Combining the LMS Platform with a Technology Based Competency Tracking Tool to Meet Accreditation Standards

Becky Knight, PhD, CPG
Gayle Prybutok, PhD, RN
Department of Rehabilitation and Health Services
University of North Texas
<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Educated Population</th>
<th>At least 60 percent of Texans ages 25-34 will have a certificate or degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Completion</td>
<td>At least 550,000 students will complete a certificate, associate, bachelor’s, or master’s degree</td>
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<tr>
<td>Goal 3</td>
<td>Marketable Skills</td>
<td>All graduates will have completed programs with identified marketable skills</td>
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<tr>
<td>Goal 4</td>
<td>Student Debt</td>
<td>Undergraduate student loan debt will not exceed 60 percent of first-year wages (<a href="http://www.thecb.state.tx.us">http://www.thecb.state.tx.us</a>)</td>
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</tbody>
</table>
Goal 3: Marketable Skills

“By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.”

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>GRADUATING STUDENTS THOUGHTS</th>
<th>EMPLOYERS THOUGHTS</th>
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</thead>
<tbody>
<tr>
<td>Professionalism/Ethics</td>
<td>89.4%</td>
<td>42.5%</td>
</tr>
<tr>
<td>O/W Communications</td>
<td>79.4%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>79.9%</td>
<td>55.8%</td>
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<tr>
<td>Teamwork/Collaboration</td>
<td>85.1%</td>
<td>77.0%</td>
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</tbody>
</table>

THECB HIGHER EDUCATION PLAN
TEXAS 60 X 30

NACE employer survey, 2018
Career Connect is UNT’s QEP for the 2016 to 2026 school years

“Campus-wide initiative that works with every department and community partners to improve UNT students’ written and oral communication, teamwork, and critical thinking skills by providing real-world, career experiences and documenting their learnings through ePortfolio.....
Goals of Career Connect and QEP

- Robust ePortfolio System
- Transparent, Useful Pathway for Students
- Valid and Reliable Evidence of Learning
- Enhanced Academic Credentials
- Recognize Curricular and Co-curricular High-Impact Activities
Marketable Skills & Microcredentials

UNT Marketable Skills

- Oral & Written Communication
- Teamwork
- Critical Thinking
- Leadership*
- Social & Personal Responsibility*
- Quantitative and Empirical Reasoning*
Marketable Skills & Microcredentials

- Department and Program specific defined
- Extended identification into courses and even assignments
- Can be aligned with accreditation requirements, UNT Core reporting needs, and Tracdat
Missing Key Component

Core Competencies

Discipline Marketable skills

Enduring Marketable skills

Curricular Competencies

Connected Evidence of Learning
Marketable Skills Dashboard

- Provides visualization of student progress and competency development
- Frames the value of the degree in labor/market terms
- Aligns with marketable skills initiatives:
  - 60x30TX requirements
  - Supports efforts to track student employment and earnings outcomes
- Captures Curricular AND Co-curricular marketable skills
Marketable Skills Dashboard

Comprehensive Learner Record

- Employability Skills
- Competencies
- Courses
- Co-Curricular
- Experiential and Prior Learning
- Badges, Certificates, Degrees and Licenses
MS in Health Services Administration

- Eight Core Courses (Adding four to six more):
  - HLSV 5300 - Health Information Systems
  - HLSV 5400 - Health Delivery Systems
  - HLSV 5450 - Health Services Administration
  - HLSV 5710 - Theories & Measures for Health & Wellness
  - HLSV 5740 - Financial Issues in Health Care Administration
  - HLSV 5820 - Marketing
  - HLSV 5880 - Healthcare Law & Ethics
  - HLSV 5940 - Capstone
CAHME Accreditation Requirements

TRANSFORMATION
- Achievement Orientation
- Analytical Thinking
- Community Orientation
- Financial Skills
- Information Seeking
- Innovative Thinking
- Strategic Orientation

EXECUTION
- Accountability
- Change Leadership
- Collaboration
- Communication Skills
- Impact and Influence
- Information Technology Management
- Initiative
- Organizational Awareness
- Performance Measurement
- Process Management / Organizational Design
- Project Management

HEALTH LEADERSHIP

PEOPLE
- Human Resources Management
- Interpersonal Understanding
- Professionalism
- Relationship Building
- Self-Confidence
- Self Development
- Talent Development
- Team Leadership
CAHME Accreditation Requirements

- The Healthcare Leadership Model consists of 26 clearly defined competencies and marketable skills essential for health care leaders.

