Quality Collaboratives Project

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UW-W/UW-P BAAS Partnership

Create a partnership between institutions in degree programming that is more than additive

Map BAAS Program and Course Outcomes to the DQP

Rank the courses on their competencies to
1. assist in advising,
2. map students progress in the proficiency domains, and
3. identify gaps

Offer a unique transitional degree that is marketable on its own merits

Insert Parkside and Waukesha courses as mapped to the DQP into the spidergraph
Degree Qualifications Profile
*A template of competencies required for the award of college degrees at the associate, bachelor's, and master's levels

Knowledge
At each degree level, every college student should demonstrate competence in using both specialized knowledge from at least one field and broad, integrative knowledge from arts and sciences fields. Both kinds of knowledge should be pursued from first to final year, providing opportunities for integration across fields and application to complex problems—in the student's area of emphasis, in out-of-school settings, and in civil society.

Broad/Integrative Knowledge
- Key areas include the sciences, social sciences, humanities, arts, and global, intercultural and democratic learning.
- In each area, students:
  - Learn key concepts and methods of inquiry
  - Examine significant debates and questions
  - Make evidence-based arguments
- In addition, at each degree level, students:
  - Produce work that integrates concepts and methods from at least two fields

Specialized Knowledge
- Students demonstrate depth of knowledge in a field and produce field-appropriate applications drawing on both major field and, at the B.A. level and beyond, other fields. Students learn:
  - Discipline and field-specific knowledge
  - Purposes, methods, and limitations of field
  - Applied skills in field
  - Integrative skills and methods drawing from multiple fields and disciplines.

Intellectual Skills
Students hone and integrate intellectual skills across the curriculum, applying those skills both to complex challenges within major fields and to broad, integrative problem-solving challenges. Skills include:
- Analytic inquiry
- Information literacy
- Engaging diverse perspectives
- Quantitative fluency
- Communication fluency

Civic Learning
Students acquire knowledge required for responsible citizenship both from their formal studies (see knowledge and skills, above) and from community-based learning, and demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions. Civic learning may be demonstrated through: research, collaborative projects and/or field-based assignments.

Applied Learning
Students demonstrate their ability to integrate and apply their learning (see knowledge and skills, above) in complex projects and assignments that may include: research, projects, practicums, internships, work assignments, performances, and creative tasks.

*The Degree Qualifications Profile was commissioned by the Lumina Foundation following a series of national discussions about learning outcomes frameworks. It was released by the foundation as a beta version in January 2011 and is being tested in a number of grant-funded national experiments.*
The Spidergraph
## Legend for Bloom Level Color Coding

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom’s Definition</td>
<td>Remember previously learned information.</td>
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### Verbs

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<tr>
<td>Arranging</td>
<td>Classify</td>
<td>Analyze</td>
<td>Arrange</td>
<td>Appraise</td>
<td>Argue</td>
<td>Reuse</td>
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<td>Convert</td>
<td>Appraise</td>
<td>Assemble</td>
<td>Argue</td>
<td>Assess</td>
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<td>Describe</td>
<td>Calculate</td>
<td>Collect</td>
<td>Argue</td>
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<td>Discuss</td>
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<td>Compare</td>
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<td>Compare</td>
<td>Contrast</td>
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<td>Outlining</td>
<td>Give example(s)</td>
<td>Discriminate</td>
<td>Comply</td>
<td>Argue</td>
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<td>Identify</td>
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<td>Argue</td>
<td>Attach</td>
<td>Argue</td>
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<tr>
<td>Course</td>
<td>GS- Demonstrate a broad knowledge of global issues, processes, trends, and systems</td>
<td>GS- Communicate effectively across cultural boundaries</td>
<td>GS- Work effectively in a variety of cross cultural environment</td>
<td>CS- Demonstrate synthesis evaluation decision making, and critical thinking</td>
<td>CS- Identify and articulate ethical position on commercialism in media</td>
<td>CS- Write coherent, organized, well developed and substantive essays that follow the rules of academic writing</td>
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### DQP mapped to Course LOs vs. Program OCs

