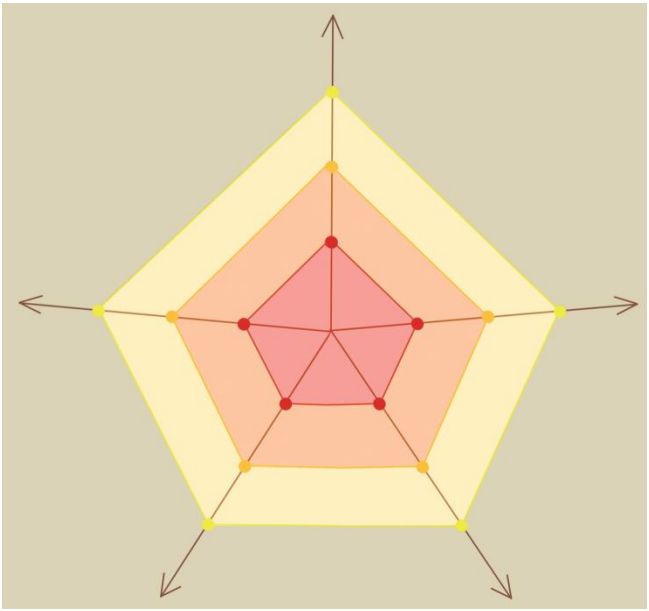
Oregon and the Degree Qualifications Profile



