Integrating the Lumina Degree Qualifications Profile with Ashford University Graduate Programs

In 2011, prompted by a visit from Dr. Holly McKiernan from the Lumina Foundation, Ashford University began the process of bringing faculty, assessment staff, and other stakeholders together to initiate discussion of how to integrate the Degree Qualifications Profile into Ashford programs of study. The collective decision was to:

- Begin the process by focusing on graduate programs, where the highest development of the DQP competencies should be observable, and eventually work through bachelor’s level and associate level degrees.
- Capitalize on the existence of previously well-defined program-level assessment plans for each program at Ashford to enable an interleaving process between extant program learning outcomes and the DQP competencies.
- Capitalize on the benefits of having an integrated online assessment system, Waypoint Outcomes, to map and link specific DQP competencies all the way down to specific course-level assignments that are assessed using faculty-developed and peer reviewed rubrics.
- Continue and deepen the conversation among University stakeholders as to what the DQP competencies mean in the context of Ashford University programs through already extant University processes and structures, including
  - Ongoing faculty discussion of assessment results in Online Faculty Forums, and continuous incremental adjustments to courses and curricula
  - Annual planning process
  - Academic Program Review process
  - Creation of the 2013-2015 Ashford University Strategic Plan
Example: Master of Arts in Organizational Management

Step 1: Faculty develop Program Purpose and Description

General Information (Program Assessment & Continuous Improvement Plan)

Master of Arts in Organizational Management – Online

The Master of Arts in Organizational Management develops the skills in dealing with complex organizational and personal issues with coursework in organizational change, marketing, decision making, strategic thinking, and innovation.

This program prepares the student to start their own business, or pursue careers with public administrations or a career in human resources, sales, marketing, advertising, public relations, or non-profit organizations.

The student may add a specialization to enhance their degree. Specializations include:

- Global Management
- Health Care Administration
- Human Resources Management
- Organizational Leadership
- Project Management
- Public Administration
- Supply Chain Management
Standing Requirements

Program Description

The Master of Arts in Organizational Management is designed to develop professional competence in a world of rapid and global change. This degree develops advanced skills in dealing with the complex problems organizations and individuals face in today’s marketplace. Courses in organizational change, marketing, decision making, strategic thinking, and innovation cultivate the landscape for building an organizational culture that embraces quality and diversity.
Step 2: Faculty define Program Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1 Cultural and Economic Trends</td>
<td>Institutional Outcomes: Outcome 4, Outcome 8</td>
</tr>
<tr>
<td>Understand cultural and economic trends and contexts that influence organizational change.</td>
<td></td>
</tr>
<tr>
<td>PLO2 Critical Thinking Skills</td>
<td>Institutional Outcomes: Outcome 1, Outcome 3, Outcome 8</td>
</tr>
<tr>
<td>Demonstrate skill in critical thinking, data interpretation, and decision making necessary for developing innovative, effective problem-solving strategies within organizational culture.</td>
<td></td>
</tr>
<tr>
<td>PLO3 Creation of Teams</td>
<td>Institutional Outcomes: Outcome 2, Outcome 3</td>
</tr>
<tr>
<td>Communicate knowledge and ideas basic to creating teams, managing organizational processes, and developing managerial capabilities in others.</td>
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<tr>
<td>PLO4 Apply Resources and Strategies</td>
<td>Institutional Outcomes: Outcome 1, Outcome 7, Outcome 8</td>
</tr>
<tr>
<td>Evaluate and apply resources and strategies that develop human capital and improve organizational performance.</td>
<td></td>
</tr>
<tr>
<td>PLO5 Implement Effective Leadership</td>
<td>Institutional Outcomes: Outcome 1, Outcome 4, Outcome 7, Outcome 9</td>
</tr>
<tr>
<td>Implement effective leadership within a learning organization that reflects current social, corporate, and global perspectives.</td>
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</tr>
</tbody>
</table>
Step 3: Faculty and Assessment Specialists define Rubrics for Program Learning Outcomes

