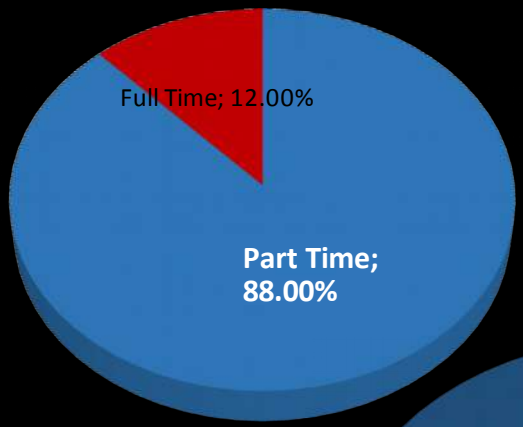
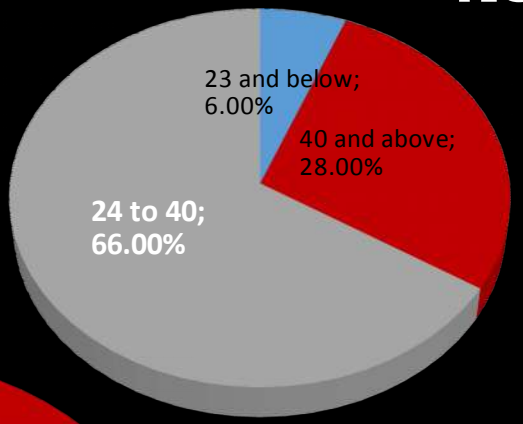
# UNDERGRADUATE