October 21, 2011

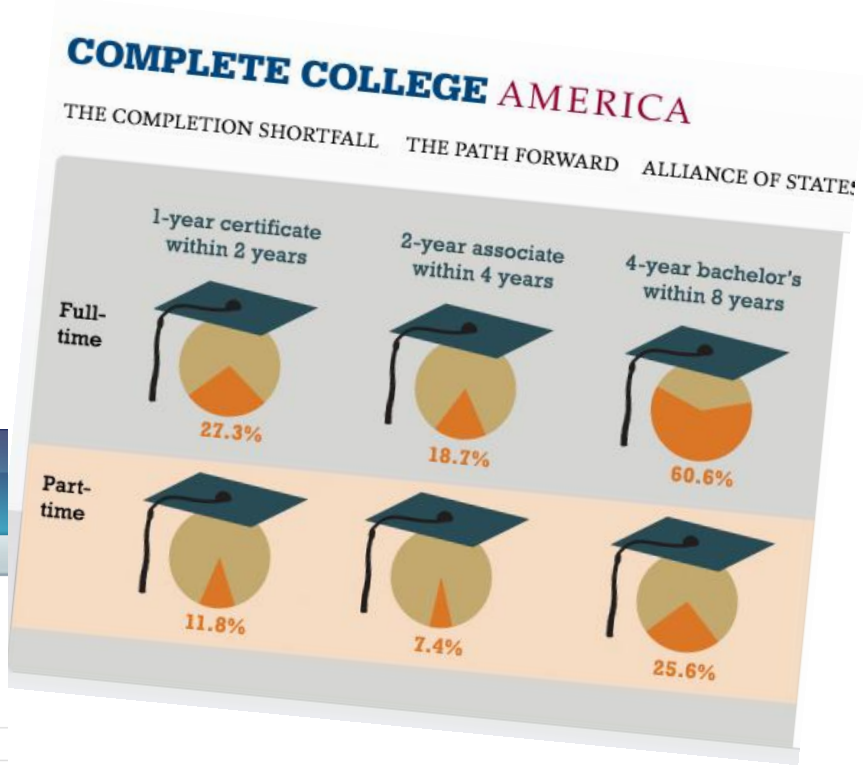
Sonya Christian

Vice President,

Academic and Student Affairs

Lane Community College

College Completion in the news



Student Success

Accessible Quality

Progression and Completion

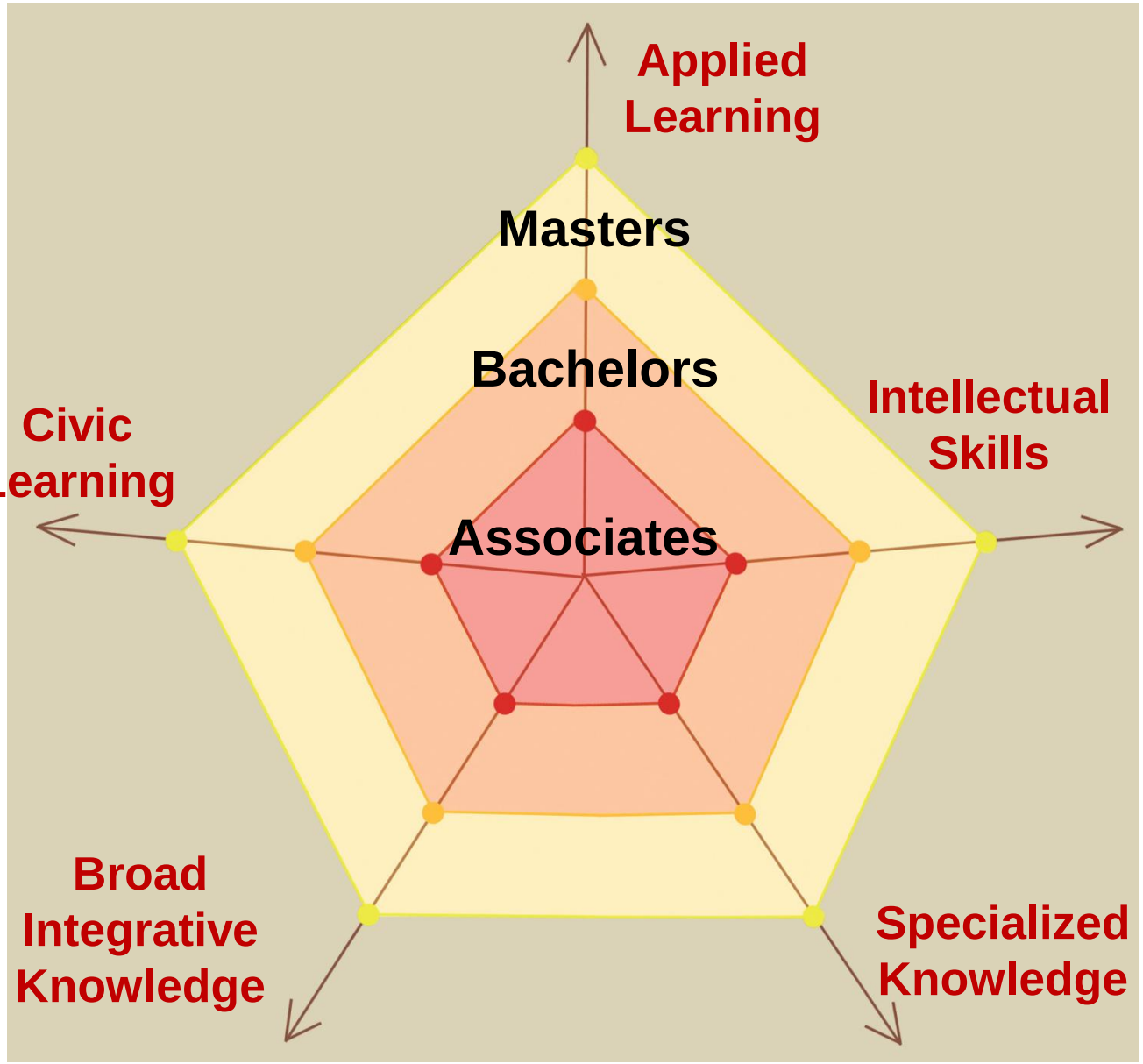
Which populations?

Degrees
Certificates

Chunks of credits

Just about “how much”? No!
It is also about “how well”?

