a view of improving it.

There are various components of critical thinking that are foundational to good teaching.

SWOT Analysis of any situation.

The ability to make sound and cogent arguments and the ability to recognize them.

To be able to discern fact from fiction; to discern fact from opinion; to be able to deconstruct an argument and examine each piece for logical validity; to apply the rational thought process in everyday life; to be able to honestly examine one's self and motivations.

The ability to generate, to analyze, to empathize, to infer, to associate, to critique, to listen, to observe and to collaborate, and to make effective selections and decisions based on this recursive and complex PROCESS. My definition is informed by De Bono's Lateral Thinking and Six Thinking Hats, Seelig's InGenius, and Michalko's

ThinkerToys, among others.

I see critical thinking as a person's ability to use intellectual reasoning or to process information (e.g., values, beliefs, experiences) to guide behavior.

Critical thinking is actively processing, analyzing, and applying information from observations, experiences, reflections, etc.

Future Directions and Sustainability of the DQP

The recommendations of the Lumina ad hoc committee have been forwarded to the Core Curriculum Committee for further evaluation. The committee will use the recommended outcome statements to continue the dialogue about what comprises the common knowledge and set of skills all graduates should be able to demonstrate, without regard to their chosen major. The committee will conduct the mapping, which should result in improved outcomes, assessment, and evaluation of the core competencies.

In addition, the DQP will provide a framework in which the academic majors can conduct program reviews. The evaluation of the core curriculum can serve as a model for future program reviews of the academic departments. Particularly valuable will be the perspective of identifying “action” based outcome statements that clearly and comprehensively articulate what every graduate should know and be able to do. In addition, the process will more fully integrate the role of the core curriculum into the curricula of each major.

The next planned phase of the project is to engage the faculty in core curriculum mapping, focusing on the competency Analytical Reasoning/Critical Thinking/Problem Solving as it aligns with the DQP categories of learning. To accomplish this goal efficiently, we envision mobilizing the faculty team of core curriculum instructors, through the Core Curriculum Committee. Each member of the team will use the same format to map the curriculum, resourcing course syllabi and other documents, core competency assessment data collected in the institutional database WEAVE, as well as the recent “critical thinking” survey results, and the matrices created by the ad hoc committee which were subsequently reviewed by faculty.

Sustainability of any new campus project requires the engagement of not only faculty members, but also the administration. The expansive process model will help to ensure sustainability of the project at HT.

Concluding Summary with Implications for the University

Review and discussion of the Lumina Degree Qualifications Profile (DQP) provided a wonderful opportunity for Huston-Tillotson University (HT) to begin the complex and multi-faceted process of reviewing its core curriculum with a fresh lens. The notion of students mastering concepts rather than completing courses served as the cornerstone for initial discussion which involved five faculty and administrators whose content areas included business administration, English, kinesiology, mathematics, music, and educator preparation.

After grappling with several ways the five DQP areas of learning could best interface with HT’s existing curriculum, eventually the working group unanimously agreed (a) to focus on the core curriculum rather than major areas of study; and (b) explore ways in which the nine [9] core competencies of our core curriculum overlapped the five DQP areas of learning. A significant additional realization that emerged during this exercise was that HT’s core competencies, like the DQP learning areas, ought not to be limited to the core curriculum, but rather they ought to permeate the curriculum. In other words, we should not expect that students would have sufficiently mastered the core competencies once they had completed the core curriculum. Rather, elements of HT’s core competencies and the DQP’s areas of learning ought to be interspersed throughout students’ matriculation to include the core curriculum, major courses, and free electives. Again, this ought to be in the context of student outcomes—or concepts mastered—rather than courses taken.

While this new conceptual framework was clear theoretically, and faculty were willing to consider and explore a new paradigm, it was much easier said than digested. In other words, in addition to the notion of incorporating core competencies throughout the curriculum, application of the “concepts mastered versus courses taken” are daunting challenges.

During the spring 2013 Faculty Institute when the DQP ad hoc committee shared a summary of its work with the general faculty, consensus emerged that improving students’ critical thinking skills was both desirable in all areas of learning, and ought to be strengthened in the core curriculum as well as major courses. A subsequent faculty survey confirmed this discussion. It was also apparent from the survey

results that the next step would be to reach consensus on a definition of critical thinking in measurable terms. That will be a major task for 2013-2014.

A possible segue, once we have a working definition of critical thinking in place that fits into our institutional effectiveness landscape for assessing student outcomes, is to develop a comprehensive spreadsheet on which critical thinking skills are mapped with core curriculum concepts. Again, we expect this task to be challenging.

Third, we might continue the process of matching critical thinking skills with desired concepts major by major.

In addition to this general outline for creating a visual plan for incorporating critical thinking skills throughout the curriculum—first in the core curriculum, and then major by major—the fundamental question that our DQP work has prompted us to ask is: How can we better align courses with content that all students should know? This question prompts a multitude of sub-questions, a small sampling of which include:

1. How do HT's nine core competencies interface with the DQP five areas of learning?
2. Should we combine or condense any of our core competencies?
3. Will our writing-intensive and diversity-focused courses still be relevant once we infuse critical thinking and other core competencies across the curriculum?
4. How well does the overall curriculum flow from the university's mission statement?
5. How consistent is the overall curriculum with HT's current strategic plan? For example, how are we addressing the goals related to
 - Globalization, international relations, and study abroad
 - Preparation for graduate and professional school
 - Spiritual development

In conclusion, the DQP project was invaluable in terms of serving as a catalyst for HT to look anew at its curriculum from thought-provoking perspectives that will only enhance our continuing efforts to improve student outcomes. HT is grateful to have been invited to participate in this pilot project which, it turns out, has provided a great deal of the impetus and framed the macro-picture for the work we have yet to do in strengthening the curriculum.

Exhibits

Key Stakeholders in Phase One (Title and Rank)

Provost and Vice-President for Academic and Student Affairs

Dean, College of Arts and Sciences and Professor of Kinesiology (tenured)

Department Chair, Educator Preparation and Associate Professor of Education

Department Chair, Mathematics and Professor of Mathematics

Professor of English (tenured) and Chair, Core Curriculum Committee

Assistant Professor of Accounting

Curriculum Plotted

The Core Curriculum consists of required courses in English composition (6 hours), mathematics (3 hours), philosophy and religion (3 hours), literature (3 hours), history (3 hours), fine arts (3 hours), foreign

language (6 hours), speech communication (3 hours), natural sciences (8 hours), social and behavioral sciences (3 hours), health and physical activity (4 hours), and computer technology (3 hours). Students are also required to complete nine hours of writing-intensive courses, at least one of which must be upper-division, and six hours of diversity-focused courses, at least one of which must be African/African diaspora studies.

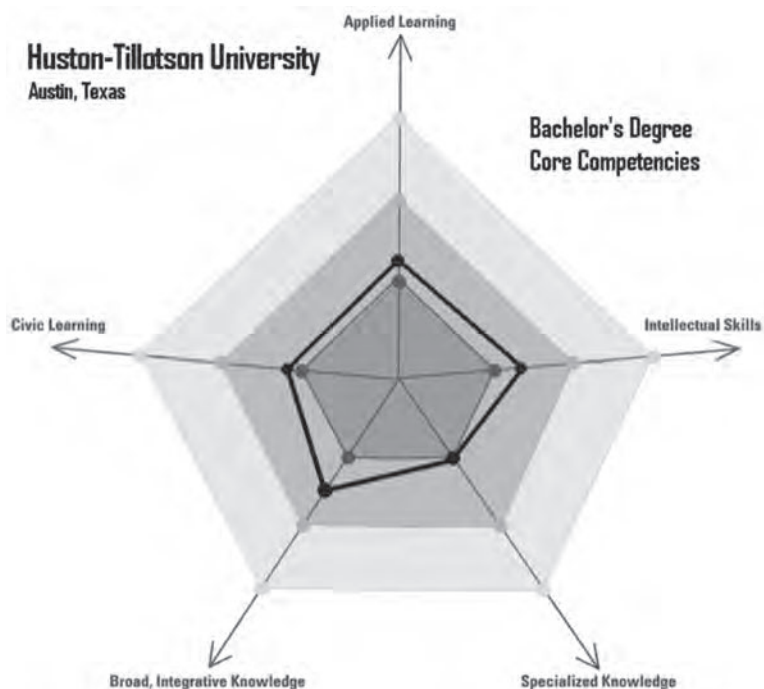
The curriculum is grounded in nine core competencies:

1. Aesthetics
2. Appreciation of Diversity in a Global and Historical Context
3. Citizenship and Social Responsibility
4. Critical Thinking/Analysis/Problem Solving
5. Effective Communication
6. Efficient Use of Technology
7. Ethical Reasoning and Behavior
8. Understanding and Applying Science
9. Wellness

The matrix showing the curriculum plotted by the ad hoc committee is appended to this document, following the exhibit below, "Spiderweb Model."

Spiderweb Model

Conducting the mapping process indicated that 47.5% of the outcome statements aligned with the category of Broad, Integrative Knowledge. The second highest category in the mapping process was Intellectual Skills at 25%. Third highest category was Applied Learning at 15%. Civic Learning was only evident in 12.5% of the outcome statements, even though civic engagement is explicitly stated in the university mission statement. Since only the core curriculum was considered, none of the outcome statements were mapped to the Specialized Knowledge category and the Institutional Option was not considered.



HT Core Curriculum Competencies Outcomes/ DQP Areas of Learning Matrix

Critical Thinking, Analysis, Problem Solving	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Separates facts from opinions and emotions and discerns the differences among hypotheses, theories, proofs, logical appeals, and emotional appeals.	✓					
2. Analyzes written, numerical, and visual data collected through observation, experimentation, personal experience, or research to draw conclusions, synthesize materials, or make evaluations and applications.	✓					
3. Identifies relationships among language, form, and content; identifies main and subordinate ideas in written works; summarizes these ideas.		✓				
4. Identifies and analyzes problems, investigates alternatives, and formulates appropriate solutions.	✓					
5. Uses basic mathematical, statistical, and qualitative methods to model and solve concrete problems.			✓			
6. Recognizes logical fallacies and inconsistencies in an argument or line of thinking.	✓					
7. Uses a variety of information resources (libraries and computer technology) to locate research materials; credits sources appropriately; integrates research materials drawn from various sources.		✓				

Effective Communication	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge
1. Analyzes of communication strategies in specific contexts, including personal relationships, political and civic forums, social, community, professional and academic settings	✓				
2. Creates and modulates messages with sensitivity to audience, purpose, media, and context	✓				
3. Regulates surface features of communication, including grammatical conventions, vocabulary and diction, pronunciation, tone, inflection gestures and expression as appropriate to rhetorical context	✓				
4. Creates, sends, receives, and understands messages across a variety of media, including speaking, writing, visual and technologically mediated communications			✓		

(Understanding) Diversity in a Global and Historical Context	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge
1. Traces the historical development of culture.		✓			
2. Describes diverse cultures, customs, ethnic groups, religions, genders, and sexualities, especially the experience of traditionally underrepresented groups.		✓			
3. Articulates a personal definition of and approach to diversity that takes into consideration an individual's relationship with communities.		✓			
4. Interprets the implications of diversity when applied to issues of justice and equity.				✓	

Ethical Reasoning and Behavior	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Demonstrates a personal foundation for ethics; explains alternative ways of grounding ethics		✓				
2. Employs behaviors consistent with the laws and principles that govern our society.				✓		
3. Compares moral, legal, and mental accountability and integrity for choices, regardless of negative influences and pressures to do otherwise.	✓					
4. Exhibits trustworthiness, honesty, and fairness of conduct in character development and interpersonal relationships.		✓				

Understanding and Applying Science	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Critiques scientific articles and determines their accuracy.	✓					
2. Explains scientific principles used in modern technology and in everyday situations.		✓				
3. Applies the scientific method in a laboratory or classroom situation. This includes the hypothesis, experimental variable, dependent variable, control group, complete graphs of data and sound reasoning.			✓			
4. Demonstrates moral and ethical decisions on issues related to science.		✓				

Citizenship and Social Responsibility	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Describes development, persistence, and change among diverse political, economic, and social systems; explains the related contemporary issues and solutions.		✓				
2. Summarizes the complexities of individual human behavior, the individual's relationship with the larger world, and justifies the desire for widespread tolerance and understanding.		✓				
3. Recounts the diverse history of injustice and its contemporary persistence in attitudes and discourse; selects justice-seeking remedies; values the protection of victims, and collective efforts in upholding the integrity of the law.				✓		
4. Explains and critiques problems; examines important social issues; generates strategies to resolve conflict.	✓					
5. Recognizes the value of social responsibilities such as volunteering, cooperative attitudes, and voting; operates as an active member of the global and local community.				✓		
6. Exhibits individual and societal responsibilities to protect the environment.			✓			

Use of Technology	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Uses technology to explore concepts and acquire knowledge.		✓				
2. Uses technology effectively			✓			

Wellness	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Analyzes the balance and harmony of body, mind, and spirit to achieve optimum health.		✓				
2. Recognizes the causes, symptoms, preventive measures, and treatment of major health conditions.		✓				
3. Recognizes one's own health problems that may interfere with learning; seeks help from college and community resources.			✓			
4. Explains the role of the environment in holistic health; supports improvement and protection of environmental quality.		✓				

Aesthetics	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Civic Learning	Specialized Knowledge	Institutional Option
1. Evaluates beauty in nature and human forms of expression.		✓				
2. Identifies various forms of art, including visual, aural, and literary arts (music, drama, painting, sculpture, etc.)		✓				
3. Describes style, period, and genre for the various artistic forms.		✓				
4. Articulates aesthetic perceptions and understanding and to reveal knowledge of artistic expression and beauty.		✓				
5. Engages with art through attendance and participation at cultural arts events (art museums, plays, poetry readings, symphony, opera, musicals, etc.).				✓		

Degree Qualifications Profile Case Study

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Abstract

With the face of the higher education system changing from a traditional classroom to more of a technologically academic setting, institutional administrators and faculty are facing challenges with modifying their pedagogy to reflect the vision that universities must attain. A large percentage of higher education institutions have been operating for years utilizing traditional pedagogy, which indicates that they have embraced this approach to learning. However, old traditional pedagogies must give way to new models that address globalization and greater complexities in society. However, as the higher educational system continues to change, institutions find it challenging to change from the “old” way of degree evaluations to a way that was facilitated by the faculty at Alcorn State University’s application of the Lumina Foundation Degree Qualifications Profile (DQP). Thus, sharing the insights and perspectives of our faculty who applied the DQP to our curriculum grants us the opportunity to provide an example of this process for peer institutions to follow.

Introduction

Through a partnership between the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Lumina Foundation, Alcorn State University (ASU) applied for and received a mini grant to compile a Degree Qualifications Profile Case study. The purpose of the case was to examine the process undertaken by ASU in the implementation of the Lumina Foundation’s Degree Qualifications Profile at ASU for the purpose of improving the quality of academic programs toward increased degree completion. Using the five broad areas of the Lumina Foundation’s DQP, the expected outcome of the pilot project was the plotting of academic programs on the Spiderweb following a review of curricula in degree programs in light of these broad areas.

The Institution

Alcorn is the oldest public, historically black land-grant institution in the United States, and the second-oldest state supported institution of higher learning in Mississippi. It currently enrolls approximately 4,000 students. When it was founded in 1871, the institution’s three major study components were the four-year college track, the two-year track, and the three-year graded track. The students spent the mornings from seven o’clock until noon in classes. In the afternoon, they worked in the various shops for eight cents per hour. Room and board, including laundry, equated to five dollars a month. Alcorn State

University was founded as the result of the people of Mississippi's efforts to educate the descendants of formerly enslaved Africans. It was named in honor of the sitting governor of Mississippi, James L. Alcorn. The site was originally occupied by Oakland College, a school established by Presbyterians in 1828. The state of Mississippi purchased the Oakland College campus for \$40,000 and named it Alcorn University with the first president being Hiram R. Revels. Revels resigned his seat as a United States senator to assume the post. The state legislature provided \$50,000 in cash for ten successive years for establishment and overall operation of the college. Additionally, proceeds from the sale of 30 acres of land for \$188,928 yielded three-fifths of the proceeds for Alcorn, totaling \$113,400. These proceeds were used only for the agricultural and mechanical components of the college. In 1878, Alcorn University became Alcorn Agricultural and Mechanical College.

The original purchase of 225 acres of land had grown to over a 1,700 acre campus. Alcorn is situated in Claiborne County, seven miles west of Lorman, Mississippi; 80 miles south of the capital city of Jackson; 45 miles south of Vicksburg, Mississippi; and 40 miles north of Natchez, Mississippi. The college was at first exclusively for males, but eventually women were admitted. A dormitory for women was built in 1902. Over time, facilities increased from three historic buildings to more than 80 modern structures. In 1974, Alcorn Agricultural and Mechanical College became Alcorn State University. Governor William L. Waller signed House Bill 298, granting this status. Alcorn has thrived by continuously accomplishing dynamic goals and objectives despite limited resource allocations from the state. By the early 1990s, Alcorn's physical plant and academic programs had grown from just a name change into a more diversified university. The student population is now representative of more than 65 counties, more than 30 states, and at least 18 foreign countries. The university provides an undergraduate education that enables students to successfully pursue work in graduate and professional schools, engage in teaching, and enter other professions. As Mississippi recognized the importance of educating all citizens, Alcorn grew in status and importance. Alcorn State University began with eight faculty members in 1871 and today there are more than 800 faculty and staff. The student body has grown from 179 students to more than 3,800 students from all over the world with varied ethnic backgrounds. Although early graduates of Alcorn had limited horizons, today's graduates are successful in their chosen professions and many are outstanding entrepreneurs. Throughout Alcorn's history, the leadership and faculty remained committed to restoring and enhancing the institution's image and to attracting young people whose interest is the pursuit and receipt of a quality education.

Over the decades, "the college that excelled against great odds", has now become one of the leading universities in the nation. Alcorn State University operates seven divisions with degree programs in more than 50 areas including the bachelors, master's, and educational specialist degrees. The collaborative strength and contributions of Alcorn's past seventeen presidents during its 140 years of existence have enabled the institution to excel. On November 30, 2010, the Mississippi Board of Trustees of State Institutions of Higher Learning voted unanimously to appoint Dr. M. Christopher Brown II as Alcorn State University's eighteenth president. President Brown's background and vision are strategically aligned with Alcorn's history and tradition. He is poised to expeditiously move Alcorn State University to the next level of excellence. (Excerpt taken from Dr. Josephine M. Posey, *Against Great Odds: The History of Alcorn State* [1994]).

ASU's Mission

Alcorn State University, a Historically Black College and University, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The university emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, and public service and outreach, while providing access to globally competitive academic and research programs. Alcorn strives to prepare graduates to be well-rounded future leaders of high character and to be successful in the global marketplace of the twenty-first century.

ASU's Reputation

For more than 138 years, Alcorn State has educated leaders in the full range of professions: agriculture, the arts, business, human services, education, law, politics, medicine, and nursing. An important reason for our graduates' success: At Alcorn, students form close, collaborative relationships with faculty mentors.

ASU's three campuses—in Lorman, Natchez, and Vicksburg—offer convenient access to world-class higher education in an intimate setting in Southwest Mississippi. Alcorn is an environment scaled to the individual. A look at our campuses will show you that we're growing. Newer facilities on campus, including the math and science, ecology, and biotech buildings and the Clinton Bristow dining facility smoothly integrate high-tech amenities with the serenity of our 1,700 acre, historic Lorman campus.

Succeeding at Alcorn takes hard work, commitment, and determination. But you can count on support all around you—administrators, professors, and other students. Three out of four students live on campus, and making friends is easy. Dozens of clubs and organizations offer opportunities for getting involved, developing leadership skills, and just having fun. The supportive environment is a big factor in many students' decisions to attend Alcorn.

Preparation for the Case Study Process

During the fall of 2012, a team of faculty, staff, and administrators began working to discuss the 2020 goal of the Lumina Foundation aimed at improving the quality of academic programs in order to increase degree completion. The Lumina Foundation provided a mini grant for the initial study of the DQP.

ASU was one of several HBCUs that participated in a webinar session, and launched the DQP pilot project. Each team was responsible for selecting the curricula that would serve as the focus of their institution's DQP pilot project. ASU engaged participation among faculty, staff, and administration for the curricula review to result in a plotted DQP Spiderweb.

All parties involved in the project met to identify possible values of the DQP and how they related to ASU's current degree programs. Initially, fifteen programs participated in the initial conversations, but three programs took the lead in the DQP development process. Those programs included: English literature, agricultural economics, and elementary education.

Each program representative then proceeded to meet with the appropriate departmental faculty to align the said curricula with the five dimensions of the DQP. After a full-scale alignment, a formula for the creation of a visual representation of the DQP was advanced. Each program lead then presented the visual representation to the group as a whole. The case study project was officially launched at ASU on July 1, 2013. The case study took approximately thirty days to complete.

The Process and Participation in the Case Study

Dr. M. Christopher Brown II, eighteenth president of Alcorn State University, appointed several individuals to serve on the leadership team for the DQP project, including the special assistant to the president for strategic initiatives, the vice provost for academic affairs, and the Alcorn State University history research associate. Shortly after the initial planning session, the director of institutional effectiveness and assessment was invited to join the leadership team. The dean of the School of Education and Psychology and the chair of the Department of Education and Psychology were included as an integral part of the case study process.

The decision was made to engage all fifteen undergraduate academic units in the project.

Members of the leadership team met with deans and department chairpersons by schools, and were given an explanation of the Degree Qualifications Profile (DQP). Department chairpersons were asked to work with faculty in their respective units to develop a degree profile Spiderweb for each of their undergraduate degree programs. Upon completion of this activity, three departments (agriculture, English and foreign languages, and education and psychology) were selected for a more in-depth engagement in the process. These departments were charged with selecting one degree program for which curriculum mapping and outcomes assessment would be used to corroborate the Spiderweb for that particular degree program.

This call for accountability required Alcorn State University to examine several of its programs. These programs were examined in regards to the school's role in fostering personal growth in students and helping students examine their values and commitments once they had completed a program.

Seven faculty members, who taught the professional courses in the elementary education program, along with the chairperson of the department held several meetings to identify requirements for candidates in the unit's teacher preparation program. Using key assessments, standards, and skills identified from accrediting agencies (NACTE/CAEP), The Association for Childhood Education International (ACEI), Core Teaching Standards (Interstate Teacher Assessment and Support Consortium (InTASC), and the State of Mississippi Department of Education, we set out to find key reference points that demonstrate our programs' effectiveness in preparing future teachers. We aligned these reference points with the categories provided in the DQP. This group examined course syllabi to ensure placement of these outcomes in the correct targeted category.

Upon examination of syllabi, the faculty discussed content of the courses that they taught. The outcomes of these courses were then matched with national standard coverage. A listing of the outcomes were identified and aligned with the categories of the profile of a bachelor degree qualification found in Lumina Foundation's *The Degree Qualifications Profile* publication.

Faculty members then assigned values to each outcome. After the assignment of values to each outcome the numerical value was then applied to each category. This gave a true picture of the outcomes and category where emphasis was placed in each program regarding the five basic areas of learning described in the degree profile (Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning).

Of the fifteen programs that originally took part in the initial phase of the project, it was decided to focus on the elementary education program as a microcosm of the whole. While there were initially three

programs that became the focus of phase one, an in-depth view of one program appeared to be the best avenue for focus. Therefore, this case study will reflect findings only for the elementary education program.

The level of participation among faculty varied from department to department. Some department chairpersons selected program coordinators to spearhead the design of the Spiderweb. In such cases, the process may not have reached all faculty members. In other instances, the process was handled in full faculty departmental meetings where lively exchanges took place. Overall, in each department, at least the department chairperson and some faculty members were involved in the process. For the three departments selected for more in-depth activity, department chairs worked with selected faculty members to complete the curriculum mapping activity.

A Spiderweb was developed for all undergraduate degree programs. As cited above, three degree programs were selected for further engagement. After reviewing the variety arrays of Spiderwebs from the departments, the leadership team decided that in lieu of a single institutional web, several degree programs that might represent a significant cross-section of the university could be used. Considering the university's mission, the agricultural economics degree was selected because of the importance of land-grant function of the university; the English literature degree program was selected as a representative of the liberal arts degree programs (and the emphasis on QEP); and similarly, the elementary education degree program was selected because of the strong presence of teacher education programs at the university.

As noted in a comment from the Department of Agriculture, the process was useful in helping to identify "gaps" in the programs. These gaps, including the need for more-focused hands-on practicum experiences, were highlighted by the intense examination of the program. Interestingly, the leadership team noted that when tied to focused curriculum mapping, the original Spiderweb submitted by some departments exhibited some degree of change. In other words, the process of simply designing a Spiderweb seemed to be more subjective when done independently of meticulous curriculum mapping.

Formula-Based Development

Alcorn State University utilized a formula-based approach to create the graphic DQP Spiderweb. Each radar Axis of the Spiderweb was assigned a numerical value to show the outline of each degree program (the pentagon). Using the value of 99, each degree was separated by one-third of the 99 total point value. There are 33 point values between each degree (the AA Associate Degree=0-33 points; Bachelor's Degree=33-66 points; the Master's Degree=66-99 points). These point values evenly distribute the defined areas of learning for each specific degree.

All outcomes for the major were clearly tied to national standards from Interstate Teacher Assessment and Support Consortium (InTASC), National Council for Accreditation of Teacher Education (NCATE), and Association for Childhood Education International (ACEI). Once aligned with the degree profile with respect to the five areas of learning we found some skills overlapping. Some standards could be clearly found in multiple descriptors. Using Blooms taxonomy of learning domains we assigned a numerical value to each outcome based on the how many domains could be identified in the outcome, and the outcome's location within a category of the domains. For example, an outcome such as "communicate both oral and written" uses only the cognitive domain, and is found at the application level; however, analytical inquiry would encompass both the cognitive domain (analyze) and affective (organization)

domains, and therefore would receive a higher numerical value. The systems allowed us to assign 1 point per domain and points based on the category found in the domain (Cognitive Domain; 1, 2, 3, ..., 6 respectively based on the level of the category).

An Example:

Candidate demonstrates the ability to use pedagogical skills that are matched to specific instructional outcomes.

The outcome required the participant to differentiate, create, and demonstrate in order to carry out the task and thus received a value of five.

The values for all outcomes found within the specific learning areas were combined and added to the value of 33, which identified the maximum points for the associate degree. Inserting these values into the chart allowed us to see where the emphases were placed in this degree program.

Faculty Insights

One comment that surfaced was that the process helped emphasize to faculty the importance of understanding how their individual courses fit into the curriculum. One department chairperson noted that the revision of course syllabi should be done with a clear understanding of how that course would fit into the overall design Spiderweb of the degree program.

Another note of interest was the observation that not all curricular matters necessarily had to be found in coursework. Particularly in the area of Civic Learning, a student's disposition might be more influenced by special projects, internships, or outreach. The faculty had extremely positive views of how this process could be useful as exhibited below:

- The faculty owned the process, and information was provided by all departments
- The participating faculty found this exercise to be a great procedure for program review, and it encouraged faculty to consider updating their curriculum.
- The faculty owned the process by working in groups to map the key learning objectives, and faculty seemed to embrace the process and work earnestly in the mapping of collectively agreed-upon course outcomes against the five DQP factors. It generated very lively and healthy discussion.
- All faculty teaching education courses involved in the curriculum embraced the task.
- Faculty buy-in was evident from the committee, faculty meetings, and the feedback they solicited; but it was difficult to obtain during the summer.
- Faculty worked together to map the baseline for the education bachelor degree programs.
- The work was presented to all faculty, and the larger plan is to continue to broaden faculty engagement systematically so that it involves faculty mapping across all programs.

Best Practices and Recommendations

At least one department indicated interest in using the DQP process as a first step in the discipline's accreditation process. In this regard, the DQP process would provide a good snapshot of what the faculty perceived the degree programs to be. Other departments are satisfied the university's current institutional effectiveness/assessment processes are sufficient, and the DQP process would be somewhat redundant.

We believe that the process can be quite beneficial. Perhaps developing an institution-wide, or school-wide, system in which specific parameters are identified and defined such that there is uniformity in how Spiderwebs are determined would facilitate wider application of the DQP. During this activity, we

concentrated on degree programs. In the future, perhaps the focus could be on the general education core, or be restricted to upper level courses.

Usefulness of DQP

We found no evidence to the contrary that the five broad areas of the DQP adequately encompass the parameters of our degree programs. As expected, some of the professional degree programs' designs reflected a predilection for more emphases on Applied Learning and Specialized Knowledge (e.g., Nursing, Music), while liberal arts degrees reflected greater emphases on Broad, Integrative Knowledge and Intellectual Skill development.

Spiderweb Narrative for Elementary Education (BS)

The extent of emphasis in the elementary education (BS) degree program based on the learning outcomes for the program show a high degree of emphasis in the applied knowledge, Broad, Integrative Knowledge, and the specialized knowledge areas. Because elementary education majors are required to have Specialized Knowledge, such as content knowledge of different subfields in education, and demonstrate fluency in the use of tools, technologies, and methods in teaching, heavy emphasis has been placed on Specialized Knowledge. These majors must demonstrate practices of core fields ranging from science, the social sciences, through the arts. Additionally we expect our graduates to present or illustrate learning outcomes in field-based experiences.

Applied Learning:

- Candidate displays an extensive knowledge of the important concepts in the discipline and instructional relationships.
- Candidate's teaching plans during clinical experiences reflect an understanding of prerequisite information among topics, concepts and provide the necessary cognitive structures needed by candidates to ensure students' understanding.
- Candidate plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals and the community.
- Candidate uses his/her knowledge and understanding of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom.

Intellectual Skills:

- Candidate demonstrates a high level of competence in the understanding and use of concepts from reading and language and child development to teach reading, writing, speaking, viewing, listening and thinking skills, and to help students successfully apply their developing skills to many different situations, materials and ideas.
- Candidate's teaching plans reflect an understanding, and integrate knowledge, from several subject areas in lessons (Thematic Unit).
- Candidate can use the major concepts and modes of inquiry from content, functions and achievements of other disciplines to promote elementary students; abilities to make informed decisions as citizens of a diverse society and independent world.
- Candidate knows, understands and utilizes technology and multimedia lessons to apply concepts in problem solving and critical thinking.

Specialized Knowledge:

- Candidate can plan learning activities that are specialized and designed to engage students in high-level cognitive activity.
- Candidate has the ability to plan learning activities that are differentiated appropriately for individual learners. Candidate demonstrates the ability use pedagogical skills that are matched to specific instructional outcomes.
- Candidate has the ability to organize instructional groups to maximize learning and build on students' strengths.
- Candidate has the ability to plan lessons that are fully aligned with the instructional outcomes and have clear criteria and standards that show evidence of students' contribution to their development.
- Candidate demonstrates an in-depth content knowledge of language arts, science, social science and math concepts.

Broad, Integrative Knowledge:

- Candidate has the ability to maximize instructional time because of efficient classroom routines and procedures.
- Candidate has the ability to create a learning environment to ensure students take the initiative with their classmates to ensure that their time is used productively.
- Candidate demonstrates ability to arrange the classroom as a safe environment that is accessible to all students, including those with special needs.
- Candidate possesses the ability to link the instructional purpose of the lesson to student interests; the directions and procedures given during instruction are clear.
- Candidate possesses pedagogical skills that allow for content to be understood by students clearly and imaginatively, using metaphors and analogies to bring content to life.
- Candidate demonstrates the ability to encourage students to contribute to the use or adaptation of the physical environment to advance learning.
- Candidate can perform an accurate assessment of a lesson's effectiveness and the extent to which it achieves its instructional outcomes by citing many specific examples from the lesson and weighing the strengths of how mastery of the objectives were achieved.

Civic Learning:

- Candidate can function effectively to create a climate of student learning by integrating professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skills and student success.
- Candidate has the disposition to become involved in the school's culture of professional inquiry.
- Candidate has a disposition that values the relationships with colleagues, families and agencies in the larger community.
- Candidate demonstrates the ability to contribute to and oversee events that positively impact school life.
- Candidates are highly proactive in serving students; seeking resources when needed.
- Candidate has the ability to create learning experiences that make a positive impact on learning through recognizing and valuing diversity.

Specialized Knowledge:

- Candidates display extensive knowledge of resources-not only through the school and district, but also in the community, through professional organizations for classroom use and for the expansion of his or her own knowledge and for students.
- Candidates can develop lessons that support instructional outcomes and reflect important concepts.
- Candidates know, understand and utilize technology and multimedia lessons to apply concepts in problem solving and critical thinking.
- Candidates instructional plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.
- Candidates learning activities are designed and differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.

