Brandman University Adopts the Degree Qualifications Profile

Introduction

Brandman University (formerly Chapman University College) is a member of the Chapman University System. Chapman University, founded in 1861, is known for its liberal arts and professional programs and enrolls 6,000 undergraduate, graduate and law students. The origin of Brandman University began with the first adult program at El Toro Marine Air Station in 1958. Initially known as the Residence Education Center Program and later named Chapman University College, the program served Marine Air Station military personnel. Over time additional campuses were established. Currently, Brandman University has 26 campuses in California and Washington, six of which are on military bases.

In 2006, Chapman University College began exploring the feasibility of becoming a separate entity of Chapman University to better meet the needs of adult learners through accessible delivery models and by offering relevant innovative degree programs designed for the 21st century. On June 1, 2008, the Western Association of Schools and Colleges (WASC) approved the structural change for Chapman University College to become a separately accredited institution and operationally distinct from the Chapman University main campus. By becoming Brandman University, the University has the flexibility to offer additional in-demand degrees in online and blended delivery formats and to keep expanding. Brandman University recently added new programs in business and public administration, and has initiated a Bachelor of Science in Nursing program, its first doctoral program, Doctor of Nursing Practice, and its second doctoral program, EdD in Organizational Leadership.

Brandman University offers one associate degree, 12 undergraduate degrees, 13 masters degrees, two doctoral degrees, six credential programs, and 18 credit bearing certificate programs to 7500 students. Degree programs are offered in a blended format at the 26 campus locations and fully online. In 2010, Brandman University initiated an innovative blended teaching model, iDEAL™ (Instructional Design for Engaged Adult Learning). The Brandman iDEAL is “learner centered” rather than “teacher-centered,” using technology to enhance and activate the learning experience. Starting in the fall of 2010, all on campus courses were delivered using the blended model combining face-to-face instruction with independent and collaborative online learning.

These three significant transformations: 1) the structural change to becoming a separately accredited institution; 2) the development of new degree programs; and 3) the creation of an innovative blended teaching model, iDEAL™, established a strong foundation for Brandman University to continue its growth in innovative practices in higher education.
Changing Landscape in Higher Education

Higher education is changing for students, faculty, administrators, and society. One needs not look further than local news sources to see that universities are experiencing upheaval and challenges in meeting the needs of current and prospective students. Community colleges are being asked to redefine their missions and to focus on retention and degree completion. Economic downturn has resulted in closing the doors to prospective students at public institutions. Students are asked to learn more, demonstrate applied skills and knowledge, and graduate at a faster rate.

Lumina Foundation for Education has been calling for the United States to increase higher education attainment rates to 60% by 2025 - a goal that is aligned with the Obama administration (Lumina Foundation, 2010). In 2008, 37.9 percent of Americans between the ages of 25 and 64 held two- or four-year college degrees. Educational leaders, prospective employers, higher education organizations, and researchers are joining forces to assist universities and colleges to meet the national call in higher education and address the needs of students and the future workforce.

One “change agent” in the landscape of higher education was the release of Arum & Roska’s (2011) book *Academically Adrift: Limited Learning on College Campuses*. The authors demonstrate that undergraduate students are “not learning much” based on data from the Collegiate Learning Assessment (CLA). A total of 2,300 traditional aged students took the CLA which is designed to measure gains in critical thinking, analytical reasoning and other higher level skills taught at college at various points before and during their college education. The results are not promising.

- 45 percent of students “did not demonstrate any significant improvement in learning” during the first two years of college.
- 36 percent of student “did not demonstrate any significant improvement in learning” over four years of college.
- Those who did show growth only showed minimal improvements with a gain of .18 standard deviations in the first two years of college and a gain of .47 standard deviations over four years.

Arum & Roska cite lack of rigor in college accounting for poor learning rates. The researchers state that there is a direct relationship between rigor and gains of learning:

- Students who study by themselves for more hours each week gain more knowledge. Students who study in peer groups learn less.
- Students whose classes have high expectations (more than 40 pages of reading a week and more than 20 pages of writing per semester) gained more than other students.
- Students majoring in liberal arts fields see “significantly higher gains in critical thinking, complex reasoning, and writing skills over time than students in other fields of study.”