Degree Profile for Higher Education



The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

***Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

***Anchored** through active involvement with diverse communities and real-world challenges*

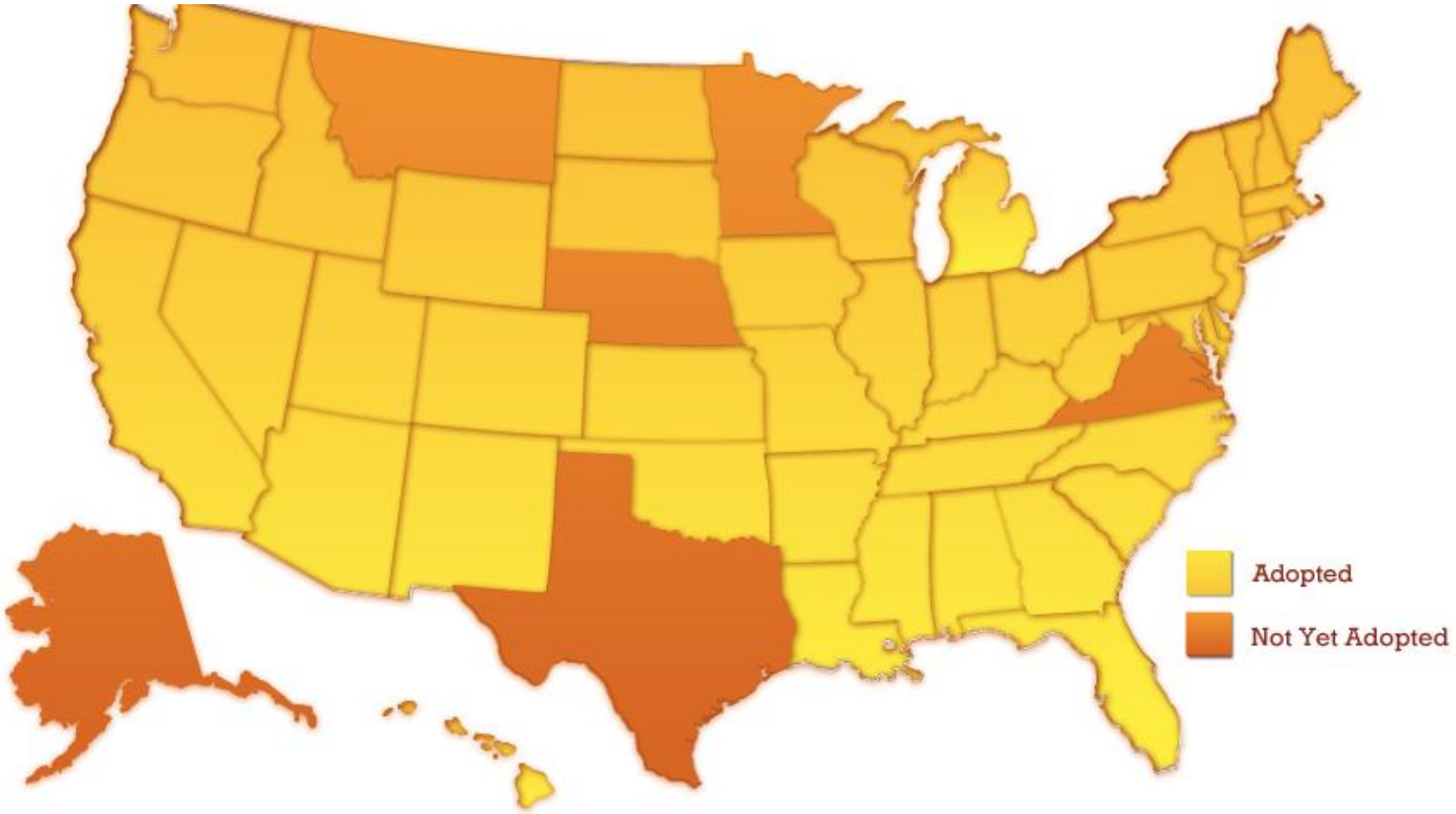
Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