### RUBRIC WORKSHEET

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Expectations</th>
<th>Non-Performance</th>
<th>Weight</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of Issues</td>
<td>Clearly and comprehensively</td>
<td>Clearly explains in detail the issue to be considered, delivering minimal additional information necessary for a basic understanding.</td>
<td>Briefly recognizes the issue to be considered, delivering minimal additional information necessary for a basic understanding.</td>
<td>Briefly recognizes the issue to be considered, but may not deliver sufficient understanding.</td>
<td>The assignment is either nonexistent or lacks the components described in the instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Feedback</td>
<td>1. The basic issue of the paper lacks focus and specificity.</td>
<td>2. The shifts in content distort the analysis of the thesis statement.</td>
<td>3. The explanation of the issue should be more objective than personal. This makes academic work more believable.</td>
<td>4. Great job! Your explanation demonstrates a clear sense of understanding and clearly on the issue. Your examples support your argument.</td>
<td>5. Good job! Your explanation goes beyond identifying the issue and addresses multiple aspects of the topic.</td>
<td>6. While you partially explained the issue, it is lacking details to demonstrate a clear understanding. Please refer back to the text for clarification.</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>Employs persuasive information</td>
<td>Employs appropriate information</td>
<td>Identifies applicable information from credible sources.</td>
<td>Displays information from external sources, but such information may lack credibility and/or relevance. Neglects the application of such information toward the analysis of the topic.</td>
<td>The assignment is either nonexistent or lacks the components described in the instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Feedback</td>
<td>1. Evidence used needs to be balanced. The paper appears to be one-sided.</td>
<td>2. Evidence used should be applicable to the thesis statement. It is unnecessary to try to demonstrate how much the writer knows by including extraneous information.</td>
<td>3. Evidence should support the writer’s analysis, not take the place of an analysis.</td>
<td>4. Great job! Your choices of scholarly sources add credibility to your analysis. Your excellent examples move your argument forward.</td>
<td>5. Good job! Your evidence clearly supports your thesis statement.</td>
<td>6. While you present facts, they are not presented in a persuasive way. Select your evidence by prioritizing what would clearly build a strong argument.</td>
<td></td>
</tr>
<tr>
<td>Influence of Context and Assumptions</td>
<td>Clearly evaluates own and others’ assumptions and carefully determines the relevance of contexts when presenting a position.</td>
<td>Determines own and others’ assumptions and clearly identifies the importance of contexts when presenting a position.</td>
<td>Determines some assumptions, although, such recognition may be incomplete. May inadequately identify the importance of contexts when presenting a position.</td>
<td>Recognizes some assumptions, but may not deliver additional information necessary for a basic understanding.</td>
<td>The assignment is either nonexistent or lacks the components described in the instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Feedback</td>
<td>1. Learning to identify the writer’s perspective is one of the first steps in critical thinking. Then, you can evaluate the assumptions that come with that perspective.</td>
<td>2. The paper contains generalizations, most of which have not been examined for credibility.</td>
<td>3. Data and information should be communicated without personal bias. Avoid using intensifiers which can exaggerate your writing (e.g., very).</td>
<td>4. Great job! You identify and consider other relevant perspectives and positions that are important to the analysis of the issue.</td>
<td>5. Good job! You identify and question the validity of the assumptions regarding the issue.</td>
<td>6. While you provide insight into other perspectives, it is not presented in an unbiased manner.</td>
<td></td>
</tr>
<tr>
<td>Student's Position</td>
<td>Specific position is inventive, considering the intricate ideas of an issue. Limits of position are recognized. Other viewpoints are synthesized within position.</td>
<td>Specific position is adequate, considering the intricacies of an issue. Limits of position are recognized but are not synthesized within position.</td>
<td>Specific position is adequate, considering the intricate ideas of an issue. Limits of position are recognized. Other viewpoints are synthesized within position.</td>
<td>Specific position lacks inventiveness and is insufficiently considered the intricate ideas of an issue. Limits of position are not recognized. Other viewpoints are not recognized within position.</td>
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</tbody>
</table>

### Additional Feedback

1. You are encouraged not to use the personal pronoun “I” in academic writing as it reflects personal bias.
2. Balance in perspective is missing. Be fair in presenting both sides of an issue.
3. The paper tends to be superficial in its analysis. More in-depth examination is needed.
4. Great job! You examine the accuracy and relevance of multiple perspectives.
5. Good job! You fairly discuss assumptions used to pose questions or identify problems.
6. You were able to present different perspectives however they are not explored equally. I would like to have seen you devote equal time to each perspective in order to

| Conclusions and Related Outcomes | Conclusions and related outcomes are logical and reflect student’s identified and minimalized ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. The assignment is either nonexistent or lacks the components described in the instructions. | Conclusions and related outcomes are logical and reflect student’s identified and minimalized ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. The assignment is either nonexistent or lacks the components described in the instructions. | Conclusions and related outcomes are logical and reflect student’s identified and minimalized ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. The assignment is either nonexistent or lacks the components described in the instructions. | Conclusions and related outcomes are logical and reflect student’s identified and minimalized ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. Conclusions and related outcomes are logical, reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. The assignment is either nonexistent or lacks the components described in the instructions. |

