

## Undergraduate Programs

Danish Parliamentary Committee on Education

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## Agenda

- 1) Undergraduate Programs Overview and Updates!
- 2) How We've Used the *Degree Qualifications Profile* to Foster Meaningful Change
- 3) Competency-Based Education at GGU: Why, and Why Now

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## Associate of Arts

- General Studies

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## Bachelor of Arts in Management

- With concentrations in:
  - General Management
  - Human Resource Management
  - Information Technology Management
  - Marketing
  - Public Administration

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## Bachelor of Science in Business

- With concentrations in:
  - General Business
  - Accounting
  - Finance
  - Human Resource Management
  - Information Technology Management.
  - International Business.
  - Marketing
  - Operations and Supply Chain Management
  - Public Administration

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## What Makes UG Programs Attractive?

- Relevant, practical, professionally-focused education
- Convenience and flexibility
- In the heart of San Francisco's thriving world of business and innovation
- Personalized attention from start to finish

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**Number of Graduate Students by Term**

GRAD TERM	STUDENTS
15/FR	48
15/UR	34
16/SR	42

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**NUMBER OF SECTIONS TAUGHT ONLINE, AND IN PERSON BY TERM**

TERM	SEC_LOCATION	SECTIONS
15/FR	CYB	72
15/FR	SFO	33
16/SR	CYB	67
16/SR	SFO	38
16/UR	CYB	62
16/UR	SFO	21

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**PERCENTAGE OF MALE AND FEMALE BY TERM.**

TERM	FEMALE PERCENTAGE
15/FR	51.4%
16/SR	52.9%
16/UR	48.6%

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**PERCENT OF VETERANS OF OVERALL STUDENT POPULATION, BY TERM**

SEC_REPORTTERM	MILITARY STUDENTS
15/FR	42.1%
15/UR	49.2%
16/SR	53.5%

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**NUMBER OF TOTAL STUDENTS WHO TOOK ATLEAST ONE COURSE BY TERM**

TERM	STUDENTS
15/FR	436
16/SR	414
16/UR	360

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**AVERAGE NUMBER OF UNITS TAKEN BY EACH STUDENTS, BY TERM**

TERM	AVG
15/FR	8.6
16/SR	8.6
16/UR	8.2

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### AVERAGE NUMBER OF STUDENTS PER SECTION, BY TERM

TERM	AVG. STUDENTS
15/FR	11.7
16/SR	12.0
16/UR	11.9

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### UG STUDENT BROKEN DOWN BY ETHNICITY

RACE	COUNT
AFRICAN AMERICAN	12.8%
AMERICAN INDIAN OR ALASKAN	1.0%
ASIAN	16.1%
HAW OR PACIFIC ISLANDER	4.1%
HISP/LATINO	22.1%
NONRESIDENT ALIEN	0.8%
RACE AND OR ETH UNK	6.0%
TWO OR MORE RACES	4.1%
WHITE	32.9%

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### Our Future Potential Remains Real...

- All schools are now forced to explain the value they provide to students. Students and parents want to know how this degree will pay off for them 50 years down the road. Marketing avenues shift to answer these questions." Said May.
- This change in direction when it comes to admissions marketing has happened because of who today's prospective student are. In 2012, 25% of students were over the age of 30, with a projected increase of 39% by 2019. Non-traditional students are growing force in a diminishing market.

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### DQP INTRODUCTION

The Degree Qualification Profile (DQP) frames degree-level learning outcomes at three levels: associate, baccalaureate, and master's. The outcomes are action-verb driven, integrated, scaffolded, and teleological in nature. They align with student demonstrations of knowledge and skills, in the form of "signature" assignments embedded throughout the curriculum. Moreover, the DQP implies the creation of intentional and coherent learning experiences throughout the curriculum. The DQP applies to all students, regardless of field of study and institution type. As a framework that explicitly articulates degree-level outcomes, the DQP provides the common language for program-wide discussion about student learning.

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### GUIDING PRINCIPLES

- For both the DQP and tuning, the primary reference point is the student, not the institution.
- The DQP focuses on degree - with faculty from different fields determining the disciplinary picture with field - based expectations for every student.
- The DQP expected proficiencies align with the associate, baccalaureate, or master's degree, regardless of field of specialization.
- Tuning allows faculty to set forth the disciplinary expectations for students pursuing a degree in a specific field.
- Within institutions and across institutions, faculty customize both approaches by focusing on action verbs, specifying at different educational attainment levels what students are expected to know and do.