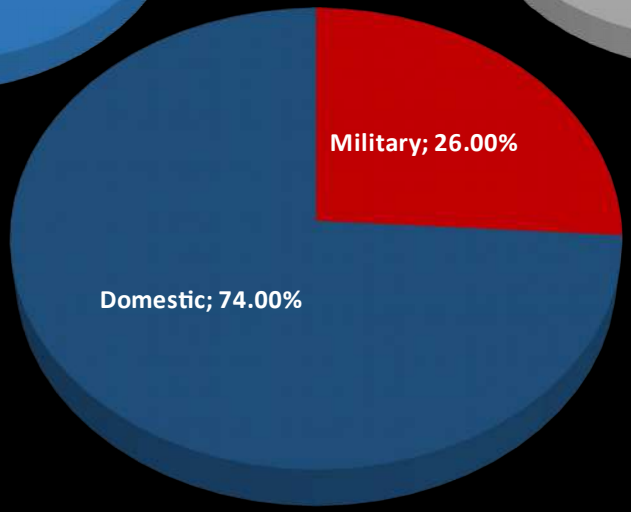
# PROGRAMS

# Our Students




**AGE**

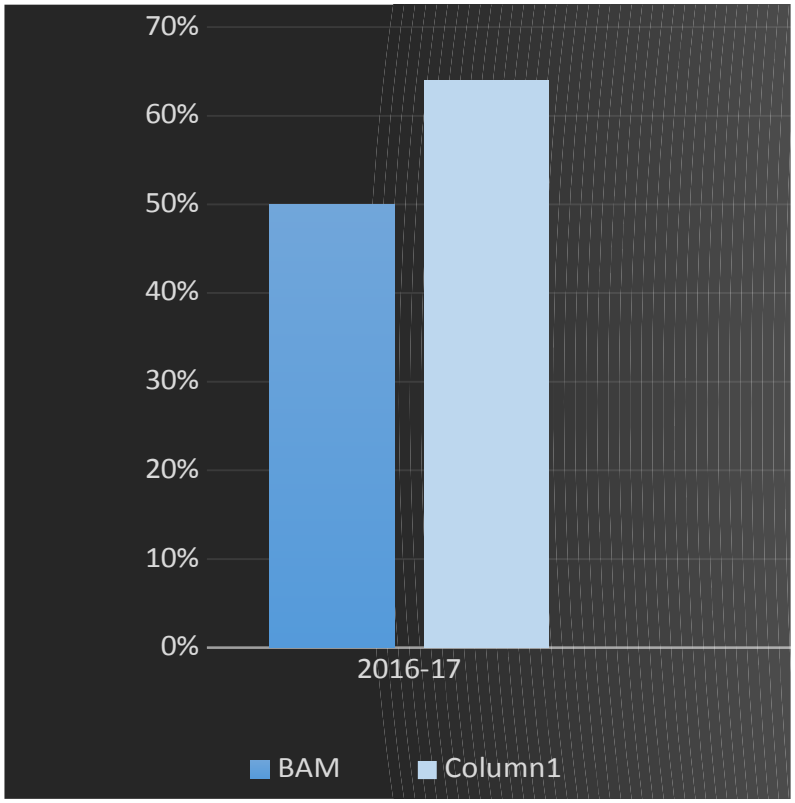



**$75k**

median salary 10 years after graduation

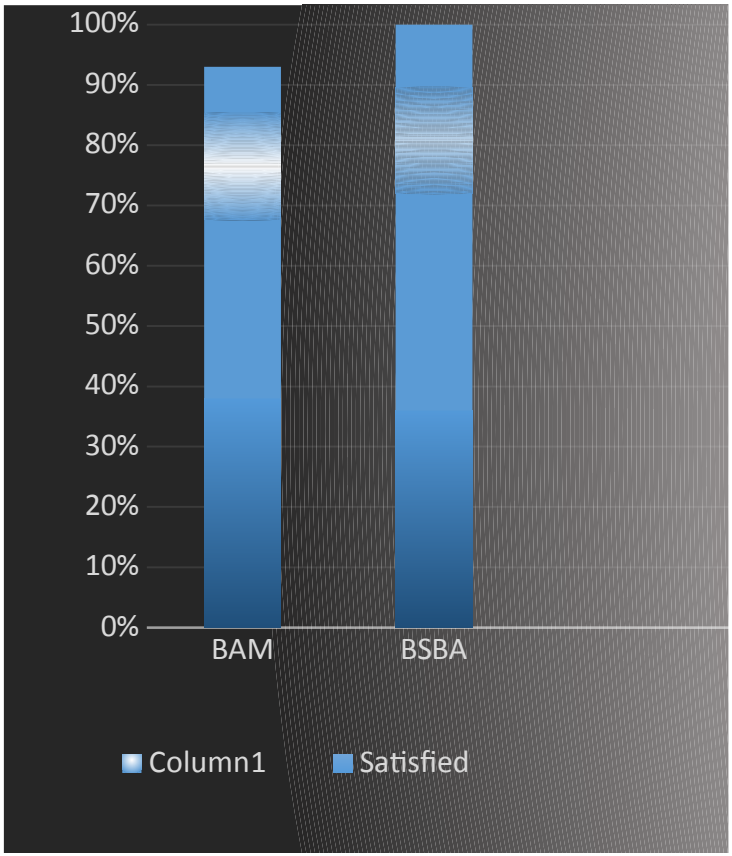
# Results of Graduating Student Survey for BAM and BSB




**Percentage of Respondents Who Rated Their GGU Education as *Excellent (n=40 for BAM; n=11 for BSB)***
**BAM 50% and BSB 64%**

**Curriculum "Weave" that integrates learning outcomes throughout all courses in the program**

# Results of Graduating Student Survey for BAM and BSB



**Percentage of Respondents Who Are *Satisfied* or *Highly Satisfied* with their Overall GGU Experience (n=40 for BAM; n=11 for BSB)**

**BSB 36% Satisfied/64% Highly Satisfied**

**BAM 38% Satisfied/55% Highly Satisfied**

# Goals and Mission of Undergraduate Programs

Undergraduate degrees at Golden Gate University are designed to provide adult students with a rich, holistic learning experience that increases skills and knowledge desired by employers in today's economy. The educational model provides for generous transfer credit and prior learning experience opportunities, and blends practice and theory, with special emphasis on applied learning and cultivation of attitudes and skills productive of lifelong learning. The model also integrates development of core skills in communication, critical thinking, quantitative fluency and information literacy, with professional practice education in business, psychology, and General Studies.