### Additional Feedback

1. The conclusion and related outcomes do not summarize key points in the paper or relate to the introduction.
2. Without a conclusion, the reader is left hanging and unsure of the writer’s intent.
3. The conclusion and related outcomes do not reflect the writer’s ability to synthesize research and analysis.
4. Good job! You prioritize your assertions to build a compelling argument.
5. Great job! You have created a conclusion that provides closure for the paper through a summary of your paper and provides your final perspective on the topic.
6. While you provide a conclusion, it is missing elements. The concluding paragraph requires the inclusion of the thesis statement (which is first provided in the introductory
Step 4: Faculty map Program Learning Outcomes to Courses and Learning Activities

### Curriculum Map
Courses and Activities Mapped to Master of Arts in Organizational Management - Online Outcome Set

<table>
<thead>
<tr>
<th>Outcome</th>
<th>PLO1 Cultural and Economic Trends</th>
<th>PLO2 Critical Thinking Skills</th>
<th>PLO3 Creation of Teams</th>
<th>PLO4 Apply Resources and Strategies</th>
<th>PLO5 Implement Effective Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand cultural and economic trends and contexts that influence</td>
<td>Understand cultural and economic</td>
<td>Demonstrate skill in critical</td>
<td>Communicate knowledge</td>
<td>Develop and apply resources and</td>
<td>Implement effective leadership</td>
</tr>
<tr>
<td>organizational change</td>
<td>trends and contexts that influence</td>
<td>thinking, data interpretation, and decision making necessary for developing innovative, effective problem-solving strategies within organizational culture.</td>
<td>and ideas basic to creating teams, managing organizational processes, and developing managerial capabilities in others.</td>
<td>strategies that develop human capital and improve organizational performance.</td>
<td>within a learning organization that reflects current social, corporate, and global perspectives.</td>
</tr>
</tbody>
</table>

**Courses and Learning Activities**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 600</td>
<td>Management Communications with Technology Tools</td>
<td>R</td>
</tr>
<tr>
<td>BUS 610</td>
<td>Organizational Behavior</td>
<td>R</td>
</tr>
<tr>
<td>OMM 612</td>
<td>Managing in Social Change</td>
<td>R</td>
</tr>
<tr>
<td>OMM 614</td>
<td>Innovation and Entrepreneurship</td>
<td>M</td>
</tr>
<tr>
<td>OMM 625</td>
<td>Learning Organizations</td>
<td>M</td>
</tr>
<tr>
<td>BUS 670</td>
<td>Legal Environment</td>
<td>R</td>
</tr>
</tbody>
</table>

**Legend**:
- **I**: Introduced
- **R**: Reinforced
- **M**: Mastered

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*Created with TaskStream*
Step 5: Faculty and Assessment Specialists develop Assessment Plan

2010-2011 Assessment Cycle
Program Assessment Plan

Description
The Master of Arts in Organizational Management is designed to develop professional competence in a world of rapid and global change. This degree develops advanced skills in dealing with the complex problems organizations and individuals face in today's marketplace. Courses in organizational change, marketing, decision making, strategic thinking, and innovation cultivate the landscape for building an organizational culture that embraces quality and diversity.

Outcomes and Measures

Master of Arts in Organizational Management -Online Outcome Set

Outcome

<table>
<thead>
<tr>
<th>Measure: Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution level: Indirect - Survey</td>
</tr>
</tbody>
</table>

Details/Description: Alumni will complete a career satisfaction survey within five years of program completion.

Acceptable Target: 70% or more of the Ashford University alumni (within 5 years of graduation) will indicate that their Ashford University degree has contributed to career success by indicating either "I agree" or "I strongly agree." The three questions used to gauge career success include:

1. I believe my Ashford degree will provide me with additional opportunities in my current career track.
2. Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.
3. Earning my degree from Ashford University resulted in making me more employable.
**Ideal Target:** 70% or more of the Ashford University alumni (within 5 years of graduation) will indicate that their Ashford University degree has contributed to career success by indicating either Agree or Strongly Agree. The three questions used to gauge career success include:

- (46) $\text{Agree}$ $\text{Strongly Agree}$ I believe my Ashford degree will provide me with additional opportunities in my current career track.
- (52) $\text{Agree}$ $\text{Strongly Agree}$ Earning my degree from Ashford University gives me the confidence to pursue new job opportunities.
- (53) $\text{Agree}$ $\text{Strongly Agree}$ Earning my degree from Ashford University resulted in making me more employable.