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### The DQP's PRINCIPLES

- Coherent, intentional pathways for learning.
- Sequenced integrated learning experience focused on the transfer of knowledge and skills.
- Transparency and portability of learning.
- Quality assurance of educational degrees and programs.
- Inclusion and equity.
- Collaboration.

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### COHERENT, INTENTIONAL PATHWAY

- Requires discussion
- Intellectual humility
- Cross-pollinating ideas
- Altering frames of reference

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### SEQUENCED, INTEGRATED LEARNING

- Tuning efforts must always consider student learning, relative to the degree program
- Requires a backwards design approach to curriculum development
- Emphasizes applicability, practicality, transference

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### TRANSPARENCY AND PORTABILITY

- Identifying and explicating desired learning outcomes encourages students to become "self-aware" learners
- Allows students to better understand how different learning experiences fit together

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### QUALITY ASSURANCE

- Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students products or performances.
- Learning involved change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.
- Learning is not something done to students, but rather something students themselves do. It is a direct result of how students interpret and respond to their experience.

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### INCLUSION AND EQUITY

- Involves a thorough outlining of how current student learning is applicable to future careers, relationships, and skills (i.e., what's this for?)
- The goal remains that every student with one of our degrees will have the ability to demonstrate with some level of mastery the 40+ proficiencies woven and repeated throughout the curriculum.

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### COLLABORATION

- Contingent Faculty!
- Teaching and Learning Center Staff
- Librarians
- Academic Advisors
- Career Resource Center Staff
- Office of Community Engagement Personnel
- Student Organization Advisors
- Employers
- Students, and Faculty

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### An Early Draft of our Architecture

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### Programmatic Learning Outcomes = Proficiencies=competencies= habits, skills, attitudes, etiquettes, etc

Programmatic Learning Outcomes (PLOs) enable students to work toward learning goals, track their progress and evaluate their own success.

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### Our Model is Learning-Centered

“Learning – centered” points to the way in which DQP and tuning moves away from discussions and debates about specific content and towards the types of learning educators strive to help students to develop.

*We want students to think, problem-solve, and seek creative responses and interpretations, not to memorize tired debates.*

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### WHAT IS THE DQP

- A framework for what students should be expected to know and do in all majors
- Has 5 areas of proficiency
- Uses 3 successive degree levels

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### THE QUESTIONS ADDRESSED BY THE DQP

- How clearly do we **define** the learning developed by our degrees?
- How well do we **document** the learning?
- How carefully do we **progressively intensify** the learning?
- How well do students (parents, employers, communities, policymakers) understand these learning goals?
- **When** do students understand these goals? when they **complete** a degree? when they **enter** a program of study?
- How well do we **clarify** these objectives and expectations to secondary schools & other post-secondary institutions?

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### THE BASICS

- What is the learning we want to occur?
- Where does it occur?
- How do we know it has occurred?
- How can instructors **align** their teaching with what students need for high-quality learning, work, management, and civic life?
- Proposes 5 key areas of proficiency (essential areas of learning)

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## The Degree Qualification Categories

- **Specialized Knowledge:** Beyond the vocabularies, theories, and skills of fields of study, this category addresses what students in any specialization should demonstrate with respect to the specialization.
- **Broad and Integrative Knowledge:** This category asks students at all degree levels covered in the DQC to consolidate learning from different broad fields of study – the humanities, arts, sciences, and social sciences – and to discover and explore concepts and questions that bridge these essential areas of learning.
- **Intellectual Skill:** Both traditional and non-traditional cognitive operations are included in these skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency. There appears throughout an emphasis on the capacity to make, engage, and interpret ideas and arguments from different points of reference (cultural, technological, political, etc.)
- **Applied and Collaborative Learning:** This element of the DQC emphasizes what students can do with what they know, demonstrated by innovation and fluency in addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort.
- **Civic and Global Learning:** Recognizing higher education's responsibilities both to democracy and to the global community, this fifth area of learning addresses the integration of knowledge and skills in applications that facilitate student engagement with and response to civic, social, environmental and economic challenges at local, national and global levels.

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## Specialized Knowledge

- At the associate level the student pursuing a specialized degree such as an Associate of Applied Science
  - Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar explication of at least one related field.
  - Applies tools, technologies and methods common to the field of study to selected questions or problems.
  - Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

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## Specialized Knowledge

- At the bachelor's level, the student
  - Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.
  - Addresses a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.
  - Frames, clarifies and evaluates a complex challenge in the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.
  - Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.

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## Specialized Knowledge

- At the master's level, the student
  - Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources, and illustrates both their applications and their relationships to allied fields of study.
  - Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices, and illustrates them through projects, papers, exhibits or performances.
  - Articulates significant challenges involved in practicing the field of study, elucidates its leading edges, and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.