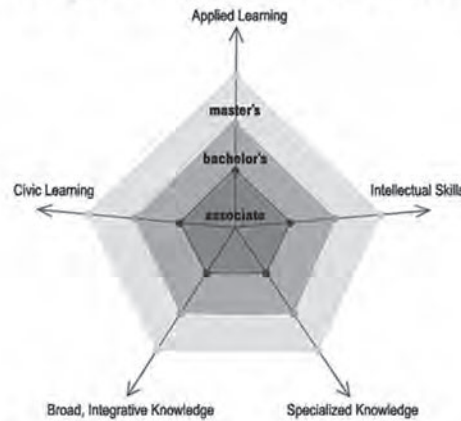
Intellectual Skills:

- Candidates demonstrate a high level of competence in use of English language arts, and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas.
- Candidates' teaching plans during clinical experiences reflect an understanding of and integrate knowledge from several subject areas.
- Candidates know, understand and use the major concepts and modes of inquiry from content, functions and achievements of other disciplines to promote elementary students' abilities to make informed decisions as citizens of a diverse society and independent world.
- Candidates know, understand and utilize technology and multimedia lessons to apply concepts in problem solving.

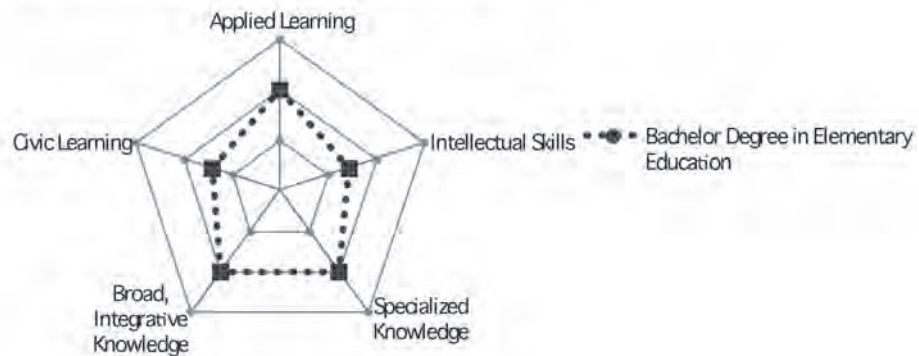
Description of the best practices to design the DQP

Alcorn State University utilized a team approach to develop the case study for the DQP model. A team of seven faculty members for the project examined the learning outcomes for each degree program selected to participate in the case study. Each student-learning outcome was ranked into one of the specialized categories and assigned a numerical value based on a rubric. This value was then input into a formula that generated the DQP visual. This process was utilized to formulate a graphic depiction of what each degree program would look like, and it also provided a means for comparison to see if the degree has the emphasis that it was intended to have at the onset of the degree development. This process has taken many trials and some error to get the profile to a point where the data were considered usable. Additionally, this process encourages faculty members to think "deeply" about the learning outcomes of each degree program that participates.

Degree Profile Web Chart



Elementary Education (BS)



Conclusion

In conclusion, throughout the case study, common themes affirm the importance of the DQP process. While this case study phase focused on the exercise of describing the plotting of the Spiderweb in line with the elementary education curriculum review, ASU has now been introduced to an invaluable tool and process that holds potential for greater student success.

Because of a desire and need among ASU's departments to increase graduation and retention rates, an ongoing partnership is needed between ASU and the Lumina Foundation. The DQP can play an ongoing role in meeting the university's goal of increased degree completion as well as helping to equip ASU to better serve students.

ASU Case Study Next Steps

1. Share the case with all stakeholders.
2. Continue to refine all academic programs utilizing the DQP process.
3. Continue to revisit the case study on an annual basis with a focus on improvement
4. Write a proposal to present this work at a national conference
5. Contact other participants of the case study process to see if there are similarities or differences that can be used as a learning opportunity.

The DQP and Lane College's General Education Program

Lane College

Abstract

The purpose of our case study was to articulate the manner in which we were able to involve the general faculty, across all divisions of the college, in the Degree Qualifications Profile (DQP) process and Spiderweb development. Specifically, we were able to do so using both data-driven approaches and intuitive/experience-based observations. Our unique contribution is the mathematical process used to develop the DQP Spiderweb for the December 2012 Lumina/SACSCOC meeting in Dallas, Texas.

Institutional Description

Lane College, founded by Bishop Isaac Lane in 1882, is a small, private, four-year, coeducational, liberal arts, church-related institution located in Jackson, Tennessee, 80 miles east of Memphis and 123 miles west of Nashville. The college was founded by individuals who were committed to assuring that newly freed slaves would be able to "read, write, and speak correctly." At its founding, the college produced students who would go on to be leaders in the teaching and preaching vocations. Bishop Lane believed that providing students with the necessary academic, spiritual, and cultural resources would empower them to meet the needs of the larger African American community. His belief was proven to be true as Lane College emerged as a leader in the reduction of illiteracy among Southern blacks in the early 20th century. One of the few schools approved by the Southern Association of Colleges and Secondary Schools (SACS) that served African American students, Lane College received a "B" rating from the influential regulatory agency in 1936, as well as partial accreditation, the only level that was given to 'Negro' schools by SACS at that time. Lane College received initial approval from the Southern Association of Colleges and Schools in 1936 and has been continuously accredited by the body since that time.

Lane College has since expanded its curricular offerings, and graduated students enter and lead in a multitude of professional disciplines including law, medicine, and business. Although Lane College is proud of its history, it remains more committed and confident in its future than ever before. Coupling the vision of the college's current president with the advocacy and commitment of the greater college community to an agenda of high academic standards, student support, new capital improvements, strong financial management, and strict administrative accountability, Lane College is confident that it will continue to stand as a leader among its peers.

Lane College is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Lane's institutional affiliations include: Tennessee Independent Colleges and University Association, United Negro College Fund, American Council on Education, Council of Independent Colleges and Tennessee Campus Compact. Members of the Lane College community understand that each student enters college with a unique set of needs. In order to meet these needs and assist its students in attaining the highest levels of academic achievement possible, the college utilizes a robust support-services model that addresses the academic, spiritual, and social needs of the student body. This model includes: a writing center, STEM lab, multiple computer labs, a weekly chapel program, and academic enrichment achievements. In addition, Lane College typically awards financial aid to around 98% of its student body. Under the leadership of President Wesley Cornelius McClure, faculty and staff have come together to employ a collaborative approach which allows Lane College to continue in its endeavors to cultivate a culture of student-centered, technology enhanced teaching and learning. This has and will continue to involve viewing students as whole persons, life-long learners, and future leaders, and viewing faculty as leaders in innovative pedagogy, and experts in their given fields.

Lane College's liberal arts curriculum is divided into three academic divisions: (1) Liberal Studies and Education; (2) Business, Social and Behavioral Science; and (3) Natural & Physical Sciences and Mathematics. The Division of Liberal Studies and Education offers majors in: English; mass communication; interdisciplinary studies; music; physical education; religion; and French. The Division of Business, Social and Behavioral Science offers majors in: business; criminal justice; history; and sociology. The Division of Natural & Physical Sciences and Mathematics offers majors in: biology; chemistry; computer science; mathematics; and physics. Regardless of their chosen major, every student must successfully complete Lane College's General Studies curriculum. The General Studies curriculum is comprised of several courses that are intended to provide students with a sound foundation for study in any major.

Additionally, this curriculum is uniquely designed to equip the college's students with the skills and knowledge needed to be competitive and successful in their chosen fields. The accreditation board has agreed with this philosophy for seventy-eight years. Under Dr. McClure's leadership, the college has experienced significant growth in enrollment, harnessed financial stability, increased faculty strength, expanded the General Education curriculum and increased major disciplines; strengthened management; significantly improved the campus's physical campus, developed a student-centered campus climate including heightened student morale. A summary of this development follows below.

In April 1996, the college purchased the former Budde & Weiss Manufacturing Company, a company that designed and made church furniture. Budde Street, which is adjacent to the original properties, is named in its honor. Their successor in title was Tennessee Dimensions, Inc. This purchase of 6.7 acres, plus the June 1996 acquisition of the property at 536 Lane Avenue, formerly the home of Mrs. Essie Mae Atwater Perry, increased the size of the campus to approximately 25 acres. Additionally, in 1997 Lane College constructed the \$5.2 million academic center which houses the library/learning resource center, an auditorium, faculty offices, several classrooms, seminar rooms, skills laboratories, and a telecommunications center. This building was named the Chambers-McClure Academic Center (CMAC). In 1997, the college began renovation of the Bray Administration Building. This edifice, built in 1905 and known as the "Crown Jewel" of the campus, received a complete interior overhaul, costing \$2.2 million. Funds for this project were acquired through the U.S. Department of Education. The renovation was completed in July 2000.

An extensive campus beautification initiative was undertaken in 1998, which included: a new football practice field; recreational center; The Archives, which houses a student computer center, a bookstore, communications/copy center, and study lounge/ café; spiritual life center; the health services center; and remodeling of the heating plant.

In September 2001, the Lane College Board of Trustees approved the administration's strategic plan to expand the college's curriculum, strengthen the quality of its faculty, and increase student enrollment. Under Dr. McClure's leadership, the college's accreditation was reaffirmed in 2002, with commendations for library resources and information technology. Since 2002, and particularly during the years between 2006 and 2009, the college executed some of the most aggressive expansions in enrollment and facilities in its 130-year history.

During fall 2002, the college began to expand its campus acreage and, in the summer of 2003, began extensive renovations on The Archives (now known as Water Tower Place). As a result of these renovations, on November 4, 2004, the Cyber Café opened with a ribbon-cutting ceremony. This facility is ideally suited for meetings, coffee, or quiet study, and is equipped with wireless Internet access. During the evenings, the café is also utilized by students for live entertainment and poetry readings. During July 2005, the college acquired an FCC license to operate its own radio station; WLCD-FM. Lane is one of only two private colleges or universities in West Tennessee with its own radio station.

Between March and December 2006, the college acquired an off-campus residence hall named Eastbrooke, with a capacity for 100 occupants; erected P.R. Shy Hall (formerly named Meeting Hall and Production Center) and made it the home of WLCD radio and the College's Wellness Program. Lane College also acquired title to the 3,500-seat Rothrock Stadium from the City of Jackson (now the home of the Lane College Dragon's football team); purchased a telecommunications system to alert students, faculty, and staff of any emergency; and bought the historic St. Paul CME Church building located on its eastern boundary. This building, renamed The Lighthouse, is now used for concerts, plays, and other cultural activities.

In the summer 2007, the college completed construction of two residence halls: The Edens and The Orchards, each with a capacity of 86 students, and a new dining facility, Phillips Hall, which, as the result of a 2009 renovation, seats 800 students. The former dining hall was converted to The Grand Student Lounge, a learning/relaxing facility that houses a computer laboratory supporting 200 computers, a lounge section, student support and retention offices, meeting rooms, study halls, and a counseling center.

In the summer 2008, work was completed on another men's residence hall, Alumni Hall, which also houses 86 students. In summer 2009, work was completed on an additional men's residence hall, Harper Hall, and an additional women's residence hall, Jennie E. Lane Hall. All residential facilities provide free local telephone service, Internet and cable service, and wireless computer facilities. The new three-story residence halls (Harper Hall and Jennie E. Lane Hall) each house 129 students.

During the spring and summer 2009, construction was finished on the 42,000 square foot science and business building and two additional residence halls. The new science and business building, Millennium Hall, includes twelve classrooms; six laboratories; four lecture rooms replete with state-of-the-art technology; telecommunications capabilities; and office and lounge space to meet the needs of sixteen instructors. This new facility supports the college's goal of claiming recognition as a major

producer of graduates in the Science, Technology, Engineering, and Mathematics (STEM) areas, and will prepare students to be truly competitive as they enter business and global-marketing careers. Over the past twelve years, the college has invested more than \$25 million in the acquisition of land, improvements, and renovations to existing structures and construction of new capital facilities.

A major facelift along the heart of the college during the summer of 2010, particularly the three-block area proceeding easterly on Lane Avenue from the railroad tracks to Middleton Street, has heightened the aesthetic appeal of the campus. The project included the installation of decorative street lights and crosswalks, street resurfacing, sidewalk replacements, and landscaping beautification. Of particular note is the installation of brick overlays in front of Cleaves Residential Hall. Also, during the summer of 2010, the college completed construction of a pedestrian underpass that connects Harper Hall, a men's residence hall, with the North campus by creating a walkway under the West Tennessee Railroad. With student safety paramount, the project was designed, approved, and constructed in only 70 days.

In October 2010, the College completed construction of the new Berry Music Hall that replaced the former building that was moved to campus over 65 years ago. Students of music now enjoy state-of-the-art facilities within the new music hall that enhance their vocal and musical talents. In the near future, this new facility will also house certain telecommunications functions that will allow for the demolition of an adjacent building previously used as a classroom and administrative support facility and the creation of additional parking space.

During the winter of 2010, the College acquired Rothrock Stadium, now Lane Field, and acquired title to property on the west side of Hays Avenue, between Lexington and College Streets, containing one of the historic buildings on the former Union University Campus, namely, Adams Hall. After obtaining the necessary approval from the Jackson-Madison County Historic Zoning Commission, this building was demolished, making way for additional parking and pedestrian spaces during the annual Homecoming football game and attendant festivities that occur at the largest and most successful event in Madison County each year.

Lane College's 130th anniversary was marked by enormous growth, but also the upholding of its mission to serve the disadvantaged. Community health initiatives promoting HIV/ AIDS awareness and prevention of such diseases as diabetes and high blood pressure have been implemented in the college's Wellness Program since 2006. The Lane College Evening Classes Program is another such vehicle for outreach. For working adults and other non-traditional students who are unable to attend college during the day, the evening program has offered affordable evening courses to degree-seeking students since 2007.

From its humble beginnings, Lane College has been a source of inspiration for countless numbers of youth and adults throughout this nation. Today, it stands as a symbol of Christian education for persons of all faiths, creeds, colors, and nationalities.

Launching the DQP Process

Spiderweb Development Process

Following his initial awareness of and involvement with the Lumina Degree Qualifications Profile (DQP) project, President Wesley Cornelius McClure instructed The Office of Academic Affairs to identify from

three to five faculty participants. These participants were selected with the input of the division chairs, across the three divisions of the college. This initial team participated in the teleconference/webinar held on August 30, 2012.

The First Meeting

Vice President of Academic Affairs Dr. Deborah Buchanan convened a committee comprised of the division chairs, an area coordinator, and two faculty members (see Exhibit 1). At the first meeting, the “core committee” discussed the history and purpose of the Lumina’s DQP project and its objectives. After discussing the goals of Lumina, we localized those goals and placed them in the context of our institutional mission and goals. After discussing the commonalities between Lumina and Lane College’s goals, each member was asked to articulate their position/understanding of the DQP as it relates to Lane College.

A thoughtful discussion among the committee ensued and yielded fruitful information, concerning not only our broad expectations for students in general, but for our academic programs, as well. This discussion was fruitful because it gave us an opportunity to articulate our strengths and weaknesses as a degree-granting institution and parlayed our discussion into the Degree Profile Spiderweb (DPS). Everyone acknowledged that the Spiderweb was the most difficult aspect of the DQP. From our discussion, we began mapping how we saw our program.

Needless to say, we all viewed the Spiderweb differently. We compared our findings and concluded that more faculty members needed to be added to enhance our discourse and committee. A suggestion was made that we broaden the core committee to include the Curriculum Committee, and that we ask for data from Director of Institutional Research Dr. Fred Okanda.

Broadening the Core Group

At our next meeting, the Curriculum Committee was added to the “core group.” After we discussed the purpose of the DQP, we discussed the data that we hoped would assist us in completing the DPS. Even with the data, the most consuming aspect of our discussion was how to draw the map based on our information. Precision and accuracy became the primary goal. It was advantageous that one of the members of the Curriculum Committee is a mathematician. After a tentative map was drawn, we decided to give the DPS to each group member and continue our discussion via E-mail, which we did. At the end of the discussion, the group decided to include the general faculty. However, before we presented the information to the general faculty, we needed a test group. The initial test group of faculty members was the Division of Math and Science. An overview of the DPS pilot was presented and well-received by the faculty. This presentation became the standard and was introduced to the remaining two academic divisions.

During each division presentation, we decided not to share the core committee’s map for fear that it would compromise and skew the process and possibly the outcome. We wanted to test the accuracy of our findings and see exactly how much, if at all, the Spiderweb would change once the entire faculty was integrated into the process. Thus, Dr. Buchanan asked us to make a brief presentation at the next faculty meeting. The overall purpose of the presentation would be to present our findings and to pique the curiosity of the general faculty while educating them on the process.

All On Board

The first presentation to the general faculty went extremely well. The presentation did exactly what it was intended to do—ensnare the attention of the collective faculty and bring everyone into the process. Conversely, the response of the faculty reinvigorated the group. It was announced that in the next faculty meeting everyone would be asked to complete a survey. The combined core and curriculum committees put together questions for the survey. The survey asked the general faculty to rank categories in the Degree Profile Matrix (DPM), and from these findings a solid map was constructed that represented the survey's findings. In our attempt to construct a highly inclusive Lane College Institutional Profile as well as an accurate DPS, every faculty member responded to the questions posed in the survey. Next, the survey was given to the mathematician of the group who painstakingly recreated a new Spiderweb based upon the findings in the survey. We juxtaposed the core committee's Spiderweb with the Spiderweb from the general faculty's survey and found very little difference.

Continuing the Process

During the next meeting, the Curriculum, Academic Standards and Instructional Development Committee were added to the "core group." After reviewing the purpose of the Lumina Foundation/SACSCOC pilot project, the group discussed the data (collected from institutional research) in hopes that it would assist in the completion of the Spiderweb. Even with the data, the most consuming aspect of the discussion centered on how the map should be drawn, given the information available. After a tentative map was drawn, the decision was made to give the DPS to each member and continue the dialogue about the map via email. At the end of the discussion, the group decided to include the general faculty. However, the decision was made to "test" the presentation before it was presented to the general faculty. The initial test group of faculty members was the Division of Natural and Physical Sciences and Mathematics (NPS). An overview of the Degree Profile Spiderweb pilot was presented and well-received by the NPS faculty. This presentation became the standard and was introduced to the remaining two academic divisions (Liberal Studies and Education; and Business, Social and Behavioral Sciences). In order to decrease the likelihood that the process would be compromised or skewed causing faculty responses to be biased, the committee decided not to share its map. Ultimately, the intention was to test the accuracy of the committee's findings and to see exactly how much, if at all, the Spiderweb would change once the entire faculty provided input.

The combined core and curriculum committees put together questions for the survey. The survey asked the general faculty to rank the college using the categories in the Degree Profile Matrix. From these findings a Spiderweb representing the survey's findings was constructed. In order to construct an Institutional Profile that was highly inclusive, as well as an accurate Spiderweb, it was necessary that every faculty member responded to the questions posed in the survey.

As articulated above, small-group and large-scale dialogue, as well as the use of previously collected institutional data, initially guided our mapping process. The ability to use this initial thrust to eventually move towards a mathematically based map allowed the institution to integrate the expertise and distinct skills of faculty across disciplines in an authentic way (this integration will be further discussed in the subsequent section on the conceptual framework). Ultimately using a mathematical method to measure and document the experiences and observations of the general faculty, we produced a Degree Qualifications Profile Spiderweb that the institution may use as a starting point for further research and

dialogue, and to strengthen our academic aims in service to the fulfillment of our mission. An in-depth discussion of the distinctiveness of this method follows.

In the process of developing the DQP and understanding its practical application, the concept of a “Spiderweb” appears naturally. One notices that a Spiderweb of a particular college is nothing but a pictorial representation and interpretation of the relationships among the following five areas in the DQP of that college: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning. Consequently, different colleges/universities have distinct Spiderwebs because their underlying DQPs vary based on their own educational missions. In connection with Lane College’s own unique mission whose essence is to develop the “whole student” academically and spiritually, one would be pondering what her spiderweb looks like. The purpose of this project is to determine such a spiderweb for Lane College.

Graphically speaking, a Spiderweb has a shape of a 5-gon, which is a polygon containing five sides and five vertices, with each of five vertices representing each of five areas in the DQP. With that in mind, we see that the crucial step in determining a precise drawing of a Spiderweb for Lane College is to assign five “points” in a “plane” representing the five areas in the DQP. Nevertheless, two questions arise in that regard: (1) What are a “plane” and a “point” that we need to choose? Or what is the frame of reference for the convenience of our work? This question needs to be addressed because when a point in a plane is discussed, people usually refer it to be a point in the Cartesian coordinate plane, or the x - y plane, written as an ordered 2-tuple of real numbers. For instance, (a, b) is a point in the Cartesian coordinate plane. However, working in our situation, one may encounter a difficulty in presenting each of five areas in the DQP as a 2-tuple of numbers, which implies that the common sense of a point and a plane doesn’t work. (2) If we assume that there is a way of representing a point and a plane for our purpose, what necessary data do we need in order to actually generate points, and how can we efficiently collect and analyze these data so that the result may sufficiently represent the overall opinions in the college’s community? This question needs to be singled out because our project is a data driven project in which everyone on campus should be involved, and the construction of the representation forms of a point and a plane is based on these data.

As expected, in order to answer the above two questions, one may have to employ results or facts in mathematics. Indeed, the answer to the first question is based on the concept of distance in geometry and the measure of a distance in algebra; the answer to the second one relies on the concept of weighted mean or percent in statistics.

As there are five areas in the DQP, we may use R^5 , the vector space of dimension 5 over the field of real numbers R , as the underlying geometric space in which a point is represented via a 5-tuple of real numbers. That is, $R^5 = \{(x_1, x_2, x_3, x_4, x_5) | x_i \in R, 1 \leq i \leq 5\}$. With this setup, the five points representing the five areas in the DQP have the following forms: $P_1 = (x_1, 0, 0, 0, 0)$, $P_2 = (0, x_2, 0, 0, 0)$, $P_3 = (0, 0, x_3, 0, 0)$, $P_4 = (0, 0, 0, x_4, 0)$, $P_5 = (0, 0, 0, 0, x_5)$, and they lie on the five axes of R^5 , every two of which are perpendicular. As a result, we see that the spiderweb lives in the 5-dimensional space R^5 and it can hardly be visualized. To overcome this inconvenience, we “project” the five axes of R^5 onto five arrays in R^2 in which graphs can be realized. The reason that we are able to do so is because the distances of all possible pairs of distinct points among $(m, 0, 0, 0, 0)$, $(0, m, 0, 0, 0)$, $(0, 0, m, 0, 0)$, $(0, 0, 0, m, 0)$, $(0, 0, 0, 0, m)$, where m is a real number, are the same. After we perform the operation of projection, the five axes in R^5 are mapped to five arrays in R^2 sharing a common point O which is the projection of the origin with the property that every two of

these five arrays form an angle of 60 degrees, on which the five vertices of the spiderweb lie. As a result, the spiderweb becomes a 5-gon in R^2 and the distances between five vertices of the spiderweb and O are x_i , $1 \leq i \leq 5$. Further, the five vertices of the spiderweb are actually real numbers. Hence, we obtain a way to represent and visualize the spiderweb. In our model, the spiderweb is a geometric structure in a 5-dimensional space that can be realized as a 5-gon in a 2-dimensional space.

Next we want to produce five “meaningful” real numbers that can be used to generate the five vertices of the spiderweb. To do so, we need to translate the qualitative information regarding the five areas in the DQP into quantitative information in a way in which each faculty member’s opinions on the DQP can be reflected and weighted. The idea we came up with was to first conduct a survey to score each area of the DQP among faculty and then calculate the weighted percent or mean for each. The concept of the weighted percent or mean works because it illustrates the fact that some data information contribute more than others in our situation. Formally, the weighted mean of a non-empty set of data $\{x_1, x_2, \dots, x_n\}$ with non-negative weights $\{w_1, w_2, \dots, w_n\}$ is the quality

From the above formula, we see that data elements with a high weight contribute more to the weighted mean than do elements with a low weight. The weights cannot be negative. Some may be zero, but not all of them (since division by zero is not allowed). For our purpose, we choose the following weights: “4” represents “most important,” “3” represents “important,” “2” represents “less important,” “1” represents “related,” “0” represents “not important.”

Survey Result, N=73

Remarks: N=73 surveys are collected. The weighted percent for each area is given in the last column of

	#0's	#1's	#2's	#3's	#4's	Total	Weighted Mean \bar{x}
(1) Intellectual Skills	0	39	15	7	12	73	3.43
(2) Civic Learning	20	23	12	13	5	73	2.63
(3) Broad, Integrative Knowledge	0	3	9	16	45	73	5.99
(4) Specialized Knowledge	3	5	16	25	24	73	5.18
(5) Applied Learning	19	36	7	4	7	73	2.34

the above table.

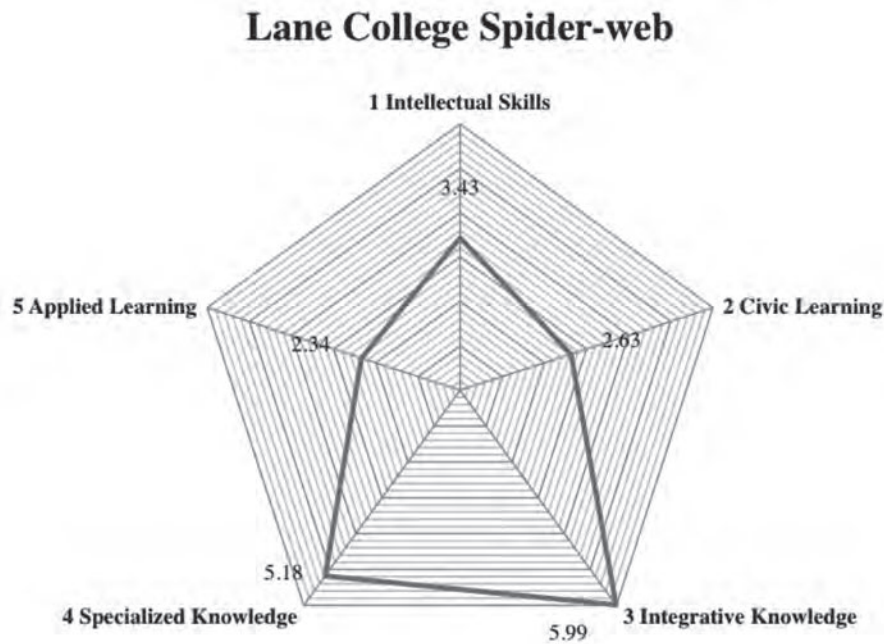
According to the above results, we can rank the importance of the five areas as follows:

(3) > (4) > (1) > (2) > (5).

That is, among the five areas, the faculty of the college regards 3 as the most important issue and view 5 as the least important issue. To complete the Spiderweb, we proceed in the following way: Draw a series of 30 nested regular pentagons so that the distance between each vertex of one fixed pentagon and the corresponding vertex of its preceding pentagon is the same as the distance between each vertex of that fixed pentagon and the corresponding vertex of its succeeding pentagon. The distance between the center and each vertex of the smallest pentagon is regarded as 0.2. To place the vertex representing “Intellectual Skills” for the Spiderweb, we draw the distance 3.43, which is between the 15th pentagon

and the 20th pentagon, along the line connecting the center and the vertices presenting “Intellectual Skills.” We do the same to place the other four vertices, and then connect them using solid lines to form the Spiderweb in the 2-dimensional space as follows:

The above graph can be lifted to a geometric structure in the 5-dimensional space R^5 as follows:



$(\{P_i\}_{1 \leq i \leq 5}, \{l_{mn}\}_{1 \leq m < n \leq 5})$, where

$P_1 = (3.43, 0, 0, 0, 0)$, $P_2 = (0, 2.63, 0, 0, 0)$, $P_3 = (0, 0, 5.99, 0, 0)$, $P_4 = (0, 0, 0, 5.18, 0)$, $P_5 = (0, 0, 0, 0, 2.34)$, and $l_{mn} = P_m + tP_n$ for $0 \leq t \leq 1$ and $1 \leq m < n \leq 5$. As discussed before, this geometric structure can hardly be visualized.

Conceptual Framework

Underlying Assumptions and Values

A number of underlying assumptions guided our approach to the DQP. These included holistic pedagogies, intrinsic institutional values, and extrinsic or explicitly stated institutional values. As noted above, Lane College and HBCUs in general tend to embrace and articulate a set of distinct values that include transformative and holistic development of students. As noted in previous sections of this case study, there were a few initial challenges in discerning the best way to complete the task of mapping our curriculum to the Degree Qualifications Profile. As the process unfolded, we did find an informed, creative, and inclusive way to complete our work. In this section, we will seek to make explicit the assumptions, values, and approaches that guided our process. With regard to values, all work of the college is guided by our mission statement, our historical legacy, and our connection to the Christian Methodist Episcopal Church. Our mission statement, as previously articulated, describes/outlines our commitment to intentionally educate, develop, and mold the whole student toward intellectual, social, and spiritual maturity as well as informed citizenship. Hence the inherent values tied to our mission include: intellectual development, life-long learning, holistic and transformative spiritual development, communal and social development and service. In order to ensure that these values are both taught and “caught” by our students, the values are embodied through pedagogical approaches in the

classroom, included in academic and social enrichment activities and modeled in the ethos of faculty and administrative decisions, directives and actions. One explicit example of these embodiments is the leadership approaches used to spearhead the DQP process from its inception to its conclusion.

Leadership Approaches to Degree Qualifications Profile

The leadership approaches that undergirded our work include communal, developmental, and servant leadership. These leadership approaches stemmed from the Office of the President and the vice president for academic affairs, through the division chairpersons, and ultimately to the entire faculty. All of these leadership modalities are implicitly linked to the college's mission statement, which guides our work. The intention of the leadership process that gave shape to our initial DQP process included notions of communal leadership. "A communal leader believes in the possibilities, strength and wisdom of groups. A communal leader contributes to a group's development and wholeness by assisting the group in valuing and drawing upon the talents of all of its members to achieve an overarching vision that contributes to the group and to the larger society. As a communal leader there is within me a constant seeking of the life-force as it swells from within the community" (King, 87). One of the roles of the communal leader is to make sure that multiple voices and multiple ways of knowing are included in the process of discovery. Toward this end, the initial committee sought to include the larger voice(s) of faculty members in its discussion. In this way, though not explicitly stated, the committee embraced multiplicative epistemologies (King, 94). In *Encouraging Authenticity and Spirituality in Higher Education*, Chickering (2006) notes ten key capacities for servant leaders including: "listening, empathy, healing awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community" [p. 28].

Multiplicative Epistemology

In keeping with our liberal arts curriculum and foundational commitment to develop the whole student, and our aim to strengthen community development and life-long learning, engaging multiple epistemological approaches for recognizing and discerning our mapping of the DQP and indicated institutional strengths and weaknesses was key. Toward this end, as articulated above, a comprehensive approach including intuitive and reflective approaches, review of previously collected SLO data from institutional research, survey data collected from faculty and mapped mathematically to the DQP Spiderweb. The assumption that undergirded our work was the idea that communal and dialogical resources that bring multiple voices to the dialogue and discernment process are a valuable and particular way of knowing. Multiplicative epistemologies, as described by Toni King (2011) may be understood as the process of "constructing knowledge that has even more possibilities than allowing competing ideas to coexist. . . this . . . approach to viewing the world is best captured as 'both/both/and/and'" [p. 94]. Hence our approach was to value both the intuitive, experiential, and dialogical approach of the committee and to take a more integrated approach by surveying faculty and mathematically mapping their responses. In a sense these efforts were consistent, in that the faculty responses were also intuitive and experientially based.

The significance of the chosen topic to our DQP was the emphasis on inclusiveness. As an institution that embraces students from diverse academic and economic backgrounds, the inclusion of multiple voices is an institutional value that is not just applied to our students but transcends the institution. Furthermore, we focused on the evaluation of General Education curriculum because our challenges with student retention and persistence generally occur in the first two years. Similarly, the majority of

our faculty members teach General Education courses and so in order to optimize the process for the largest benefit to the campus community, the analysis of the General Education curriculum is most helpful.

One aspect of the significance of the topic was that the mapping produced by the committee and that produced by faculty showed a level of convergence regarding our institutional strengths as well as areas for improvement.

Concluding Summary

In an effort to paint a clear and accurate portrait of our General Education program, we recognized early on that it would be important to include as many known variables in our analysis as possible. This included broadly outlining the expectations we have for our students. Once this was determined it then became necessary to identify the college's strengths and weaknesses. Before moving forward, we needed to be sure that our resources and abilities as an institution were such that we could aid our students in successfully meeting the expectations and requirements laid out for them. Toward this end, the group stepped back to allow each member to individually map the General Education program through the lenses of their own division, area, and even individual General Education courses that s/he may have taught. This would not only allow for a more diverse analysis, but it would also provide a reasonable balance between quantitative and qualitative data for our project. Additionally, the inclusion of qualitative analysis would undoubtedly raise questions and produce variables that would not have otherwise been considered.