# Undergraduate Curriculum Project 2012

## Goals

- Intentional redesign and development of a new curriculum that would distinguish Undergraduate Programs as a **leader and innovator** in adult education.
- Develop curriculum in coordination with input from an **industry advisory board**, follow established best **practices in adult education**, and conform to **nationally recognized standards** in higher education.

## Key Principles

1) **integration of core competencies** and other Gen Ed related outcomes into business curriculum

2) **learning outcomes reporting system** that generates student performance data in **real time**

3) application of **Degree Qualifications Profile (DQP)** to develop a framework for defining levels of achievement for each degree and to articulate program learning outcomes in the expression of our mission.

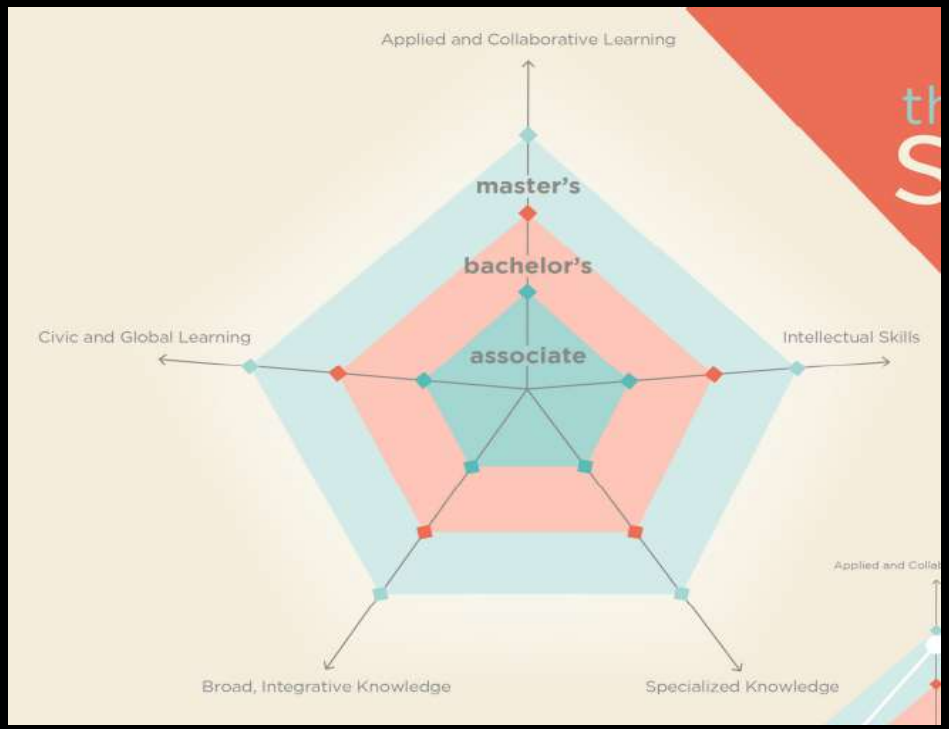
# The Degree Qualifications Profile (DQP)

The DQP model, developed by the Lumina Foundation, was selected to aid in the development and implementation of this curriculum. The DQP provides a guideline for proficiencies and knowledge at each degree level:

**associate's, bachelor's and master's.**

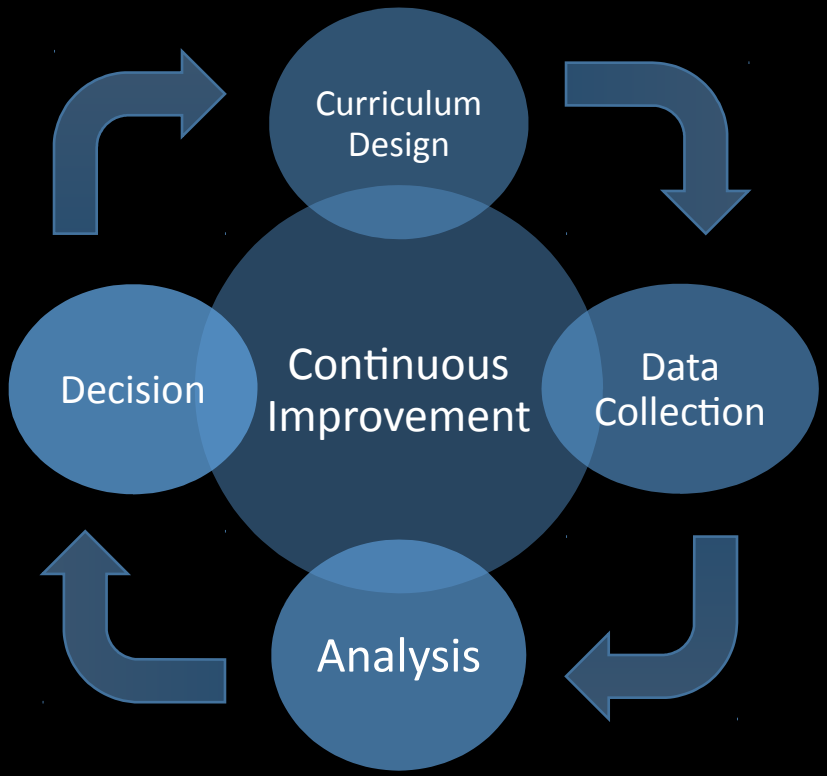
The DQP also provides a framework for organizing domains of knowledge and skills with five interrelated categories:

- **Applied and Collaborative Learning**
- **Civic and Global Learning**
- **Broad, Integrative Knowledge**
- **Specialized Knowledge and**
- **Intellectual Skills**.




These categories, presented by this spider web, facilitate the **intentional design of curriculum according to institutional priorities and mission**.

# The Moodle Learning Outcomes Assessment Reporting System: How It Works



# Beginning the Redesign: The Associate's Degree

The redesign of curriculum in undergraduate studies began with the development of a new associate's degree in General Studies. Using the DQP, and with the input of an advisory board, a faculty committee developed program learning outcomes to define skills and knowledge that would contribute to employability and prepare students for the bachelor's degree level.

## Statement of Goals for the AA

*The Associate of Arts (AA) in General Studies is a transfer friendly degree that aims to develop foundational skills and knowledge that will enhance employability and cultivate attitudes and skills productive of lifelong learning; the AA also provides solid preparation for academic work on the bachelor's level, and represents a milestone of achievement for working adults in pursuit of their educational goals.*

# Associate Degree Program Learning Outcomes

## CRITICAL THINKING

***PLO.CT.1*** - Identifies assumptions and claims in arguments. Identifies, categorizes, and distinguishes among elements of ideas, concepts, theories, or practical approaches to standard problems.
***PLO.CT.2*** - Draws warranted inferences and formulates hypotheses from evidence, assesses strengths and weaknesses of inferences.

## QUANTITATIVE FLUENCY

**PLO.QF.1** - Presents accurate calculations and symbolic operations.
**PLO.QF.2** - 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.
**PLO.QF.3** - Creates and explains graphs or other visual depictions of trends, relationships, or changes in status.

## ETHICS

**PLO.E.1** - Describes one's own moral beliefs and values, including their origins and development, assumptions, and predispositions.
**PLO.E.2** - Identifies and describes ethical issues. Describes common theories, concepts and approaches to moral problems. Applies ethical perspectives/concepts/theories to ethical questions accurately. Articulates positions on ethical issues and/or rationale for decisions taking into account differing ethical perspectives and concepts.
**PLO.E.3** - 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.

## INFORMATION LITERACY

**PLO.IL.1** - Identifies, categorizes, evaluates, and cites multiple resources so as to create projects and papers with respect to a general theme within the arts, sciences, or professional practice.