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## Broad and Integrative Knowledge

- At the associate level, the student
  - Describes how existing knowledge or practice is advanced, tested and revised in each core field studied – e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.
  - Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society, and shows how concepts from the core field can be used to address the selected debates or problems.
  - Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.
  - Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.

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## Broad and Integrative Knowledge

- At the bachelor's level, the student
  - Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology, explains how the methods of inquiry in these fields can address the challenge, and proposes an approach to the problem that draws on these fields.
  - Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.
  - Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.

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## Broad and Integrative Knowledge

- At the master's level, the student
  - Articulates how the field of study has developed in relation to other major domains of inquiry and practice.
  - Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods.
  - Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.

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## Intellectual Skills

- Analytic Inquiry
  - At the associate level, the student
    - Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.

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## Intellectual Skills

- Analytic Inquiry
  - At the bachelor's level, the student
    - Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.

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## Intellectual Skills

- Analytic Inquiry
  - At the master's level, the student
    - Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.

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## Intellectual Skills

- Use of Information Resources
  - At the associate level, the student
    - Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.

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## Intellectual Skills

- Use of Information Resources
  - At the bachelor's level, the student
    - Locates, evaluates, incorporates, and properly cites multiple information resources in different media or different languages in projects, papers or performances.
    - Describes characteristics of essential information resources, including their limitations, and explains strategies for identifying and finding such resources.
    - Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.

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**Intellectual Skills**

- **Use of Information Resources**
  - At the master's level, the student
    - Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.

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**Engaging diverse perspectives.**

- At the associate level, the student
  - Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and/or global relations.
  - Describes, explains and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.

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**Engaging diverse perspectives**

- At the bachelor's level, the student
  - Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities.
  - Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.

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**Engaging diverse perspectives.**

- At the master's level, the student
  - Addresses through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies.

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**Ethical Reasoning**

- At the associate level, the student
  - Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.

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**Ethical Reasoning**

- At the bachelor's level, the student
  - Analyzes competing claims from a recent discovery, scientific contention, or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles.
  - Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision-making concerning those problems, and develops and defends an approach most likely to address the ethical issue productively.

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## Ethical Reasoning

- At the master's level, the student
  - Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance.
  - Distinguishes human activities and judgments subject to ethical reasoning from those not subject to ethical reasoning.

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## Quantitative Fluency

- At the associate level, the student
  - Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.
  - Creates and explains graphs or other visual depictions of trends, relationships or changes in status.

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## Quantitative Fluency

- At the bachelor's level, the student
  - Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations.
  - Constructs mathematical expressions for complex issues most often described in non-quantitative terms.

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## Quantitative Fluency

- At the master's level, the student
  - Employs logical, mathematical or statistical methods appropriate to addressing a topic or issue in the primary field. (For students seeking a degree in a field of study not quantitatively based)
  - Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in the field of study. (For students seeking a degree in a quantitatively based or quantitatively relevant field of study)
  - Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.

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## Communicative Fluency

- At the associate level, the student
  - Develops and presents cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.
  - Communicates effectively to general and specialized audiences through structured oral presentations.
  - Negotiates with peers an action plan for a practical task, and communicates the results of the negotiation either orally or in writing.

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## Communicative Fluency

- At the bachelor's level, the student
  - Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.
  - Conducts an inquiry relying on non-English-language sources concerning information, conditions, technologies or practices in the field of study.
  - Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.

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## Communicative Fluency

- At the master's level, the student
  - Creates sustained, coherent arguments or explanations summarizing his or her work or that of collaborators in two or more media or languages for both general and specialized audiences.

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## Applied And Collaborative Learning

- At the associate level, the student
  - Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples.
  - Analyzes at least one significant concept or method in light of learning outside the classroom.
  - Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.

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## Applied And Collaborative Learning

- At the bachelor's level, the student
  - Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.
  - Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.
  - Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.
  - Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project.

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## Applied And Collaborative Learning

- At the master's level, the student
  - Creates a project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills gleaned from at least two fields of study in different segments of the curriculum and articulates the ways the two sources of knowledge influenced the result.
  - Designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of study to a practical challenge, articulates in writing or another medium the insights gained from this experience, and assesses (with appropriate citations) approaches, scholarly debates or standards for professional performance applicable to the challenge.

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## Civic and Global Learning

- At the associate level, the student
  - Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
  - 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 are involved.
  - Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience.
  - Identifies an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, and takes a position on the challenge.

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## Civic and Global Learning

- At the bachelor's level, the student
  - Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested public 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 this position to alternate 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, describes the result.
  - Identifies a significant issue affecting at least two countries or continents, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.