At the completion of our project, the group understood that it could be beneficial to try and sustain at least a portion of this process. However, there are concerns regarding feasibility due to the large amount of time and human capital that would be needed to sustain the DQP project. Additionally, if sustainability were deemed possible, the group agreed that—toward the end of making the process even more inclusive—our desire would be to somehow include student input.

Although we are still unsure as to the feasibility of sustaining our DQP efforts, division chairs and involved faculty members agreed to: engage our DQP throughout the coming days and weeks; document any new thoughts and/or ideas about the project; and reconvene at some point in the semester to review and discuss what, if anything, has changed since our initial report. In this way, the DQP project would be treated as a “living document” that could be analyzed and reworked on an as-needed basis. Specifically, we have explored drawing on the DQP for the program review of individual majors. Towards these ends, an additional report on the DQP was given in our post-school conference at the end of the 2012-2013 academic year. Following the presentation, faculty raised a number of questions regarding the implications for the mapping and for continued research and improved student learning based on the DQP process.

Using the case study to improve the quality of academic programs is a challenging question. The initial mapping does help us to clearly articulate what we are doing well—or where we perceive our strengths. However, the question must be raised as to whether the current DQP approach embraces and promotes the holistic values held by HBCUs. Can the results of the DQP be used in a pro-active manner to improve institutions, or does it in fact move institutions even more towards a consumer-driven/marketplace view of education where the DQP is simply a tool used to assist students (consumers) to receive the

best “value” for their money? Chickering (2006) astutely articulates this challenge in the work *Spirituality and Authenticity in Higher Education*: “How can our institutions—supported by a capitalistic economy, collaborating with and supported by local, regional, and national corporations—provide the critical research and reflection necessary for the common good?” [p. 28] This is the core question for institutions individually and collectively to move forward.

With regards to recommendations for other institutions of our size, we would first recommend that they take a step back to understand exactly what is a Spiderweb . As we indicated earlier in this document, completion of the degree Spiderweb was one of the most daunting parts of this project for us. However, once it became clear that the Spiderweb of a particular college is only intended to provide a graphic representation and interpretation of the relationships among the required five areas: (1) Broad, Integrative Knowledge; (2) Specialized Knowledge; (3) Intellectual Skills; (4) Applied Learning; (5) and Civic Learning, we were able to focus our work and move more smoothly and intentionally through the process.

Secondly, we would recommend that institutions of our size recognize the importance of diverse representation in their working group. Given the limited number of people that smaller institutions often have available, achieving this diverse representation may require creativity.

Finally, we would recommend that the institutions allow for the inclusion of qualitative data as much as quantitative data. When serving people—particularly groups that have been historically deemed as being disadvantaged—the importance of personal experience and observation cannot be overstated, as we seek to truly assess our institutions and their effectiveness.

Exhibits

Exhibit #1

Key Stakeholders Phase 1

Dr. Wesley Cornelious McClure	President
Dr. Deborah Buchanan	Vice President for Academic Affairs
Dr. John Arnold	Division Chair, Liberal Studies and Education
	Associate Professor of Mass Communication
Dr. Linda Theus	Division Chair, Business and Behavioral Sciences
	Assistant Professor of Business
Dr. Lilieth Bailey	Assistant Professor of English
Dr. Karen Chachere	Assistant Professor of English
Mr. Howard Meagle	Instructor of Mass Communication
Dr. Diana Sklensky	Assistant Professor of Biology
Dr. Junhua Wu	Assistant Professor of Mathematics

Exhibit #2

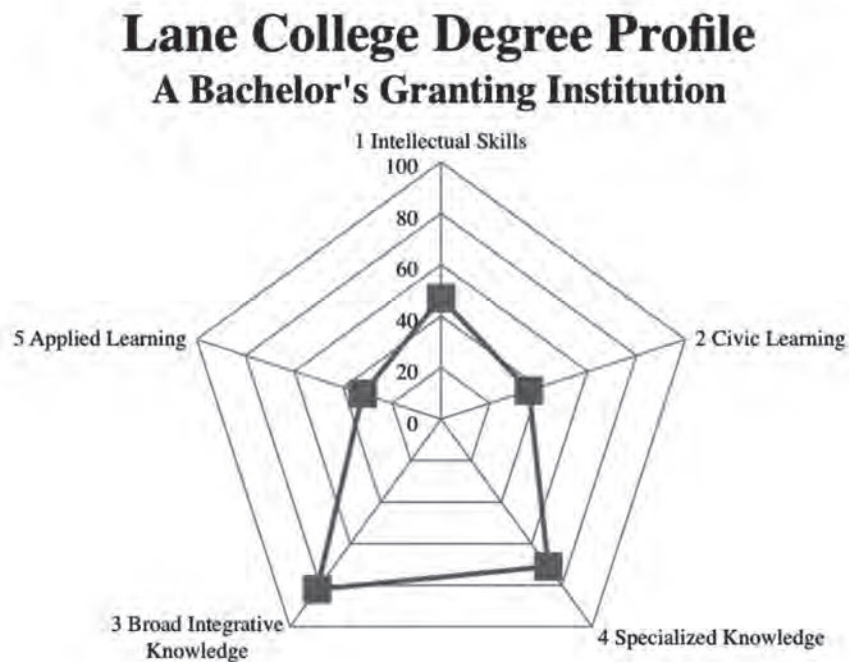


Exhibit #3

Plotted Curricula

ORN 110	Freshmen Orientation
CSC 131	Introduction to Computers
FIN 122	Personal Fin. Management
MAT 125	Algebra I
MAT 126	Algebra II
REL 130	World Religions
REL 131/132 or 231	Old/New Testament/History of the Black Church
ENG 131	Composition I
ENG 132	Composition II
ENG 221	Introduction to Literature
SPC 230	Foundations of Speech
BIO 131	Biological Science
PHY 131	Physical Science
HIS 231	World History I
HIS 232	World History II
FRE/SPN I31	French/Spanish I
FRE/SPN I32	French/Spanish II
ART 120	Art Appreciation
MUS 120	Music Appreciation
PER	2 Physical Education Courses Required

Standardization of Syllabi across Disciplines and Faculty Engagement in the DQP Process

Claflin University

Abstract

An application of the Lumina Foundation's Degree Qualifications Profile (DQP) at Claflin University during fall 2012 revealed inconsistency among the syllabi of different schools. Although all syllabi contained basic information, some did not include detailed course outlines or assignment descriptions, and not all were clear regarding methods of assessment. This made it difficult to use syllabi as a way to apply the DQP to our undergraduate programs during the pilot study. Specifically, many syllabi lacked detail to properly assess the amount of Applied Learning and Civic Learning in each course. This lack of detail made it difficult to determine if our General Education courses, which were our primary focus in the pilot study, were weak in certain areas. The pilot test of the DQP exposed the need for standardization in syllabi across disciplines. We hope the process will encourage faculty to include detailed descriptions of major assignments, and a weekly planner or topic description in their syllabi. We also felt that inclusion of course outcome evaluations, student evaluations, and other student tracking methods would be valuable tools to utilize in the DQP mapping process. Based upon these findings we plan to develop a standard syllabus template across all disciplines by forming a faculty committee and collaborating on the template. We will also host faculty development workshops to engage the faculty in the syllabi standardization and DQP process. We are planning to use a data-scoring rubric developed by the faculty members of Norfolk State University (NSU), Virginia, for our future DQP study that will eliminate personal bias and will provide quality data, which is critical for a dependable conclusion. During our pilot testing phase, we received little input from faculty not on the committee, most likely due to the fact that faculty input was solicited during the busiest time of the semester from mid-terms to the last week of classes. More input from faculty may help us to determine the best ways to integrate criteria into the courses and demonstrate DQP criteria in the syllabi. During the fall 2013 semester we will share the DQP case study findings with all faculty members and will train them on how to score data from their course syllabi, find gaps in their syllabi regarding student learning outcomes (SLOs), and modify the SLOs of their individual syllabi. This will empower the faculty toward ownership of the DQP process. The biggest advantage for faculty participation is that it will provide a major opportunity to revisit, update, and revise our current assessment goals and plans, which will ensure sustainability of the DQP.

Introduction

Claflin University is the oldest historically black college or university (HBCU) in South Carolina. Founded in 1869 in Orangeburg, South Carolina, the university was named in honor of Lee Claflin, a prominent Methodist layman of Boston, and his son William Claflin, the governor of Massachusetts. Ardent abolitionists, these men harbored a great concern for higher education and the uplift of African Americans. Just one year earlier in July of 1868, the Rev. Timothy Willard Lewis, the first missionary sent by the Methodist Church to the emancipated people of South Carolina, and Dr. Alonzo Webster, a prominent Methodist minister and teacher at the Baker Theological Institute in Charleston, South Carolina, had acquired the property of the old Orangeburg Female Institute for \$5,000. With the substantial financial support of Lee and William Claflin, Lewis and Webster secured the foundation of what would become Claflin University. In the following months, a board of trustees was named, a charter was secured in December of 1869, and Claflin University was opened with the promise to “make Claflin University, by the blessing of God and the aid of our friends, worthy of the patronage of all classes and an honor to the state.”

Claflin’s founders made a commitment, which they stated in the charter, “to the effectual promotion of virtue, piety and learning.” With “the only admission requirements for prospective students being the possession of good moral character and a conscientious desire to learn,” Claflin University offered, for the first time in South Carolina, quality higher education for men and women “regardless of race, complexion, or religious opinion.” Claflin University was chartered on December 18, 1869. The Baker Biblical Institute was moved to Orangeburg in 1870 and merged with Claflin University. The first class in the Normal Department of Claflin University graduated in 1879. The College Department granted its first diplomas in 1882 to William Lewis Bulkley and Nathaniel Middleton. Middleton earned the M.D. degree, becoming a prominent physician in Texas; and Bulkley went on to receive the Ph.D. degree—only the third African American in the country to do so. South Carolina State University emerged from Claflin University.

Eight Presidents have served Claflin University since 1869: Dr. Alonzo Webster (1869-1874), Dr. Edward Cooke (1874-1884), Dr. Lewis M. Dunton (1884-1922), Dr. Joseph B. Randolph (1922-1945), Dr. John J. Seabrook (1945-1955), Dr. Oscar A. Rogers (1984-1994) and Dr. Henry N. Tisdale (1994-present). In 1874, Claflin University had ownership of its campus as well as 116 acres of adjoining land that Dr. Webster had purchased as an experimental farm for the Agricultural and Mechanical Institute. In 1896, Claflin University and the State Agricultural and Mechanical Institute (now South Carolina State University) finally were permanently separated. Tingley Memorial Hall (1908) was built during President Lewis M. Dunton’s period. As the first African American president, Dr. Randolph’s work was part of a growing trend that arose in the 1920s to elevate and support black history, cultural pride, and identification at black colleges and universities. With the vision of turning Claflin into a liberal arts institution with strong cultural and classical affiliations, President Randolph prepared to move Claflin into a new and productive era. The student body numbered 600 in 1928, double the number of students in 1923.

During Dr. Seabrook’s period, Claflin was approved for membership in the Association of American Colleges. By 1949, the academic program was finalized with four divisions: economics, humanities, social studies, and science and mathematics.

Dr. Hubert V. Manning was a strong advocate of combining religion and academics. In 1961, Dr. Manning was instrumental in establishing re-accreditation for the university with the Southern Association of

Colleges and Schools Commission on Colleges. Pressing the association to re-examine the second-class status imposed on black colleges, Dr. Manning and other black college presidents worked diligently to ensure that historically black institutions would be allowed full membership. Claflin began to participate in programs offered by the government under the 1965 Higher Education Act, particularly Title III, which provided aid to developing institutions. The library was completed in 1967 and named for Dr. Manning. The Fine Arts Center, named in honor of Whittaker V. Middleton, was completed in 1968. The high-rise Dormitory for male students was constructed in 1970, and the James S. Thomas Science Center in 1973. Dunwalton, the residence of the president, was constructed in 1971. And in 1980, Claflin opened the doors to the Jonas T. Kennedy Health and Physical Education Center. In February 1965, the leader of the Civil Rights Movement, Dr. Martin Luther King, Jr., visited Claflin. In 1979, Claflin was officially changed from a college to a university; and in 1983, Tingley Hall was recognized by the National Register of Historic Landmarks.

Dr. Oscar A. Rogers launched a \$3.5 million capital campaign in 1986. Funds were used for campus beautification and the endowment. A significant addition to the campus under the Rogers administration was the \$1.7 million Grace Thomas Kennedy Building. During his time the institution also conducted a second campaign, which raised a total of \$6.1 million. Dr. Henry N. Tisdale, a Claflin graduate of 1965 predicted Claflin University “will enter the 21st century with an eye to becoming a premier liberal arts institution.” During his time, many notable accomplishments were achieved. For the fourteenth consecutive year, Claflin was ranked as One of America’s Best Colleges by U.S. News and World Report. Rankings include: A top-tier national liberal arts university, #1 Best Buy in the “Great Schools At Great Prices” Category, #1 in Alumni Giving Among HBCUs, #8 Nationally Among Best Black Colleges, Ranked #1 in the South for its “Strong Commitment to Teaching”, Ranked #2 in the South as a “Top Up-and-Coming School” and #12 Among Best Baccalaureate Colleges in the South. Forbes.com ranked Claflin University the top HBCU in the nation in 2008 and 2009, and it has been ranked among the top five HBCUs in the nation since the inception of the “America’s Best Colleges” listing in 2008. The *Washington Monthly* ranked Claflin #10 among the nation’s baccalaureate colleges and universities. The *Atlanta Post*, a highly respected news source for African Americans, ranked Claflin the #8 HBCU in the country. *Hispanic Network Magazine*, a lauded resource for Hispanics seeking education and employment opportunities, included Claflin on their “2009 Best of the Best” list for colleges and universities. Claflin is the recipient of the Pace-Setter Award for exceptional alumni giving rate. Claflin has consistently been named to the President’s Higher Education Community Service Honor Roll. Students are heavily engaged in community service and service-learning initiatives. Claflin University and Dr. Omar Bagasra were awarded a U.S. patent for the development of a research process that could lay the groundwork for a potential preventative vaccine for HIV. The university is celebrating 144 years of providing “access” and “success” to students worldwide. Claflin University Molecular Science Research Center has been designated a core research facility by the South Carolina Research Authority. The University holds membership in NCAA Division II and the Southern Intercollegiate Athletic Conference. Men’s teams include basketball, baseball, track and field and cross country; women’s teams include basketball, softball, volleyball, track and field and cross country. Dr. Henry N. Tisdale is celebrating 20 years as president of Claflin University.

Claflin University is a student-centered, career-oriented four-year, co-educational, residential liberal arts university affiliated with The United Methodist Church. Over 90% of the student body is African American and 60% are first-generation college students. The majority of students are from South Carolina, especially

rural areas of the state. Others hail from across the United States and thirty-five different countries. Claflin University's historic 46-acre campus is located in Orangeburg, South Carolina, which is about 40 miles south of the state's capital city of Columbia. The University has 121 full-time faculty members, with 80 percent holding terminal degrees (Ph.D.). The university enjoys a small class learning environment with a 14:1 student/faculty ratio. Its academic year consists of fall and spring semesters and one summer session. The university enrolls approximately 2,000 undergraduate and graduate students. Ninety-six percent of full-time students attending Claflin receive some form of financial aid. Scholarships, grants, loans and work-study programs are available based on eligibility.

The university offers a broad-based education in liberal arts, sciences, and professional education combined with internships and other career-focused programs. The School of Education, School of Humanities and Social Sciences, School of Business, and School of Natural Sciences and Mathematics comprise the undergraduate programs. The university also provides educational opportunities for non-traditional students through its Professional and Continuing Studies. The university also offers master's degrees in business administration (MBA) and biotechnology. There are 12 academic departments offering thirty-six undergraduate majors. These are: African & African American studies, American studies, art, art education, biochemistry, bioinformatics, biology, biotechnology, business administration, chemistry, computer engineering, computer science, digital design, early childhood education, elementary education, English education, environmental science, history, human performance and recreation, management, management information science, marketing, mass communications, mathematics, mathematics education, middle level education, music, music education, organizational management, philosophy & religion, politics and justice studies, psychology, sociology, sociology/criminal justice administration and sport management.

The Claflin University DQP Pilot Study

As part of our continued efforts to provide high-quality education, Claflin was excited to participate in the pilot test of the Degree Qualifications Profile curriculum mapping. Each university dean was asked to select a faculty from their school to work on the project. Faculty was notified of their selection during the early part of the fall 2012 semester. A committee was formed consisting of one faculty member from each of the four schools at the university (an assistant professor from the School of Business, an assistant professor and director, field & clinical experiences from the School of Education, an assistant professor from the School of Humanities and Social Sciences, and a professor from the School of Natural Sciences and Mathematics who chaired the committee). The first meeting of the committee took place during a webinar about the DQP and the Lumina Foundation. Several individuals from administration were also present for the webinar. The committee chair was selected during this meeting.

The committee chair then brought in the dean of the new Visionary Leadership Institute, and the chair of the General Education Committee, bringing the total number of committee members to six. In addition to the six faculty members, the provost, associate VP for academic affairs, and the president of the university also played important advisory roles in this project. After participating in a conference call with the Lumina Foundation to learn more about the project and the DQP, we also met with Dr. Trudie K. Reed during a campus visit to discuss the project and ask any questions regarding the DQP and assessment of academic programs. This discussion allowed the committee to discuss ideas about what a quality college education is and some of the different ways that quality is measured. One of the ideas discussed during this meeting was tracking how many students go on to graduate school and earn a

graduate degree as a means to measure the quality of undergraduate programs. Other ideas, such as standardized test scores, were also discussed. Committee members worked to learn as much as they could about the idea of “mapping” curriculum against a set of benchmarks. We were informed that the intent of the pilot study was to see whether the DQP was applicable to our institution and document the process of utilizing the DQP.

Because our DQP initial pilot study was an assessment of whether the Degree Qualifications Profile developed by the Lumina Foundation could be applied to Claflin University, it was considered appropriate to map curricula that provide general representation of the university. The committee met and decided to utilize sixteen General Education courses (four from each school) and eight non-General Education courses (two from each school), bringing the total to twenty-four courses to pilot test the DQP. The General Education committee chair was brought in because the committee decided to focus on General Education curriculum. One of the reasons this was chosen as a focus is because the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Quality Enhancement Plan (QEP) focuses on the freshman experience and the General Education Committee has been working over the past two years to review and decide if any changes will be made to the General Education curriculum. The committee felt, therefore, that General Education courses were the best to use for the pilot study. It also gives us a sampling of courses across the discipline. As the committee represents each school, we wanted to make sure that the curriculum in the study was also representative. Before selecting the specific General Education courses, the chair of the DQP committee made a presentation before the General Education Committee to introduce the concept of DQP and also to get feedback on the choice of General Education courses to include in the DQP pilot study. In addition, the committee chair also presented the DQP process to the monthly university-wide faculty meeting to all faculty members, and communicated information about the pilot study to all faculty members via email. The email communication included soliciting feedback from faculty regarding curriculum mapping.

The DQP committee members from the four schools selected the eight non-General Education courses (two from each school). These twenty-four courses represent popular courses in all four schools in the university that most students take. The General Education courses chosen for analysis included: biology, health & the environment, general biology I, physical science, general chemistry I, college algebra and calculus I from the School of Natural Sciences & Mathematics. Courses from the School of Business were introduction to economics and microeconomics. The School of Humanities & Social Science Courses were: English composition I, music appreciation, world religions, introduction to sociology, and elementary Spanish I. General Education courses from the School of Education included: nutrition & consumer health, first aid & safety, and tennis/badminton. Non-General Education courses were fundamentals of research, social psychology, genetics, cell biology, principles of management, human resources management, instructional strategies, and teaching language arts to children.

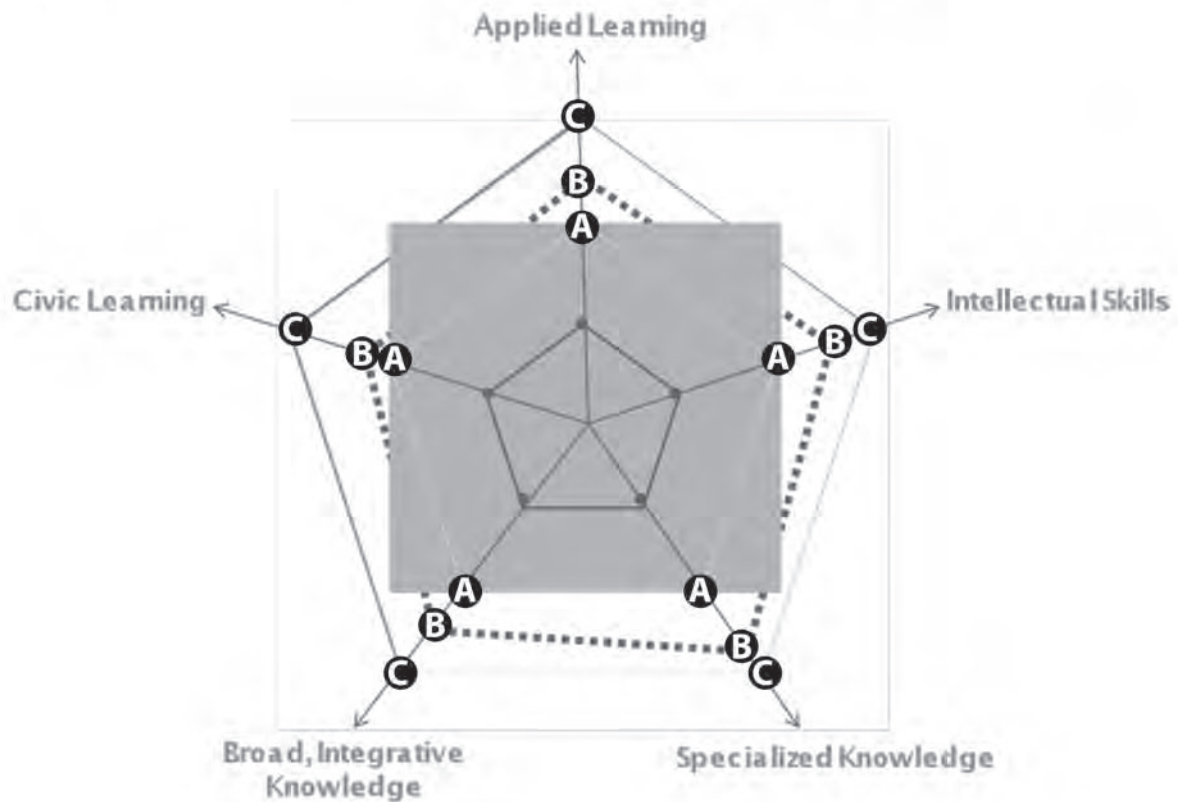
During our pilot testing phase, we received little input from faculty (not on the committee), most likely due to the fact that faculty input was solicited during the busiest time of the semester from mid-terms to the last week of classes. Another reason for the poor participation by the faculty members may be that Claflin University had received its SACSCOC accreditation renewal in 2010-2011 and went through a similar evaluation process, which is why initially the faculty members were reluctant to accept the idea and value of DQP evaluation and to take on the extra work-load. More input from faculty may help us to determine the best ways to integrate criteria into the courses and demonstrate DQP criteria in the syllabi.

When we evaluated our syllabi for the DQP pilot study we did not select courses at random, and only one person evaluated syllabi for each school. Also data scoring was subjective, as these types of data scoring were new to us. On December 8, 2012, SACSCOC, in collaboration with the Lumina Foundation, organized a meeting in Dallas to discuss the initial DQP pilot study findings of twenty-one selected HBCUs where Dr. Enrique Zapatero, DQP representative of Norfolk State University (NSU), Virginia, shared a rubric for scoring these types of data. This data-scoring rubric was developed by the faculty members of NSU and has been used by the NSU for the last several years to score similar data. The rubric developed by NSU compared each of the student learning outcomes (SLO) in each syllabus against five learning areas described by the Lumina Foundation in the DQP process and classified each SLO in four categories: introduced, emphasized, reinforced, and advanced. It also distinguished between outcomes that are explicitly or implicitly stated in the syllabus. Additionally, formal feedback on students' demonstration of their learning on the outcomes through their homework, projects, tests, etc., is also reflected in the scoring. We are planning to use this data-scoring rubric for our future DQP study to eliminate personal bias. This will provide quality data, which is critical for a dependable conclusion (see attached rubric in exhibits section).

We (the committee members) decided to use the syllabi to test if courses matched the Degree Qualifications Profile's five areas of learning. Faculty read and discussed the five areas of the DQP. There was some concern regarding how each area is interpreted by the individual reading the DQP descriptions. We were concerned about areas of ambiguity and discussed examples of how each area is represented in our own courses. In order to make this process standard for each member of the committee, we decided to come up with a Likert Scale that everyone could use that addresses the amount of content in each course for each of the five learning areas. A Likert scale is used in a lot of social science research. We developed a 6-point Likert scale (zero to five) to score quantitative data on each of the five areas (Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills; Applied Learning; and Civic Learning) from each course syllabus. 0 = none found, 1 = limited, 2 = some, 3 = moderate, 4 = mostly present, and 5 = full agreement between our syllabus and the narrative description listed in pages 18 – 20 of the DQP for each area of learning. Claflin University's average for each area of learning based on the twenty-four courses was calculated and plotted in the form of a Spiderweb, shown below using EXCEL Radar plotting method.

The faculty on the committee each scored their sets of syllabi. We then came together and calculated the mean for each DQP area based on the scores of all the syllabi. This allowed us to create our Spiderweb for the curriculum. Our Spiderweb shows that curriculum leans heavily toward Intellectual Skills and Specialized Knowledge based on mean scores (see next page).

Clafin University Curriculum Mapping Spider Web



Please note that the "A" dot = 0 (minimal score); "C" dot = 5 (maximum score); and "B" dot = CU mean score based on sixteen General Education and eight non-General Education courses on a 0 – 5 Likert Scale. Based on the data collected, our students are exposed to all five areas, of which Specialized Knowledge is the most and Civic Learning is the least. Clafin University is highly committed to producing visionary leaders, and we are in the process of adding and implementing the Visionary Leadership concept in our course syllabi, which will expose our students to the areas of Civic Learning and Applied Learning.

The committee felt that the DQP was a useful tool and does not require any additional criteria. However, we also felt that the DQP as it currently stands does not help in the assessment of soft skills such as stress management, decision-making skills, interpersonal communication, and other skills that students gain during their college career that are often as beneficial in their future endeavors as the skills being mapped. As far as actual degree completion is concerned, we believe that there are more variables at work than just curriculum. While this effort may strengthen and streamline our curriculum, it may not

assist students in completing degrees. We also felt that some of the criteria in the five areas need to be clarified and quantified in order to remove any ambiguity. As a team we have already addressed this issue and come up with a more simplified and understandable version of the description for each of the five areas of learning, which are shown below.

SACSCOC/Lumina Foundation Pilot Project Descriptions (short version)

Specialized Knowledge Area

- Demonstrates fluency in the use of tools, technologies and methods common to the field.
- Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Broad, Integrative Knowledge Area

- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields (interdisciplinary approach).

Intellectual Skills Area

Analytic Inquiry

- Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his/her major field and at least one other academic field.

Use of Information

- Incorporates multiple information resources to include journal articles, books, Internet, and newspaper and evaluates the reliability of these resources.

Engaging Diverse Perspectives

- Constructs a project or performance exhibiting an alternative cultural or political vision and explains how they differ from his or her own realities.

Quantitative Fluency

- Constructs, as appropriate to his or her major field, accurate and relevant calculations and data analyses in papers or projects (quantitative analyses).

Communication Fluency

- Constructs sustained, coherent arguments and /or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.

Applied Learning Area

- Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in laboratory or in work that can be applied to create a product.
- Completes a project to employ info/insight from other academic fields and evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his/her major field and describes the effects of learning outside the classroom on his/her research or practical skills.

Civic Learning

- Explains diverse positions, including those of difficult cultural, economic and geographic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.

- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the results.

After discussion of the DQP areas, development of the Likert Scale, individual measurement of syllabi, and scoring to develop the Spiderweb, committee members came together once more to discuss their experiences and our findings. Three areas of concern were raised by committee members after the completion of the pilot project.

The Claflin University DQP pilot study revealed one major issue—the need for standardization of syllabi across disciplines—and two minor issues: poor faculty engagement in the DQP process, and the quality of data (the syllabi) collected to map our curriculum and also to create our DQP. The lack of consistency regarding the detail of information in syllabi was discovered during the analysis process. All syllabi contained basic information, but some did not include detailed course outlines or assignment descriptions, which made it difficult to use the DQP with only the syllabi. Many syllabi lack detail to properly assess the amount of Applied Learning in each course. The pilot test of the DQP exposed the need for standardization in syllabi across disciplines. We hope the process will encourage faculty to include detailed descriptions of major assignments, and a weekly planner or topic description in their syllabi. We also felt that inclusion of course outcome evaluations, student evaluations, and other student tracking methods would be valuable tools to utilize in the DQP mapping process.

The chair of the DQP committee made several presentations to the faculty members to emphasize the importance of DQP. First, before the General Education Committee; then to the whole faculty during a monthly faculty meeting and also by electronic sharing of the DQP brochure. The chair shared the findings of the Claflin University DQP pilot study and feedback from the Dallas meeting during the January 2013 monthly faculty meeting. The chair also made a presentation before the department chairs and school deans on the future direction and strategies of Claflin University's DQP process. There was some discussion amongst faculty at these meetings regarding alternative ways to apply to the DQP, as well as alternative ways to measure quality in our degree programs. There was no consensus amongst the faculty body at this point regarding the value of syllabi measurement or the utilization of one tool for measuring quality of programs. The last presentation to the faculty regarding the DQP pilot study started a lively discussion that we hope will lead to greater faculty engagement as we continue our work this fall on syllabi standardization.

The biggest advantage for continued participation in the DQP process is that it will provide a major opportunity to revisit, update, and revise our current assessment goals and plans. Each major will be conducting a program review, with several majors starting this year. The DQP can be incorporated into each program review. The DQP is of value to Claflin University because it provides some basic benchmarks that allow us to measure our curriculum against that of other universities also utilizing the DQP. It allows us to see how our programs compare to others, especially HBCUs. It also allows us to measure what skills our graduates are expected to possess.

Our major concern following the pilot study was the lack of standard syllabi content across disciplines. Syllabi standardization is an important step in allowing for internal and external assessment of the quality of degree granting programs. The syllabus is used by faculty to communicate to students important information about each course in which they enroll. Increasingly, syllabi are seen as a contract between faculty and students, wherein expectations are outlined. These may include faculty

expectations of the student, and what the student should expect from the faculty member and the course. Usually the syllabus is the first document that a student sees when they enter a class. In some cases, students will use the syllabus to determine whether they want to stay in the course or drop that particular course. All syllabi tend to include a description of the course, faculty contact information and office hours, and information about required course materials. Some syllabi, however, are ten-page tomes that outline everyday activities and detail course assignments, where others are sparse documents that contain the bare minimum. It is important for each institution to establish what they expect a syllabi to contain in order to best meet the needs of both faculty and students. Therefore, the importance of the syllabus in establishing and guiding the relationship between the course instructor and the student cannot be underestimated. Syllabi are also, aside from a university's course catalog, the most easily accessible document that can be reviewed by faculty within the department, by department chairs and deans, and by college administrators. Syllabi are posted online by many institutions, making them viewable to the general public. Many faculty members also participate in syllabi sharing programs that let others in their field know what type of readings, assignments, and topics are being covered in a specialized course. Faculty members use the syllabus as a way to psychologically prepare themselves for the new semester and as a way to organize their thoughts. The quality of a syllabus is increasingly viewed as a means by students to predict the quality of a course. If the syllabus is clear, detailed, and well organized, a student is more likely to feel that the course will run smoothly because all of the major information about the course is outlined in the syllabus. This gives the student a greater confidence about their ability to succeed in the course. Given all of these facts about the current use of syllabi, several issues become clear: (1) Syllabi represent the instructor and their course, (2) Syllabi, in turn, represent the college or university where the course is being taught; and (3) Syllabi are the first mode of communication to students regarding the course content and expectations.