# Associate Degree Program Learning Outcomes cont'd

## COMMUNICATION

**PLO.C.1:** Develops cogent, coherent, and substantially error-free writing for effective communication to general and specialized audiences.
**PLO.C.2:** Effectively delivers formal and informal oral presentations appropriate to an audience in various contexts.

## LIFELONG LEARNING

**PLO.LL.1** - Identifies and examines connections between values, interests, strengths, prior learning, including academic learning, and his or her professional goals.

## APPLIED LEARNING

**PLO.AL.1** - Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples.
**PLO.AL.2** - Analyzes at least one significant concept or method in light of learning outside the classroom.
**PLO.AL.3** - Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.

## BROAD, INTEGRATIVE, KNOWLEDGE

**PLO.BIK.1** - Describes a key debate or problem relevant to each core field, 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.
**PLO.BIK.2** - Uses recognized methods of each core field studied, including the gathering of evidence, in the execution of analytical, practical or creative tasks.
**PLO.BIK.3** - 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.

# Associate's Degree: Learning Outcomes Assessment Fall 2015-Summer 2017: METHODOLOGY

- The Associate's Degree launched in fall 2015. In the spring semester of 2017, twenty one (21) students in the AA degree were enrolled and as of the summer of 2017 around nine (9) students had taken the AA Capstone course, UGP 80.

- All learning outcomes assessment data available for Written Communication (PLO C1), Oral Communication (PLO C2) and the two Critical Thinking outcomes, PLO CT1, and PLO CT 2, were pulled to provide a picture of the **general performance of GGU students in AA level communication and critical thinking proficiencies**.

- In addition, the relatively small assessment data available in UGP 80 was also pulled for these same outcomes; data is available for 4 of the 9 students who have enrolled in UGP 80 through the summer of 2017.

# Associate's Degree: Learning Outcomes Assessment Fall 2015-Summer 2017:RESULTS

| Average Outcome Assessment PLO C1 Written Communication | AVG. Score 1-4 pt. scale |
|---|---|
| Fall 2015 and Spring 2016 | 3.17 |
| Summer 2016 | 3.31 |
| Fall 2016 | 3.36 |
| Spring 2017 | 3.32 |
| Summer 2017 | 3.38 |
| UGP 80 Capstone average | 2.82 |
| **Average Outcome Assessment PLO C2 Oral Communication** | **AVG. Score 1-4 pt. scale** |
| Fall 2015 and Spring 2016 | 3.2 |
| Summer 2016 | 3.2 |
| Spring 2017 | 2.9 |
| Summer 2017 | 3 |
| UGP 80 Capstone avg. | 3 |

# Associate's Degree: Learning Outcomes Assessment
# Fall 2015-Summer 2017: RESULTS

| Term | Critical Thinking PLO CT 1 Avg. score 1-4 pt. scale | Critical Thinking PLO CT2 AVG. Score 1-4 pt. scale |
|---|---|---|
| Fall 2015 and Spring 2016 | 3.21 | 3.19 |
| Summer 2016 | 3.56 | 3.5 |
| Fall 2016 | 3.42 | 3.39 |
| Spring 2017 | 3.81 | 3.76 |
| Summer 2017 | 3.17 | 3.22 |
| UGP 80 Capstone average | N/A | 3.0 |

# Associate's Degree: Learning Outcomes Assessment Fall 2015-Summer 2017: PRELIMINARY FINDINGS

Given the low enrollment numbers in the AA and the low number of students who have completed the capstone course, there is **insufficient evidence to support conclusive findings** from this first assessment. The following are preliminary findings that will be further examined in future assessments.

- AA students in the capstone course appear to **demonstrate lower proficiencies in written and oral communication** in comparison to the average proficiencies demonstrated in all AA courses.
- An overview of the data indicates significant variation in scores in different sections of the same course taught by different instructors, with the same signature assignment. This supports the conclusion that **instructor scoring is in need of further norming**.
- Communication and critical thinking scores in the capstone either **fall short or are uncomfortably close to the minimum**, adequate proficiency score of 3.0.
- In addition to the above educational effectiveness findings, it appears that **significant data is not being captured in the Moodle reporting system**.