- Required to prove which course we teach each competency(ies) and which assignment is used to assess the student competency(ies) attainment.
CAHME Accreditation Requirements

- All 26 competencies are now mapped and linked to the eight core courses
- All competencies require multiple assignments and multiple courses to accomplish each
- Fulfills requirement to inform all students every semester how far along they are in achieving the 26 competencies

The Career Connect ePortfolio and BADGR Pathways programs were the perfect solutions for our program!
### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and using texts, data, and images.

Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign not applicable (NA) for any item below that cannot be rated (i.e., student work does not meet “beginning” (full or) level performance or is not available).

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
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<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates minimal awareness of context, audience, purpose, and to the assigned task(s).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) and is somewhat responsive to the assigned task.</td>
<td>Sufficiently describes context, audience, and purpose and is mostly responsive to the assigned task(s).</td>
<td>Thoroughly describes context, audience, and purpose and is responsive to the assigned task(s) (e.g., audience, purpose, and content are aligned with task).</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) lacks clarity and consistency within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is somewhat clear and consistent within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is mostly clear and consistent within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clear, consistent and produces a cohesive presentation.</td>
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<td><strong>Content Development</strong></td>
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<td>Uses appropriate and relevant content to develop ideas in some parts of the assigned task.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the assigned task. Content used to develop and explore ideas is minimally or unrelated to the assigned task.</td>
<td>Uses appropriate, relevant, and compelling content to develop and explore ideas throughout the assigned task. Content used to develop and explore ideas is appropriate and relevant throughout the assigned task.</td>
<td>Uses appropriate, relevant, and compelling content to develop and explore ideas throughout the assigned task. Content used to develop and explore ideas is highly appropriate, relevant, and compelling throughout the assigned task.</td>
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<tr>
<td><strong>Genre and Disciplinary Conventions</strong></td>
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<tr>
<td>Formal and informal rules inherent in the conventions for writing in particular forms and/ or academic fields (please see glossary).</td>
<td>Demonstrates minimal to no use of important conventions particular to a specific discipline and/or writing task(s) for basic organization and presentation.</td>
<td>Demonstrates some use of important conventions particular to a specific discipline and/or writing task(s), including organization, context, and presentation.</td>
<td>Demonstrates consistent use of multiple, important conventions particular to a specific discipline and/or writing task(s), including organization, context, presentation, and stylistic choices.</td>
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<td><strong>Sources and Evidence</strong></td>
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<td>Limited or inconsistent use of one credible and/or relevant source to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Consistent use of one credible and/or relevant source to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Consistent use of high-quality, credible, relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
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<tr>
<td>COURSE</td>
<td>WRITTEN COMMUNICATION</td>
<td>CRITICAL THINKING</td>
<td>TEAMWORK</td>
<td>ORAL PRESENTATION</td>
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<td>HLSV 5710 Theories &amp; Measurements</td>
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<td>HLSV 5740 Healthcare Finance</td>
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<td>HLSV 5820 Marketing Health Services</td>
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<tr>
<td>HLSV 5940 Capstone</td>
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</tbody>
</table>
HEALTH LEADERSHIP

EXECUTION
- Accountability
- Change Leadership
- Collaboration
- Communication Skills
- Impact and Influence
- Information Technology Management
- Initiative
- Organizational Awareness
- Performance Measurement
- Process Management / Organizational Design
- Project Management

TRANSFORMATION
- Achievement Orientation
- Analytical Thinking
- Community Orientation
- Financial Skills
- Information Seeking
- Innovative Thinking
- Strategic Orientation