Previous research has found inconsistency in syllabi (Habeneck, 2005), which undermines the integrity of syllabi as a major form of communication between the course instructor and students. In order to reduce such inconsistency, these studies recommend clear learning objectives that can be measured (Habeneck, 2005; Ludwig, Bentz, & Fynewever, 2011). Clear explanations of major assessments in the courses are seen as necessary for transparent communication to the student (Parkes, Fix & Harris, 2003). Bers, Davis, & Taylor (2000) conducted a study examining faculty and student perceptions of the content of syllabi. One of their findings showed a great deal of discrepancy in syllabi across disciplines, with faculty from different disciplines expressing quite diverse ideas about the content of syllabi. Most research suggests that more detail in a syllabus is better than less detail. For example, a study conducted by Saville and colleagues (2010) found that, when students were given a brief or detailed version of a syllabus, the students with the detailed version were more likely to rate the course instructor as effective. They were also more likely to recommend the course to others and consider taking another course with the same instructor. Their study suggests that syllabi are used as a tool by students to measure the potential quality of a course and the competency of the course instructor. Overall, previous research looking at the design and assessment of undergraduate level syllabi has consistently found that providing adequate detail in a standard format that encompasses both learning objectives and measurable outcomes can be considered best practices in academia. Perceptions of syllabi content tend to vary across disciplines and between faculty and students, which suggests the need for a collaborative approach to developing an institutional syllabi template. Involving faculty from all disciplines, as well as

administrators to review syllabi can help provide perspective. In addition, surveying students regarding syllabus content could potentially yield additional information about the quality of existing syllabi.

SACSCOC already has in place requirements for college syllabi. The SACSCOC requires that “students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed.” These requirements include: The purpose of the course, outcomes and assessments for the course, and grading policy. The written information provided to students is sometimes distributed as a hard copy the first day of class, or increasingly in electronic format through online learning management systems such as Blackboard and Moodle. Some colleges have strict standards for syllabi content. Other institutions only require that faculty have a syllabus and distribute it to students. Because SACSCOC and other educational accrediting bodies in the United States need access to syllabi during the accreditation process, a quick search of the internet finds that most institutions start talking about syllabi requirements and creating a portal for syllabi to be posted during a SACSCOC reaffirmation year. This is a reactionary rather than pro-active approach to improving a primary communication device. Claflin University requires all courses to have a syllabus and that syllabi be posted on Blackboard, regardless of whether they are distributing it in paper format. Claflin also requires faculty to incorporate course objectives and measureable outcomes into their syllabi. Claflin also requires faculty to include a disability assurance statement within their syllabi so students can contact disability services if they have an issue and qualify for services. Thus far, Claflin does not require all syllabi to follow the same format with items appearing in the same order across disciplines. It also does not require faculty to have daily or weekly course outlines or descriptions of major projects and assignments. No information is published on the Claflin website regarding syllabi. Syllabi design and components have not been a part of any faculty development workshops for at least the past five years. Given these reasons, syllabi standardization seems to be the perfect area for faculty development and improvement at this time. Almost all the Claflin syllabi examined in our pilot study incorporated course objectives and measurable outcomes into the syllabi, but some of these statements were still too vague to use as a way to measure DQP areas. The lack of clarity and consistency in university syllabi can affect future assessment and current student learning, making syllabi a top priority for improving the quality of our programs.

In order to best communicate to students and others the nature of a course, course objectives and expected outcomes, syllabi should be clear and easy to understand by high-school level students (who are just entering college), should follow the same format for each course at the institution, and should give enough information to give a sense to anyone reading the syllabus what will be achieved in the course. Syllabi should follow a standard format, but not be laborious for faculty to develop, and should not infringe upon academic freedoms. In order to determine a university-wide syllabi template, we will form a syllabi committee that will be tasked with conducting focus groups or surveying faculty members and examining current departmental practices. Several departments at Claflin University have already established syllabi templates and maintain syllabi committees that approve new departmental syllabi. For example, the Department of History & Sociology formed a syllabus template committee four years ago that developed a departmental syllabi template (see sample template in Exhibits). Departmental faculty used the template for their syllabi and then a syllabi review committee was formed and tasked with reviewing syllabi for adherence to the template. Each year the committee reviews syllabi for new courses within the department or those that have been significantly revised. This syllabus template has

been shared by other departments within the School of Humanities & Social Sciences. The template consists of nine required sections, each listed in the order they should appear. The first sections consist of basic course and instructor information (course titles and numbers, meeting times, etc.) while the following sections offer more detailed information on objectives, assessment, course schedules, etc. With the exception of sections three, six, and seven—"Course Catalog Description," "Course Objectives," and "Methods of Assessment,"—the titles of each section are intended to be descriptive rather than prescriptive and can be modified, or removed, where appropriate. In creating the template, the department sought to emphasize the importance of *fluent, consistent, and transparent* communication in the administration of a successful course. Rather than a static or impersonal document, the syllabus should reflect the instructor's individual teaching style and emphasize that which she or he values most. Based on existing syllabi used in the department, the template offers a model that is intended to encourage open communication and individuality while conveying essential course information and providing a format that will facilitate evaluation. The department has used their template for the past four years and has received support from departmental faculty for the format. Thus far, students have not been requested to provide feedback regarding the syllabi in the department.

Not all departments have initiated standard syllabi templates, and there has not been communication across departments and schools that share existing templates. Based upon our initial pilot study data, we want to create a syllabi faculty committee that would oversee the development of a standardized, university-wide syllabus template that will meet the needs of all departments and make it easy to assess course content by reviewing syllabi. What we found in our initial review of syllabi from each school was inconsistency in the content of syllabi beyond basic information. Claflin University has required faculty to include course objectives and expected outcomes for several years, and requires faculty to include statements about disability. Beyond these requirements, some faculty had day-to-day course outlines, and some had descriptions of major assignments, papers, or projects. The committee reviewing the syllabi noted these discrepancies and found that, as an outsider viewing the syllabi, it was often difficult to get a sense of what the course involved. The more details about class activities and projects, including grading rubrics, makes it easier for an outside reader to objectively measure learning areas that are being assessed in the course. The process led DQP committee members to conclude that using syllabi to review degree programs and assess the quality of programs can be beneficial, but only if syllabi all contain minimum information that offers at least some details on major course activities and projects that are part of the measurable outcomes. This would mean that faculty would need to do more than list course objectives and measurable outcomes by including descriptions of the assignments, quizzes, tests, and projects or papers that are major parts of the course outcomes. In order to determine what needs to become standard syllabi components and a syllabi format that works across disciplines, we will need to form a committee of faculty from each department that will decide:

- What should be included in university syllabi?
- How much detail should be provided minimally to allow an initial assessment of the course by examining the syllabi?
- What standard layout or format should syllabi appear in?
- How and how often will syllabi be reviewed?
- Will this review be done departmentally or by a university committee?

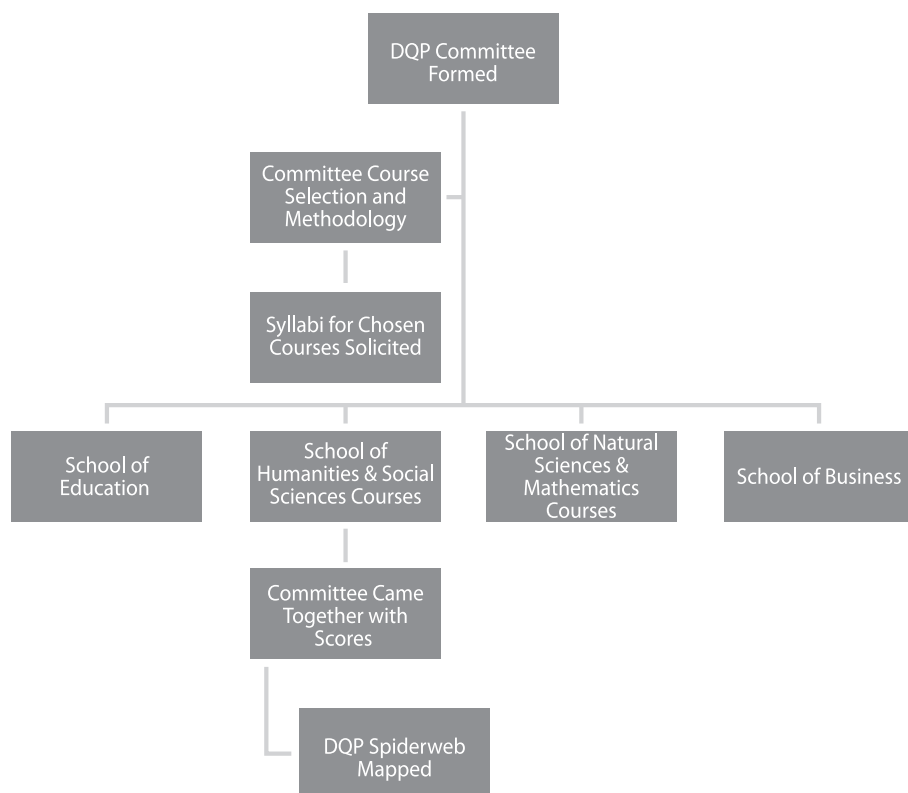
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Form Committee	X												
Survey/Focus Group with faculty		X	X										
Develop template			X	X									
Distribute Template to Faculty					X								
Faculty Implementation						X	X	X					
Syllabi distribution						X							X
Review of Syllabi								X	X	X	X		X
Evaluation of Syllabi for DQP Standards												X	X

Above is an estimated activity timeline that shows how the process of developing a standard syllabi template across all disciplines at Claflin University would evolve.

Upon return from the summer break, we will ask to present the idea of standard syllabi to the faculty during the first university-wide faculty meeting. At this meeting we will start the discussion about syllabi and initial faculty feedback on standardized syllabi. One faculty member from each department will be asked to join the syllabus committee. We have four schools at the university: The School of Education, the School of Business, the School of Natural Sciences and Mathematics, and the School of Humanities & Social Sciences. Within the School of Humanities & Social Sciences there are six departments; there are three departments within the School of Natural Sciences & Mathematics. We would therefore have at least 11 committee members to represent all the departments and schools. Additional committee members could represent the library, office of enrollment, or other areas in order to provide a differing perspective. The continuing studies program and master's programs should each have representation. The committee will meet to decide how they want to survey the faculty regarding what faculty view as essential syllabi components. The goal of the approach is to make the process as collaborative and bottom-up as possible. Once feedback has been garnered, the committee can take the data gathered from faculty (and if desired, from students as well), and work on the template design. This process is expected to take the entire fall semester. The goal will be to distribute the template before the close of the semester so faculty can apply the new template to their spring syllabi. The syllabi committee or designated departmental sub-committees can then review syllabi during the spring semester and provide feedback to faculty. They may also survey students regarding the syllabi and assess the clarity and ease of use of syllabi from the student perspective. Upon completion of the syllabi template and implementation, the DQP committee can begin using syllabi to build our Degree Qualifications Profile in a more in-depth way than was conducted in the pilot study. It will allow for sampling of courses, application of the DQP model to syllabi, and follow up through other methodologies to measure DQP standards in those courses. This process allows faculty to develop a standard syllabi that meets the needs of all disciplines and can be maintained and managed by campus administrators, and accessible to university stakeholders. Most important, the proposed format will increase and encourage faculty participation. All faculty create or update syllabi at least twice a year, making discussions of syllabi

and the standards outlined in syllabi an ideal way to engage faculty in a discussion of the best ways to articulate quality in our curriculum.

The standardization of syllabi across the university curriculum will allow for easy application of the DQP in assessing the skill-sets being taught in our academic programs. Syllabi were chosen to conduct this analysis because this is the most unobtrusive way to look at course content. It does not take up a lot of faculty time, thus yielding high participation rates. It also does not require those conducting the assessment to schedule meeting times with faculty, go to classes, or survey students. Many of the syllabi, however, did not have enough information about course activities and assignments in order to accurately assess the presence of these five areas in the course. This forced us to assess the course as having none or limited integration of the DQP areas, which most often is not the case. For example, in reviewing sixteen General Education courses and eight upper-level courses, only about 60% of the General Education syllabi had enough detail for measurement, while 95% of the upper-level courses had enough detail for accurate measurement. We did not have enough time to meet with the faculty teaching those courses to get a better insight into how their course incorporated any or all of the five areas. Further discussion amongst the committee indicated that most faculty know what skills they are



trying to measure in their course, and what assignments correspond to those skills, but they have failed to articulate this in their syllabi in a way that is accessible to the student or an outside observer.

We also know from our pilot study that soliciting faculty participation for more in-depth formats of analysis of courses to match the DQP is difficult, given the workload of most faculty and their other scholarly activities. In addition, if faculty members are measuring their own courses, there is little objectivity. The Likert Scale helps to prevent bias and interject scientific rigor to the educational evaluation process. This led us to the conclusion that syllabi are a good way to objectively measure DQP

skills; but in order to do this, syllabi must contain information that articulates the skills the instructor expects the student to learn in the course, as well as brief descriptions of major learning objectives that express what areas of learning are incorporated into the course. Once we are able to review syllabi from any department under the same lens, all programs can be mapped. Standard syllabi will make it easy for administrators and others involved in curriculum evaluation to make an initial assessment about a course. It would allow evaluators to have a foundation on which to base follow-up questions for course instructors and conduct further program review. This is important in order to continuously improve the quality of degree programs and to apply the DQP to our institution.



Standardization of syllabi across disciplines at Claflin allows for continued communication and collaboration between faculty and administrators that focuses on developing quality, outcome-based programs that are transparent and easy to assess. Administrators and staff at an institution need to understand the content of their programs in order to advertise and promote programs within the community. Syllabi can serve as easy-to-access, quick-reference guides that give potential students, their parents, evaluators, and others a glimpse into knowledge and skills that will become part of the student's "portfolio" upon degree completion. Syllabi can be used by administrators,

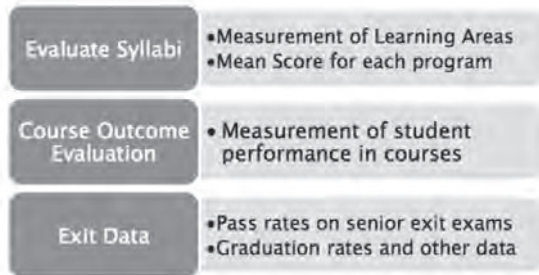
especially department chairs and deans, to determine the content of exit exams, which further measure a student's performance. Knowledge of course content that is contained within syllabi can also be used by faculty and administrators to design senior capstone projects, theses, or internship opportunities that allow the students to apply the knowledge they have gained in their coursework.

The two most important aspects of the syllabus are the learning objectives and the measurable outcomes. Having clear learning objectives allows the faculty, students, and other stakeholders at an institution to know what the student is expected to learn from taking a course. This includes general knowledge, theoretical concepts, specific skills such as critical thinking or communication skills, as well as specialized skills such as using a statistical program. The measurable outcomes are the tools that the instructor will use to assess whether the student is gaining that knowledge or skill during or upon completion of the course. Specific methods of measuring, providing feedback, and if applicable, re-assessment of skill obtainment allows for the students to know how and when they will be expected to demonstrate proficiency in an area. The purpose of the DQP, in many ways, is to assess the quality of a degree at any given institution by objectively measuring five key areas of learning.

Our future planning involves establishing the standard syllabi format, applying it to existing and future courses at Claflin, and maintaining a database of syllabi for all courses in the catalog in order to assist with program review, accreditation processes, and the application of the degree profile to our institution. Our long-term goal is to be able to look at syllabi and conduct a brief analysis of how the five areas of learning outlined in the DQP apply to the course outlined in the syllabus. All five areas - Specialized Knowledge; Broad, Integrative Knowledge; Intellectual Skills; Applied Learning; and Civic Learning are viewed as

important skills that our students should be gaining in courses. Though not all areas will be covered in every course, we do not want a lopsided Spiderweb, where one area is overly represented in coursework (especially in core, General Education courses) and other areas are unrepresented.

Establishing a standard format and minimum required content for all syllabi at the university is an important step in the long-range process of program evaluations. Claflin University is dedicated to application of the DQP to our institution to demonstrate in a clear and transparent way the quality of our education programs and therefore the value of a Claflin degree. There are concrete, measurable ways to evaluate our degree programs, using tools such as the DQP, as well as qualitative, fluid ways to assess quality. It is our long-term goal to utilize tools available to us to measure both the “hard skills”



that students obtain during the course of four years of study, as well as the soft-skills that students gain during the process of college, such as learning to live with people from diverse backgrounds, and developing what we refer to as the “Claflin Confidence.” We as an institution can only benefit and grow from the process of assessing our programs and improving upon any weak areas.

We used selected General Education and upper-level, discipline-specific specialized courses to map the Claflin University DQP during fall 2012. That pilot study revealed one major issue—the need for standardization of syllabi across disciplines, and two minor issues—poor faculty engagement in DQP process, and quality of data collected to map our curriculum and also to create our DQP. However, most of our stakeholders realized that the DQP is very important to Claflin University and we seriously care about the quality of our degree. There is a need to sustain the efforts of the DQP. Based on our DQP pilot study, we have identified standardization of syllabi across disciplines and faculty engagement in DQP process as a topic for our case study. To sustain the efforts of the DQP for standardization of syllabi across disciplines and faculty engagement, we have proposed a road map to achieve this in our case study. The road map includes the following: (1) selling the case study idea to our faculty members by making an effective presentation during our first faculty meeting in fall 2013; (2) Form a university-wide syllabus committee by including one faculty member from each department, one member from the library, one member from student services and one student representative; (3) This committee will develop a survey to include essential syllabus components; (4) Based on the survey results, develop a syllabus template; (5) Distribute this template to faculty members before the end of fall semester to develop their spring syllabus; (6) The departmental syllabus sub-committees will then review syllabi and will conduct student surveys during the Spring semester and provide feedback to faculty; and, (7) Upon completion of the syllabi template and implementation, the DQP committee can begin using syllabi to build our Degree Qualifications Profile in a more in-depth way than was conducted in the pilot study. This process allows faculty to develop a standard syllabi that meets the needs of all disciplines and can be maintained and managed by campus administrators, and accessible to university stakeholders. In the whole process, the faculty members will be actively involved and engaged. This will empower the faculty toward ownership of the DQP process. In our future study, we will use a scoring rubric developed by Norfolk State University (NSU), Virginia, for scoring quantitative data from each selected syllabi on five DQP learning areas for curriculum mapping and developing DQP. Our recommendations for other institutions of our size will be to come up with a case study based on their DQP pilot study findings and come up with an executable plan and implement it.

Claflin University is an institution that is dedicated to providing both access and success to students from all backgrounds. It is important to us as an institution to be able to demonstrate to current and potential students, university stakeholders, community members, and others the quality of our degree programs and be able to produce graduates with clear and evident skills. We are always interested in utilizing evidence-based practices to improve and strengthen our programs and continue our mission. The Degree Qualifications Profile developed by the Lumina Foundation is an innovative tool that serves as a way to measure competencies in key areas that are of concern to all pursuing a higher education. The DQP can also be utilized in the future to compare and measure programs from different institutions to each other. The utilization of the DQP can help small institutions such as Claflin compete against larger institutions by providing data that shows program quality. This allows the institution an opportunity to improve weak areas and openly market strong programs.

Exhibits

Exhibit A: A List of Key Stakeholders in the Process

- A. Kamal Chowdhury PhD, Professor of Biology, Claflin University, Orangeburg, SC 29115; DQP representative from the School of Natural Sciences and Mathematics; Chair of Claflin University DQP Committee
- B. Anisah Bagasra PhD, Assistant Professor of Psychology, DQP representative from the School of Humanities and Social Sciences
- C. Bettie Hicks PhD, Assistant Professor of Psychology, DQP representative from the School of Education
- D. Victoria Boyd PhD, Assistant Professor of Psychology DQP representative from the School of Business
- E. Leslie Wooten PhD, Assistant Professor of Biology, Chair of Claflin University General Education Committee
- F. Kenneth Stokes PhD, Dean of Claflin University Visionary Leadership Institute
- G. Vice Provost for Academics, Claflin University
- H. Karl S. Wright, Provost, Claflin University
- I. Verlie Tisdale PhD, Dean, School of Natural Sciences and Mathematics
- J. Peggy Ratliff PhD, Dean, School of Humanities and Social Sciences
- K. Harpal Grewal PhD, Dean, School of Business
- L. Valerie Harrison PhD, Dean, School of Education
- M. All departmental chairs

Claflin University Curriculum Mapping Spider Web

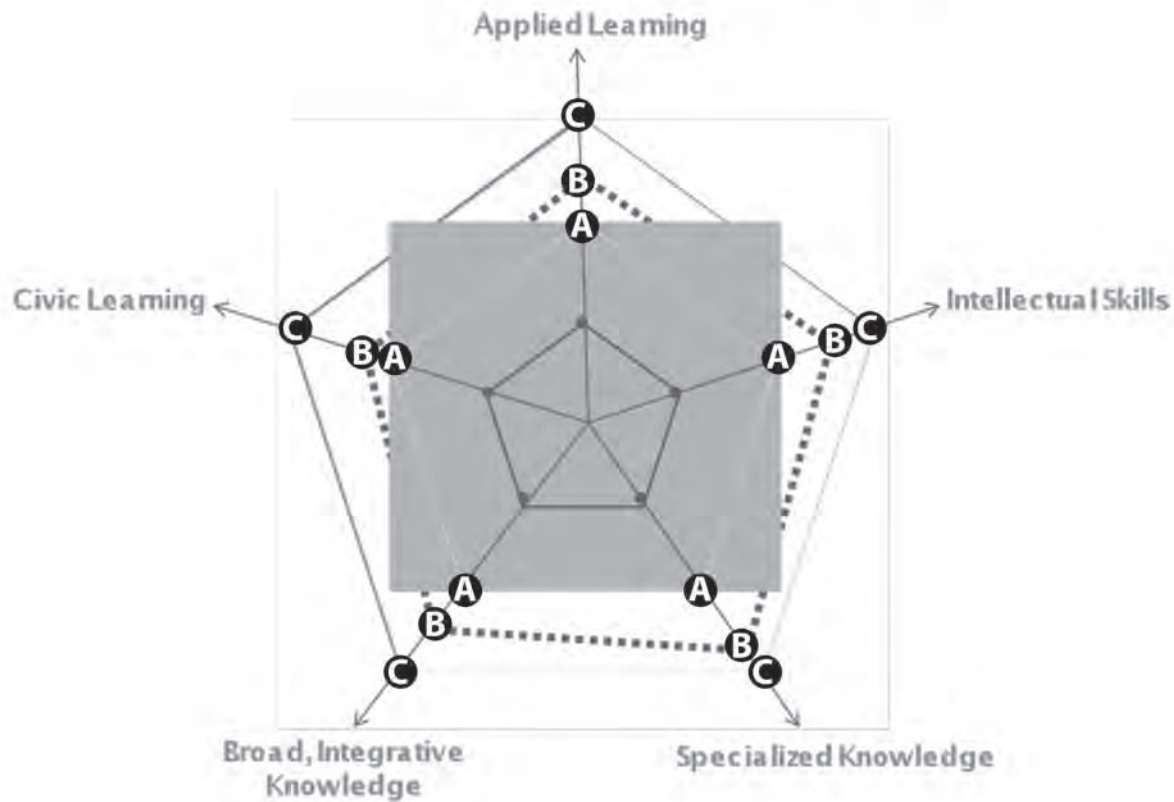


Exhibit B: Claflin University Spiderweb

Please note the brown dot = 0 (minimal score); yellow dot = 5 (maximum score); and red dot = CU mean score based on 16 Gen Ed and 8 non-Gen Ed courses in a 0 – 5 Likert Scale. 0 = none, 1 = limited, 2 = some, 3 = moderate, 4 = mostly and 5 = full agreement between our syllabus and the narrative description listed in pages 18 – 20 of DQP for each area of learning.

Exhibit C: Curriculum Plotted

Here is the list of the curricula that was plotted. The General Education courses chosen for analysis included:

1. BIOL 102 - Biology, Health & The Environment
2. BIOL 121 - General Biology I
3. CHEM 101 – Physical Science
4. CHEM 121 - General Chemistry I
5. MATH 111 - College Algebra
6. MATH 201 - Calculus I
7. ECON 201 - Intro to Economics
8. ECON 202 - Microeconomics
9. ENGL 101 - English Composition I
10. MUSC 203 - Music Appreciation
11. RELG 406 - World Religions
12. SOCI 201 - Intro to Sociology
13. SPAN 101 - Elementary Spanish I
14. HLTH 312 - Nutrition & Consumer Health
15. HLTH 305 - First Aid & Safety
16. PHED 103 - Tennis/Badminton

Non-general education courses were

1. HSSC 390 - Fundamentals of Research
2. SOCI 308 - Social Psychology
3. BIOL 210 - Genetics
4. BIOL 309 - Cell Biology
5. MGMT 201 - Principles of Management
6. MGMT 303 - Human Resources Management
7. EDUC 323 - Instructional Strategies
8. EDUC 421 - Teaching Language Arts to Children.

Exhibit D: Raw Data from Pilot Study

Data of DQP five Learning Areas from Claflin University selected Courses

Course Syllabus	SK	BIK	IS	AL	CL
BIOL 102 (Health & the Environment)	4	3	3.1	1.5	0.5
BIOL 121 (General Biology)	5	5	4	0	0
CHEM 101 (Physical Science)	4	0	0	0	0
CHEM 121 (General Chemistry)	4	4	3.1	1.5	0.5
MATH 111 (College Algebra)	4	3	3	0	0
MATH 210 (Calculus I)	3	3	2	3	1
BIOL 210 (Genetics)	4.5	4	3	1.5	0.5
BIOL 309 (Cell Biology)	5	4	4.6	1.5	0.5
ECON 201 (Introduction to Economics)	4	2.5	4	0	5
ECON 202 (Microeconomics)	4	2.5	4	0	5
SOCI 201 (Introduction to Sociology)	0	1	4	3.5	0
MGMT 201 (Principles of Management)	5	4.5	5	5	4.5
MGMT 303 (Human Resource Mgt)	5	4.5	5	5	4.5
SPAN 101 (Elementary Spanish I)	3	0	4	4	0
ENGL 101 (English Composition I)	5	1	2.6	3	0
MUSC 203 (Music Appreciation)	3	0	0	3	3
RELG 406 (World Religion)	2	0	2.4	1	0
HSSC 390 (Fundamentals of Research)	5	2	1.8	5	1
SOCI 308 (Social Psychology)	5	4	2.6	3	3
HLTH 312 (Nutrition and Consumer Hlth)	2	5	2	4	1
HLTH 305 (First Aid and Safety)	2	0	1	0	0
PE 103 (Tennis / Badminton)	3	0	1	0	0
EDUC 323 (Instructional Strategies)	4	5	3	3	0
EDUC 421 (Teaching Language and Arts to Children)	5	2	3	3	0
Average	3.77	2.50	2.84	2.15	1.25
Applied Learning (AL)	2.15				
Intellectual Skills (IS)	2.84				
Specialized Knowledge (SK)	3.77				
Broad, Integrative Knowledge (BIK)	2.5				
Civic Learning (CL)	1.25				
Likert scale (0 to five) to score quantitative data on each of the five areas					
(Specialized Knowledge, Broad, Integrative Knowledge, Intellectual Skills,					
Applied Learning and Civic Learning) from each course syllabus.					
0 = none, 1 = limited, 2 = some, 3 = moderate, 4 = mostly and 5 = full					
agreement between our syllabus and the narrative description					
listed in pages 18 – 20 of DQP for each area of learning.					

Exhibit E: Norfolk State University's Data Scoring Rubric

NSU program for data scoring guide line and creation of Spiderweb for a syllabus

The program outcome is (X) EXPLICITLY (score of 2) or (M) IMPLICITLY (score of 1) reflected in the course syllabus as being one of the learning outcomes for this course.

(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies at entry-level complexity. Only one or a few aspects of a complex program outcome are addressed in the given course (score of 1).

(E) EMPHASIZED - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the program outcome are addressed in the given course, but these aspects are treated separately (score of 2).

(R) REINFORCED - Students are expected to possess a strong foundation of the program outcome knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies and increased complexity (score of 3).

(A) ADVANCED - Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity (score of 4).

(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc., and are provided formal Feedback (score of 1).

This is a 0-9 scale program where data are scored on each student learning outcome against each DQP area of learning and plotted in the form of a Spiderweb.

Exhibit F: Sample Syllabus Template

Syllabus Committee Proposed Syllabus Format for the Department of History & Sociology

I. Heading (Course Syllabus)

- a. The Name of the Course and Course Abbreviation
 - Example: SOC 201 Introduction to Sociology
- b. The Semester for which the syllabus is valid (i.e., Spring 2009)
- c. Name of the University and the department where the course is being taught

II. Instructor Information

- a. The name of the Instructor
- b. Email Address and Office Location of the Instructor
- c. Instructor's Office Hours for the Semester
- d. Instructor's telephone number

III. Course Information

- a. Course Description
 - The course description should correspond with the description in the most recent published Claflin University Catalog

- b. Why take the course?
 - Using the course description as a guide, briefly give the significance or the goals of the course.
 - c. Course Objectives
 - 3-5 primary learning objectives for the course
 - Example: "Upon Completion of this course, the student should be able to...."
 - Course objectives should be congruent with departmental goals
- IV. Methods of Assessment
- a. Assignments, tests, papers, participation, attendance, and other ways in which outcomes will be assessed. Each method of assessment should correspond with one or more objectives described in the Course Objective Section.
 - b. Grading: An explicit description of how the final grade will be determined
 - c. It is recommended that instructors provide within the syllabus a detailed description of major papers, projects, and tests, particularly those that constitute larger percentages of the final grade for the course.
- V. Required text(s) and other required materials.
- The Instructor may wish to include recommended readings and other materials in this section as appropriate.
- VI. Student Responsibilities
- Should include, but not be limited to:
- a. Classroom Decorum/Classroom Etiquette
 - b. Participation
 - c. Attendance
 - d. Academic Honesty/Integrity (with reference to the Claflin Code of honor)
 - e. Prompt submission of assignments
- VII. Disability Statement
- The standard disability statement provided by Student Disability Services should be cited.
- VIII. Course Plan (Tentative Schedule/Topics to be Covered in the Course/Course Outline)
- Provide detailed description of the topics and/or relevant issues to be discussed in the course

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How the Institutional Mission of HBCUs Impacts the DQP Process

Grambling State University

Abstract

Grambling State University linked the Lumina Foundation's Degree Qualifications Profile (DQP) review process of the General Education program to the university's founding mission. It is important to consider the influence the mission of the institution has on students acquiring program competencies. The DQP review of the General Education program demonstrated that in order to provide a complete picture of the skill-sets that students completing a program acquire, affective domain skills must be considered in conjunction with cognitive skills. The nurturing environment that Grambling State University provides is core to student learning. Student self-image, motivation, and values are addressed in support of success. It is this nurturing environment that adds an additional value to the educational experience at an Historically Black College and University (HBCU).

Grambling State University

Grambling State University (GSU) is an HBCU located in Northwestern Louisiana in the city of Grambling. Since 2007, the university has gradually implemented selective admissions requirements, as mandated by the state of Louisiana. Currently, the ACT score required for first-time freshmen is 20, and the high school graduate must have completed 19 hours of core courses. These core courses include foreign languages, advanced mathematics, science, and English. The campus consists of 433 acres and 101 permanent structures.

The university was founded in 1901 and has an enrollment of approximately 5,200 students, with 87% of the student body of African American descent and 45% classified as non-Louisiana residents. Grambling's student body represents forty-two states and thirty-seven countries. The retention rate for the freshmen admitted fall 2011 is 68.6 percent. More than 85% of the student body receives financial aid. A large portion of the student body is first-generation college students. Approximately 11% of the student body is classified as non-black.

Grambling State University is a comprehensive institution offering baccalaureate, master's, and doctoral programs. As a component of its mission, the university seeks to provide opportunities for students to develop intellectually and to acquire appropriate career skills through instruction, research, public service, and special programs. The academic program is designed to meet the needs of all students enrolled, including those who may have been adversely affected by educational, social, and/or economic deprivation.

Since 1949, Grambling State University has been accredited by the Southern Association of Colleges and Schools Commission on Colleges. The university offers forty-seven degree programs. More than 90% of programs with national accrediting bodies are accredited. The university has academic programs that are accredited by the following bodies: the Accreditation Board for Engineering & Technology, the National Association of Schools of Theatre, the National Association of Schools of Music, the Association to Advance Collegiate Schools of Business, Commission on the Accreditation of the Council on Social Work Education, the National Council for Accreditation of Teacher Education, the National League for Nursing Accrediting Commission Inc., the Accrediting Council on Education in Journalism and Mass Communications, the National Association of Schools of Public Affairs and Administration, the American Chemical Society's Committee on Professional Training, and the National Recreation for Parks Association/American Association for Leisure and Recreation.