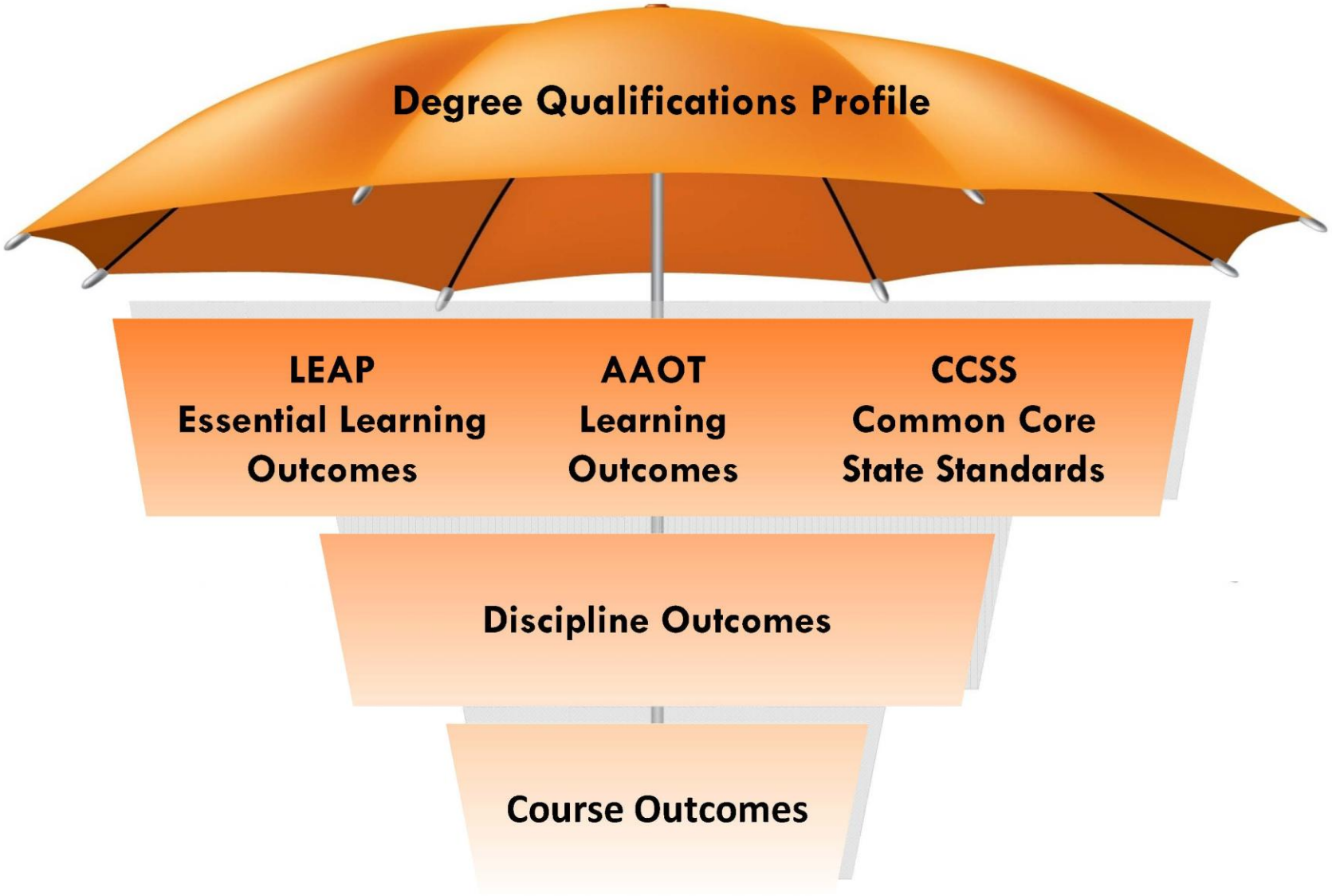
***Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Associate of Arts
Oregon Transfer