Arum & Roska do not feel that federal mandates on testing or curriculum are the answer. Students need to work harder and spend less time on their non-academic
experiences. Colleges need to evolve from “perverse institutional incentives” of retention and graduation rates to emphasizing student learning.

Another significant change in the landscape of higher education is the rise of for-profit higher education institutions. Once a small “player” in higher education, enrollments in for-profit institutions has grown far faster than traditional institutions. During the 2009-2010 school year, for-profit institutions received almost $32 billion in grants and loans for students under federal student aid programs, as authorized under Title IV of the Higher Education Act of 1965. Senator Harkin, Chairman of the US Senate Committee on Health, Education, Labor, & Pensions, has pushed hard on transparency and accountability of for-profit institutions. Because of the interest in the student experience in for-profit institutions, the US Government Accountability Office (GAO) conducted an undercover testing by enrolling in online classes under degree-granting programs (October 2011). GAO selected 15 for-profit colleges and found that 8 of the colleges appeared to follow existing policies related to academic dishonesty, exit counseling, and course grading standards, and mixed results were found at the 7 remaining colleges. No recommendations were provided in the report.

The College Board Advocacy & Policy Board (2011) took a data-driven approach to ascertain the current landscape of for-profits and provided the following information:

- **Enrollment:** Between fall 2000 and fall 2009, full-time enrollment in degree-granting institutions in the for-profit sector increased from 366,000 to 1.5 million. In nine years, the sector went from enrolling 4% of full-time students (and 3% of all students) to enrolling 11% of full-time students (and 9% of all students). Undergraduates account for 86% of the total of students enrolled in the for-profit sector.
- **Family Incomes:** In 2007-2008, 75% of students at for-profit institutions were independent of their parents (must be age 24 or older; or married or have dependents; or be in military, be veterans, be orphans or be wards of the court), compared to 36% of those enrolled in public two-year colleges.
- **Graduation Rates:** Of first-time full-time students who began studying for a bachelor’s degree at a four-year institution in 2002, 57% earned a B.A. at the institution at which they began within six years. Completion rates averaged 65% at private nonprofit, 55% at public four-year, and 22% at private for-profit institutions.

Tracking trends in non-profits will continue. But the fact remains that students are choosing for-profit institutions as evidenced by the enrollment growth. The government is closely watching both retention and graduation rates, especially as it relates to financial aid repayment. What can we learn in higher education from these trends?

An additional factor to consider in viewing the changing landscape in higher education is the recent approval of the Gainful Employment Final Rule (Federal Register Vol. 76, No. 113/ Monday June 13, 2011). The agency has written into federal policy for the first time a method for measuring the value of an academic program by linking a measure of student expenditure (student loan debt burden) with an outcome measure (graduates’ average income). The significance of this ruling is yet to be determined but the
direction of assessing the value of higher education in dollar signs alone does not go unnoticed.

The agency has also adopted a new federal regulation in regard to the Credit Hour. Effective July 1, 2011, both institutions and accrediting agencies must come into compliance regarding the definition and assignment of Credit Hours under Section 600.2 and 600.24. Though there is movement (or hope?) in the direction toward student learning outcomes, institutions are struggling to interpret what this means in online and blended delivery models.