The story of Grambling State University began in the late 1800s with the educational dreams and aspirations of rural African American farmers in north Louisiana. These rural farmers, with determination in their hearts, desired to educate area African Americans of the northern and western part of the state. In 1896 the North Louisiana Colored Agriculture Relief Association was organized, and a small school was established west of what is today the town of Grambling. Eventually the association sought the assistance of Booker T. Washington to help transition to an industrial school. A formal correspondence was sent to Washington, leader of Tuskegee Institute in Alabama, requesting the assistance of an educator who could lead in the development of an industrial school. Washington responded to their request and sent Charles P. Adams, a twenty-eight year old, six-foot tall man passionate about education.

In 1901 Adams became the founder and first president. Under his leadership, the Colored Industrial and Agricultural School was established. Adams continued the philosophical approach of Booker T. Washington, which focused on the importance of learning skilled trades and honing agricultural and domestic expertise. In 1918 the school changed its name to Lincoln Parish Training School under the direction of the Lincoln Parish School Board. By 1928 the school became a state junior college, and its name was changed to the Louisiana Negro Normal and Industrial Institute.

In 1936 the school experienced two major milestones. First, Ralph Waldo Emerson Jones became the school's second president, and, second, the school was granted the authority to confer two-year professional certificates and diplomas. With an emphasis on rural education, the school modified its focus to train educators and promoted "The Louisiana Plan," also known as "A Venture in Rural Teacher Education." Professional degrees in education were awarded along with three-year teaching certificates. In 1944 the first baccalaureate degree was awarded in elementary education. Due to the growing number of course offerings, the school's name was changed to Grambling College of Louisiana. In 1974 the state approved a change in status from Grambling College to Grambling State University.

Grambling State University has a strong faculty that go beyond the traditional classroom practices and address students' needs far beyond academics. Faculty cultivate a welcoming environment that allows students to feel comfortable requesting further instruction. In an effort to better strengthen student performance, faculty are on-hand to provide supplemental instruction in student-friendly environments such as tutorial labs and through internet tools such as twitter and Facebook. The faculty has been successful in securing funding from agencies that include the National Science Foundation, U.S. Department of Defense, U.S. Department of Housing and Urban Renewal, U.S. Department of Education, National Aeronautics and Space Administration (NASA), and the U.S. Air force. The faculty engages in cutting-edge research in areas that include cancer therapies, cyber-security, and alternative energy sources.

Not only is Grambling State University recognized nationally and internationally for producing top African American graduates, but also for being the home of Division I's "winningest" football coach, Eddie Robinson, and the renowned Tiger Marching Band. During a career that spanned 57 years, coach Robinson earned a total of 408 wins, 165 losses, and 15 ties, making Grambling State a powerhouse in college football. To showcase Robinson's achievements, Grambling State University houses the Eddie Robinson Museum. Additionally, the Tiger Marching Band has received special invitations to perform nationally and internationally, including marching during the Presidential Inaugural parades for two U.S. presidents. Also, the Band has the distinct honor of representing the Pageantry of Bands section of the NCAA Hall of Fame, where stands a statue of a GSU drum major.

In addition to maintaining high academic standards and achieving various honors, Grambling State University continues its tradition of assisting the community. Just as those African Americans desired to help other blacks of rural Louisiana, today at Grambling State University we strive to improve the community and assist where help is needed most. In helping strengthen area small-business entrepreneurs, the university offers workshops for those interested in developing or expanding their businesses. On a statewide level, the university helped during the dramatic events of Hurricanes Katrina and Rita. In 2005, following the devastating impact of Hurricane Katrina, the university sent buses to rescue and set up shelters for over 400 evacuees from New Orleans. Grambling State University and the city of Grambling was awarded a \$1.2 million grant from the U.S. Department of Housing and Urban Development to further assist those affected by hurricanes Katrina and Rita.

Grambling State University is an institution that possesses the appeal of an internationally recognized institution, while also providing direct and personal engagement with its student population. Grambling State University strives to achieve excellence in higher education through research, teaching, and service. The institution prides itself on challenging students to think creatively, analytically, and practically while also fostering a nurturing learning environment. This approach increases the opportunity for everyone to gain a higher education and helps prepare all students—the traditional, the non-traditional, and the underprepared. Grambling's unique and intimate approach to higher education makes it true to its motto: "Grambling State University is the place where everybody is somebody."

Launching the DQP Process

In fall 2012 Grambling State University's provost convened a meeting with academic deans to discuss the DQP process and to begin a discussion about which program would be evaluated using this process. Several programs were identified for consideration: the B.S. degree in biological sciences, Master's of Science degree in criminal justice, and the General Education program. The biological sciences and criminal justice programs were considered because they do not have national accrediting bodies; therefore, the DQP review would provide the programs with an additional form of evaluation. The General Education program was considered because there was an increased push by some faculty to add and remove courses from this program. The DQP process would aid in steering the request to add or remove courses from the General Education program. The process would also aid in answering the following questions: What do we expect the General Education program to do? What skills is the current program not providing students?

Grambling State University's General Education program consists of 47 hours and 160 hours of civic/

service learning. The General Education curriculum includes:

- Six credit hours of English
- Six credit hours of mathematics
- Nine credit hours of physical/ natural sciences
- Six credit hours of history
- Six credit hours of foreign languages
- Six credit hours of social science
- Three credit hours of fine arts
- Three credit hours of humanities
- Two credit hours of first-year experience.

The General Education curriculum is designed to (1) provide students a foundation for learning and for intellectual growth in an academic discipline; (2) prepare students for successful lives in an increasingly technical, dynamic, and complex society; (3) raise the intellectual aims and aspirations of students; and (4) develop high ethical standards in students and a responsibility for the quality of life on earth.

The provost's office prepared an information packet for the General Education faculty that focused on the DQP process. Included in the package was a spreadsheet that was developed to facilitate the mapping process and to capture faculty evaluations. Spreadsheets provided a definition for each of the five broad areas. In an effort to maximize participation of General Education faculty in the DQP analysis process, the provost/vice president of academic affairs wrote to the General Education faculty introducing the DQP project and inviting each to participate in the review process.

Deans convened meetings with the General Education faculty in their respective areas and explained in detail the process that would be used. The goal was to have each faculty teaching a specific course to complete an individual evaluation. Individual evaluations would allow the university to determine if it was ensuring that all students who went through the General Education program were being given the opportunity to develop the same competencies irrespective of the instructor teaching the class.

We had excellent buy-in from the faculty, with 80% of the General Education faculty participating. The level of faculty buy-in may have been due to the provost's efforts promoting it. Faculty devoted as much as three hours to the evaluation of a General Education course. Each dean collected the completed rubrics and forwarded the documentation to the provost. The provost evaluated the results of each completed course rubric and compiled the data to make an overall determination as to which skill-sets a course addressed. A table was then constructed that captured the number of courses that were linked with each skill-set. This table then drove the description of the General Education program and the shape of the Spiderweb. This manual evaluation was time-consuming and would have been quicker and probably more accurate had the evaluation process been facilitated by computer software.

The provost met with the General Education faculty to discuss the results of the evaluation and obtain their feedback. One suggestion that the faculty provided is that the rubric used for their analysis should have included examples of experiences that support the skill. For example, the first Specialized Knowledge outcome is "Defines and explains the boundaries, divisions, styles of a field." The faculty thought it would have been helpful to the review process if an example had been given for each outcome.

Grambling State University has mapped its General Education program with the goals of the General

Education program and student-learning outcomes. Four General Education program goals have been identified by the university. These goals are:

- Goal 1: Provide students with a foundation for learning and for intellectual growth in an academic discipline.
- Goal 2: Prepare students for successful lives in an increasingly technical, dynamic, and complex society.
- Goal 3: Raise the intellectual aims and aspirations of students.
- Goal 4: Develop in students high ethical standards and a responsibility for the quality of life on earth.

The General Education program has also been aligned with General Education learning outcomes identified by the Louisiana Board of Regents. The Board of Regents has identified eleven student learning outcomes for General Education programs that support degree programs at the bachelor's level. Table 1 highlights this mapping.

Table 1

GSU Goals***	State Learning Outcomes/ Goals	GSU Learning Outcomes	General Education Courses
Goal 1	Reason abstractly and think critically	Reason abstractly and think critically	MATH 147, MATH 148, SCI 105, SCI 106, CHEM 101, BIOL 103, BIOL 104
Goal 1	Understand numerical data and statistics	Use elementary mathematics effectively	MATH 147, MATH 148
Goal 1	Be familiar with key technological and informational applications	Effectively use information & communication technology	SCI 105, SCI 106, CHEM 101, BIOL 103, BIOL 104, HIST 101, 104
Goal 3		Knowledge of the contributions of African Americans in science and mathematics	MATH 147, MATH 148, SCI 105, SCI 106, CHEM 101, BIOL 101, BIOL 104
Goal 1	Be familiar with key technological and informational applications	Knowledge of major advances in science and technology	SCI 105, SCI 106, CHEM 101, BIOL 103, BIOL 104
Goal 2	Understand the American political and economic system	Knowledge of world history	HIST 101, HIST 104
Goal 2	Recognize and appreciate cultural diversity	Recognize and appreciate cultural diversity	SOC 101, SPAN 101, SPAN 102, FREN 101, FREN 102, ART 210

GSU Goals***	State Learning Outcomes/ Goals	GSU Learning Outcomes	General Education Courses
Goal 1		To be literate in a second language	SPAN 101, SPAN 102, FREN 101, FREN 102
Goal 2	Understand the American political and economic system	Knowledge of major events, personalities and issues in African American History	HIST 101, HIST 104
Goal 2	Understand the nature and value of the fine and performing arts	Knowledge of the nature and value of the fine and performing arts	ART 210
Goal 2	Understand the American political and economic system	Knowledge of the American economic, social and political systems	SOC 101, ECON 201
Goal 2	Understand the American political and economic system	Knowledge of financial institutions and systems	SOC 101, ECON 201
Goal 1	To communicate effectively in oral and written English	Communicate effectively in oral and written English	ENG 101, ENG 102
Goal 2	To learn independently	Learn Independently	ENG 102
Goal 4		Knowledge of the history of Grambling State University	FYE 101
Goal 4	Develop a personal value system while retaining a tolerance for others.	Knowledge of the importance of giving	FYE 102
Goal 4		Knowledge of healthful living	FYE 101, FYE 102
Goal 4	Develop a personal value system while retaining a tolerance for others.	Evidence of integrity and ethical behavior in academic work and in extra curricular activities	FYE 101, FYE 102, ENG 101, ENG 102, ENG 200
Goal 4	Develop a personal value system while retaining a tolerance for others.	Preparation for citizenship in a democratic society	SOC 101, FYE 101, FYE 102

This DQP review demonstrated that some General Education courses are no longer aligned with a specific learning outcome that had been identified for the program. This is demonstrated by the results of the review of a mathematics course. Faculty that evaluated their section of MATH 148 indicated that the course does not build Applied Learning skills. This does not support the revision this course underwent several years ago in which a weekly one-hour problem session was added and problem modules were developed. The problems highlighted in these modules took real-life situations that a variety of disciplines might encounter in an effort to demonstrate to the student the relevance of learning certain concepts. The results of the DQP evaluation are highlighted below.

Table 2

Fall 2012 Curriculum Mapping of General Education Courses

Course	Intellectual Skills	Broad, Integrative Knowledge	Applied Learning	Specialized Knowledge	Civic Learning
ENG 101	X		X	X	
ENG 102	X		X	X	
BIOL 103	X	X	X		
BIOL 104	X	X	X	X	
SCI 105	X		X	X	
SCI 106	X		X	X	
FYE 101	X		X		X
FYE 102					X
HIST 101	X	X	X		
HIST 104	X	X	X		
ART 210	X	X	X	X	
MATH 147	X	X	X		
ECON 201	X			X	

These results show that Grambling State University's General Education program has a large focus on developing Intellectual and Applied Learning skills. Service learning was combined with Civic Learning due to the fact that each General Education course has an embedded service-learning component. The description of Grambling State University's General Education program has been rewritten to reflect the Degree Qualifications Profile review and is listed below.

The General Education program is designed to:

- Develop Intellectual Skills that include the ability to engage diverse perspectives and engage in analytic inquiry.
- Enhance Applied Learning Knowledge as demonstrated by the ability to formulate questions on topics that address multiple disciplines.
- Lay the foundation that the academic major will build upon to develop Broad, Integrative Knowledge Skills that can be used to address a complex scientific, social, technological problem using various sources in the literature.
- Develop a commitment to Civic and Service Learning and the important role the two have in building strong communities.

The results of the DQP review were shared with the entire faculty at a campus-wide General Education meeting. The results of this process will be used, along with other data, to make changes to the Grambling State University General Education program.

One concern the faculty voiced about this review process is that it did not capture all of the skills developed by the General Education program. This was a concern because the DQP review does not address those skills in the affective domain, only cognitive skills. Research has shown that the affective domain influences the ability to analyze, evaluate, and synthesis information (cognitive domain skills). The motivation, values, and attitudes of an individual affect learning. As do many Historically Black Colleges and Universities, Grambling State University is deliberate in making sure affective domain skills are addressed. This is done by providing a nurturing environment that targets increasing motivation, improving self-image, and enhancing values. This speaks to the core of the mission of Grambling State University, which is providing educational opportunities to all, including those who have been socially and economically disenfranchised.

Case Study Focus

Historically Black Colleges and Universities were established to provide educational opportunities to African Americans during a time when majority institutions restricted access to blacks. With increased enrollment of underrepresented groups at majority institutions, questions have arisen recently regarding the continued relevance of HBCUs. Some are questioning if there is a continued need for Historically Black Colleges and Universities. HBCUs find themselves in the position of defending the need and highlighting the important role these institutions have in increasing the educational attainment of U.S. citizens. The Degree Qualifications Profile can be an additional tool that places a spotlight on the mission of Historically Black Colleges and Universities and their continued value.

Grambling State University embraces its founding principle of educational opportunity. All persons who matriculate and who are employed at Grambling are expected to reflect through their study and work that the university is a place where all persons are valued, “where everybody is somebody.” Grambling State University ensures all persons are valued and have the opportunity to be successful by providing a nurturing environment. It is this nurturing environment that sets Historically Black Colleges and Universities apart from majority institutions.

Since Grambling State University opened its doors in 1901, it had operated under an open admissions policy. This admission policy allowed the university to provide educational opportunities for all students regardless of an ACT score or developmental course needs. Our mission as an HBCU is to provide an education to all students desiring postsecondary training, including those who are disenfranchised economically and educationally. As an HBCU, Grambling State University takes that disenfranchised student and successfully addresses educational deficiencies and produces a graduate who can compete with graduates from universities with highly selective admission standards.

Grambling State University is ranked 52nd in producing African American graduates with baccalaureate degrees. The university is ranked in the top 50 of universities that awarded bachelor degrees in a STEM area to African American graduates who then went on to earn the doctorate in a STEM discipline.

Grambling State University began implementing selective admission standards in fall 2007. By fall 2014, no four-year university in the state of Louisiana will be able to admit a first-time freshman who needs a remedial course. The state mandate to not admit first-time freshmen who need a remedial course is in

direct contradiction to the mission of Grambling State University. Approximately 70% of the first-time freshmen at the university need at least one developmental course. Grambling State University has demonstrated success in taking that student who enters the university with deficiencies and preparing a graduate who is competitive in the international arena.

Grambling State University's General Education program complements and supports the mission of the university. Broadly, the program seeks to prepare graduates for lives of learning. On a more focused level the program seeks to prepare students for the study of a major academic discipline. The faculty believes that it is the responsibility of the university to produce graduates who will contribute to the advancement of civilization. Therefore, the faculty seeks in the General Education program to provide students with a foundation of intellectual skills and knowledge to enable them to lead productive and ethical lives. The program aims to enable students to think critically, to analyze information, and to make logical decisions. The General Education program is buttressed by four goals that the university aims to achieve for all students who matriculate as undergraduates. These goals include raising the intellectual aims and aspirations of students.

The General Education program prepares students to analyze complex information, communicate effectively, and think critically. The program also develops specialized and broad knowledge in specific areas including struggles that focus on the elimination of human oppression. In ensuring the General Education program provides students with the intended competencies, a one-size-fits-all approach is not used. Grambling State University takes students as-is and gets them where they need to be. The university is deliberate in the strategies that are used to ensure that students who come to the university with a variety of experiences can be successful. These strategies include a student-centered advisor, a clearly focused first-year experience, providing remedial/developmental courses, role models/mentors, and service opportunities. Each of these strategies supports a nurturing environment.

Grambling State University developed an academic advising manual to document expectations regarding the role of advisors and the role of the advisee in support of student success. The advising process supports the retention and graduation of undergraduate students. Four goals are linked with the academic advising process. These goals are highlighted below:

- Assist students in developing an educational plan that helps them achieve their life/career goals.
- Assist students in monitoring and evaluating their progress toward established goals.
- Assist students in obtaining services from other campus and/or community agencies when necessary.
- Facilitate and coordinate student communication with campus and community stakeholders through effective networking.

Academic advising is more than helping the student choose courses; it is designed to contribute to the nurturing environment. The advising model at Grambling State University requires that each advisor considers the "whole" person and that the advisor encourages the student to think about "life after Grambling." Advisors are expected to have a caring attitude, demonstrate student-centered behavior, and be good listeners. They are expected to refer students to other sources when educational, attitudinal, attendance, financial, employment, or other personal issues require the service of other professionals. The academic advisor plays a critical role in ensuring the success of students and in the student's personal development. An example of the importance of the academic advisor can be documented with Student G. Student G is an African American male who grew up in a crime- and gang-

infested neighborhood. He has an advising team, his academic department head, and another faculty member who are committed to working with Student G to prevent him from following the paths of many in his neighborhood. This advising team advises the “whole student” and has been doing so since Student G arrived on campus. Student G meets daily with each member of the team. They stay abreast of what is going on in his personal life. The team monitors his classes closely and keeps him motivated, reminding him of the need to “keep his eye on the prize.” One member of the advising team has on an occasion loaned him the funds to complete the registration process in support of keeping Student G enrolled in school. Student G will complete the requirements for the degree fall 2013 and is being strongly encouraged to pursue a law degree.

The first-year experience for new students is designed to provide an environment that promotes the retention and graduation of students. The first-year experience includes two one-credit-hour courses that the student must successfully complete during the freshman year. These courses are taught by student-centered faculty, Student Success Instructors. The first-year experience course meets weekly and provides the Student Success Instructor with the opportunity to engage students in discussions that support creating a successful self-image. These topics include making healthy choices, leadership & ethics, building positive relationships, and managing personal finances. First-year experience students are required to attend convocations that feature motivational speakers who have overcome a variety of obstacles to become successful in their fields. Students also have the opportunity to meet with these accomplished individuals in smaller settings that may include book signing events, receptions, and opportunities for photographs. Grambling State University student leaders sponsor specific activities that target first-year students. These student leaders share with freshman students their personal stories, many of which highlight how they overcame obstacles. This exposure is important in assisting students in removing limitations that they or others may have placed on their lives. Once these limitations are removed, the students are poised to excel.

Faculty facilitate programs/services that the university provides to students that need remediation in mathematics or English and reading. These faculty provide the remediation without making the student think that genetics is the contributing factor to the deficiency in skills. Grambling State University has made an effort to eliminate any stigma that could be associated with enrollment in a remedial course. Faculty utilize creative strategies to increase student success. A good example is a developmental math instructor’s utilization of a creative instructional style to motivate students to become math connoisseurs. This instructor would engage students in a competition in which they worked extra math problems during the semester and had to use available computerized self-paced tutorials to support expanding their knowledge. At the end of the course, the professor personally funded an awards program that recognized each student. He gave students trophies that he had made. Student testimonials highlighted how this instructor’s methods of teaching math helped them to develop a love for math. The students were proud of their accomplishments and proud to receive the hand-made trophies that had clearly been made by someone who had no artistic abilities. Students’ self-confidence in their ability to not just learn but also become “master learners” was increased. This supported their retention and graduation from Grambling State University.

The one-on-one mentoring provided to students by faculty and staff is a hallmark of an HBCU and is linked to the mission of these institutions. It is routine to find faculty communicating with students outside of the classroom to determine the reason for missing a class or an event. Faculty and staff

provide that consistent encouragement that some students need to stay focused. It is common for faculty/staff to steer students in the direction of resources that will resolve personal issues that are impacting the personal growth of the student. This personalized service and genuine concern has played a major role in the success of many students and shapes how they treat themselves and others. One Grambling State University graduate said, "Grambling became my family away from home, literally. My professors at times became my parents and would make sure I was okay, they even got on me if I missed class, lol. Even one of the librarians would give me rides to Wal-Mart if I needed it and on holidays bring me and my roommate a meal since my family was so far. Grambling taught me how to love and care for others and not expect anything in return."

Service to the community is an integral part of the mission of Grambling State University and most HBCUs. This is linked to the responsibility the university has to its community. In 2008 Grambling State University added service and Civic Learning to the General Education program requirement. All undergraduate students are required to engage in eighty hours of civic- and eighty hours of service-learning. Service learning is designed to instill in students the responsibility they have in reaching out to others and making communities better.

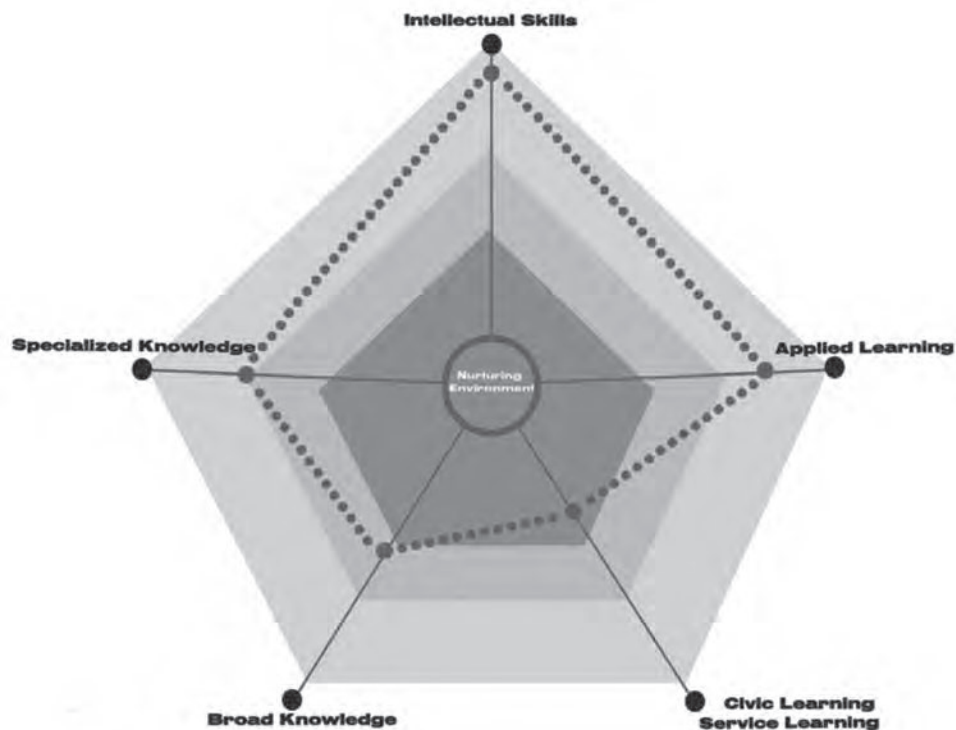
A testimonial that a 2009 Grambling State University graduate, Cheryl Mango, who is now pursuing a doctorate, wrote illuminates the critical role the nurturing environment has in preparing students for success. Ms. Mango has provided the university with written permission to use this statement in this document. This narrative further supports the value of the Mission of the institution.

Unlike many of my African ancestors who looked to the Emancipation Proclamation as a path for gaining freedom and equality in America, and even those who were encouraged by the right to vote, I was faithful that education—but more specifically a black college education—could help me succeed and combat the prevailing African-American realities. For I understood early on that HBCUs prepared black students who have faced the same educational, social, political, economic, and societal abuse as myself to become upstanding leaders, i.e., W. E. B. Dubois, Booker T. Washington, Langston Hughes, Martin Luther King Jr., Thurgood Marshall, Barbra Jordon, Eddie Robinson, Toni Morrison, Spike Lee, and Oprah Winfrey to name a few. Grambling's motto, "The Place Where Everybody Is Somebody" further heightened my inclinations because the slogan not only encouraged a sense of belonging, but also a sense of opportunity to anyone who stepped foot on campus. Not only did my undergraduate education at Grambling exceed my expectations, the university positioned me to become one of the top PhD students currently in the field of History. The path, however, was extremely difficult because I fell victim to many of the same distractions that plague numerous African-American youths. Though I take responsibility for entertaining such vices, if it were not for my professors at Grambling—namely Dr. Roshunda Belton in the History Department—recognizing my potential and uplifting me through methods that spoke to the very essence of my core and experience, I say without hesitation, I would not be who or where I am today. I am proud that black educational institutions like Grambling exist and are filled with people like Dr. Belton who serve in the role of a mother, sister, cousin, brother, or, preacher figure when necessary. I am forever thankful and indebted to Grambling for the affordable and exceptional experience that I received, in addition to the network of people and programs available for faltering students like me who enroll with

array of educational, emotional, and/or economic deficiencies. Nevertheless, despite a person's challenges prior to entering into Grambling, the motto also reigns true when you leave because Grambling enabled me to become somebody great in this competitive global world.

Cheryl Mango, 2009 graduate

To adequately reflect the critical role the mission of an HBCU has to the degree profile, it is important that the Spiderweb shows that the nurturing environment is central to the success of undergraduate students in acquisition of specific competencies. This nurturing environment is the nucleus that student learning radiates from and therefore impacts the core of student learning. The Degree Qualifications Profile Spiderweb has been modified to demonstrate this essential element to fostering learning.



The Spiderweb graphic shows that the development of Intellectual Skills is a major focus of the General Education program. Students completing the program are able to engage in oral and written communication skills and to analyze systems. The General Education program also has a heavy focus on building Critical Thinking skills. Specialized Knowledge and Broad Knowledge skills are developed, but not to a large extent. A limited number of General Education experiences promote the development of Specialized and Broad Knowledge by requiring students to use theories of multiple disciplines to address problems. The Civic Learning/Service Learning fosters in students a commitment to service in an effort to improve the quality of life for others. Central to the acquisition of the skills that the General Education program develops is the nurturing environment.

This case study gives the university the opportunity to expand the Degree Qualifications Profile beyond the General Education program to include all academic programs. Each academic program can create a map that shows the competencies each program builds, and during the process examine the environment the program provides to students in support of the acquisition of these competencies. This

process will allow the university to determine if each program is being true to the founding mission and is promoting an environment that supports the success of all students, including those who come from disenfranchised communities. This case study can also be used to inform the public of the continued value of Historically Black Colleges and Universities and demonstrate the value added to a degree obtained from an HBCU.

Summary

The Degree Qualifications Profile can be used to review how well a program supports the mission of the university along with identifying the skill-sets students acquire. This case study shows how the DQP review process was used to capture the nurturing environment that Grambling State University provides to students in an effort to develop affective domain skills, which in turn enhance the development of cognitive skills. The results of this review will be an additional tool the university uses to highlight the mission of Historically Black Colleges and Universities and their continued value.

This project will be expanded to include review of degree programs that don't have recognized accrediting agencies. The review will have an objective of not only helping to clearly articulate the learning outcomes the degree program provides but also assess if the program is providing a nurturing environment that supports student success.

One recommendation for other institutions that will be using the DQP review process is to have a high ranking administrator provide leadership. This will increase faculty buy-in.

Making it Ours: Linking Course Competencies to Real-Life Examples of Student Work

Xavier University of Louisiana

Abstract

Through the application of the Lumina Foundation's Degree Qualifications Profile (DQP), the focus of this project was to glean concrete examples of what students learn and master in three targeted core curriculum classes taught in the Second Summer Session (July 1 – August 3, 2013): (1) freshman-level English 1010 Composition and Rhetoric; (2) freshman-level English 1020 Composition and Literature; and (3) sophomore-level English 2010 Introduction to World Literature. By involving a committee of four faculty members, we believe that we have contributed to a process that will transfer ownership of the DQP to the faculty. Although we are looking deeply here at only three English courses, we hope that this kind of discipline-specific, detailed case study will serve as a model for other disciplines as the DQP evolves at Xavier University of Louisiana. Our results have already led us to change specific entries in the matrices to create a more accurate, evidence-based picture of what each course in question accomplishes in terms of student learning. Our aim is that this case study will spark a dialogue within the English Department about targeted changes in our teaching of certain courses, thus closing the assessment loop. We also hope that by adding empirical clarity to the rubric's categories via real-world examples of student work, our case study will be helpful to other institutions engaged in creating their own DQPs. In this study we have paid close attention to student learning assessment, with this question in mind: Can we find clear examples of student work that show evidence of their achievement of the competencies listed in the profile? Furthermore, does the assessment attain the depth predicted by the DQP (entry-level, middle-level, or extensive)?

Description of Xavier University of Louisiana

Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically black. The ultimate purpose of the university is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

Undergraduate students, regardless of their majors, are required to complete sixty hours of liberal arts Core Curriculum courses in English, literature, fine arts, foreign languages, history, African American studies, mathematics, natural sciences, philosophy, theology, and social sciences in addition to courses in their major fields. Xavier offers preparation in over forty major areas on the undergraduate, graduate, and professional degree levels.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Its respective programs are accredited by the Accreditation Council for Pharmacy Education, the National Association of Schools of Music, the Louisiana Department of Education, the Association of Collegiate Business Schools and Programs, and the National Council for Accreditation of Teacher Education. Xavier is also approved by the American Chemical Society.

Enrollment has leveled off since Hurricane Katrina reduced the student population to around three-quarters of its best pre-storm figures in 2005. The university's major academic units are the College of Arts and Sciences (2,373 undergraduates), which awards baccalaureate degrees; the College of Pharmacy (641 pre-professional), which awards the Doctor of Pharmacy degree; and a graduate program (157 graduate-level), which awards the M.A.T., the M.A. in education and counseling, and the M.Th. in theology. The total fall 2012 enrollment was 3,178.

From its founding, Xavier has embraced a special mission to serve the African American Catholic community; however, its doors have always been open to qualified students of every race and creed. Today 72.8 percent of its enrollment is African American and 27.1 percent is Catholic. More than one-half of Xavier students are from Louisiana (56.3%), primarily from the New Orleans area. Non-local enrollment continues to increase with students coming from 39 other states—most notably Texas (6.9%) and Georgia (4.8%). Seven foreign countries are represented on campus. Student life is enriched by the social and cultural setting of New Orleans, and by campus activities designed to enhance personal growth, interpersonal skills, and leadership in such areas as community service, the environment, cultural concerns, and social justice.

The Office of Admissions seeks to enroll a student body that is diverse and in keeping with the offerings within the colleges of the university. The average ACT and SAT scores for entering freshmen in 2012 were 22.1 and 988, respectively. In maintaining its historic commitment to academic excellence, the university attracts many students who are high achievers, yet it remains committed to admitting a certain percentage of "at-risk" students who exhibit the will to succeed. The Office of Student Academic Success provides the resources and support systems to assist all students in being successful. The retention rate of first-time freshmen is 65%.

Xavier students attend graduate and professional schools at a rate that reflects the efforts of university faculty, staff, and administrators. The percentage of students from the College of Arts and Sciences who enrolled in graduate/professional school during the fall or spring semester after graduation was 28.1 percent for 2012 graduates. Within the natural sciences and math disciplines as well as the social sciences, one of every three students goes on to acquire an advanced degree. Xavier continues to address the national underrepresentation of African Americans with Ph.D.s and other graduate and professional degrees as a strategic goal. Our pre-medical program, for example, is a national model of quality. Xavier's Center for Undergraduate Research and Office of Graduate Placement continue to prepare students for graduate school.

In 2012, 566 degrees were awarded: 360 at the undergraduate level, 59 at the master's level, and 147 for the Doctor of Pharmacy. Science majors continue to be the most popular as many students prepare for careers in health and other scientific professions, particularly medicine. Business and psychology are also popular majors.

According to the U.S. Department of Education, Xavier continues to rank first nationally in the number of African American students earning undergraduate degrees in biology, chemistry, physics and the physical sciences overall. The College of Pharmacy, one of only two pharmacy schools in Louisiana, is among the nation's top producers of African American Doctor of Pharmacy degree recipients. Xavier ranks first in the nation in the number of African American graduates who complete medical school. According to National Science Foundation statistics, Xavier currently ranks fifth in the nation in producing African American students who go on to earn science and engineering (S&E) Ph.D.s. Xavier is ranked first in producing African American students who go on to earn life sciences Ph.D.s. The 2013 edition of the *Fiske Guide to Colleges* tabbed Xavier as among its "Best Buy Schools" for academics and affordability. In 2013, *The Princeton Review* named Xavier as one of the nation's "Best 376 Colleges."