Common Core State Standards

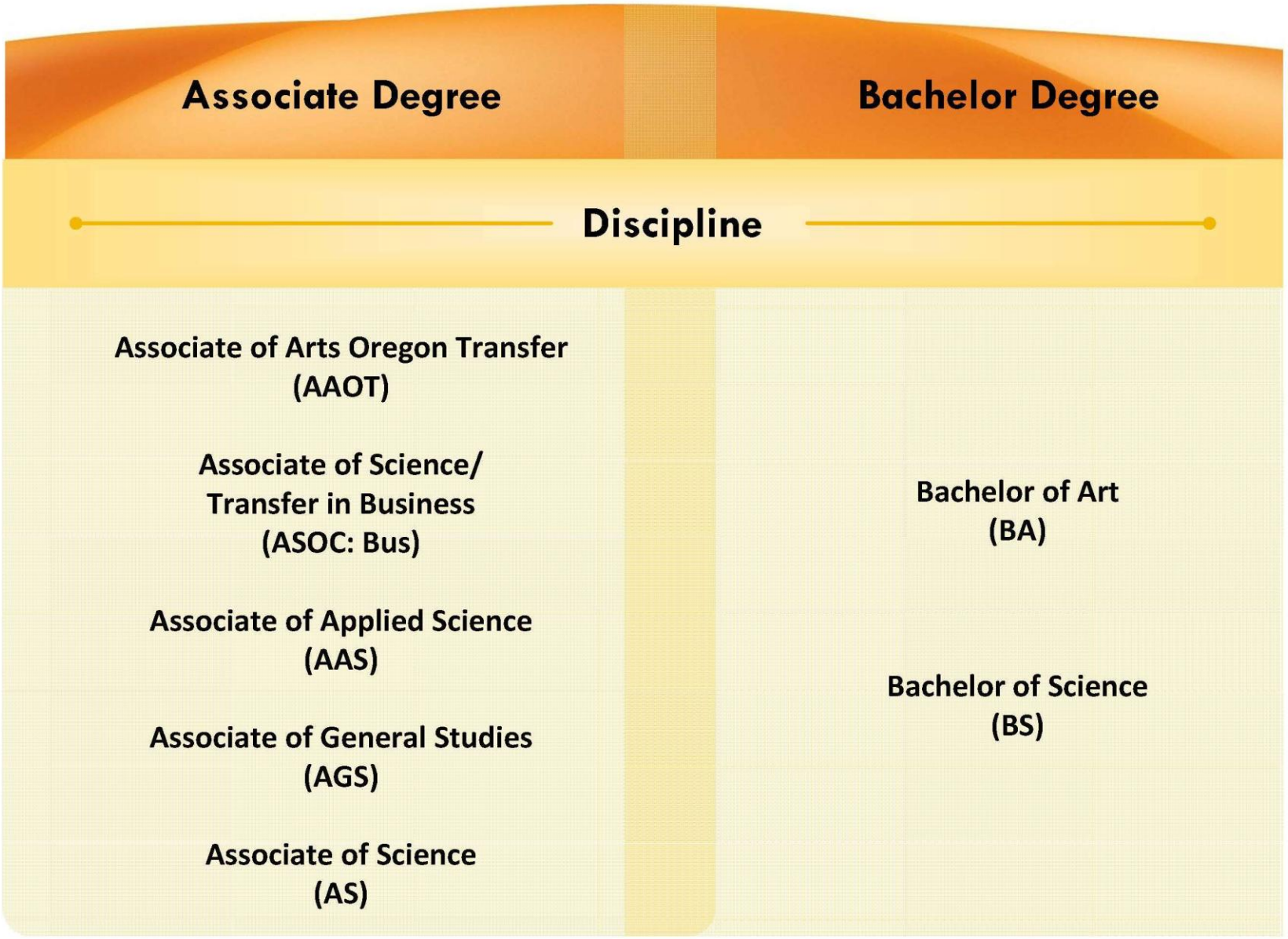


Hawaii, Minnesota, Montana, Nebraska, Texas, Virginia,


Degree Qualifications Profile
LEAP
Essential Learning Outcomes
AAOT
Learning Outcomes
CCSS
Common Core State Standards
Discipline Outcomes
Course Outcomes

Degree Qualifications Profile

DEGREE OUTCOMES



Record Keeping
The Oregon Transcript

The transcript of the future according to Sonya!