PEOPLE
- Human Resources Management
- Interpersonal Understanding
- Professionalism
- Relationship Building
- Self Confidence
- Self Development
- Talent Development
- Team Leadership
T1 – Achievement Orientation
Wants to do job well
Creates own measure of excellence
Improves performance
Sets and works to meet goals
Makes cost-benefit analyses
Takes calculated entrepreneurial risks

T2 – Analytical Thinking
Breaks down problems
Identifies basic relationships
Recognizes multiple relationships
Develops complex plans or analyses

T3 – Community Orientation
Responds appropriately to community needs
Maintains clear communication
Takes responsibility for initiating planning
Participates and understands the community
Provides services to the community
Advocates for the health environment

T4 – Financial Skills
Explains the org financial metrics and reports
Manages budgets and assets
Understands impact of reimbursement model
Evaluates financial analyses and investments
Develops long-term plans

T5 – Information Seeking
Consults available resources
Investigates beyond routine questions
Delves deeper
Conducts research to maintain knowledge
Is recognized as user of best practices

T6 – Innovative Thinking
Applies basic rules
Recognizes patterns based on life experiences
Applies tried and true concepts or trends
Clarifies complex ideas or situations
Creates new concepts or breakthrough thinking

T7 – Strategic Orientation
Conducts environmental scanning
Develops strategy to address environ forces
Aligns org to address LT environment
Shapes industry strategy

E1 – Accountability
Communicates requirements and expectations
Sets limits
Demands high performance
Confronts performance problems
Creates culture of accountability

E2 – Change Leadership**
Identifies areas for change
Expresses vision for change
Ensures change management is heard
Challenges status quo
Reinforces change vision dramatically
Provides calm during storm of change

E3 – Collaboration
Conducts work in a cooperative manner
Expresses positive attitudes and expectancy of team
Solicits input
Encourages others
Builds team commitment

E4 – Communication Skills
Uses accepted English grammar
Prepares effective written cases and presentations
Makes persuasive oral presentations
Facilitates group interactions

E5 – Impact and Influence
Expresses logical intention but takes no action
Takes a single action to persuade
Takes multiple actions to persuade
Calculates impact of action or words
Uses indirect influence
Uses complex influence strategies
E6 – Information Tech Mgmt
Recognizes the potential of info systems in HC
Actively promotes info systems implementation
Champions decision support systems implant.
Seeks and challenges the org to use info tech.

E7 – Initiative
Reacts to short term opportunities or problems
Is decisive in time-sensitive situations
Looks ahead to take action short-term
Takes action on L/T opportunities
Acts over a year ahead

E8 – Organizational Awareness
Uses formal structure
Applies understanding of informal structure
Adapts actions to climate and culture
Considers priorities & values of mul constituencies
Uses insights of stakeholders actions and issues

E9 – Performance Measurement
Monitors indicators of performance
Monitors quantitative & qualitative measures
Use synd based approach to support comm wellness

E10 – Process Mgmt/Organ Design
Conducts process flow analysis
Benchmarks good process and practices
Evaluates organizational structure & design
Understands the basics of organization governance

E11 – Project Management
Prepares a detailed project plan
Manages projects effectively
Provides project oversight & sponsorship

P1 – HR Management
Familiar with employment process and law
Uses alternative comp and benefit programs
Aligns HR functions with strategy

P2 – Interpersonal Understanding
Recognizes emotions and concerns for others
Interprets emotions and verbal content
Commits to understanding others
Displays sensitive to cultural, ethnic and social issues
Actively increases diversity & multi-cul approaches

P3 – Professionalism
Acts openly and honestly
Promotes organizational integrity
Maintains social accountability
Promotes community stewardship

P4 – Relationship Bldg
Develops or sustains informal contacts
Builds friendly rapport with associates
Sustains formal contacts
Establishes relationships with key leaders
Sustain strong personal network

P5 – Self Confidence
Acts confidently with job or role
Acts confidently beyond the limits of job
States confidence in own ability
Takes on challenges
Chooses extremely challenging situations

P6 – Self Development
Seeks feedback
Improves own performance
Considers the impact one has on others
Pursues long-term personal development

P7 – Talent Development
Expresses positive expectations of others
Gives short-term task oriented instruction
Provides constructive feedback and support
Supports ongoing development
Acts as a developer of talent
Develops health indy talent