President Norman C. Francis, a 1952 Xavier graduate, has guided the university's progress since 1968. He is the longest tenured college president in the United States. A nationally recognized leader in higher education and a recipient of the Presidential Medal of Freedom in December 2006, Francis has been cited as one of the nation's most effective college presidents in a survey of his peers.

Of the 236 full-time faculty members, 219 hold terminal degrees and 39.4 percent are tenured. More than forty Xavier faculty members serve as endowed chairs or professors, which provides additional financial support for their research and teaching. Xavier faculty members enjoy the support of the Center for the Advancement of Teaching, which provides workshops and pedagogical research opportunities aimed at enhancing faculty teaching. There are 487 full-time staff serving the University, adding up to a total of 723 full-time employees.

More than 93 percent of Xavier's undergraduates qualify for need-based as well as other forms of financial aid. Because many students have limited financial resources, the university maintains a policy of low tuition (\$18,500 undergraduate in 2013).

Xavier has significantly increased its national prominence in research over the last decade. Among the 101 Historically Black Colleges and Universities (HBCUs), Xavier currently ranks sixth in funding from Health and Human Services (HHS) and first on a per-capita basis. Among all universities in the nation, Xavier is among the top 30% in National Science Foundation (NSF) funding and among the top 15% in HHS funding. In Louisiana, Xavier ranks third in National Institutes of Health (NIH) funding behind only Tulane and the Louisiana State University System. Xavier is currently ranked 6th among all HBCUs in the nation in the amount of NIH funding received.

Awards from NIH, NSF, the Louisiana Board of Regents, and foundations like Keck and Sherman Fairchild have enormously expanded Xavier's core instrumentation facilities. Membership in the Louisiana Cancer Research Consortium is making it possible for Xavier's Cancer research programs to move aggressively forward.

The economic impact of Xavier University for New Orleans and Louisiana is enormous. A 2008 economic impact study showed that Xavier generates approximately \$320 million in annual economic activity on the regional economy. This includes \$116 million in household earnings and 4,232 jobs. These numbers include direct university expenditures, spending by students (both in-state and out-of-state), out-of-state visitors, an increase in earning power by the university's graduates, and the effect of the university on property values in the surrounding community. In addition, each year, Xavier receives over \$23 million in external funding for research, education, and community service projects.

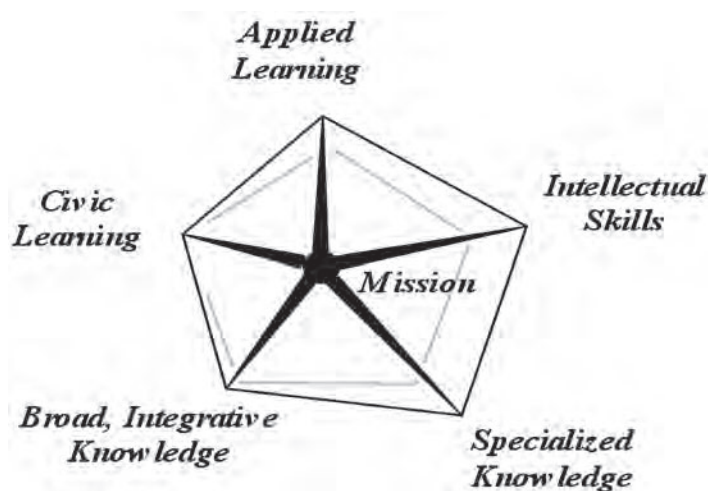
Xavier's strategic priorities for maintaining its unique place in the world of higher education and reaching even higher levels of academic excellence and service to the community include increasing scholarships for deserving students, promoting excellence in teaching and research, increasing the number of Xavier students entering graduate and professional schools, expanding the university's leadership in pharmaceutical education and minority healthcare issues, and enhancing programs that promote core values and leadership.

The DQP Process at Xavier University

The Degree Qualifications Profile process at Xavier is led by a DQP working committee that coordinated the various exercises required in order to develop the degree-level map, or Spiderweb, and the course-level map, or course/competency matrix. The DQP working committee is comprised of faculty from the departments of chemistry, English, mathematics, sociology, and the Division of Education, the Director of the Xavier Center for the Advancement of Teaching, the associate dean of the College of Arts and Sciences, and the associate vice president for academic affairs who also serves as the chair of the working committee.

The Xavier process included the following steps:

- Since the initial conference call that outlined the DQP process was held during Hurricane Isaac, the DQP working committee reviewed the recording of the meeting in order to understand the process.
- The DQP working committee reviewed the Lumina Foundation DQP document in detail.
- Members of the DQP working committee separately developed their own Spiderweb map.
- Members of the DQP working committee then met to discuss the individually developed Spiderwebs in order to develop a single Spiderweb that was later presented to the department and division chairs in the College of Arts and Sciences. It was decided that since the Xavier mission is central to the Xavier educational experience, an additional node was added to the Spiderweb. In addition, it was decided that in order to picture its centrality, the Spiderweb was redrawn as a three-dimensional figure. After receiving input from all stakeholders, the working committee created a Spiderweb that illustrates an emphasis on Intellectual Skills, Specialized Knowledge, and, to a slightly lesser degree, Applied Learning. The area of Broad, Integrative Knowledge is also somewhat emphasized in the Xavier curriculum.



Xavier University of Louisiana Spiderweb

The above graphic was designed based on extensive discussions within the DQP working committee, and then further refined with feedback from the entire faculty of the College of Arts and Sciences. The faculty of the college noted Xavier University's particular strengths in preparing students in the areas of Intellectual Skills (primarily through the core curriculum) and

of Specialized Knowledge (primarily through the major and minor courses of study), so these nodes of the Spiderweb stretch out the farthest. The faculty also decided to visually represent the fact of the centrality of Xavier University's mission "to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society."

- a. The DQP working committee selected the courses that would comprise the course-level maps. General Education courses were selected based on the number of sections taught over the last two years. In addition, introductory courses were selected for each undergraduate major.
- b. The DQP working committee developed a document for distribution to the department and division chairs that introduced the DQP. In addition, this document provided the definitions of each of the areas and instructions to the departments and divisions for completion of the process. The instructions indicated that each department or division would need to consider the Spiderweb model developed by the DQP working committee and provide feedback indicating if the model should be changed and why. In addition, each department or division was asked to complete its specific course/competency matrix.
- c. The DQP working committee developed the course/competency matrix forms for each department and division. These forms were particular to each department or division, listing the selected courses as well as the definitions for each of the broad areas' competencies.
- d. Two committee members presented the DQP models to their respective departments in order to ensure that the forms and instructions were clear and complete.
- e. The chair of the DQP working committee presented the DQP model and process to the department and division chairs. In this presentation, she distributed the document and forms described in (f) and (g) above. In addition, after the meeting, she emailed to each chair the DQP summary document and the department's or division's course/competency matrix. It should be noted that at previous deans and chairs meetings, the Xavier senior vice president for academic affairs presented the DQP model and announced Xavier's participation in this effort.
- f. Each department separately considered the Spiderweb model and completed its course/competency matrix.
- g. The DQP working committee reviewed the course/competency matrices as a whole and compared them in order to ensure that the Spiderweb accurately reflects the competencies addressed in the courses.
- h. The DQP working committee developed the report for the December DQP meeting.
- i. Representatives of the DQP working committee and upper administration (senior vice president for academic affairs and the associate vice president for academic affairs) attended the December DQP meeting in Dallas.
- j. Under the guidance of the associate vice president for academic affairs, a faculty committee of four was assembled to design an institutional case study to be conducted in the Second Summer Session, 2013.
- k. With support from SACSCOC and the Lumina Foundation, the present case study was undertaken.

Each department or division chair in the College of Arts and Sciences was asked to work with their faculty in order to discuss the Spiderweb and complete the course/competency matrices for their courses. The level of participation in these exercises varied by department or division. In some departments or divisions, all faculty members participated; however, in others, only faculty who taught

the courses participated. It was difficult for faculty to own the process because the timeline that was required to complete the matrices was not conducive to in-depth discussion about the courses. In addition, many faculty members indicated that since the broad areas were already defined, it was difficult to own the process without having contributed initially to the selection and definition of the categories. Some faculty expressed apprehension about the overall initiative. Others raised questions about how the results would be used and about the end goal of the initiative. Since faculty are already involved in assessment and work toward offering high-quality programs, it was not clear how this process is meaningful to strengthening academic programs, and some felt that explanations need to be clearer as to how this could be achieved.

The disciplines that were selected for the course/competency matrices were based on those courses that are required as introductory courses for each undergraduate major as well as a group of selected General Education, or Core Curriculum, courses. The Core Curriculum courses were selected based on their curriculum category in the Xavier core and the number of sections of the courses that were offered over a two-year period. The selected disciplines are: accounting, African American studies, art, biology, chemistry, communication studies, computer science, economics, education, English, French, freshman seminar, history, mass communication, mathematics, music history, music theory, philosophy, physical education, physics, political science, psychology, sociology, speech pathology, and theology.

Some faculty members found the measurement of depth of coverage of each type of knowledge to be a potentially revealing tool for course and program assessment. Instead of merely checking boxes “yes” or “no,” it was noted that a picture of depth of presentation and assessment could be attained which can be valuable in the long run. Since the university has only completed an initial phase of course assessments, it is premature to report specific “evidence,” as to how this process assisted in strengthening the quality of academic programs. The faculty has not had time to analyze data and make recommendations; however, given more time for faculty to understand and buy into the process, examine data, and use that information to make specific changes, it is envisioned that such evidence might emerge.

Faculty reported a number of insights regarding curricula review; however, one stumbling block was the difficulty in understanding the terminology used in the Lumina document. As an example, one faculty member reported, “As a result, the process required more interpretation on the part of faculty as to whether the courses corresponded to the various criteria.”

Even though the above was the case, faculty reported that there was value in indicating the depth to which a type of knowledge is presented and then assessed. In previous assessments, departments were asked to check boxes to indicate coverage without being asked to indicate the depth of coverage. Some faculty found it revealing to reflect on whether a form of knowledge was being presented and then assessed at an entry level (for example, mere memorization of terms or concepts), middle level (involving more application and analysis) or extensively (synthesis and evaluation). This is a finer mapping tool than what faculty have used in the past.

The Xavier DQP working committee identified the following recommendations for wider application of the DQP process both to enhance the quality of the program and to enhance degree completion:

1. More time to complete the process. The one semester deadline that was required to complete a thorough review of the General Education courses and the introductory curricula for each major was not sufficient to do a thorough review.
2. More integration with current campus processes. Xavier is currently embarking on a thorough curriculum mapping of our General Education, or Core Curriculum. By considering current processes that exist at other campuses, the DQP process would be stronger and have a wider application.
3. Broad area categories and competency definitions were difficult to understand and the language used was too specialized. It was observed that examples should have been used to better explain each of the definitions. In addition, the defined competencies in the text of the Lumina Foundation document were, at times, inconsistent with the summaries in the latter part of the document.
4. Expansion to upper level courses. In order to get a complete picture of a program, it will be important to expand the course/competency matrices to include upper level courses. These courses typically add depth to students' understanding of a discipline and provide opportunities for more in-depth projects and problems.
5. Input on basic areas of learning and their corresponding competencies. In order to achieve wider application and more meaningful application of the DQP process, it is important for faculty members to have a voice in the process from the beginning. This includes input on the selection and definitions of the basic areas of learning and their competencies.

The present case study is an effort to address recommendations a, b, c and e. It affords us the opportunity to do some of the analysis that we did not have time for in the initial phase of the project, while at the same time clarifying for ourselves the meaning of the terminology by means of concrete examples of student work. Moreover, it is an attempt to shift ownership for the process from administration to faculty, as four full-time English instructors explored the usefulness of the DQP for learning assessment and its potential to help improve teaching. Our project title, "Making It Ours," addresses the need to integrate the DQP into our regular cycle of course assessment and improvement.

Now that the case study has been completed, the next step will be to bring its findings to the standing departmental committees that oversee the English curriculum. We will share our findings for English 1010 and 1020, Composition and Composition/Literature, with the Composition Committee, in the fall 2013 semester. Our findings for English 2010, World Literature, will go to the World Literature Committee. In this way, the DQP will become part of our ongoing course review process on the department level, which feeds into the Core Curriculum Course Review process on the college level. English faculty members who serve on the Composition and World Literature Committees will address these questions.

- a. How does the case study confirm our profile of learning outcomes for the course(s)?
- b. In what areas did the case study not confirm our initial profile of learning outcomes and the depth of those outcomes?
- c. For the instances of non-confirmation, what action should be taken? For example, should we modify the DQP to reflect the findings of the case study, or should we modify the course requirements on the common syllabi to ensure that the course(s) in the future will produce the learning outcomes at the predicted depth?

After the committees deliberate and come up with their recommendations, these will be presented to the entire English Department by spring semester 2015. The department will discuss the findings of the case study and the recommendations of the two committees. Faculty members will determine, by majority vote, what actions to take to refine the DQP and, if desired, to adjust course requirements. In this way, the DQP will be fully integrated into our normal curriculum review process, closing the loop so that assessment leads to course improvements. We will have “made it our own.”

In academic year 2013-14, this case study and our follow-up process within the English Department will be shared with the Xavier DQP working committee, so that both our results and our method can be disseminated to departments throughout the university, inviting colleagues to undertake similar case studies in their respective areas. The DQP working committee will encourage faculty across the disciplines to delve deeper into their course profiles, own the process, and incorporate their findings in the normal cycle of course assessment and improvement.

Case Study Focus: Making It Ours: Linking Course Competencies to Real-Life Examples of Student Work

Focus and Beneficiaries

Xavier University of Louisiana was one of the twenty-one institutions that participated in the implementation of the Degree Qualifications Profile (DQP) through a partnership with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Lumina Foundation. Through this work, Xavier developed a DQP that looked at introductory courses for each major as well as selected courses that are part of the university’s Core Curriculum. As we move to the next phase of this Lumina/SACSCOC initiative, the development of a resource guide, we have undertaken a case study that should not only help us make the DQP more useful, but will also address a major issue that was raised at our meeting in Dallas last December: the empowerment of faculty toward ownership of the DQP process.

Since the DQP initiative did not originate at the faculty level, faculty did not feel ownership in the process at the same level as they would have if the DQP had begun as an initiative of the faculty. Therefore, we would like to use the Xavier case study to increase faculty involvement and ownership of the process both at Xavier and at other colleges and universities that will benefit from our efforts via the Resource Guide.

During the work on the DQP last fall semester, each department at Xavier was asked to complete course competency matrices for their discipline. When the English Department initially completed these matrices, it was at times exceedingly difficult for the faculty to understand exactly what the authors of each of the categories meant for certain areas. For example, what does it mean to “frame a complex problem” at the “entry level”? This square was left blank for English 1010 (Composition and Rhetoric) and for English 1020 (Composition and Literature), but for English 2010 (Introduction to World Literature), faculty claimed that students are expected to frame complex problems and be assessed for this at the entry level. The faculty committee did its best to complete these matrices, with lively discussions ensuing. It would have been enormously helpful for some concrete examples of types of student work to be available to demonstrate their fulfillment of this and other competencies.

The focus of this project is to glean concrete examples of what faculty in the English Department believe is being learned and mastered in three targeted Core Curriculum classes taught in the Second Summer Session: English 1010 Composition and Rhetoric (taught by Ms. Katheryn Laborde), English

1020 Composition and Literature (Mr. James Shade), and English 2010 Introduction to World Literature (Mr. Ralph Adamo). Dr. David Lanoue led the project and gathered its results into this final report. By involving a committee of four faculty, their hope was to contribute to a process that will transfer ownership of the DQP to the faculty. These faculty members have looked at what matters to them, have learned from it, and this fall, will report back to the English Department in order to ultimately improve the English program at Xavier University.

It is true that the DQP involves all disciplines and that this case study looks deeply only at English courses, but the case study team members believe that this kind of discipline-specific, detailed case study is exactly what is needed as our next step in the development of the DQP at Xavier University. What we learn from this study will first be shared with appropriate departmental standing committees: the Composition Committee for English 1010 and 1020, and the World Literature Committee for English 2010. The team members believe that their results will aid the department enormously by taking a fresh look at their institutional competency matrices. In some cases, as will be shown, their results will most probably lead to changes in how certain courses are taught, thus closing the assessment loop, and making the DQP part of the normal curriculum assessment-and-improvement process at Xavier University. Moreover, the team members expect to foment lively discussion over what these learning categories of the DQP mean in terms of concrete student work.

A second, larger group to benefit from this research will be colleagues in other departments at Xavier University. It is hoped that by demonstrating what some of the abstract descriptions on the rubric mean in terms of real student work at Xavier, they will be better positioned to begin discussions in their own departments that might lead to more-accurate and fruitful DQP entries. All of the boxes in the matrices represent self-reported beliefs about what we teach as well as what—and how deeply—students learn. The team members believe that a case study that presents actual examples of student learning and performance in various areas will be enormously useful to colleagues across disciplines. Even though each department's faculty will ask different questions than those asked in English, the existence of the findings in this study will help these faculty members see ways to refine and respond to the DQP, and in the process, feel more ownership of it.

A third and the broadest beneficiary of this case study will be other institutions, primarily fellow HBCUs and institutions with similar missions. The case study team is proud to contribute their findings to the resource guide that SACSCOC will produce and disseminate. Xavier's sister institutions will profit from specific examples taken from actual student work from an HBCU, and thereby be able to more clearly understand the various definitions and explanations that caused initial bewilderment on our campus.

Approach

This case study seeks to answer the question: What does evidence of student learning look like in the following three English courses?

- Composition and Rhetoric: a freshman-level course in expository writing to enable students to write in different genres and in various media for multiple audiences and purposes, including research.
- Composition and Literature: a freshman-level course that invites students to use different genres of writing to respond to fiction, poetry, and drama with emphasis on the longer paper.
- Introduction to World Literature I: a sophomore-level critical examination of significant works of world literature from ancient to the early modern periods, including both Western and non-Western works.

Before the Second Summer Session began, a team of instructors met to carefully consider each square of the DQP applicable to their respective courses. In the area of Specialized Knowledge, for example, the faculty committee that prepared the English portion of the DQP asserted that all three of these courses impart the competencies of explaining the field, understanding principle terms in the field, fluency in applying the discipline's methodology, and constructing a project that draws on current research. The team spent a good deal of time attempting to imagine what evidence of such learning in each category might look like. According to the DQP, students in both composition/rhetoric and composition/literature receive a middle-level assessment of all four of these competencies. Students in World Literature I are assessed at entry level for explaining the field, middle-level for understanding terms, fluency in the field and project construction, but extensive-level on learning the Xavier University mission. The team discussed the nuances of such rankings. The students in the two freshman courses (composition/rhetoric and composition/literature) are expected to understand and apply the tools of rhetoric and how to adapt style and content for different audiences—in their own writing and in their critiques of peer writing. This ability not only to understand but to also apply such concepts makes their explanations and fluency in composition and rhetoric worthy of middle-level assessment. However, the team noted that the students in World Literature I (although is it a higher-level course), are assessed only on the entry-level for the Specialized Knowledge that comes with the study of world literature: an understanding of the comparative, historical, and cultural nature of this sub-discipline of literary studies. They predicted that students would at least demonstrate knowledge of the field in quizzes, essays and exams, but would not necessarily be required to apply that knowledge on their own—which would warrant a middle-level assessment. The team went through the entire DQP for their three courses, imagining what the student work might look like and wondering whether their findings would confirm the DQP as written or lead them to suggest revisions to the DQP. With these intriguing questions in mind, the team began teaching their courses and gathering materials.

The team of three instructors gathered examples of work done by their classes in their normal routine: quizzes, tests, informal writing, formal essays, and so on. They did not change the way they taught, what they taught, or how they evaluated students. They simply looked for and made copies of examples of student work that illustrated their mastery of certain concepts—and the depth of that mastery—listed in the course competency matrices. They met throughout the summer session to develop and refine the case study based on the student work.

Sample Size

The classes were small, with five students enrolled in composition/rhetoric, nine students in composition/literature, and ten in world literature. The instructors felt that they would have had a larger and more varied sampling of student work to choose from had they conducted the case study during the course of the regular fall or spring semester, as opposed to in the summer. Nevertheless, all twenty-four students passed, and the team managed to collect examples of them demonstrating all of the competencies predicted on the DQP, although in some cases they encountered some perplexing yet revealing difficulties, described in the next section of this report.

Findings

Examples of student work can be found in Section 6, Exhibit B, "Courses, Competencies, and Examples from Student Work." The following paragraphs highlight some findings that the team members believe are most significant.

- **Demystifying the Terminology**

When Xavier University faculty members were first presented with the Degree Qualifications Profile and its accompanying terms and definitions, many of them felt adrift on a sea of abstractions. They found it difficult to visualize, for example, what one might mean by “middle-level assessment of fluency in the use of tools, terminologies and methods common to” a given field. Or how does “extensive level assessment of Specialized Knowledge in a field” apply to the university’s mission? Creating our DQP was a great struggle, lacking specific examples to guide our thinking. The first benefit of this case study has been to bring more clarity to our profile of course competencies through concrete, real-world examples of student work. Although there was some confusion due to the descriptions of terms cited in the official publication of the DQP by the Lumina Foundation (see below), everyone on the team nevertheless managed to gain a clearer and deeper understanding of the learning assessment categories and their importance to their courses. This is a crucial next step in the DQP project on Xavier’s campus to increase faculty understanding and buy-in. The case study team is now in a good position to demystify the project’s terminology for our colleagues, by sharing the student work that we have gathered. We hope that these results will be just as enlightening to faculty in other institutions who are embarking on their own DQP projects.

- **Seemingly Overlapping Terms, Initial Confusion**

According to the Lumina Foundation’s DQP definitions in the Specialized Knowledge category, students at the bachelor’s level will define and explain “the principal specialized terms used in the field” and demonstrate “a fluency in the use of tools, technologies and methods common to the field.” All three instructors felt that the use of terms and fluency in the field are somewhat overlapping assessment categories. After all, in composition and literature courses, fluency in writing and interpretation involves the application of terms and concepts. Terminology is a particularly important tool of literary studies, so it was difficult for the three instructors to clearly differentiate the student examples of their knowledge of terms and examples of their fluency in the field. However, this difficulty led to a valuable conversation and the insight that many of the competencies on the DQP are so interlocking that a single sample of student work can demonstrate more than one at the same time; for example, a student who thoughtfully applies the concept of tragic hero in a discussion of a world literature text is, at the same time, demonstrating fluency in the field of comparative literary studies.

A second instance of confusion that ultimately led to insight and clarity involved the competencies of framing complex problems, explaining complex problems, and engaging diverse perspectives. According to the DQP definitions under the category of Broad, Integrative Knowledge, students at the bachelor’s level learn to frame a “complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literatures of at least two academic fields, and propose a ‘best approach’ to the question or challenge using evidence from those fields.” In the same DQP category students additionally are expected to explain “a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields.” The world literature instructor had to struggle with the difference between framing a complex problem and explaining a complex problem: separate competencies in the rubric. Furthermore, in the category of Intellectual Skills, the DQP definition asserts that students will demonstrate “competence in understanding and applying differing

cultural, political and technological perspectives.”The instructor found it difficult to identify a clear example of a student framing a complex problem without also, in the act of framing it, beginning the process of explanation—blurring two competencies in the Broad, Integrative Knowledge category—and often this problem-framing and problem-solving involved the application of cultural and historical perspectives, a competency listed in the Intellectual Skills category. The instructor’s struggle sparked a thoughtful conversation that confirmed the insight that some of the knowledge and skills learned in world literature, though occupying different boxes of the DQP, exist together, nearly seamlessly, in actual student work—as some of the examples given in Section 6, Exhibit B of this case study demonstrate.

- **Mid-Level or Extensive?**

According to the English Department’s portion of Xavier University’s DQP, the following competencies are assessed at an extensive level: (1) knowledge of the university’s mission to prepare students to create a more just and humane society in Introduction to World Literature (Specialized Knowledge); (2) communication fluency in composition/rhetoric, composition/literature, and introduction to world literature (Intellectual Skills); (3) the ability to explain and evaluate contested issues in the world literature course (Civic Learning); and (4) active engagement in the university’s mission (Civic Learning). Through the course of this case study, the three instructors of these courses struggled with the question, “Is extensive-level competency in these areas a thing that every student must achieve and demonstrate, or only the better students?” Their initial assumption was that the DQP is a snapshot of what all students should learn and prove that they have learned in the courses that they take. In other words, to earn a passing grade in a course, the team members assumed that each student should demonstrate extensive competence in the above-listed areas of the DQP. However, when it came time to gather evidence of student learning, the instructors discovered that not all students achieved the extensive-level competence predicted by the DQP—and yet all the students passed their respective courses.

An example of this concerns the area of communication fluency. The instructor of composition/literature found that seven of his nine students demonstrated extensive fluency in written communication. The instructor of world literature found that only six out of his ten students achieved this level of written fluency. These findings raised the following question: If students can pass two of the English Department’s core curriculum literature classes and yet only demonstrate middle-level competence as writers, should the DQP be revised to require a lower level of expectation, or should the courses themselves be revised to expect and demand more of students? Should we be content that only 60% to 77% of students in these two classes achieve the level of competence expected in the DQP? The three instructors along with the project coordinator answered this question in the negative—a decision that confirms the intention that the DQP should map and encourage competencies that all students achieve, not just the best and brightest. This is perhaps the most valuable result of the case study, for it has initiated a conversation that will go forward in the English Department’s Composition Committee and World Literature Committee. This unexpected assessment result will lead to a deeper discussion of our curriculum in terms of teaching, grading and expectations—proving the value of the DQP to facilitate the closing of the assessment-curricular review loop.

- **The Value of the Case Study**

After demystifying the terminology of the DQP through an analysis and discussion of real student work, the case study team members all report a greater sense of ownership of the process—an ownership that they hope to impart to their colleagues at Xavier University and their counterparts teaching at other universities, particularly at HBCUs, who are constructing their own Spiderwebs and Degree Qualifications Profiles. The discovery that all passing students are not achieving the predicted level of competence in some areas is also quite valuable, in that it will lead to curricular review and improvement.

Moreover, the team members of this case study report an added benefit: it has led all three of them to reflect more profoundly on what they teach, how they teach, what students learn, and how they learn. One of the instructors wrote, “Any time I am allowed (or required) to slow down and reflect on the teaching-learning process, I feel more actively involved.” A second wrote, “It’s always good to examine what I do.” And the third discovered, through this process, “some common-sense pedagogical applications.”

Concluding Summary and Implications for Xavier University

This case study confirmed for its participants the value of the DQP as a means to announce to the world in a precise way the forms of knowledge and skills attained by students who earn the bachelor’s degree at Xavier University of Louisiana. Furthermore, the participating instructors found the DQP to be a useful stimulus for curricular review and, they hope, improvement. They discovered that the nuanced predictions in the DQP in terms of the levels of student engagement and assessment provide a sharper and more useful template for the assessment of learning in courses than the one currently used by the College of Arts and Science’s Core Curriculum Assessment Committee. The most recent round of course assessment by that committee took place in the fall semester of 2012, concurrent to the first phase of the DQP project at Xavier, allowing for an interesting and revealing comparison of methodologies. The Core Curriculum Assessment Committee asked faculty in all departments of the college simply to check boxes for the various competencies listed as learning outcomes in the university’s catalogue, in reference to specific courses. In contrast, the DQP required faculty to profile the learning expectations of those same courses in a more intellectually organized schema and to a great degree of sensitivity to how deeply knowledge and skills are taught and assessed in them. An important institutional outcome of the case study for Xavier University will be the sharing of it with the Core Curriculum Assessment Committee, along with a strong recommendation that the committee adopt the template and process of the DQP as its normal *modus operandi*. If the Core Curriculum Assessment Committee does adopt the DQP as our approach to assessment, this will be a very positive outcome of this case study. We also plan to forward our results to the Division of Education and Counseling that offers our graduate programs and the College of Pharmacy with a similar recommendation that they consider adopting the DQP as part of their normal assessment process. Besides providing a better tool, the DQP affords the benefit of sharing with and drawing upon the insights of universities across the country whose faculty and administrators have embarked on this project.

One of the purposes of this case study has been to increase faculty ownership of the DQP by demystifying its terminology and anchoring its abstractions to concrete examples of student work. The members of the case study team are unanimous in their belief that this goal was achieved. They hope that by sharing their results with colleagues at Xavier University and other institutions of higher learning,

many more will benefit from this intriguing, challenging, and ultimately enlightening process.

Exhibits

Exhibit A. Gauging the Depth of Assessment: DQP Categories and Bloom's Taxonomy

When Xavier University faculty members completed the profile in fall semester 2012, they developed the following working assumptions about the different levels of engagement, based loosely on Bloom's Taxonomy, to help guide their deliberations. The various committees working on the DQP found this guide quite helpful, and the Case Study Committee adopted it in this summer's assessment project.

Entry-Level Assessment. We equated this first level with knowledge of terms, facts, theories and abstractions. The student gives evidence of having this knowledge. For example, correct answers on quizzes or tests would contribute to an Entry-Level Assessment.

Middle-Level Assessment. We equated this deeper level with Bloom's idea of application. The student shows that he or she can apply knowledge. For example, the correct application of terms or theories in an essay would contribute to a Middle-Level Assessment.

Extensive Assessment. We equated this deepest level with Bloom's synthesis and evaluation. The student can combine information into new, unique patterns and/or present and defend their own informed judgments. For example, the construction of a research project that synthesizes and evaluates information would constitute an Extensive Assessment.

Exhibit B. Courses, Competencies, and Examples from Student Work

1. Specialized Knowledge

According to the Degree Qualifications Profile, at the bachelor's level, the student

- Defines and explains the boundaries and major sub-fields, styles, and/or practices of the field.
- Defines and properly uses the principal specialized terms used in the field, both historical and contemporaneous.
- Demonstrates fluency in the use of tools, technologies and methods common to the field.
- Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student's major field and at least one other field.
- Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques.
- Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.

ENGL 1010: Composition and Rhetoric

Specialized Knowledge: 4 boxes checked

1. Explains Field

Addressed: Middle-Level

Assessed: Middle-Level

In this course, students are not only encouraged to write essays, but to critique each other's work in an effort to be able to put into words why an essay does or does not work. In critiquing a given essay, a student is explaining what makes for clear writing.

The following excerpt shows one student explaining to another student what is going wrong with her essay.

Throughout your entire paper you had really good topic sentences. Those informed the reader and gave an insight into what each paragraph was going to be about. I noticed that in each paragraph you had quotes that had no quotation marks. Just make sure your citing correctly. Also you might not want to use so many quotes throughout your paper. If you use a lot of quotes then it is hard to figure out what are your thoughts and what the books are.

I would also encourage you to clearly state or structure your paper in a way that you can tell which thoughts are talking about which generations. Otherwise it is unclear which decade your thoughts or quotes apply to. Lastly I would be careful with your conclusion. In your conclusion you might not want to introduce new ideas. Also be careful with your closing statement and make sure that your paper is actually talking to that point.

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example of student work illustrates one student's ability to explain the principles of good writing to another student.

2. Principle Terms

Addressed: Middle-Level

Assessed: Middle-Level

Students are taught terms particular to writing. They are encouraged to use these terms in their critiques.

The following is an excerpt from a student critique. The students were assigned process papers, but one student (whose work was being addressed) instead turned in a narrative. The italics are the instructor's.

The paper is still in the *narrative* format, but I understand why so I am not going to complain about the format of the paper. Instead I wanted to give you some tips on what you can do to improve the paper and how to make it more like a *process paper*. You can write in the *second person* but instead of writing 'you' just leave that word out of your sentences. The paper should be more like an *imperative essay* or a list of instructions that flow one into the other. Using *transitions* throughout the paper will make your paper better. Using words like 'first,' 'secondly,' and 'lastly' will help because a process essay is *organized* according to time. The *story line* of the first paragraph is well written and I think you can save the paper by extracting the *ideas* used in the narrative paper and then use them in the process paper.

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows a student's mastery of the terminology of composition and rhetoric.

3. Fluency in Field

Addressed: Middle-Level

Assessed: Middle-Level

Students were asked to write process papers on entertaining in some manner. Two students originally thought they were to write in the narrative format (the first assignment had been a narrative). After reading critiques, they realized what they had to do to re-imagine their essays in the format required.