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### Civic and Global Learning

- At the master's level, the student
  - Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.
  - Develops a formal proposal, real or hypothetical, to a non-governmental organization addressing a global challenge in the field of study that the student believes has not been adequately addressed.
  - Proposes a path to resolution of a problem in the field of study that is complicated by competing national interests or by rival interests within a nation other than the U.S.

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### The DQP Spider Web

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### DQP: Our Implementation Process

- Began with Faculty-led Conversations
- Required Review (and later revising) of Programmatic Learning Outcomes
- Led us to Mapping the Curriculum
- Which Required Massive Curricular Revision
- Manifested in Alignment of Assessment across Programs
- In cases, also led to Policy Revisions

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### What is Essential to the Sustainability of the DQP and Tuning Efforts?

- Implementing with Fidelity to our Ethos/Mission
- Developing Institutional Memory
- Expanding their Reward Structure
- Broadening the Conversation Base

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### CBE Assessment Strategies

- Direct Assessment Model
  - Such as College for America
    - Totally divorced from the credit hour and seat time.
    - Competencies established first, then built out how they could be attained
- Hybrid Models
  - Such as WGU
    - 1 Competency Unit = 1 Credit Hour
    - Still have course organization
- Course Based Model
  - Such as Capella University
    - Multiple competencies within course credits
    - Still have course organization and facilitation

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### Questions

- Consider how competencies build in complexity over a program in order to develop/prove mastery
- Similar to PLA, the assessments are wide-ranging
  - Standardized tests - Multiple Choice, Short Answers
  - Written papers
  - Hands-on Assignments
  - Projects/Capstones
  - Service Learning
  - Internships
- Formative and Summative Assessments

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## Our New Model



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## Setting Goals

- **First things First!**
  - What type of program are you looking to create? Direct Assessment, Hybrid, or Course-based?
  - Who are your stakeholders? Employers, staff, faculty, community leaders?
  - What do the competencies currently look like for the degree/certification? What are the building blocks?
  - Can you transcribe your DQP work into Competency/Sub-competency/Assessments?
  - Do you have infrastructure to support – IT, LMS, Registrar's System, Financial Aid?

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## Benefits of the DQP for Higher Ed

- Sustained use of the DQP over time should continue to yield several positive results, including:
  - An emerging common vocabulary for sharing good practice in degree granting by U.S. higher education institutions.
  - A foundation for better public understanding of what institutions of higher education actually do in their instructional and learning assessment roles.
  - Reference points for accountability that at least complement — and ideally, replace — less revealing measures of improvements in student learning such as test scores or tables of graduates, research dollars, student satisfaction ratings, or job placements and average salaries.
  - Benchmarks for improving the quality of learning in terms of integration and application — because the DQP defines proficiencies in ways that emphasize both the cumulative integration of learning from many sources and the application of learning in a variety of settings.
  - Enhanced institutional assessment practices and resources because every learning outcome should lead to and support a provider's capacity to gather evidence that stated proficiencies are achieved.

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## Benefits of the DQP for Students

American college students choose from among hundreds of fields of study, often with scant information to guide them on the learning implications of their choices. Because the DQP clearly defines the learning that each degree should reflect, regardless of major field of study, it can help students develop and pursue a thoughtful, coherent and meaningful education plan. It can serve as a roadmap for navigating the often-fragmented landscape of higher education. While students must master the content and methods in the fields they study in depth, the DQP can contribute to that goal by providing general reference points for acquiring field-specific knowledge and skills, i.e., essential dimensions of higher learning that specific fields will elaborate in greater detail. Moreover, because most students will change jobs many times during their lives, the DQP strongly emphasizes the kinds of broad, integrative studies and crosscutting proficiencies that graduates need for continuous learning in complex and changing environments.

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## Benefits of the DQP for Faculty

- There are five principal values of the DQP for faculty.
- It draws faculty into active clarification of how and what they teach in relation to what their students learn.
  - It encourages them to examine more fully the content and methods of their fields of study in relation to priorities that span departmental and school boundaries. (The DQP can prompt a shift of perspective from "my courses" to "our curriculum.")
  - It can help foster purposeful, sustained interactions with colleagues concerning the purposes of colleges and universities, i.e., to generate, preserve, evaluate and disseminate knowledge.
  - The DQP enables faculty to examine the assignments they give to students so as to ensure that these assignments foster and properly assess the desired proficiencies.
  - Faculty members' collaborative engagement with the DQP reinforces and demonstrates the value of their intentionality in strengthening the quality of both learning and teaching.

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