P8 – Team Leadership
Manages team meetings well
Keeps people informed
Promotes team effectiveness
Obtains resources to take care of team
Demonstrates leadership
<table>
<thead>
<tr>
<th>Competencies</th>
<th>HLSV 5450</th>
<th>HLSV 5300</th>
<th>HLSV 5400</th>
<th>HLSV 5820</th>
<th>HLSV 5880</th>
<th>HLSV 5710</th>
<th>HLSV 5740</th>
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<tbody>
<tr>
<td>T1 – Achievement Orientation</td>
<td>P</td>
<td>A2, P</td>
<td>P</td>
<td>MP8</td>
<td>P</td>
<td>W, O</td>
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<tr>
<td>T2 – Analytical Thinking</td>
<td>A, P P</td>
<td>A2, P</td>
<td>P</td>
<td>MP8</td>
<td>P</td>
<td>A2 W, O</td>
<td>D2C5, P</td>
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<tr>
<td>D(M5W10)</td>
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<td>T3 - Community Orientation</td>
<td>P</td>
<td>J(M2, C3)</td>
<td>MP8</td>
<td>C(M2A)</td>
<td>A2</td>
<td>D(W2, M1.3)</td>
<td>W, O</td>
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<td>T4 – Financial Skills</td>
<td>A2</td>
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<td>MP8, Q7</td>
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<td>A2, W, O</td>
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<td>T5 – Information Seeking</td>
<td>P</td>
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<td>MP8, Q7</td>
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<td>D(W2, M1.3)</td>
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<td>T6 – Innovative Thinking</td>
<td>P</td>
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<td>MP8</td>
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<td>W, O</td>
<td>P</td>
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<td>T7 – Strategic Orientation</td>
<td>P</td>
<td>A2, P</td>
<td>J(M2, C3)</td>
<td>C(M2A)</td>
<td>P</td>
<td>D(W2, M1.3)</td>
<td>W, O</td>
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<td>P</td>
<td>P, A2</td>
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<td>W, O A2</td>
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<td>P, A</td>
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<td>E3 – Collaboration</td>
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<td>W, O</td>
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<td>E5 – Impact and Influence</td>
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<td>C(M2A), MP8</td>
<td>W</td>
<td>A2, O</td>
<td>P</td>
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<td>E6 – Information Technology Mgmt</td>
<td>A2, P</td>
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<td>Competencies</td>
<td>HLSV 5450</td>
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<td>E8 – Organizational Awareness</td>
<td>P</td>
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<td>J(M2, C3)</td>
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<td>A2</td>
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<td>E9 – Performance Measurement</td>
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<td>A2</td>
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<td>E10 – Process Mgmt &amp; Organizational Design</td>
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<td>MP8</td>
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<tr>
<td>E11 – Project Management</td>
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<td>P1 – Human Resources</td>
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<td>P2 – Interpersonal Understanding</td>
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<td>P3 – Professionalism</td>
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<td>P4 – Relationship Building</td>
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<td>P5 – Self Confidence</td>
<td>D(M5W10)</td>
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<td>TOTAL COMPETENCIES</td>
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<td>17</td>
<td>16</td>
<td>24</td>
<td>12</td>
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</table>
1. **HLSV 5450**: Assessment (A) Score = 240 >, Paper (P) Score = 120 >, Discussion (D) (Module 5, Week 10) Score = 20 >

2. **HLSV 5300**: Assessment 2 (A2) Score = 280 >, Paper (P) Score = 100 >

3. **HLSV 5400**: Journal (J) (Mod 2, Chap 3) Scores = 20 >, Paper (P) Score = 160 >, Discussion (D) (Mod 1, Chap 2) Score = 20 >

4. **HLSV 5820**: Case C (Module 2, A) Study Score = 24 >, Quizzes (Q7) Score = 16 >, Marketing (Module 8) Final Plan = 88 >

5. **HLSV 5880**: Assessment (A2) Score = 280 >, Paper (P) Score = 120 >

6. **HLSV 5710**: Project (P) Score = 480 >, Discussion (D)(W2,M1.3) Score = 48 >

7. **HLSV 5740**: Assessment (A2) Score = 80 >, Oral (O) Presentation Score = 320 >, Written (W) Plan Score = 320 >

8. **HLSV 5940**: Project (P) Score = 480 >, Discussions (Disc 2, Chap 5) Score = 24 >
Example Competency Pathway: UNT Health Services Administration (M.S.)