Under federal regulations, all candidate and accredited institutions are responsible to comply with the definition of the credit hour as provided in section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than -

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Note: Excerpt from WASC Policy on Credit Hour September 2, 2011

Peter Ewell (2010), Vice President at the National Center for Higher Education Management Systems (NCHEMS) and a well-known leader in higher education cited the following changes in higher education in a recent paper written for the WASC on the new “ecology” for higher education: 1) New patterns of student participation with the majority of students attending two or more institutions; 2) New kinds of providers including pure distance-learning, for-profit business models, and DIY internet knowledge sources; and 3) New paradigms for teaching and learning with competency-based education and growth in standardized curriculum moving toward agreed-upon standards of mastery and a significant change in faculty roles. Ewell described the major challenges in higher education as: 1) Constrained resources with the economic downturn; 2) Increased external demands for performance and accountability; 3) External demands for transparency; and 4) A call for a global higher education system. Ewell (2010, p. 5) concludes, “As shown by the past ten years, change can happen quickly and become transformational. After all, tools that we now take for granted, ranging from Google to GoToMeeting, were only invented in that time period. The standards we develop to anticipate 2020 must anticipate similar rates and directions for change. But they must also be flexible because we cannot anticipate everything.”

Humphrey & Carnevale (2010) in “The Economic Value of Liberal Education” shared that the world demands more college educated workers with higher levels of learning and knowledge. These researchers identified the need to prepare students for a global knowledge economy of rapid scientific and technological innovations, global interdependence, and cross-cultural interactions in the workplace. Humphrey &
Carnevale cited the following statistics supporting changes in preparing the future workforce:

- Every year, more than 1/3 of the entire US labor force changes jobs.
- Today’s students will have 10-14 jobs by the time they are 38.
- 50% of workers have been with their company less than 5 years.
- Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.

What do employers want in future workers? Hart Research Associates (2008) interviewed 301 employers whose companies have a minimum of 25 employees and report that 25% or more of the new hires held at least a bachelor’s degree. Hart found that employers have greater confidence in recent college graduates’ achievement of skills and knowledge to success at entry-level positions. However, one-third of the executives think that recent college graduates do not have the requisite skills and knowledge. Employers evaluated recent graduates’ preparedness in 12 areas with highest marks in teamwork, ethical judgment, and intercultural skills and lowest scores in global knowledge, self-direction, and writing. In addition, employers have the most confidence in assessments that demonstrate graduates’ abilities to apply college learning to real-world problems through projects or tests that integrate problem-solving, writing, and analytical reasoning skills vs. multiple choice tests of content knowledge. Employers called for more faculty-assessed internships, community-based projects, and senior projects for preparing graduates for the workforce.

As a follow-up study, Hart Research Associates (2010) asked 302 employers whose organizations have a minimum of 25 employees and report that 25% or more of the new hires hold wither an associate degree or a bachelor’s degree. Key findings included:

- Employers want their employees to use a broader set of skills and have higher level of learning and knowledge. Employers hiring is shifted to four-year vs. two-year graduates.
- One in four employers think that associate and bachelor level colleges and universities are doing a good job in preparing students for challenges of the global economy.
- Employers believe that colleges can best prepare graduates for long-term career success by developing both a broad range of skills and knowledge and in-depth skills and knowledge in a specific field or major.
- Employers believe that colleges should place greater emphasis on learning outcomes in the following:
  - Knowledge of human cultures and the physical and natural world
  - Intellectual and practical skills
  - Personal and social responsibility
  - Integrative learning
- Employers see a positive benefit in educational innovations that foster active learning and research skills.
- Employers believe that more attention needs to be focused on learning outcomes in communication, critical thinking, complex problem solving, ethical decision-making, science, and real-world application of knowledge and skills.
In summary, students are participating and engaging in higher education in different ways and faculty roles and methods of teaching are changing. Employers are demanding broad and specific skills and knowledge, evidence of applied learning, and global knowledge. There is a call for accountability and transparency at the institutional, state, regional, and national level.

It is this combination of rich events that provide opportunities for universities to develop new models of higher education, more diverse delivery options, and relevant curriculum in preparing graduates for the 21st century. It is these current changes - what Ewell refers to as the new “ecology” for higher education that opened the door for Brandman University to look inward and plan forward in developing baccalaureate competencies for its graduates.

Brandman University’s Journey

Brandman University’s values and mission “to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers” provided the impetus for faculty to redefine the institution’s learning outcomes at the baccalaureate level and address competencies through general education. Brandman University recognized 1) the economic and societal importance of higher education for adult learners who swirl among universities and colleges in seeking degrees; and 2) contemporary ever-changing workplace demands for employees in a global world.