# Recommendations from UG Assessment Committee RE: AA

The Undergraduate Assessment Committee makes the following recommendations:

- Analysis of AA student performance data versus non-AA student performance data in AA level courses should continue.
- AA student profiles require analysis in Program Review.
- Norming sessions should be instituted for instructors in AA level courses.
- Course content of UGP 80 should be reviewed for alignment with program learning outcomes, structure and scaffolding effectiveness.
- Department chairs should be instructed to check all Signature Assignments in Moodle course shells and to contact instructors reminding them to score learning outcomes in Moodle in addition to assigning a grade.

# The New Bachelor's of Management Curriculum

***By the fall of 2016, only one year after the AA launch, the new BAM curriculum was developed, with input from an advisory committee and a monumental achievement for GGU undergraduate faculty and staff.***

*The bachelor of arts in management provides a* ***solid foundation in essential management concepts, techniques, communication, and organizational behavior****. Students will learn to* ***organize, motivate, and lead individuals in diverse public and private business enterprises****. The program helps prepare students for success in master's degree programs in disciplines such as human resource management, integrated marketing communications, psychology, and public administration.*

*A* ***flexible course of study*** *is designed to* ***maximize the number of transfer credits*** *counted toward the degree, so the bachelor of arts in management can facilitate* ***accelerated degree completion****. Students can focus their skill set by selecting from concentrations specifically designed to support their professional goals.*

# New DQP Program Learning Outcomes for the Bachelor's of Management

## PLO 1 WRITTEN COMMUNICATION

Constructs written communications that clearly articulates and promotes business ideas, arguments, or solutions.

## PLO 2 ORAL COMMUNICATION

Demonstrates interpersonal communication skills in collaborative projects, through persuasive speech, and in providing clear directions, instructions, and guidelines within a business setting.

## PLO 3 PROBLEM SOLVING/CRITICAL THINKING

Addresses a complex problem in business management using strategies and tactics that lead to the development of actionable solutions.

## PLO 4 ETHICS/SPECIALIZED KNOWLEDGE

Demonstrates ethical decision-making in business and develops strategies, practices, and policies that advance ethical management practices and corporate social responsibility.

## PLO 5 INFORMATION LITERACY/CRITICAL THINKING

Locates, evaluates and applies information, using a variety of research tools, in analysis of a complex business management problem.

# New DQP Program Learning Outcomes for the Bachelor's of Management cont'd

| PLO 6 QUANTITATIVE FLUENCY/SPECIALIZED KNOWLEDGE |
| --- |
| Analyzes and interprets quantitative data and applies results to improve business management strategy, tactics, and practice. |

| PLO 7 LIFELONG LEARNING |
| --- |
| Demonstrates the self-awareness and habits required to identify, integrate, and apply new information and skills that increase personal and professional effectiveness in business contexts. |

| PLO 8 SPECIALIZED KNOWLEDGE |
| --- |
| Defines, explains, and correctly applies concepts, theories and practices in business management. |

| PLO 9 BROAD,INTEGRATIVE KNOWLEDGE/CREATIVE THINKING PROBLEM SOLVING |
| --- |
| Develops innovative approaches and solutions to an existing or emerging challenge in business management that also draw on disciplinary perspectives of ethics, other humanities and/or social sciences. |

| PLO 10 SPECIALIZED KNOWLEDGE/BROAD,INTEGRATIVE |
| --- |
| Integrates and applies concepts, theories, strategies, and tactics of business management in the construction of a summative project. |

# Bachelor's of Management: Learning Outcomes Assessment Fall 2016-Summer 2017: Methodology

Assessment effort focused on the the capstone course for the degree, MGT 160.

- Data drawn from 3 sections (Fall 2016-Summer 2017)
- Data pulled and averaged from 33 of approximately 68 total students enrolled

In addition to this learning effectiveness data, Graduating Student Survey data was reviewed to gain a general picture regarding student perception of the entire student experience for both the BAM and the BSB degrees.