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<thead>
<tr>
<th>Course</th>
<th>LOs</th>
<th>Course Learning Outcome</th>
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<tbody>
<tr>
<td>ISTD 345</td>
<td>CS - Demonstrate analysis synthesis evaluation decision making, and critical creative thinking skills</td>
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<tr>
<td>Organization Theories</td>
<td>apply theories to analyze orgs (3.i.a.IS; Analytic Inquiry; 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,)</td>
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<td>CS - Identify analyze and evaluate arguments as they occur in one's own and other's work.</td>
<td>engage in critical discussion with others, and apply critical self reflections (3.v.c.IS; Comm.: With one or more oral interlocutors or collaborators, advances an argument or designs an approach to resolving a social, personal or ethical dilemma.)</td>
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<tr>
<td></td>
<td>CS - write coherent, organized, well developed and substantive texts that follow the conventions of standard written English</td>
<td>write executive and topical summaries (1.f. K: Constructs a summative project, paper, performance or practice-based performance, and/or 3iii.a and b. IS; Use of Info Res: a. Incorporates multiple information resources ...b. Explicates the ideal characteristics of current information resources and/or 4.a AL: Presents a discrete project, paper, ...and employs appropriate citations ...)</td>
</tr>
<tr>
<td>COMM 360</td>
<td>articulate an ethical position on commercialism in media (1.d K: 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.)</td>
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<td>Contemp Media Ind</td>
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<td>ISTD 300 HR issues</td>
<td>analysis of deviance from various perspectives (1.a. b. K: a. Defines and explains the boundaries and major sub-</td>
<td>organized and coherent explanations of deviance (1.b.d. K: b. Defines and properly uses the principal</td>
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## Beginning, Advanced, Mastery vs DQP
(concepts, methodologies, interaction with subject)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Methodology</th>
<th>Interaction with Subject</th>
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<td><strong>Beginning</strong></td>
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<td><strong>Mastery</strong></td>
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### Concepts
- PolS 312 Global Warming Policy: LO: comprehend global alterations due to climate change (GS-1)
- PolS 340 Latin American Left: LO: demonstrate an understanding of major political processes involved in revolutionary and resistance movements within the Latin American context (GS-1)
- ISTD 300 HR issues: LO: analysis of deviance from various perspectives (CS-1)
- LEC 390 Creativity and Prob Solv: LO: Demonstrate knowledge of the processes associated with creative problem solving (CS-1)
- Comm 303: LO: Apply foundational and current theories of organizational communication to assess organizational communication (CS-1)
- PMGT 441 Adv project mgmt tools and techniques: LO: Apply the principles of project selection (CS-1)
- PMGT 441 Adv project mgmt tools and techniques: LO: Analyze cost monitoring techniques (CS-1)
- ISTD 300 HR issues: LO: organized and coherent explanations of deviance (CS-3)

### Methodologies
- LEC 390 Creativity and Prob Solv: LO: Demonstrate knowledge of the processes associated with creative (CS-1)
- LEC 390 Creativity and Prob Solv: LO: Recognize that effective communication of ideas and solutions takes place in many forms (e.g., speech, body language, sound) and is an essential part of the problem solving processes (CS-1)
- LEC 390 Creativity and Prob Solv: LO: Recognize that the creative process is in need of constant and continual re-assessment (CS-1)
- PMGT 441 Adv project mgmt tools and techniques: LO: Understand and differentiate among different project evaluation techniques (CS-1)
- PMGT 442 Project Mgmt Simulation: LO: Use project evaluation techniques during the project selection process (CS-1)
- SOCA 331 Deviant Behaviour: LO: be familiar with tools and techniques available to managers (CS-4)
- SOCA 354 Class Status & Power: LO: critique mgmt of natural resources to improve applications (CS-1)

### Interaction with Subject
- PolS 312 Global Warming Policy: LO: understand how climate change affects pol econ and cultural (GS-2)
- SOCA 331 Deviant Behaviour: LO: analysis of ops decisions & applic of dm techniques (CS-1)
- SOCA 354 Class Status & Power: LO: critique mgmt of natural resources to improve applications (CS-1)
- PolS 340 Latin American Left: LO: demonstrate analytical thinking, evaluative thinking, and creativity in problem solving within a specific regional context (CS-1)
- LEC 390 Creativity and Prob Solv: LO: Demonstrate understanding of (and ability to think critically about) the concept of creativity, including the many different ways creativity is (and has been) defined, assessed, and developed (CS-1)
- LEC 390 Creativity and Prob Solv: LO: Recognize that effective communication of ideas and solutions takes place in many forms (e.g., speech, body language, sound) and is an essential part of the problem solving processes (CS-1)
- Comm 303: LO: Apply foundational and current theories of organizational communication to assess organizational communication (CS-1)
- PMGT 442 Project Mgmt Simulation: LO: Analyze the
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### Verbs