The following sections of this paper explain the process employed to effect the changes in the institutional learning outcomes and the general education requirements.

Setting the Framework: Degree Qualifications Profile and LEAP – The Essential Learning Outcomes

Brandman University began to address the baccalaureate competencies and general education revision by reviewing the American Association of Colleges and Universities (AAC&U) proposed Liberal Education and America’s Promise (LEAP) recommendations. Started in 2005, LEAP engaged the public, educational leaders, and employers in questions about what really matters in college and the importance of liberal education in a global economy and diverse democracy. LEAP outcomes for professional success are of core importance for Brandman University students (The Essential Learning Outcomes). Moreover, the outcomes aligned with our mission of providing students with a dynamic education that creates lasting value and relevance for evolving careers.

At a University-wide faculty and staff meeting in November 2010, an overview of future trends in higher education, employer surveys, and AAC&U work was presented (Humphreys & Carnavale, 2010). A proposed direction for foundational skills, breadth requirements, and essential skills were presented and received with enthusiasm by faculty across the schools. The General Education Task Force (GET) was established to continue refinement of the program that included faculty from each school, administrators, and staff. The primary responsibility of GET was to develop and vet the
general education and competencies, establish a process for integrating the competencies across majors, and develop assessment tools.

In January 2011, Lumina released *The Degree Qualifications Profile (DQP)*. The DQP provided a “qualifications framework that illustrated what students should be expected to know and be able to do once they earned their degrees” (Lumina Foundation for Education, p. 1). A shared foundation exists between the AAC&U LEAP recommendations and the DQP competencies. Of special importance in the framing of the DQP was recognition of graduates’ need to prepare for jobs that are rapidly changing in today’s contemporary workplace. The DQP framework provided Brandman University a framework for establishing 21st century competencies for our baccalaureate students. What started as general education revision at Brandman University morphed into the establishment of degree qualifications for all students seeking a baccalaureate degree.

**Refinement of the Revised General Education and Degree Qualifications**

Following the release of the DQP, the General Education Task Force (GET) worked on ways to integrate the competencies across all undergraduate degree programs. Brandman University is a transfer institution with the majority of admitted undergraduate students bringing in 50+ credits from community colleges and universities. GET virtually met once a week to review the DQP framework and its alignment with Brandman University’s mission and adult learner needs.

GET recommended some revision and refinement of the general education breadth (e.g., quantitative reasoning vs. quantitative skills; addition of oral communication as requirement; and reduction from 12 credits to 9 credits in the areas of Humanities and Social Science to accommodate a new required course). These changes reflected alignment with the DQP Intellectual Skills especially in the movement toward quantitative reasoning and the emphasis on communication fluency. The faculty across all schools supported the movement toward a more interdisciplinary approach in teaching and learning across the schools, the new University Degree Qualifications (e.g., Applied Learning, Innovation & Creativity, Civic Engagement, Global Cultures, and Integrated Learning), and a new required course focusing on information literacy and academic integrity.

The new required core course, Liberal Studies 302 – Information Fluency and Academic Integrity, was implemented in the Brandman University 2011-2012 Catalog. This course is designed to provide students with lifelong research and information literacy skills. Students will engage as active researchers and improve their ability to evaluate, analyze, organize, synthesize, and ethically use information. This course is directly aligned to the DQPs Use of Information Resources in the Intellectual Skills competency area.

Brandman University continues to require Liberal Studies 300 - Liberal Arts Core Foundation for all undergraduate students. This course is designed to provide students with critical thinking skills, integrative learning, and reasoning skills; to practice intentional learning; and to build reflective learning skills. This course values and models an interdisciplinary approach. The Liberal Arts core foundation course aligns
with the DQP’s Analytical Inquiry, Use of Information Resources, and Broad, Integrative Knowledge.