# Bachelor's of Arts in Management: Learning Outcomes Assessment Fall 2016 - Summer 2017 Results

| Programmatic Learning Outcome 2016-17 MGT 160 Capstone Assessment | AVG. Score 1-4 pt. scale |
|---|---|
| Written Communication PLO 1 | 3.5 |
| Oral Communication PLO 2 | 3.36 |
| Problem Solving/Critical Thinking PLO 3 | 3.45 |
| Ethics PLO 4 | 3.26 |
| Information Literacy PLO 5 | 3.18 |
| Quantitative Fluency PLO 6 | 2.86 |
| Lifelong Learning PLO 7 | 3.42 |
| Specialized Knowledge PLO 8 | N/A |
| Broad, Integrative Knowledge PLO 9 | 3.51 |
| Summative Project PLO 10 | 3.4 |

# Bachelor's of Management: Learning Outcomes Assessment Fall 2016-Summer 2017: Findings

- Scores on all program learning outcomes, with the exception of Information Literacy (PLO 5) and Quantitative Fluency (PLO 6), are above 3.3; this indicates some success in achieving desired proficiencies.
- Scores on quantitative fluency proficiencies are not only significantly lower than all other program learning outcome scores (2.86), but well below the minimal, adequate proficiency of 3.0.
- Also, Information Literacy, a core competency, is relatively low, only a little above the minimal proficiency, coming in at 3.18.
- The written communication score of 3.5 is encouraging. This appears to indicate that students make progress in written communications from AA level courses, where they tend to score in the 3.3 range. (This is merely a preliminary finding that requires further study.)
- Graduating student surveys indicate a high degree satisfaction with the BAM; however, superior satisfaction is reflected for the BSB.
- In addition to these educational effectiveness findings, it has been noted that data was not entered in several sections of MGT 160 as well as in other MGT courses with Signature Assignments.

# Recommendations from UG Assessment Committee RE: BAM

The most concerning shortcoming in educational effectiveness is in quantitative fluency. The following recommendations are proposed:

- Performance in other BAM courses should be assessed.
- Assessment should also be extended to lower division foundation courses.
- Course content and assignments should be reviewed and analyzed to diagnose possible gaps or weaknesses in the curriculum.
- The Signature Assignments and other assignments in the Capstone course should also be reviewed and analyzed.
- Overall, student satisfaction with the BAM degree is good to very good. But, it should be noted, that the BAM degree falls short of the exceptional level of satisfaction in the BS degree. As assessment of the BS degree unfolds in Program Review, hypotheses should be developed to explain these discrepancies.

# The Bachelor's of Science Degree in Business (BS Degree): Goals

*The bachelor of science in business degree is designed to prepare students for success at any level, whether they choose to go directly into the working world or pursue a master's degree.*

*Specialized concentration programs help hone students' skills in specific aspects of business:*

- Accounting
- Finance
- Human Resource Management
- Information Technology
- International Business
- Marketing
- Operations and Supply Chain
- Public Administration
- Data Analytics (NEW)

*With this education, our graduates are prepared for whatever path they choose to pursue after graduation.*

The goals of the BS are threefold: to **prepare students for specialized study** in concentrations that require knowledge and skills in foundational BS courses, to prepare students for **graduate study**, and to provide students will **skills that will enhance their opportunities for career success**.

# The Bachelor's of Science Degree in Business and the UG Curriculum Project

The BS is the most advanced degree offered by in Undergraduate Studies at GGU, and has fewer students enrolled than the BAM. Hence, the strategic plan of the UG Curriculum Project called for faculty and staff resources to be first devoted to development of foundational, lower division curriculum at the AA level, and upper division curriculum for the BAM. Development of the BS belonged to the final phases of the Curriculum Project's strategic plan.

The BAM was completed in the summer of 2016, with some ongoing refinements continuing into the fall of 2016. In November of 2016 a restructuring of the university was announced, which delayed development of the BS degree.