**Implementation Plan (Timeline):** To be determined by the Director of Assessment and Academic Quality.

**Key/Responsible Personnel:** Director of Assessment and Academic Quality

<table>
<thead>
<tr>
<th>Measure</th>
<th>CPC Comprehensive Exam - Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course level</td>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Graduates will demonstrate mastery of outcome 1 through the completion of the exam.

**Acceptable Target:** 50% (of the sample selected) score 400 or higher on the CPC comprehensive exam.

**Ideal Target:** 55% (of the sample selected) score 400 or higher on the CPC comprehensive exam.

**Implementation Plan (Timeline):** This will be reviewed on a quarterly basis by the College of Business and Professional Studies.

**Key/Responsible Personnel:** College of Business and Professional Studies
**Measure: CPC Comprehensive Exam - Business Ethics Section**

**Program level:** Direct - Exam

**Details/Description:** Ashford University students will take CPC test at program capstone course.

**Acceptable Target:** 100% (of the sample selected) score at or above the average in the PAS and Traditional Campus5k Aggregate Pools related to the Business Ethics section of the CPC comprehensive exam when compared to other competitive programs.

**Ideal Target:** 100% (of the sample selected) score at or above the average in the PAS and Traditional Campus5k Aggregate Pools related to the Business Ethics section of the CPC comprehensive exam when compared to other competitive programs.

**Implementation Plan (Timeline):** This will be reviewed on a quarterly basis by the College of Business and Professional Studies.

**Key/Responsible Personnel:** College of Business and Professional Studies

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**Measure: Graduate Satisfaction Survey**

**Program level:** Indirect - Survey

**Details/Description:** Students will complete a satisfaction survey at course completion.

**Acceptable Target:** 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either "High Quality" or "Very High Quality." The three questions used to gauge student satisfaction include:

- How would you rate the quality of the course material?
- How would you rate the quality of the course?
- How would you rate the quality of the instructor?

**Ideal Target:** 70% or more of students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either "High Quality" or "Very High Quality." The three questions used to gauge student satisfaction include:

- How would you rate the quality of the course material?
- How would you rate the quality of the course?
- How would you rate the quality of the instructor?

**Implementation Plan (Timeline):** To be determined by the Executive Dean of the College of Business and Professional Studies.

**Key/Responsible Personnel:** Executive Dean of the College of Business and Professional Studies

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**Measure: OMM 640 Final Paper**

**Course level:** Direct - Student Artifact

**Details/Description:** Graduates will demonstrate mastery of outcome 1 through the completion of the final paper.

**Acceptable Target:** 100% (of the sample selected) must score 70% or higher on final paper and demonstrate understanding of cultural and economic trends and contexts that influence organizational change.

**Implementation Plan (Timeline):** This will be reviewed on a quarterly basis by the College of Business and Professional Studies.

**Key/Responsible Personnel:** College of Business and Professional Studies
Step 6: Set up assignments, rubrics, and mapping to outcomes in Waypoint Outcomes for each course.
Step 7: Faculty integrate Program Learning Outcomes with Lumina Degree Qualifications Profile

<table>
<thead>
<tr>
<th>Master of Arts in Organizational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Learning Outcomes</td>
</tr>
</tbody>
</table>
| PLO 1: Understand cultural and economic trends and contexts that influence organizational change. | **Specialized Knowledge:**  
- Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.  
- Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.  
- Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice. |
| | **Broad, Integrative Knowledge:**  
- Articulates how the field has developed in relation to other major domains of inquiry or practice.  
- Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.  
- Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context. |
| | **Civic Learning:**  
- Assesses and develops a position on a significant public policy question in the student’s field, taking into account scholarly and community perspectives. |
| PLO 2: Demonstrate skill in critical thinking, data interpretation, and decision making necessary for developing innovative, effective problem-solving strategies within organizational culture. | **Specialized Knowledge:**  
- Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields. 
- Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances. 
- Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice. 
- Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries. |
| --- | --- |
| **Broad, Integrative Knowledge:**  
- Articulates how the field has developed in relation to other major domains of inquiry or practice. 
- Designs and executes an applied, investigatory or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties. 
- Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context. |
Next Steps

Step 8: Faculty map DQP competencies to programmatic assessments

Step 9: In Waypoint Outcomes, set up mapping of assignments to DQP competencies

Step 10: Continue and deepen the conversation among University stakeholders as to what the DQP competencies mean in the context of Ashford University programs through already extant University processes and structures, including

- Ongoing faculty discussion of assessment results in Online Faculty Forums, and continuous incremental adjustments to courses and curricula
- Annual planning process
- Academic Program Review process
- Creation of the 2013-2015 Ashford University Strategic Plan