Brandman University students seeking a baccalaureate degree meet the Broad, Integrative Knowledge segment through Basic Skills, Breadth Requirements, and Liberal Education Foundations. The Brandman University 2011-2012 Catalog cites the following requirements for a baccalaureate degree:

I. Broad, Integrative Knowledge

The Brandman University General Education Program is divided into three segments: Broad Integrative Knowledge, University Degree Qualifications and Disciplinary Skills. The coursework in the Broad Integrative Knowledge segment encompasses broad subject areas that are important to students’ general knowledge. The courses take a critical, analytical perspective on knowledge, considering how knowledge has been acquired and the assumptions, theories, or paradigms that guide its use. A total of 42 credit hours in the areas of Basic Skills, Breadth, and the Liberal Education Foundations are required in the Broad, Integrative Knowledge segment of the General Education Program.

A. BASIC SKILLS (12 credits)
   - Written communication I (ENGU 103)
   - Written communication II (ENGU 104)
   - Oral communication
   - Quantitative reasoning

B. BREADTH REQUIREMENTS (24 credits)
   - Humanities (9 credits from 3 different areas)
     - English, Fine Arts, Foreign Languages, Humanities, Liberal Studies, Philosophy, Religious Studies
   - Natural Sciences (6 credits)
   - Social Sciences (9 credits from 3 different areas)
     - Criminal Justice, Economics, History, Organizational Leadership, Political Science, Psychology, Social Science, Sociology

C. LIBERAL EDUCATION FOUNDATIONS (6 credits)
   - Liberal Arts Core Foundations (LBSU 300)
   - Information Fluency and Academy Integrity (LBSU 302)

The second segment of a Brandman University baccalaureate degree is the University Degree Qualifications. These were developed based on the DQP Framework, AAC&U Essential Learning Outcomes, and Brandman University Mission (see Appendix A for the Brandman University Institutional Learning Outcomes Matrix). The resulting University Degree Qualifications were vetted and approved by GET, the Deans’ Council, faculty within each school, and the Curriculum Academic Committee.

The University Degree Qualifications reflect the core learning values and experiences every undergraduate Brandman University student should possess. Brandman
University refers to these Degree Qualifications as “competencies”. These competencies are met through the core required courses in each undergraduate major. Because Brandman University serves adult learners who “swirl” among institutions and come to us with previous college credits from a variety of institutions, it was essential that the Degree Qualifications competencies be embedded in core courses (e.g., primarily upper division courses) in each of the undergraduate majors. The importance and significance of the Lumina Degree Qualifications Profile Competencies to Brandman University’s mission led the University to establish these five competencies as the Institutional Learning Outcomes (as cited in the Brandman University 2011-2012 Catalog).

II. University Degree Qualifications - Brandman University Institutional Learning Outcomes

The second part of the Brandman University General Education Program is called University Degree Qualifications which reflects the core learning values and experiences. Students meet this requirement by taking required courses in their majors in which one or more of the competencies are explicitly embedded. Each competency combines analysis and application with the expectation that students will demonstrate their learning through a variety of assignments.

**Applied Learning**: Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.

**Innovation and Creativity**: Construct a novel or unique idea, question, format, or product.

**Civic Engagement**: Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

**Global Cultures**: Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.

**Integrated Learning**: Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

The third segment of an undergraduate degree is Disciplinary Skills Requirement which focuses on necessary skills for success in academic and work settings. The ability to communicate ideas using the tools and foundational knowledge of a subject, field, or community is essential for academic and professional success. These skills will be enhanced through designated courses taken within the major. As with the University Degree Qualifications, the two Disciplinary Skills Requirements (as cited in the Brandman University 2011-2012 Catalog) are met in each undergraduate major.
III. Disciplinary Skills Requirement

- Students must take an approved discipline-specific writing course.
- Students must take an approved disciplinary foundations course.

The integration of the AAC&U LEAP Essential Learning Outcomes, the DQP, and the Brandman University mission and values led to the general education revision and baccalaureate degree competencies. The faculty, Deans’ Council, Curriculum and Academic Affairs Committee of the Board of Regents, and Board of Regents embraced and approved the degree competencies and revision of general education effective in the fall of 2011.