- 21 Assignments across 26 competencies in 3 Domains. Each assignment is badged.  
- As each assignment is graded in Canvas, badges are issued to students via Badgr. 
- All definitions (competency meaning, pathway definitions, and assignment badges) are defined by the department. 
- Faculty as well as students are able to track overall progress (see page 3). Additionally, faculty are also able to view cohort progress. 
- Pathways as well as Badges can all be accessed in Canvas by students and faculty, in addition to badgr.io.
The NCHL Model contains three domains with 26 competencies: Transformation, Execution, and People. These domains capture the complexity and dynamic quality of the health leader’s role and reflect the dynamic realities in health leadership today.
Graduating Year Experience

Welcome to the Graduating Year Experience Portal. Please click on a link below to learn about steps to graduate.

- I'm an Undergraduate Student
- I'm a Graduate Student

These sites are designed to help you prepare for graduation and your professional endeavors. Don't delay your preparation.

AlcoholEdu

Mandatory Training for incoming students under 21 years of age.

Marketable Skills Pathway

View and share your Marketable Skills
Laura M. Gonzalez
lgonzalez@unt.edu

The Marketable Skills Pathway associates skills developed in student activities and coursework with meaningful workforce competencies.

**COMMUNICATION**

The objective analysis of facts to form a judgement.

100% Completed

- Evidence 1
- Evidence 2
- Evidence 3

**TEAMWORK**

The objective analysis of facts to form a judgement.

75% in Progress

- Evidence 1
- Evidence 2
- Evidence 3

**CRITICAL THINKING**

The objective analysis of facts to form a judgement.

44% in Progress

- Evidence 1
- Evidence 2
- Evidence 3

**COMMUNICATION (WRITTEN)**

The most important and most effective form of business communication.

23% in Progress

- Evidence 1
- Evidence 2
- Evidence 3
  - Evidence 1
  - Evidence 2
  - Evidence 3

**Evidence Details**

**Evidence 3**

Description of a micro-credential.

**Narrative:**
Description of how student earned the micro-credential.

**Evidence:**
Link to ePortfolio site

**Issued by:**
Dr. James Swift
Dean of the College of Liberal Arts and Social Sciences

**Issued on:**
20 Sep 2017
Marketable Skills Pathway

The Marketable Skills Pathway associates skills developed in student activities and coursework with meaningful workforce competencies.

- **COMMUNICATION (WRITTEN) CREDENTIAL**
  - Description
  - 34% In Progress

- **COMMUNICATION (VERBAL) CREDENTIAL**
  - Description
  - 54% In Progress

- **CRITICAL THINKING CREDENTIAL**
  - Description
  - 48% In Progress

- **TEAMWORK CREDENTIAL**
  - Description
  - 79% In Progress

*Assessed experiences stack as components of broader skills*

Overall Progress: 53%
Heidi Pennsworth

“My goal is to get my degree in Computer Science and to get a job as an engineer at a major tech company”

Skills

My career goal progress: Software Developer

Collaboration & Teamwork + Boost my skills
Critical Thinking + Boost my skills
Communication

Heidi, have you considered possible pathways?

Here are some personalized skills and career pathways that might interest you.

Career pathway

Researcher
<table>
<thead>
<tr>
<th>Last Name</th>
<th>Badge Name</th>
<th>Rank</th>
<th>5450 Assessment</th>
<th>5450 Paper</th>
<th>5450 Discussion</th>
<th>HLSV 5300 Assessment</th>
<th>HLSV 5300 Paper</th>
<th>HLSV 5400 Journal</th>
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<td>Virtuous Beagle</td>
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Thank you!

Becky Knight, PhD, CPG  
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Gayle.Prybutok@unt.edu