- **Knowledge**
  - Arrange
  - Define
  - Describe
  - Duplicate
  - Identify
  - Label
  - List
  - Match
  - Memorize
  - Name
  - Order
  - Outline
  - Recognize
  - Relate
  - Recall
  - Repeat
  - Reproduce
  - Select
  - State
- **Comprehension**
  - Classify
  - Convert
  - Defend
  - Describe
  - Discuss
  - Distinguish
  - Estimate
- **Application**
  - Analyze
  - Appraise
  - Breakdown
  - Calculate
  - Categorize
  - Compare
  - Contrast
  - Criticize
  - Diagram
  - Differentiate
  - Discriminate
  - Distinguish
  - Examine
  - Explain
  - Formulate
  - Generate
  - Plan
  - Prepare
  - Rearrange
  - Reconstruct
  - Relate
  - Reorganize
  - Revise
  - Revise
  - Rewrite
  - Set up
  - Summarize
  - Synthesize
  - Tell
  - Write

### Definitions

- **Knowledge**
  - **Explain**
  - **Summarize**
  - **Translate**
- **Comprehension**
  - **Relate**
  - **Discuss**
- **Application**
  - **Analyze**
  - **Evaluate**
  - **Write**
- **Analysis**
  - **Compare**
  - **Contrast**
  - **Examine**
  - **Explain**
  - **Evaluate**
- **Synthesis**
  - **Assemble**
  - **Categorize**
  - **Combine**
  - **Comply**
  - **Compose**
  - **Create**
  - **Describe**
  - **Define**
  - **Describe**
  - **Explain**
  - **Evaluate**
- **Evaluation**
  - **Appraise**
  - **Assess**
  - **Attach**
  - **Choose**
  - **Compare**
  - **Conclude**
  - **Contrast**
  - **Defend**
  - **Describe**
  - **Discriminate**
  - **Evaluate**
  - **Explain**
  - **Judge**
  - **Justify**
  - **Interpret**
  - **Relate**
  - **Predict**
  - **Rate**
  - **Select**
  - **Summarize**
  - **Support**
  - **Value**
## Levels of Rigor: VALUE Rubric

### Social Justice VALUE Rubric

**Definition**
Social Justice is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Erblich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions where individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from the diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
</tr>
<tr>
<td><strong>Analysis of Knowledge</strong></td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social justice and to one's own participation in community life, politics, and government.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to social justice and to one's own participation in community life, politics, and government.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social justice and to one's own participation in community life, politics, and government.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social justice and to one's own participation in community life, politics, and government.</td>
</tr>
<tr>
<td><strong>Identity and Commitment</strong></td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her/himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.</td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her/himself as it relates to a growing sense of civic identity and commitment.</td>
<td>Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.</td>
<td>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.</td>
</tr>
<tr>
<td><strong>Communication in the Context of Social Justice</strong></td>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</td>
<td>Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
</tr>
<tr>
<td><strong>Action and Reflection</strong></td>
<td>Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Has clearly participated in civicly focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</td>
<td>Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.</td>
</tr>
<tr>
<td><strong>Contexts/Structures</strong></td>
<td>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve social justice.</td>
<td>Demonstrates ability and commitment to work actively within community contexts and structures to achieve social justice.</td>
<td>Demonstrates experience identifying intentional ways to participate in community contexts and structures.</td>
<td>Experiments with civic contexts and structures, tries out a few to see what fits.</td>
</tr>
</tbody>
</table>
BAAS DQP Item Frequency