Level 3

Samples of student work. (Creating a PLE, a portfolio)

Level 2

-Proficiencies/Outcomes

-Credits (represents the outcomes that the students know and can do

-Grades with language on level of mastery

- **Level 1**
- **Course**
- **Credits**
- **Grades**

Communicates within and outside our sectors

Level 1 Transcript

An Excerpt

SPRING 2003

ARTH	1006	Western Art & Culture After 1400	3.0	A
BIOL	1402	Principles of Biology I	4.0	A
CHEM	1120	Principles of Chemistry II	4.0	A-
MATH	1002	Calculus I	3.0 *	B

	Graded Hrs Att	Graded Hrs Earned	GPA	Tot Hrs Earned
Term:	**14.0**	**14.0**	**3.69**	**14.0**
Cum:	**29.0**	**29.0**	**3.62**	**42.0**

ON DEAN'S LIST

Source: Sarah N.M. Harris, "What *is* an Official Transcript?" AACRAO, March 26, 2008.

Transitioning from Level 1 to Level 2

SPRING 2003

ARTH	1006	Western Art & Culture After 1400	3.0	A
BIOL	1402	Principles of Biology I	4.0	A
CHEM	1120	Principles of Chemistry II	4.0	A-
MATH	1002	Calculus I	3.0 *	B

	Graded Hrs Att	Graded Hrs Earned	GPA	Tot Hrs Earned
Term:	**14.0**	**14.0**	**3.69**	**14.0**
Cum:	**29.0**	**29.0**	**3.62**	**42.0**

ON DEAN'S LIST

Source: Sarah N.M. Harris, "What *is* an Official Transcript?" AACRAO, March 26, 2008.

Level 2 Transcript – Learning Objectives/Proficiencies

Math 1002

Level 2 – Learning Outcomes/Proficiencies

1. Understand and calculate the derivative from the perspective of rates of change, slopes of tangent lines, and numerical and graphical limits of difference quotients.
2. Formulate analytical methods that include the power, product, and quotient rules using the limit of the difference quotient.
3. Understand and apply the chain rule and implicit differentiation in solving derivatives.
4. Apply procedures for differentiating polynomial, exponential, logarithmic, and trigonometric functions.
5. Understand and relate previous analytical, graphical, and numerical methods to understand course material.
6. Verbalize mathematical concepts in class and in teams.
7. Explore concepts and applications in real-world settings and through technology.

Level 2 Transcript – Learning Objectives/Proficiencies (Clicking on Credits)

Math 1002

Level 2 – Credits (Sample)

#	Learning Objective	Achievement	Degree Profile
1	Derivative Calculations	HP	Specialized Knowledge Intellectual Skills
2	Analytical Methods	P	Specialized Knowledge Intellectual Skills
3	Chain Rule / Implicit Differentiation	P	Specialized Knowledge Intellectual Skills
4	Differentiation of mathematic functions	P	Specialized Knowledge Intellectual Skills
5	Relationship to past mathematical concepts	HP	Broad Knowledge Intellectual Skills
6	Oral demonstration of math	P	Civic
7	Real-world applications / technology	HP	Applied Learning

HP – High Proficiency • P – Proficiency • NY – Not Yet Proficient

Lumina FOUNDATION

Oregon Grants

1. Win-win
2. CCSS and transition to higher ed
3. Oregon and DQP (in conversations)

DQP Grants

1. WASC
2. HLC
3. CIC
4. AAC&U

Clifford Adelman, a senior associate with IHEP, plays a senior role in the organization's national and international research projects focusing on assessment, higher education access, and student mobility.

Prior to coming to IHEP, Adelman served nearly 30 years as a senior researcher at the U.S. Department of Education. Adelman contributed to key background studies of the high school curriculum to the landmark, *A Nation at Risk* (1983) report; and designed the higher education follow-up to that report, *Involvement in Learning* (1984), which served as a platform for the assessment movement in higher education over the following decade. During his tenure at the Department of Education, he authored several studies that served as benchmarks in education and set agendas for policymakers.