University Degree Qualifications Integration in Degree Programs and Assessment

In the spring of 2011, GET started developing rubrics to assess the five University Degree Qualifications, which also serve as the Institutional Learning Outcomes. The best practice for assessing the competencies is the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE Rubrics). The VALUE Rubrics were built on AAC&Us LEAP projects, which defined outcomes essential to contemporary liberal education. They were developed by over 100 faculty and other academic and student affairs professionals who drew ideas from existing campus rubrics, academic organizations’ statements of outcomes, and other sources. The rubrics were vetted by over 100 campuses and are now in use at over 2000 institutions.

In December 2011, GET completed their refinement of the rubrics to assess the University Degree Qualifications: Applied Learning, Innovation & Creativity, Civic Engagement, Global Cultures, and Integrated Learning (see Appendix B for Brandman University Institutional Learning Outcomes_Competencies Rubrics). For each undergraduate degree program, faculty completed a “Curriculum Map A” aligning each of these competencies with required cores in the major (see Appendix C for the Brandman University Institutional Learning Outcomes Competencies_Curriculum Maps). In the spring of 2012, faculty will develop new courses and/or revise courses to ensure that each major addresses each of the five competencies.

By January 31, 2012, all majors must complete “Curriculum Map B” which indicates the Key Signature Assignment that represents the targeted competency. Course creation and revisions will occur through the spring of 2012 with inclusion of the rubrics for assessing student learning of the competencies in each targeted course. In the fall of 2012, data collection for all competencies will be implemented for all baccalaureate degrees. Brandman University will generate assessment reports starting in the spring of 2013 for one competency per year. Data collection will be ongoing and Assessment Reports will be generated for one competency each year over a five-year cycle. GET will be responsible for sharing and vetting assessment data with internal and external stakeholders. Following is a timeline from the idea generation stage through the five-year assessment cycle.
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks &amp; Accomplishments</th>
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<tbody>
<tr>
<td>2005</td>
<td>LEAP VALUES Liberal Education Outcomes released</td>
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<tr>
<td>2008-2009</td>
<td>Started review of current general education and implemented research of current general education trends, employment data, peer review of comparable institutions including California State University system, and review of the literature with adult learners and competencies.</td>
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<tr>
<td>2009-2010</td>
<td>Continued research and reflection of general education competencies. Brandman University underwent Blended Initiative utilizing Instructional Design for Engaged Adult Learning (iDEAL™). Faculty revised on-ground courses to blended model.</td>
</tr>
<tr>
<td>August 2010</td>
<td>Blended courses roll-out. All on-ground courses offered in Blended Model.</td>
</tr>
<tr>
<td>November 2010</td>
<td>Research and reflection of general education competencies continued. University-wide presentation to faculty and staff in Irvine of future trends in higher education, AAC&amp;U, employer surveys, and LEAP Essential Learning Outcomes.</td>
</tr>
<tr>
<td>November 2010</td>
<td>General Education Task Force (GET) of faculty across schools, administrators, and staff established. Charge of GET is to develop competencies/outcomes of baccalaureate degree and integrate competencies across majors.</td>
</tr>
<tr>
<td>January 2010</td>
<td>Faculty attended AAC&amp;U Conference when updated LEAP recommendations and findings were presented.</td>
</tr>
<tr>
<td>January 2011</td>
<td>Faculty members attended AAC&amp;U Conference when Lumina released the Degree Qualifications Profile providing Brandman University with a framework for establishing 21st Century competencies for all baccalaureate students.</td>
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<tr>
<td>April 2011</td>
<td>General Education Revision (catalog changes) vetted and approved including the following changes:</td>
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<td></td>
<td>• Replace quantitative skills with quantitative reasoning</td>
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<td></td>
<td>• Add oral communication as core requirement moving toward communication fluency</td>
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<tr>
<td></td>
<td>• New required course - LBSU 302 Information Fluency and Academic Integrity to address lifelong research skills and information literacy</td>
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<tr>
<td></td>
<td>• Revised core course - LBSU 300 Liberal Arts Core Foundation to include critical thinking, integrative learning, reasoning skills, practice intentional learning and build reflective thinking skills.</td>
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<tr>
<td></td>
<td>• Developed University Degree Qualifications as part of baccalaureate degree</td>
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<tr>
<td></td>
<td>○ Applied Learning</td>
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<tr>
<td></td>
<td>○ Innovation and Creativity</td>
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<td></td>
<td>○ Civic Engagement</td>
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<td>○ Global Cultures</td>
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<td>○ Integrated Learning</td>
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<tr>
<td></td>
<td>• Created Disciplinary Skills requirement which will be built in all of the above courses.</td>
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undergraduate degree programs to address
  o Disciplinary writing course
  o Disciplinary foundations course