Frequency

- SK: Frequency
- BIK: Frequency
- IS: Frequency
- AP: Frequency
- CL: Frequency
## Frequency: Program Outcomes vs DQP

|       | SKa | SKb | SKc | SKd | SKe | SKf | BKa | BKb | BKc | ISi a | ISii a | ISii b | ISiii a | ISiv a | ISiv b | ISv a | ISv b | ISv c | AP a | AP b | AP c | CL a | CL b | CL c |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|--------|--------|--------|--------|--------|--------|--------|------|------|------|------|------|
| GS-1  | 1   | 2   |     |     |     |     |     |     |     |       |        |        |        |        |        |        |      |      |      |      |      |
| GS-2  |     |     | 1   | 1   |     |     |     |     |     | 1     | 2      |        |        |        |        |        | 1     |      |      |      |      |      |
| GS-3  |     |     |     |     |     |     |     |     |     |       |        | 1      |        |        |        |        |       | 1    | 2    |      |      |      |
| CS-1  | 1   | 5   | 5   | 8   | 1   |     |     |     |     | 9     |        |        |        |        |        | 2      | 2     | 1    | 1    |      |      |      |
| CS-2  |     |     |     |     | 1   |     |     |     |     |       |        |        |        |        | 3      |        |      |      |      |      |      |
| CS-3  | 2   | 1   | 2   |     |     |     |     |     |     |       |        |        |        |        |        | 2      |      |      |      |      |      |
| CS-4  | 1   | 1   | 2   | 2   | 1   | 1   | 1   | 1   | 1   | 1     |        |        |        | 1      | 2      | 2     | 1    | 4    |      |      |      |
| S-1   |     |     |     |     |     | 1   |     |     |     |       |        |        | 1      |        |        |        | 1      |      |      |      |      |      |
| S-2   |     |     |     |     |     |     | 1   | 1   |     |       |        |        |        |        |        |        | 1      |      |      |      |      |      |
| S-3   |     |     |     |     |     |     |     | 1   |     |       |        |        |        |        |        |        |        | 1      |      |      |      |      |      |
BAAS Program Outcome vs. DQP

SK
20

BIK
0

IS
9

AP
2

CL
2

Legend:
- GS- 1,
- GS- 2
- GS- 3
- CS-1
- CS-2
- CS-3
- S - 1
- S-2
- S-3
BAAS DQP Program Spidergraph
Next steps for the BAAS

- Complete the matrices mapping movement through the proficiency domains
- Adapt as an advising tool
- Identify gaps in the proficiency domains
- Begin work on assessment
- Capstone using student generated spidergraph
Senior Capstone Seminar Assignment

Knowledge (Broad/Integrative)
Key areas include the sciences, social sciences, humanities, arts, and global, intercultural and democratic learning. In each area, students:

• Learn key concepts and methods of inquiry
• Examine significant debates and questions
• Make evidence-based arguments
• Produce work that integrates concepts and methods from at least two fields (at each degree level)
Senior Capstone Seminar Assignment

Knowledge (Broad/Integrative)
At the associate level, the student:

1) Describes how existing knowledge or practice is advanced, tested, and revised;
2) Describes and examines a range of perspectives on key debates and their significance both within the field and in society;
3) Illustrates core concepts of the field while executing analytical, practical, or creative tasks;
4) Selects and applies reorganized methods of the field in interpreting characteristic discipline-based problems;
5) Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems;
6) Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.
Senior Capstone Seminar Assignment

Applied Learning
Students demonstrate their ability to integrate and apply their learning (see knowledge and skills, above) in complex projects and assignments that may include: research, projects, internships, work assignments, performances, and creative tasks. At the associate level, the student:

1) Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting evaluates, using evidence and examples, the learning gained from the application; applies that learning to the question; and analyzes at least one significant concept or method related to her or his course of study in light of learning outside the classroom;
2) Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.
Senior Capstone Seminar Assignment

Civic Learning
Students acquire knowledge required for responsible citizenship both from their formal studies (see knowledge and skills, above) and from community-based learning, and demonstrate their ability to integrate forms of learning in analyzing and addressing significant public problems and questions. Civic learning may be demonstrated through: research, collaborative projects and/or field-based assignments. At the associate level, the student:

1) Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions;
2) Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices is involved;
3) Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.
References

• Our QC documentation: http://www.uwp.edu/departments/teaching.center/qc.cfm

• AAC&U VALUE Rubrics: http://www.aacu.org/value/rubrics/index_p.cfm?CFID=21009777&CFTOKEN=39083232
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Questions??  
Thank You