# Assessment of the BS Degree

As the student survey indicates, student satisfaction for the BS is exceptional. In 2016-2017 100% of students surveyed in the BS were either ‘satisfied’ or ‘highly satisfied’ with their experience at GGU. There is something profoundly ‘good’ happening in the BS degree.

But, as of November 2016, not all DQP learning outcomes had been developed for the BS, quantitative fluency, critical thinking and specialized knowledge outcomes in accounting and finance were unfinished.

Also, Signature Assignments had been developed for the Capstone course, MGT 156, and aligned with core competencies in written and oral communication. But, PLOs were not programmed into the Moodle Learning Outcomes Reporting System. Hence, no data learning outcomes assessment data was captured in the Capstone course.

# DQP Learning Outcomes for the BS Degree

## PLO 1 WRITTEN COMMUNICATION

Constructs written communications that clearly articulates and promotes business ideas, arguments, or solutions.

## PLO 2 ORAL COMMUNICATION

Demonstrates interpersonal communication skills in collaborative projects, through persuasive speech, and in providing clear directions, instructions, and guidelines within a business setting.

## PLO 3 PROBLEM SOLVING/CRITICAL THINKING

Addresses a complex problem in business administration, finance or accounting using strategies and tactics that lead to the development of actionable solutions.

## PLO 4 ETHICS / SPECIALIZED KNOWLEDGE

Demonstrates ethical decision-making in business and develops strategies, practices, and policies that advance ethical management practices and corporate social responsibility.

## PLO 5 INFORMATION LITERACY/CRITICAL THINKING

Locates, evaluates and applies information, using a variety of research tools, in analysis of a complex business problem.

## PLO 7 LIFELONG LEARNING

Demonstrates the self-awareness and habits required to identify, integrate, and apply new information and skills that increase personal and professional effectiveness in business contexts.

## PLO 8 SPECIALIZED KNOWLEDGE / BROAD INTEGRATIVE KNOWLEDGE

Integrates and applies concepts, theories, strategies, and tactics of business management in the construction of a summative project.

# Assessment of the BS Degree: Methodology and Results

2016-2017 assessment of the BSB focused on two areas:

- Review
  - Learning outcomes, Rubrics, Curriculum matrices, Signature Assignments; identify gaps in curriculum.
- Capture data
  - BSB lower division core competencies; Data pulled for all students enrolled in roughly spring 2016 to summer 2017 and averaged for each learning outcome.

| Programmatic Learning Outcome 2016-17 Assessment of BSB | AVG. Score 1-4 pt. scale |
|---|---|
| Written Communication | 3.2 |
| Oral Communication | 3.1 |
| Critical Thinking PLO 1 | 3.25 |
| Critical Thinking PLO 2 | 3.36 |
| Quantitative Fluency PLO 1 | 3.3 |
| Quantitative Fluency PLO 2 | 3.13 |
| Quantitative Fluency PLO 3 | 3.24 |

# Assessment of the BS Degree: Findings

- Performance of students in the BS degree in written, oral communication and critical thinking is comparable, overall, to the general performance of undergraduate students.
- Students enrolled in the BS degree demonstrate adequate proficiencies for lower division quantitative fluency. But, QF data in the foundational courses of the BS lacking.
- Rubrics for draft program learning outcomes for the BS degree in quantitative fluency and critical thinking require development.
- The Curriculum Matrix for the BS degree requires further analysis and revision.
- Signature Assignments exist in the capstone course, MGT 156, and written and oral communication PLOs and PLO 8 are aligned with the assignment, but no assessment data is being captured.
- Graduating student data indicate exceptional success in achieving student satisfaction in the degree.

# Recommendations from UG Assessment Committee RE: BS

- Rubrics for draft learning outcomes must be developed as soon as possible

- MGT 156 should be reviewed and analyzed in all aspects,
- course description, assignments, Signature Assignment; assignments should aligned with PLOs for final assessment in the Signature Assignment; connected to the Moodle reporting system for capturing assessment data.

- Norming sessions for instructors

- The exceptional degree of student satisfaction should be further examined through analysis of the student profile, additional surveys, and other available methods and evidence.