<table>
<thead>
<tr>
<th>August 2011</th>
<th>New academic catalog implemented with revised general education, new core course requirement, University degree qualifications, and disciplinary skills requirement. Broad, Integrative Knowledge and new core course requirement effective immediately. University degree qualifications and disciplinary requirement will be implemented in fall 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 - 2012</td>
<td>GET continues to meet to work on curriculum maps and rubrics for degree qualifications.</td>
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<tr>
<td>November 2011</td>
<td>Each degree program submitted Curriculum Map A noting course in major that will meet the University degree competency.</td>
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<tr>
<td>December 2011</td>
<td>GET completed refinement of rubrics for University degree qualifications.</td>
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<tr>
<td>January 2012</td>
<td>Faculty will attend AAC&amp;U conference where the DQP, LEAP recommendations, and VALUE rubrics will be addressed.</td>
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<tr>
<td>December 2011 - April 2012</td>
<td>Faculty revising and/or creating new courses to meet the University degree qualifications. Modifications to core requirements in undergraduate degrees may be necessary. Courses and changes to degree programs will be vetted and approved by faculty and Deans.</td>
</tr>
<tr>
<td>January 31, 2012</td>
<td>Curriculum Map B due for each undergraduate degree program noting Signature Assignment that represents student learning of targeted competency.</td>
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<tr>
<td>April - June 2012</td>
<td>Courses modified and rubrics built in courses aligned with signature assignments.</td>
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<tr>
<td>August 2012</td>
<td>Data collection starts for all University degree qualifications (competencies). Data collection is on-going throughout academic year.</td>
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<tr>
<td>Spring 2012</td>
<td>Assessment Report for one competency to be reviewed by GET.</td>
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<tr>
<td>Spring 2012 - Spring 2016</td>
<td>Five-year assessment cycle with Assessment Report completed for one competency each year. In year five, a comprehensive view of all competencies will be conducted.</td>
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</table>

**Conclusion**

Brandman University established general education goals that are common across all baccalaureate degree programs. Through the DQP framework, AAC&U’s LEAP project, and use of the VALUE Rubrics, Brandman University has developed an innovative and comprehensive undergraduate degree education that will prepare its graduates for the 21st century. Brandman University faces an additional challenge in addressing competencies for all students regardless of the amount of transfer credit. Of special significance is the University’s ability to integrate the competencies in upper division courses ensuring that transfer students will achieve the university degree qualifications.
Further Implementation of the DQP

Brandman University is currently incorporating the DQP at the associate level in the Associate of General Education degree. A similar process is being followed:

1) Establishment of Competencies at the associates level
2) Curriculum Mapping of the Competencies
3) Rubric Building based on AAC&U VALUE Rubrics and the DQP
4) Identification of the Key Signature Assignments for course-embedded assessment
5) New Course Building and Course Revisions
6) Assessment of Competencies

Currently, Brandman University faculty have written competencies at the associate level and built curriculum maps. There is alignment between the baccalaureate competencies and the associate level competencies using Bloom’s Digital Taxonomy and the DQP as guides for determining the levels of learning. Brandman University plans to initiate the associate level outcomes in the fall of 2012.
References