This is the introduction to the first version of one such paper, followed by the introduction to the second attempt. In addition to being able to appreciate the different purposes of writing, his new introduction shows a different appreciation of audience and focus.

What do you do for someone who gives everything they have to make sure you're the best that you can be? Can you ever really show them how much you really appreciate them? With so many ups and downs throughout 2012-2013, Father's Day 2013 was the day that I had the opportunity to show my father how much I truly appreciate him. When you have a father who really appreciates food and has skills to create some amazing dishes it becomes difficult to create a meal that he will really appreciate. This was an opportunity to show off my skills and plan a barbecue that he would not only enjoy but it would show how much I really appreciate him and all the things he's done for me.

After the long, cold and dark winters across the country, people are tired of being bundled up and cooped up inside. One of the first things that family and friends want to do is break out the grill and barbecue. This is a long-standing tradition, not only around the country but also across the globe. Planning a great barbecue can be very difficult because there are so many different aspects outside of the food that can make or break your gathering. Two of my favorite barbecue items are brisket and barbecue chicken and if I do my job describing the process, by the end of this essay you will be able to make some incredible brisket and barbecue chicken.

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows a student's mastery of audience and focus in writing.

4. Project Construction

Addressed: Middle-Level

Assessed: Middle-Level

Students are given a research project rather than a research paper to complete. The purpose of this assignment is to teach them how to see multiple facets of research rather than simply looking for articles on their chosen topic. The project also requires students to paraphrase, use a signal phrase, and integrate quoted information into their own sentences. In all, there are nine sections; the Works Page counts for 20 percent of the grade.

In this case, the instructor asked them to come up with projects researching some aspect of food and advertising. They were to find three sources addressing the actual topic, two sources on the history of the restaurant, food item, or cuisine being discussed, and three images of ads, commercials, or other visual demonstrations proving their point. Each source could only be used once (unless a book or article had good information covering the topic and the history). In the case of the latter, the commercials or ads had to be described, thus indicating why they were chosen.

Here is the research project from one student. He chose to research how Subway, in recent years, has capitalized on public concerns over health and weight as a way to market its food.

Article A-1

Subway has an outstanding advertising strategy. The company persuades customers to come into its stores with promises of healthy food but does not force customers to eat healthily once they arrive. Subway's advertisements truthfully reflect the healthy items on the menu. However, food items that contain high fat or calories receive little exposure within Subway's advertising campaigns. Furthermore, the company aligns itself with other organizations that promote health, such as the American Heart Association, to support Subway's healthy image (Garfield).

Article A-2

Over the years, Subway has utilized a number of different advertising strategies. All of them, however, relate to the healthiness of Subway's foods. In 2004, one of their Super Bowl commercials became the subject of hot debate. Kate Macarthur, in a news article, writes, "Subway, at the forefront of the healthy eating trend, tried to underscore that positioning with the cheeky campaign designed to sell the notion that by making the sandwiches part of a regular diet, one could get away with occasionally eating badly" (Macarthur). Consumers reacted with mixed responses to the campaign; many individuals did not appreciate the humor of the ad. Representatives of the franchise promised to focus more on their products, as opposed to jokes, in the future (Macarthur).

Article A-3

The Subway franchise has made a habit of "market[ing] its food as more healthful than many other options in the quick-service segment" (Thorn). The advertising messages promote foods that customers already like that are also healthy. In many of its commercials, the company features athletes, such as Blake Griffin and Michael Strahan, to broadcast a healthy image. Additionally, Subway changes its menu items periodically to promote and to increase nutritional values. In 2012, the company enhanced its baked breads with additional vitamin D and calcium. As expected, customers responded favorably (Thorn).

Article B-1

At the age of 18, Fred DeLuca was desperate to make money for college. His friend, Peter Buck, Ph.D., suggested that he do something in which he already had expert knowledge. Fred was working at a deli at the time, so the idea for Subway came naturally. It was the first deli that allowed customers to see their food as it was prepared and allowed customers to choose their toppings. The company expanded and began franchising. Once the commercials with Jared Fogle aired, they launched themselves even further into the restaurant business, making Subway a leader in the fast food industry with a focus on health (Herman).

Article B-2

"In 1965, [Frank] Deluca and [Peter] Buck opened their first joint venture in Connecticut, which was then called Pete's Super Submarines" (Petrakas). Unfortunately, the pair struggled. Despite their struggles, they continued to open restaurants. They did not even make a profit until they opened their third store, called Subway. The two continued opening stores and began franchising. The Subway restaurant chain had advantages in the fast-food sector largely because their food was perceived to be relatively healthy in comparison to their competitors (Petrakas).

Image C-1

The picture depicts a semi-truck with a Subway advertisement on the side. The ad features the Subway logo and two sandwiches. Underneath the logo is their slogan, "Eat fresh" (*Subway*). The background of the picture is yellow, contrasting the dark green slogan. The sandwiches are larger than the slogan; more than half of the side of the truck is dedicated to images of the two sandwiches. The sandwiches appear to be freshly made; meat, cheese, and vegetables, overflow from the bread. The vegetables include lettuce, tomatoes, cucumber slices, black olives, pickles, red onions, and banana peppers (*Subway*).

Image C-2

The video, a Subway commercial, depicts different people that are inspired by the weight loss of Jared Fogle, who is the Subway spokesperson. The video shows Jared and other people walking. The narrator reminds listeners of Jared's weight loss. Subtitles give the names of three actors, Zoe, Sean, and Toby. Additional subtitles describe their reasons for eating Subway, which include self-esteem, low-fat meals, and hopes of living a healthier lifestyle. Next, the commercial shows Jared leading people to a Subway restaurant. Pictures of "seven sandwiches with six grams of fat or less" advertise the healthy aspects of the food (Subway 2012). This is followed by, Jared, Zoe, Sean, Toby, and others standing at the Subway counter ready to order their sandwiches. The final scene shows the sandwiches again with the Subway logo and slogan "Eat Fresh" (Subway 2012).

Image C-3

The video shows a Subway commercial that draws parallels between the lives of Subway's spokesperson Jared Fogle, and Olympian, Michael Phelps. While Jared puts on his glasses, Michael puts on his swimmer's goggles. As Jared does yoga, Michael prepares to jump from a diving board. Many more such circumstances follow. The narrator encourages customers to enjoy various types of Subway sandwiches. At the end of the commercial, Jared Fogle and Michael Phelps sit next to each other in a Subway restaurant and enjoy their sandwiches together (Subway 2009).

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows the development of an original research project.

ENGL 1020: Composition and Literature

Specialized Knowledge: 4 boxes checked

During the course of the session, students were to write four analytical essays on four literary genres: fiction, nonfiction, poetry and drama. In order to receive full credit, a student had to demonstrate knowledge of literary terms, had to be able to cite sources properly, ascertain if there was something significant in the author's background that contributed to the choice of material and determine if there was something unique about the historical and/or socio political context in which the work was produced.

1. Explains Field

Addressed: Middle-Level

Assessed: Middle-Level

When reading and analyzing drama, a reader must take on the responsibility of the director and essentially reenact the play themselves. For a reader, the wording of the play allows them to decide how the characters acted, the tone, and major themes of the play based of the scene set forth by the playwright. After reading *Trifles*, a one-act play by Susan Glaspell, readers

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This excerpt from an essay shows a student's understanding of the centrality of the reader's experience in literary criticism.

2. Principle Terms

Addressed: Middle-Level

Assessed: Middle-Level

In the play's exposition all of the main characters are introduced. During this section of the play the investigation begins with the questioning of Mr. Hale, who was the person who reported Mr. Wright's death. Through Mr. Hale's testimony the speculation that Mrs. Wright was the person who murdered her husband is presented. No one ever says that Mrs. Wright is the murderer, but the nonchalant attitude Mr. Hale portrays her having allows the reader to make the inference that he believes it was her. Mr. Hale recalls the conversation that he and Mrs. Wright had in which he asked if he could see John and she revealed that he was dead. The recalling of this conversation does make Mrs. Wright appear to be guilty because in most cases when someone loses someone close to them they are hysteric, upset, and emotional. None of these characteristics were expressed through Mrs. Wright's behaviors. Through this section of the play

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This essay excerpt illustrates a student's ability to apply terms such as "exposition" and "inference."

3. Fluency in Field

Addressed: Middle-Level

Assessed: Middle-Level

The student example is the same as for Principle Terms (above), an overlap explained in the report 4 D, "Findings: Seemingly Overlapping Terms, Initial Confusion."

4. Project Construction

Addressed: Middle-Level

Assessed: Middle-Level

Transformative Culture

Life is a journey that invariably transforms everyone that goes through it. The very nature of survival calls for change to continue to thrive. This nature has embedded itself into the basic habits of all forms of life, from an eagle flying over different areas of its hunting grounds to a plant altering the orientation of its leaves to maximize the sunlight that they absorb. This transforming nature is not only exhibited in animals and plants, humans also undergo changes. From little changes such as a new shirt to life altering changes like moving across the globe, people undergo changes that they hope will result in a better quality of life. Two works of nonfiction are excellent stories of the effects of change and the struggle that goes in to actually complete them. Bharati Mukherjee writes about the two differing views people may experience when undergoing the exact same experience in her short work titled *Two Ways to Belong in America* (Mukherjee). Lacy M. Johnson tells about the transformation a “white trash” girl undergoes throughout her life eventually culminating in her graduating from college in her story *White Trash Primer* (Johnson, *White Trash Primer*). Both nonfiction works are stories of transformations that the writer forced themselves to undergo.

Johnson’s autobiographical work begins with her memories of a childhood in the rural great plains (Johnson, Interview: Lacy M. Johnson, author of *Trespasses: A Memoir*). Her story *White Trash Primer* is told in the second person, a dramatic shift from the norm of an

autobiographical piece. She may have chosen to use this perspective as a means of emotionally distancing herself from some of her more disappointing and sad memories. The second person perspective may also be a means of forcing the reader to place themselves in her shoes so that they could better empathize with her struggles. The title is notable also, because a primer can be defined as “a short informative piece of writing” (Merriam-Webster). Her work can be read as a short work that informs you of some of the trials she went through to receive her first degree. She tells of a life full of disappointments and shortfalls before she celebrated the first degree. The disappointments start early such as when “the rich kids... don’t look at [me] even when [I] sit right next to them” (Johnson, White Trash Primer).

Her white trash life continues on through her getting a job to help her father pay bills, him being forced to sell the family farm, her first attempt at college failing and her mother’s cancer diagnosis. Throughout the primer, the reader does not register Johnson’s writing as possessing regret or remorse for her life. It is merely relaying the facts of the matter. The primer acknowledges that being “white trash” is not an easy life and a person may be ashamed of being labeled as such. Instead of hiding certain facets of her upbringing she takes pride in where she originated. She tells the world that she placed items on layaway and dragged her neighbors discarded furniture into her home. She writes about her experiences because that was how they happened. The story is meant to be read in contrast to the fairy tale success story. Her life wasn’t handed to her on a silver platter, and the reader’s life will not be either. But the work that they put into it at the start will allow them to know that they can work and succeed beyond the label they were placed with at birth.

As illustrated on the Xavier University’s Spiderweb, Specialized Knowledge is an area of particular emphasis. This excerpt from a research essay shows a student’s ability to construct a project that investigates a literary problem using outside sources.

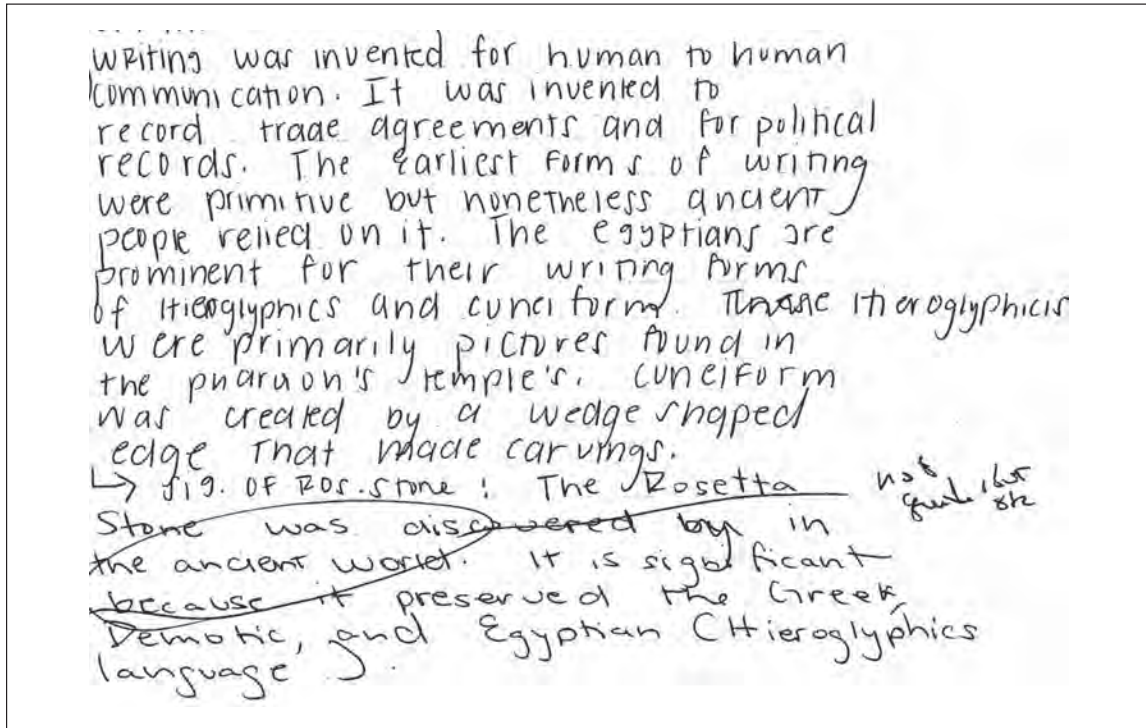
ENGL 2010: Introduction to World Literature

Specialized Knowledge: 5 boxes checked

1. Explains Field

Addressed: Entry-Level

Assessed: Entry-Level



As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows a student's ability to explain an important aspect of World Literature: ancient writing systems. The fact that this is information absorbed from a lecture makes it an entry-level assessment.

2. Principle Terms

Addressed: Middle-Level

Assessed: Middle-Level

7) Socrates and Oedipus live in roughly the same time and place. Both are motivated by good intentions. Both are seeking 'the truth.' How would you compare the two of them, using as specific details and examples as you can.

7.) Socrates and Oedipus both sought out "The truth". But what distinguishes them is the actual "truth" the individuals were seeking. Socrates is very different than Oedipus. He is not a tragic hero. He was a common man with essentially no tragic flaws. He was executed because he was corrupting the minds of the youth by teaching them how to think. This is hardly universally accepted as a tragic flaw. Socrates sought out the truth about different components of society. These included government, art, religion and literature. He sought the truth about human concerns. Oedipus however sought the truth about his kingdom specifically, the truth about who murdered King Laius. Oedipus sought the truth to restore order in his kingdom. However, Socrates was not trying to restore anything. He simply wanted to inspire thought. He helped people make the weaker argument stronger. Oedipus sought a very specific and personal truth. Unlike Socrates, Oedipus sought the truth to restore order and be known as the king who bravely led his kingdom out of a plague. ~~same~~

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows a student's ability to apply concepts such as tragic hero and tragic flaw to a discussion of ancient figures.

3. Fluency in Field

Addressed: Middle-Level

Assessed: Middle-Level

The student example is the same as for Principle Terms (above), an overlap explained in the report 4 D, "Findings: Seemingly Overlapping Terms, Initial Confusion."

4. Project Construction

Addressed: Middle-Level

Assessed: Middle-Level

For my paper I'd like to write about the role of women. Talking about the role of women I'd like to compare it to the women of today's age. Women were the backbone of families and still are today. I'd like to look at Muslim women using The Koran, and doing some research of their roles now. I also thought I could look at women during the time of Jesus, and also women of medieval times. I intend to show a contrast of the times. To be able to distinguish if things have changed in these cultures or have they modernized some? I want to be able to also discuss the differences between the cultures I choose to write about. This will all give a clear insight into what a woman meant and means now.

As illustrated on the Xavier University's Spiderweb, Specialized Knowledge is an area of particular emphasis. This example shows a student constructing research into an area of world literature based on his or her own provocative questions.

5. Xavier University's Mission

Addressed: Extensive

Assessed: Extensive

From the first man to the last, the ultimate goal of all is to find where he come from as the essential answer to find who they are. The mystery of god has worked as a stimulating force for all ancient civilizations. It has allowed them to advance in all areas of life: literature, architecture, science, politics, and culture. Throughout this paper, several ancient civilizations have been analyzed by comparing the gods they praised with their achievements and beliefs. Nations of Islam, Egypt, Greece, India, and China are all thought to be extremely different areas, with their own customs and cultures, yet when paralleling them all in a piece of writing such as this one can see that the common strand of belonging. People want something to believe in, something with a hope, rather it is heaven or just good karma. This motivates people to build for gods, write for gods, and even rule over lands for gods. In this process, ancient remains are left for the next civilizations to discover.

As illustrated on the Xavier University's Spiderweb, the Xavier University mission is of central importance. This example, an excerpt from an essay, a student illustrates their grasp of a concept of fairness and justice that undergirds the mission's goal of preparing students who will help to create a more just and humane society.

Broad, Integrative Knowledge

The foundations for general knowledge are laid in pre-collegiate education and should be carried to a higher level in colleges so that graduates acquire the foundation for participation in work, life and citizenship both at home and in the world. Broad higher learning should involve students in the practices of core fields ranging from science and the social sciences through the humanities and arts, and in developing global, cultural and democratic perspectives. While many institutions of higher education relegate general knowledge to the first two years of undergraduate work, this Degree Profile takes the position that broad learning should be integrated and furthered at all degree levels, and should provide a cumulative context for students' specialized studies.

At the bachelor's level, the student

- Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a "best approach" to the question or challenge using evidence from those fields.
- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
- Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context. (*The Degree Qualifications Profile*)

Broad, Integrative Knowledge: 3 boxes checked

1. Frames a Complex Problem

Addressed: Entry-Level

Assessed: Entry-Level

The world today is known to have various amounts of cultures within it. You have the Chinese, Germans, French, Americans, Africans, African-Americans, English, and many more. Each culture is to have a distinct characteristic that separates us all from one another. Whether it is color of skin or our vernacular, every culture has some differentiation. However our mind frames are not entirely different. All over the world, there has undergone a continuous battle between what may be considered good and what is considered evil. The Russian novelist, Alexandr Solzhenitsyn says, "The battleline between good and evil runs through the heart of every man." Good and evil is a part of every life experience. Every minute consist of someone making a decision to do what is good or evil. The basic difference between the two is that evil is everything good is not. Good is considered to be wanted all over, while evil is what we try to minimize. With this concept being an uncontrollable part of our everyday life, it is hard to write a piece of literature without the battle between good and evil. The concept of good and evil is embraced by the variety of cultures the world offers us through their extensive amount of literature. However what truly connects the many cultures of the world is the personal ^{gain} ~~vengeance~~ evil carries down with it.

As illustrated on the Xavier University's Spiderweb, student acquisition of Broad, Integrative Knowledge is emphasized beyond the norm. This example shows a student framing a complex problem in world literature: the cultural definition of morality.

2. Explains a Problem from at Least Two Fields

Addressed: Entry-Level

Assessed: Entry-Level

Ancient civilizations used the mystery of the divine to stimulate their literature, ethics/customs, politics, architecture, and scholarly endeavors. The remains of prosperous civilizations note the intentions were for understanding and/or communicating with the divine. This can be connected to their search for understand life and what happens after life. Because many cities were led by their faith of the elite, the city mirrored influences from religious tales and rhetoric passed down and eventually written down (culture, ethics, roles of women and men). The search for divine understanding has made it necessary for ancient civilians to pass on stories of their origin, creator, and divine works; which then influenced literature as it was written down. The building of civilizations begins with a common thread with was primarily religious in ancient times. These common people then created a culture surrounding the divine, with political leaders as divine rulers and the class system being "support by the divine."

As illustrated on the Xavier University's Spiderweb, student acquisition of Broad, Integrative Knowledge is emphasized beyond the norm. In this example, a student demonstrates the ability to discuss the mystery of the divine using concepts from the fields of theology and literary criticism.

3. Mission of Xavier University

Addressed: Entry-Level

Assessed: Entry-Level

19) If the United States were to have a new epic, who or what type of person would be the hero? Explain your answer.

nothing else or anyone else could do to stop it.
19) If the United States were to have a new epic the type of person who would be the hero would an average type person who is able to help a significant amount of people. I would imagine someone along the lines of the teacher from the "Freedom Writers." The United States is a very complex society so for one person to impact the world in a large way and it all be deemed positive would be quite difficult but a major impact on a smaller group is the type of hero I could
20) There are four angels in the New Testament (Imagine,

As illustrated on the Xavier University's Spiderweb, the university's mission is central to all learning. In this example, a student demonstrates the acquisition of Broad, Integrative Knowledge while connecting a concept of world literature (the epic hero) to Xavier's mission to create a more just and humane society.

Intellectual Skills

Intellectual Skills are manifestations of well-defined cognitive capacities and operations, each of which includes applications, and all of which are directly developed through higher education. They therefore span both knowledge and Applied Learning while providing a vital foundation for further learning. These Intellectual Skills include two critical fluencies: in communications, both oral and written, and in quantitative applications. Analytic inquiry lies at the core of Intellectual Skills, encompassing what we do when we think — for example, scrutinizing, managing and configuring knowledge prior to communicating findings, perspectives and interpretations. In turn, both expressive activities and the cognitive functions of analysis require students to use information resources effectively. Students need all of these Intellectual Skills to acquire and apply both general and Specialized Knowledge.

Yet these traditional Intellectual Skills are not sufficient qualifications for a degree. Regardless of their degree level, students certified to go forward as adaptive, creative and entrepreneurial persons must demonstrate competence in understanding and applying differing cultural, political and technological perspectives. The Degree Profile treats these competencies under the heading, "Engaging Diverse Perspectives." (*The Degree Qualifications Profile*)

English 1010

Intellectual Skills: 3 boxes checked

1. Analytic Inquiry

Addressed: Middle-Level

Assessed: Middle-Level

In teaching the research project, process is emphasized. To that end, the project is addressed throughout the semester, rather than toward the end. A session with a librarian (who is aware of the general subject matter the students are to research) is scheduled. The purpose of this session is to teach students how to find sources available through the library to complete their projects, rather than simply using a search engine.

To assure that the students are doing their research and have found good sources, they are assigned the task of putting together their works cited page a week or two after the session with the librarian. To encourage them to adhere to MLA format, the instructor counts this as a quiz grade. A final (and, if necessary, updated) version accompanies the research project.

What follows is the works cited page that accompanied the research paper on Subway's advertising focus. The student, as required, put together three general, two historical, and three empirical sources. Though the student was given guidelines as to what kind of sources were required, they had to develop their own topics and find sources on their own that supplied the information needed.

As

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illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student exercising analytic inquiry by developing a research question and gathering sources to answer it.

2. Use of Information Resources

Addressed: Middle-Level

Assessed: Middle-Level

Students were required to write a paper comparing two decades as far as food trends were concerned. They were to cite facts as well as quotations.

In past classes, the instructor showed and told this to students, yet they still submitted research papers that only cited quotations. For this reason she has moved that skill into an essay assignment. By limiting

their source to the text, she knows automatically when they are not citing facts. Students who cite quotations can receive no better grade for the assignment than a C. Her assessment follows.

Of the five students, two cited facts. Of these two, one was a senior (repeating the course for a better grade) and one was a high school student. I think that their preparation before this class is what made them able to comply. For the others, despite the class time spent on this and doing in class demonstrations, they still were in shock to see they had to cite facts. An example of successful learning in this area follows.

As the country turned towards war, both in the 1920's and 1950's, women were forced to be a homemaker, rear children, and enter the work force to make up for the men at war. The last thing they had time for were elaborate, full-course meals made from scratch. Ingredients for this type of cooking needed to be picked by hand from the grocery store and used quickly before spoiling. Not all items could be left in the ice box until needed due to the box's small size and uneven distribution of coldness (10). Therefore, most foods were room temperature items, such as cake, or hot items, like curried eggs and salmon steaks (3). By the 1920's, the mechanical refrigerator became available and changed the way women cooked forever (10). Foods could now be served ice cold, a rare luxury, or saved for later on in the week (12). Nevertheless, these foods tended to be messy and tiresome items to prepare (181). During the Twenties, "Women

As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student fluently citing information resource sources in a research essay.

3. Communication Fluency

Addressed: Extensive

Assessed: Extensive

In a fall or spring session of this particularly themed 1010 course, and that is to say one that looks at American food fads of the 20th century, the instructor generally includes the topic of fast foods as well. In doing that, she assigns chapters of the book *Fast Food Nation* to students and has students work in pairs to present each chapter. In that way, they as a class "read" the book. In a five-week summer course, she does not have time for a second book. But in doing this assessment of what she teaches, she realized that she found this component a valuable part of the course. As a way to keep the oral communication component in the course, she tossed several old cookbooks on a desk. Each student chose a book and was given about a half hour to assess the material and relate it to what he had read in the text. They were encouraged to read the table of contents, the introduction, and the like. After the time was up, each presented the book and made connections between what had been read and what he had in his hands.

Oral Assessment: One student, in picking up the 1956 *Big Boy Barbecue* cookbook, addressed the class on how the book emphasized the role of men in cooking outdoors. He noted that the recipes "put an emphasis on meat, just like in the book." The cookbook's illustrations underscored the importance of

the 1950s man in outdoor cooking. In particular, the student pointed out, the introduction emphasized man's ages-old relationship to fire as far as cooking was concerned; illustrations underscored this idea by showing cavemen and cowboys cooking meals. "Just like we read about in the book," he said, time and again, emphasizing how the period cookbook supported what had been read in the text.

Written Assessment: In that week's writing assignment, another student chose to write about the same idea (the importance of outdoor cooking and men's role in it in the 1950s) in his paper, an essay that compared food trends of the 20s to those of the 50s. Noting the popularity of salads in the Twenties, he wrote that in the 1950s, "Campfire cookery in suburbia was becoming popular and Americans were leaving salad for meat. The Fifties were known as the Protein Age.... The rage for barbecuing allowed Americans to consume large amounts of meat."

As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows students communicating both orally and in writing at an extensive level that synthesizes information to arrive at original insights.

English 1020 Composition and Literature

Intellectual Skills: 4 boxes checked

1. Analytic Inquiry

Addressed: Middle-Level

Assessed: Middle-Level

Johnson's autobiographical work begins with her memories of a childhood in the rural great plains (Johnson, Interview: Lacy M. Johnson, author of *Trespases: A Memoir*). Her story *White Trash Primer* is told in the second person, a dramatic shift from the norm of an

autobiographical piece. She may have chosen to use this perspective as a means of emotionally distancing herself from some of her more disappointing and sad memories. The second person perspective may also be a means of forcing the reader to place themselves in her shoes so that they could better empathize with her struggles. The title is notable also, because a primer can be defined as "a short informative piece of writing" (Merriam-Webster). Her work can be read as a short work that informs you of some of the trials she went through to receive her first degree. She tells of a life full of disappointments and shortfalls before she celebrated the first degree. The disappointments start early such as when "the rich kids... don't look at [me] even when [I] sit right next to them" (Johnson, *White Trash Primer*).

As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student framing an analytical question in the context of a literary essay.

2. Use of Information Resources

Addressed: Middle-Level

Assessed: Middle-Level

Bibliography

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As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student's gathering of information resources to enhance their interpretation of a literary piece.

3. Engaging Diverse Perspectives

Addressed: Middle-Level

Assessed: Middle-Level

When a case of domestic abuse is reported it is not uncommon to assume that the woman is the victim, and many times this is true. Statistically speaking "every 1 in 4 women will experience domestic violence in her life" (Catalano). Many times a woman will deal with abuse secretly and not report it, which is probably the worst way. This could be disastrous for the person who is doing the abusing, because after a while the woman may get tired of playing the role of victim and decide to stand up for herself. Her built up anger could result in the loss of a life and it most certainly will not be her own. In many cases of women who kill their husbands, the women were previously abused for extended periods of time and finally decide to stand up for herself. The play "Trifles" by Susan Glaspell delves into a similar scenario.

As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student imagining and describing the role reversal wherein a domestic abuser becomes a victim.

4. Communication Fluency

Addressed: Extensive

Assessed: Extensive

Mukherjee's story *Two Ways to Belong in America* focuses on the different views a person who has legally moved to America may exhibit, even if they came from the same household. Mukherjee and her sister both came to America in the early 1960's to receive college degrees. They both expressed different views of their new home country and offered two viewpoints on the issue of immigration vs. emigration. Mukherjee "embraced the demotion from expatriate aristocrat to immigrant nobody" when she came to America (Mukherjee). She married an American of Canadian parentage and accepted American citizenship instead of only receiving a federal Green Card like her sister did. Mukherjee had no plans of returning to India after she came to America, she identified as an American as soon as she set foot on American soil. She says herself that she "need[s] to feel like a part of the community" (Mukherjee).

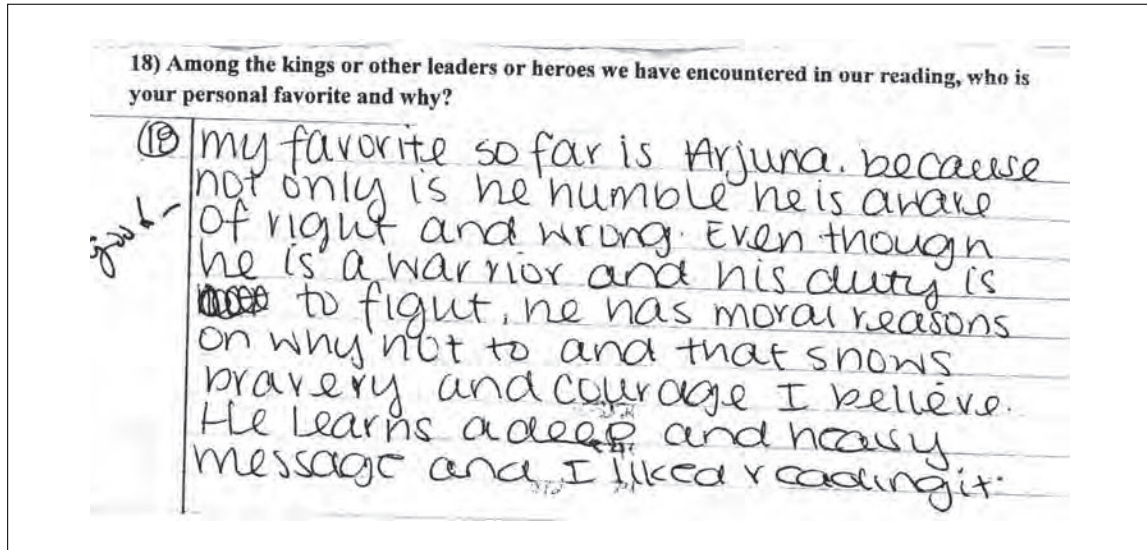
Mukherjee's sister on the other hand would rather view herself as an expatriate. She is in America only to work until retirement and then she will return to India. She rails against the United States' government's law changes that affect immigration. She expresses discontent with the retroactive nature of the law changes stating that "they should apply only to immigrants who arrive after those rules are already in place". Mukherjee's sister chooses not to naturalize into American citizenship and reaps the emotional benefits of that decision. Mukherjee states that the price immigrants force themselves to pay when they become citizens of a new country is not only the costs of naturalization, but also "the trauma of self-transformation" that they endure when they leave behind their native culture (Mukherjee). An example of this trauma would be her reminiscences of surrendering thousands of years of pure culture to accept the "mongrelization" of becoming an immigrant citizen. She can no longer claim that she is a "pure Indian" but all the same she cannot claim that she is a "pure blooded American". This defiled culture is something that an immigrant must endure that an expatriate can sidestep.

As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student's fluency in college-level writing.

1. Analytic Inquiry

Addressed: Entry-Level

Assessed: Entry-Level

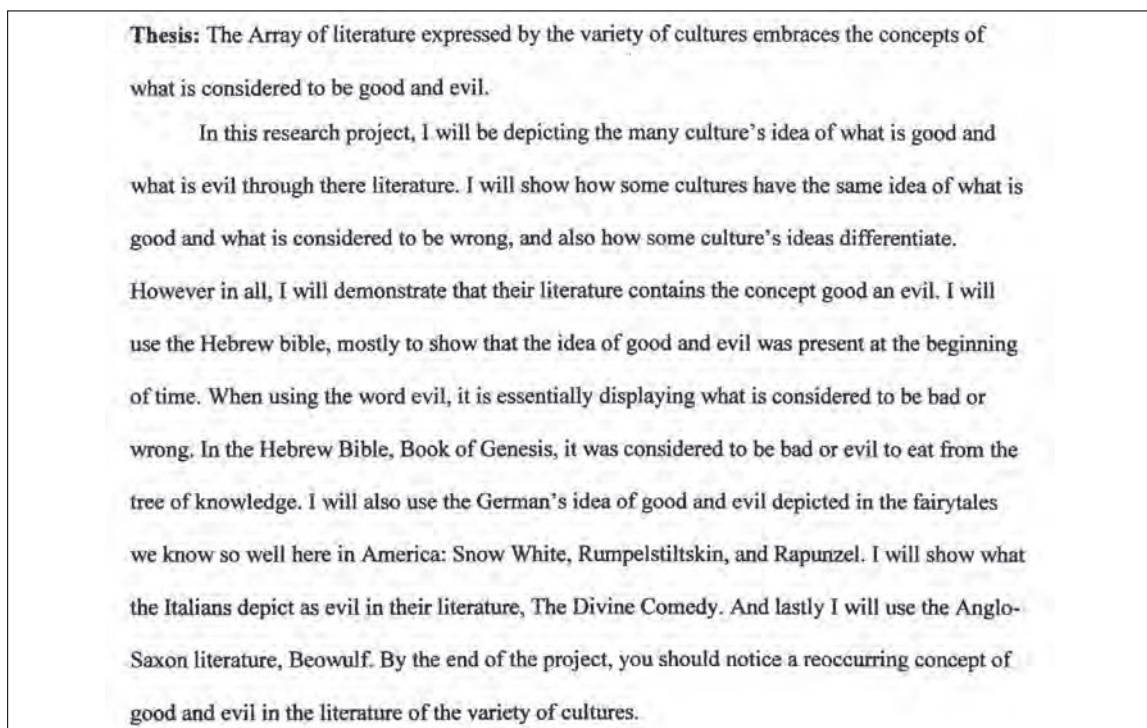


As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student (at the entry level) inquiring into the values embodied by a literary hero.

2. Engaging Diverse Perspectives

Addressed: Middle-Level

Assessed: Middle-Level

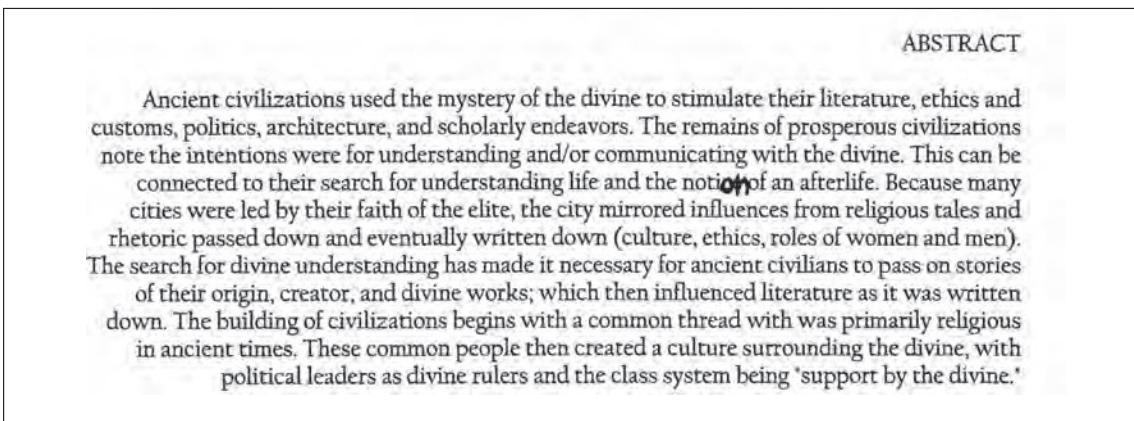


As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student engaging perspectives on good and evil from the Book of Genesis, European folklore, Dante and *Beowulf*.

3. Communication Fluency

Addressed: Extensive

Assessed: Extensive



As illustrated on the Xavier University's Spiderweb, Intellectual Skills are emphasized in the curriculum. This example shows a student's research abstract, a critical part of communication fluency in writing.

4. Mission

Addressed: Extensive

Assessed: Extensive

subject." Aristotle's analysis of the role of women completely reflects the portrayals of women in the ancient world. It is because of male superiority that women faced immense injustice. It is because of male rulers that their stories may never truly be uncovered. Analysis of women in the ancient world has uncovered several different common themes, roles, and views of women. But these views are given to readers from the perspective of men. Thus, they may falsely portray women as manipulators, witches, or sexual seducers. This portrayal could be based on their own biased views of women. Homer did not include the thoughts and views of the prize women in war. Homer could have possibly believed that these women did not deserve to express their thoughts. Overall, the ancient world is marked by an acceptance of gender inequity. Shahrazad exceeds this inequity. However, some traditional Arabian scholars refuse to acknowledge *Thousand and One Nights* as serious literature (1049; The Norton Anthology vol.1). Traditional scholars could possibly discredit the literary work because Shahrazad is more than a wife. In a male centered ancient world, she threatens the principles of the culture. While women endured incomprehensible oppression, men could not overpower their existence. Women shaped the Trojan War, Indian society and the outcomes of kings' decisions. In the modern world, gender equity is demanded and is a social norm. The women of the ancient world represent a cultural norm of gender restriction and oppression. Unfortunately, we may never know the thoughts of Breiseis, as Achilles uses her as his personal prize. However, the modern world has developed a culture where women can now create their own epics and give voices to the powerless. The modern world is full of Shahrazads. These women constantly refute the negative ideas of women that have existed since the beginning of time. Aristotle's analysis no longer exists in many cultures of the modern world.

As illustrated on the Xavier University's Spiderweb, the university's mission statement is central to all learning. Here, a student demonstrates communication fluency while framing a problem in world literature and culture—namely, the treatment of women in patriarchal societies—in a way that expresses the social justice theme that undergirds the mission to create a better society.

Civic Learning

Preparing students for responsible citizenship is a widely acknowledged purpose of higher education. Like other forms of application, civic inquiry requires the integration of knowledge and skills acquired in both the broad curriculum and in the student's specialized field. But because civic preparation also requires engagement — that is, practice in applying those skills to representative questions and problems in the wider society — it should be considered a discrete category of learning.

Higher education is experimenting with new ways to prepare students for effective democratic and global citizenship. Virtually all of these efforts use experiential or field-based learning as a means to develop civic insight, competence in public affairs and the ability to contribute to the common good. By definition, field-based learning about civic issues is likely to immerse students in public debate about contested positions. In developing civic competence, students engage a wide variety of perspectives and evidence and form their own reasoned views on public issues. Civic learning — which is related to but goes beyond the Intellectual Skill we have labeled “Engaging Diverse Perspectives” — also involves active engagement with others. Exposure to these different perspectives helps students develop their own responses to social, environmental and economic challenges at the local, national and global levels. *(The Degree Qualifications Profile)*

1. Explains and Evaluates Contested Issues

Addressed: Extensive

Assessed: Extensive

The portrayal of women in present day society as opposed to their portrayal in ancient world literature is drastically different. As a woman, I feel inclined to analyze the different portrayals of women in the literature we are covering.

I will be examining "the different portrayals of women in ancient Greek literature, ancient Hinduism and the Hebrew Bible." Overall, I have seen a reoccurring theme of submissiveness from women when dealing with men. Even in the case of female Gods, goddesses have expressed their opinion but Zeus makes the final decision as a male God.

My examination will consist of analyzing the Koran and its "how to" guide on dealing with women in marriage and as sexual objects. I will also examine "Thousand and One Nights" and how women are portrayed in this. I will also examine the portrayal of women in Greek texts, specifically the Iliad and the Odyssey. Women are either Goddesses, sexual seducers, or even strong willed, but nonetheless always needing a man to restore order.

I would also like to examine any symbols of egalitarianism for women or the lack of this in the different texts and religions. On an organizational standpoint, I will try to group the texts together that have similar portrayals of women together in my analysis. Through the progression of my reading, I have been presented several different portrayals of women. However, I have yet to see a woman that is at the very top of social, government, or the family hierarchies. Further, women are not included in government in any of the literature that I have read.

Also, in Thousand and One Nights, women are portrayed as manipulative. I recorded several examples. Sharazad is portrayed as intelligent women. A woman well versed in literature and prodigious intellectual activities. But ultimately she uses her intellect to manipulate the King into diminishing his need to execute the women he marries. While, it may be noble of her to risk her life to save other women. Sharazad uses her intellect and manipulation to reach her goal. Another example of a female's tendency to manipulate, is when the old man with three brothers is approached by the woman. This woman pleads for this man to marry him. She introduces herself as not a demon, but simply a woman in need of a man to marry. After consummating the marriage, she reveals that she will in fact punish the brothers. She turns them into dogs for ten years, because they were careless with their brother's monetary donations. Yes, the brothers were in fact careless and unappreciative. But the author still manages to relay the message that women are ultimately vindictive manipulators.

Overall, Thousand and One nights depict a negative portrayal of women. A negative portrayal solidified by King Shahzaman's idea that "when a woman desires something nothing can stop her." He is saying that women, like all people have internal desires. But they will not ignore their strongest desires. In fact, they will take any necessary steps to ensure their desires are satisfied. According to the King, not even the idea of being a vindictive manipulator will stop a woman. A quote credited to Thousand and One Nights but its message is recycled among most ancient world literature pieces.

As illustrated on the Xavier University's Spiderweb, Civic Learning is an important part of the curriculum, though not greatly emphasized beyond the norm. This example from a research essay shows a student of world literature delving deeply into issues of gender and justice that are essential to aware and informed citizenship.

2. Mission of Xavier University

Addressed: Extensive

Assessed: Extensive

(Mission) Civic Learning – Extensive



While there are scattered examples of this throughout the notes and essays my students wrote, the best examples occurred – as seems reasonable to me – in class discussion. Frequently, a character or situation from our text would elicit comparisons between or among characters in ancient writing and persons or situations in contemporary life and culture.

One theme that emerged several times, especially in the last week, was the evolving nature of what we humans consider to be ‘monsters.’

Students made a number of relevant points, among the most useful was the determination that in contemporary culture, the sorts of obvious, grotesque ‘monsters’ that might be found in ancient literature (The Odyssey, Beowulf, among others) are now found primarily in a popular culture (vampire movies, alien and robot monster movies, books and games), while the deeper layer of ‘monster’ has increasingly come to reference another *person*, but one who is significantly different from oneself. The difference might be racial, or religious, or political or some combination. Students noted that the man in Florida (on trial during our course) who killed the African American teenager seemed to argue that the AA teenager made him afraid, ultimately to the point that he felt compelled to kill the teenager in order to allay his fear.

Students used numerous other examples, including the commonplace of ‘profiling,’ which creates a class of ‘other,’ or in contemporary terms ‘monster,’ that is feared and must be fought or somehow defeated.

It is this concept of ‘otherness’ that students identified in discussion as constituting the modern meaning of ‘monster,’ and is one of the prejudices that the university’s mission was meant to overcome. The term, they seemed to agree, had been bifurcated – the traditional image of the monster relegated to pop culture (including serious but nutty theories about aliens, ghosts, etc) being one branch, while the real potency of the idea comes to rest in the branch of The Other.

Ralph Adamo, instructor Intro to World Lit Summer Session II

As illustrated on the Xavier University’s Spiderweb, Civic Learning is an important part of the curriculum, though not greatly emphasized beyond the norm. This description of student discussions demonstrates an extensive understanding of how racial profiling relates to the concepts of “other” and “monster” in world literature—a piece of civic knowledge that is key to the university’s mission to prepare students to promote a more just and humane society.

Talladega College Faculty Collaboration through the Department of Education to Enhance Civic Engagement

Talladega College

Abstract

At Talladega College, faculty collaborated to align the Degree Qualifications Profile (DQP) with the conceptual framework of the teacher's education program. Initially, faculty from all four academic divisions developed a Degree Qualifications Profile that could be applied to all disciplines at the college. This DQP was then applied to the teacher education conceptual framework to assess our DQP's effectiveness. The conceptual framework of the teacher education program consists of five phases. Each phase delineates how students should progress through the program with appropriate outcomes in place to measure how well they are mastering the material. Applying the DQP to the conceptual framework improved our assessment, and we have concluded that we can apply the DQP across all disciplines at the college.

Description of the College

Talladega College is located in an historic district of the city of Talladega, Alabama. The campus is on a plateau about 700 feet above sea level in the heart of a fertile valley in the foothills of the Blue Ridge Mountains. The campus is a quiet place—away from the distractions and the fast pace of urban living.

Talladega's main campus includes 41 buildings on 50 acres. The beautiful, oak-lined campus boasts several historic landmarks: Swayne Hall (built in 1852) is the original schoolhouse and has been used for classrooms; the President's House (built in 1881); DeForest Chapel (built in 1903) houses seventeen famous stained-glass windows by David C. Driskell; and Savery Library (built in 1939) is home to the Amistad Murals by famed artist Hale Woodruff.

The college has a tradition of bringing the world to Talladega. The college does this by hosting workshops, forums, and lectures; it also brings a variety of artists, scientists, and political, business, and civic leaders to the campus.

Talladega College's history dates to November 20, 1865, when two former slaves—William Savery and Thomas Tarrant, both of Talladega—met in convention with a group of new freedmen in Mobile, Alabama. From this meeting came a commitment: "We regard the education of our children and youths as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country."

With this pledge, Savery and Tarrant, aided by General Wager Swayne of the Freedmen's Bureau, began to provide a school for the children of former slaves in the community. Their leadership resulted in the

construction of a one-room schoolhouse, using lumber salvaged from an abandoned carpenter's shop. The school overflowed with pupils from its opening, and soon it was necessary to move to larger quarters. At the same time, the nearby Baptist Academy was about to be sold under mortgage default. This building had been built in 1852-53 with the help of slaves, including Savery and Tarrant. A speedy plea for its purchase was sent to General Swayne who then persuaded the American Missionary Association to buy the building and 20 acres of land for \$23,000. The grateful parents renamed the building Swayne School, and it opened in November 1867 with some 140 pupils. Thus, a building constructed with slave labor for white students became the home of the state's first private, liberal arts college dedicated to servicing the educational needs of blacks.

In 1869 Swayne School was issued a charter as Talladega College by the judge of probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature exempted properties of the college from taxation. Swayne Hall has remained in service as the symbol and spirit of the beginning of the college. Foster Hall, erected for girls and teachers in 1869, was the first building added after the college was chartered. Stone Hall, for boys and teachers, was built the next year.

Training of leaders in education was the first, and has remained, an institutional priority. The first courses offered above elementary grades were normal courses for teachers. An outline for collegiate level coursework first appeared in the catalog for the year 1890. In 1895 the first class graduated with the bachelor's degree.

In 1938, Talladega College President Buell Gallagher commissioned Hale Woodruff to paint a series of six murals portraying noteworthy events that commemorated the transition from slavery to freedom to be displayed in the new Savery Library, then under construction. The first three murals were installed in 1939 and were focused on the 1839 slave uprising that took place on the ship *Amistad*. Painted on the centennial anniversary of this historic event and depicting scenes of the mutiny, the trial, and the return of the captives to Africa, this remarkable mural series was the first created of the *Amistad* story in the twentieth century. Talladega's murals immediately attracted national attention, with cultural leaders in the African American community, in particular, championing the *Amistad* murals as a statement of pride and hope for racial equality. Today the murals remain relevant symbols of the centuries-long struggle for civil rights.

In 2011, at the request of President Billy C. Hawkins and the Talladega College Board of Trustees, art conservators and handlers from the High Museum in Atlanta began the process of conserving the murals in order to preserve them for future generations. After a 12-month restoration process, the murals began a three-year tour with the title *Rising Up: Hale Woodruff's Murals at Talladega College*.

Talladega College was selected as a top institution from nearly 500 four-year colleges and universities listed in the 1994 Carnegie Classification of Institutions of Higher Education. Selection was based on the number and percentage of baccalaureate alumni who earned doctorate degrees in each of the basic sciences and mathematics from 1988 through 1992, the number and percentage of undergraduates who earned baccalaureate degrees in each of the basic sciences and mathematics from 1988 through 1992, and the number and percentage of baccalaureate alumni who were awarded National Science Foundation Fellowships in the sciences and mathematics from 1990 through 1994. Talladega is one of the few institutions in Alabama that has a human cadaver for anatomy instruction.

Launching the DQP at Talladega College

During the spring of 2012, Dr. Belle Wheelan, President of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), convened presidents/chancellors and chief academic officers of twenty-one Historically Black Colleges and Universities (HBCUs) to present and discuss the 2020 goal of the Lumina Foundation aimed at improving the quality of academic programs in order to increase degree completion.

In advance of the face-to-face meeting, each campus leader reviewed resources from the Lumina Foundation on the Degree Qualifications Profile. At the meeting, Dr. Peter Ewell and other representatives of the Lumina Foundation provided a comprehensive overview of the DQP process and its value to postsecondary institutions.

A webinar session was held on August 30, 2012, for the purpose of training campus teams who were selected to participate in the DQP. During this session, Dr. Marcus Kolb, program officer; Dr. Peter Ewell, consultant and a contributing author of the DQP; along with Dr. Belle Wheelan, President of SACSCOC, addressed participants using orientation/training modules. Flexibility was granted to each campus as to how they envisioned the implementation stages of the pilot project. The project goal and timeline were identified and campus teams had an opportunity to raise questions and to seek clarification.

Next, Provost/Vice President of Academic Affairs Dr. Evelyn White assembled the deans from each of the four divisions to discuss how the DQP process would be disseminated and implemented on the campus. The deans—Dr. Lisa Long, Mrs. Johnnie Lindsey, Dr. Charlie Stinson, and Mr. Eric Helvy—met to discuss which department was best positioned to serve as the case study. It was decided that the DQP would be conducted through the Department of Education, because the program has a General Education curriculum that affects all other divisions. In addition, the Department of Education had recently engaged in a new conceptual framework of the teacher education program to assess its effectiveness.

Upon this decision, the DQP process was introduced to each division by the dean. Each division conducted a programmatic review of its General Education courses.

The institution conducted a general meeting with faculty. This meeting had break-out sessions among the divisions to discuss what would be the theme of the DQP. In a consensus, the faculty decided to support the deans' decision to use the Department of Education program.

Because General Education courses encompassed all the institution's disciplines, all divisions were tasked to provide a report on General Education courses within their majors and their impact on their divisions. The General Education courses were mapped to the DQP. The Department of Education then mapped its offerings to the DQP Spiderweb.

Next, the institution assigned a committee to assemble the reports from each of the divisions to construct a summary of the results. The summary identified the need to increase the quality of the educational process and to improve Civic Learning. Talladega College's liberal arts curriculum has been altered little over the past 145 years. The freshman requirements are identified in Exhibit 1.

Exhibit 1.

General Education Requirements

Communications- 6 credit hours
Humanities-6 credit hours
Mathematics- 6 credit hours
Natural Sciences- 8 credit hours
Social Science Electives- 6 credit hours
Physical Education- 2 credit hours
College Orientation- 1 credit hour

The courses mapped in this case study were the college orientation and humanities courses that the majority of students are required to take upon entering Talladega College. These courses provide a background in liberal arts education, which has been central to HBCUs.

At the beginning of the Lumina DQP process, there was some initial skepticism on campus about what this process and its implication for the college would be. However, as the case study was implemented, cooperation among the faculty and staff increased. Their responses to the process are provided in Exhibit 2.

Exhibit 2.

Division of Business and Administration	"Good idea" "Each division should develop a conceptual framework" "More program design needed"
Division of Humanities and Fine Arts	"Needs updated curriculum" "Moving in the right direction" "Provides a more comprehensive learning environment"
Division of Social Sciences and Education	"Engages the entire campus community" "Gives student a holistic learning experience" "Return of the traditional educational learning"
Division of Natural Science and Mathematics	"Why now" "Will this be sustained over a period of time" "Students are given a broad learning platform"

The divisions' responses were varied as the faculty/staff noted that the process is healthy and could provide a continuous measure of student growth, and improve program evaluations. The negative comments came from faculty pushing to change some of the programming within their respective divisions. The DQP process allowed the divisions to look deeper at their curriculum to provide students the true liberal arts program that Talladega College has long prided itself on providing.

The insights gained through the DQP process have enlightened and inspired the campus. First, it gives faculty and staff a chance to enhance academic programming so that it engages students in the 21st century. And second, this process allows Talladega College to return to its preeminence.

Plotting the Spiderweb

All faculty from four divisions contributed to examining the college's curriculum. This led to a lively discussion about what was needed and how to improve the curriculum. Second, the decision was made to examine EDU 100, as it's one of the first courses all education majors at Talladega College must take. The decision was unanimous among faculty, chairs, the DQP committee, and division deans that this course provided the best opportunity to improve Civic Learning among our students that impacts both the campus and community. It was this method that allowed faculty to identify corrective actions, and implementation strategies.

The corrective actions that appeared as a result of DQP implementation at Talladega College were based on a 2004 Campus Compact Survey that noted four areas of HBCU effectiveness:

1. HBCUs as leaders in student engagement
2. HBCUs as community-based institutions that "promote civic engagement and service learning"
3. HBCUs as drivers of educational attainment for "low income, first generation, and disabled students"
4. HBCUs as examples of success in a national effort to "improve the quality of science, technology, engineering, and mathematics" (STEM) in education and research.

Talladega College has agreed to examine its effectiveness in all of these areas with special emphasis on "promoting civic engagement and service learning". The college will focus on two questions. Why is Civic Learning important in the 21st century education at HBCUs? How can it be implemented in a fashion that our students will adapt and practice?

Case Study Focus

The DQP served as the model for developing the Department of Education's conceptual framework for teacher education. Drawing from the broad areas of the SACSCOC/Lumina Foundation Curriculum Mapping Project, a construct or procedure was developed to conduct the case study of the teacher education program, with civic engagement as an integral part of the program.

An assistant professor noted that the extent to which colleges and universities contribute to student "civic engagement and participation in...democratic institutions, such as voting, volunteering, and community involvement" is of general interest. Institutions may affect this in a number of ways, one of which is to require service learning. The assistant professor documented that HBCUs and other minority-serving institutions are more likely to have service and service-learning requirements as a condition of graduation, community service or service learning offices, directors of community service or service learning, and partnerships with kindergarten through secondary schools and faith-based organizations. He said that such deliberate cultivation of civic engagement among HBCU students "point[s] to a profoundly different approach to student success.

Phase I: Students wishing to pursue teaching as a career enter Talladega College as prospective or pre-candidates who must satisfy the requirements for admission to the Department of Education. Candidates admitted to this program are diverse and inquiring learners who bring with them a body of prior knowledge, their own values and vision, and a diversity of societal and cultural influences. During Phase I, the candidates are enrolled in general studies courses and in EDU 100 (College Orientation). EDU 100 introduces them to college from a holistic standpoint that emphasizes the concept of civic

engagement and service learning. In addition, the course gives students direction on a profession and helps them to decide if this is the career path they wish to pursue.

Phase II: Students decide to become teachers and are admitted to the teacher education program as teacher candidates. During this phase, teacher candidates complete their general studies courses and embark on their progression through the teacher education curriculum to acquire the subject content and pedagogical knowledge and skills essential for becoming competent and skillful facilitators in K-12 classrooms. They learn and become confident in their knowledge of the structures, tools of inquiry, and central concepts of their teaching field. They gain the knowledge essential for competence in translating subject content into forms understandable for K-12 students—knowledge of teaching and learning and of the principles of effective practice, i.e., learning development theories, use of instructional technologies, student motivation, classroom management strategies, and assessment techniques.

Phase III: Teacher candidates engage in K-12 classroom experiences (field and clinical) that require application of and reflection on their learning and their practice as they become knowledgeable and reflective practitioners. During these experiences, candidates observe and practice integrating the above knowledge and skills and studies. They develop and implement, review and revise instructional plans and continuously enhance their knowledge and refine their teaching practices.

Phase IV: Throughout the above phases, teacher candidates learn laws and rules of the profession, professional codes of conduct, ethical behavior, personal and professional responsibility, dispositions, and commitments, and appreciation of diversity. As teacher candidates engage in field and clinical experiences, they learn to practice these and other aspects of being caring and ethical professionals in real-world teaching venues.

Phase V: The value of continuous learning is emphasized in all phases of the candidates' experience. As they learn what it means to be life-long learners, they interact and collaborate with the community of educators and stakeholders; they participate in professional associations, conferences, workshops, and research activities; they engage in community projects. As life-long learners, they will continue to improve their teaching, enhance their self-development, foster innovation and change, keep abreast of educational developments, and contribute to the knowledge base in their profession.

Conceptual Framework Outcomes

To become educators who are global leaders, candidates completing Talladega College's teacher preparation program are expected to be competent and skillful facilitators, knowledgeable and reflective practitioners, caring and ethical professionals, and life-long learners. These program outcomes are incorporated into the syllabi of all departmental courses, including field experiences and internships. They are integrated into the planning, delivering, and assessing of instruction. They provide a basis for evaluating the competence of the candidates and the faculty, as well as the quality of the program as a whole. The outcomes thus represent the candidate proficiencies and the standards adopted for the teacher education program; they are aligned with professional, state, and institutional standards.

Outcome 1: Competent and Skillful Facilitators demonstrate

- Knowledge of the structure, important facts, central concepts, tools of inquiry, and theories associated with their teaching field as outlined in professional, state, and institutional standards.

- Knowledge of how student differences impact learning and academic performance—differences in culture, ethnicity, social and economic background, special needs, second language learning, exceptionalities, gender, and learning styles (diversity).
- Ability to create interdisciplinary or cross-curricular learning activities that address students' prior knowledge and experience and that connect to content to other subjects and to the real-world.

Outcome 2: Knowledgeable and Reflective Practitioners demonstrate

- Ability to create learning communities that encourage respect for students' individual differences and promote awareness, acceptance and appreciation of the broad range of diversity in the classroom (diversity).
- Knowledge of ways to develop meaningful learning experiences and manage student-centered learning environments that encourage critical thinking, problem solving, and effectively facilitate learning for all students.
- Ability to use effective oral and written communications, reading, and mathematics to foster supportive interaction and promote critical thinking, active inquiry, and problem solving in the learning experiences of each individual learner.
- Knowledge and use of ways to design and use formal, informal, and research-based assessment strategies that maximize the learning of all students.
- Ability to use communication, mathematics, and technology skills to collect, analyze, and summarize data related to their work, reflect on and use the results to enhance learning for all students.
- Ability to use continuous reflection to examine, adjust, and refine instructional practices and decisions to enhance student learning.

Outcome 3: Caring and Ethical Professionals demonstrate

- Collaboration with students (and parents/guardians if necessary), following assessment, formal and informal and analysis of their learning, to adjust strategies and monitor performance in an effort to bring about positive change in learning as needed.
- Continuous collaboration with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement.
- Ability to engage productively in a variety of teamwork scenarios to support and improve education for all students.
- Ability to recognize when their dispositions may need adjusting and to make appropriate changes in their attitude and behavior.

Outcome 4: Life-Long Learners demonstrate

- Active involvement in continuous professional research learning and self-improvement at all stages of their careers.
- Appropriate professional dispositions as delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.
- Knowledge and use of the current theories, resources, and emerging technologies in their field and in education generally.

In conclusion, as students matriculate through the phases (courses), Talladega College has made adjustment to their academic program to incorporate civic engagement early in their college career. Talladega College is in the process of changing the field placement of students to encourage civic engagement and provide metrics that assess its usefulness. The goal of the conceptual framework is to bring about general changes in a Talladega College student's behavior to be more civically involved both during their college years and in their professional careers.

Concluding Summary

The implication of the DQP process at Talladega College has been a success. The DQP process has initiated a movement on the campus to evaluate all the majors offered at Talladega College. The result from the academic assessment goes as follows:

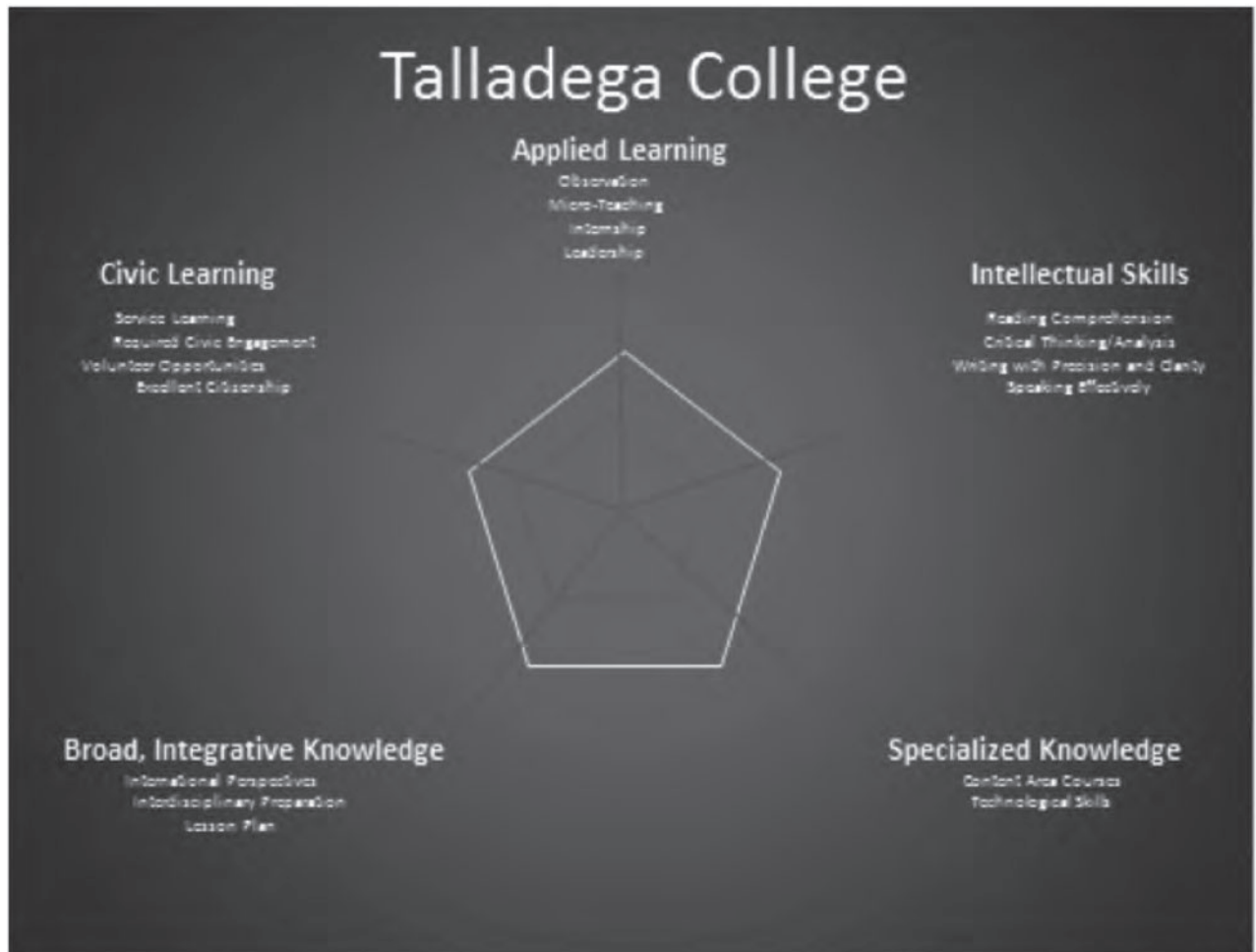
- All divisions have included a service learning component to their internship requirement for graduation.
- Talladega College has developed a civic forum that meets once a month to discuss current events and politics.
- Current changes in the curriculum in subjects of: political science, public administration, education, sociology regarding civic engagement application, and demonstration of effectiveness.

Exhibits

List of stakeholders

Dr. Billy C. Hawkins	President
Dr. Lisa E. Long	Acting Provost/Academic Affairs
Dr. Charlie Stinson	Division Dean of Natural Sciences and Mathematics
Mr. Eric J. Helvy	Acting Division Dean of Business and Administration
Mrs. Johnnie Lindsey	Acting Division Dean of Humanities and Fine Arts
Dr. Leonard Cole	Director of Sponsored Programs
Dr. Dionne Hurst Edison	Assistant Professor of Education
Dr. Edwinta Smith	Assistant Professor of Education
Mr. Juan Carwell	Student Support Staff
Ms. Annie Eaton	Student Support Staff
Ms. Michelle Brand	Administrative Assistant
Ms. Patricia Higgins	Administrative Assistant

Spiderweb





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