



# Oregon and the Degree Qualifications Profile

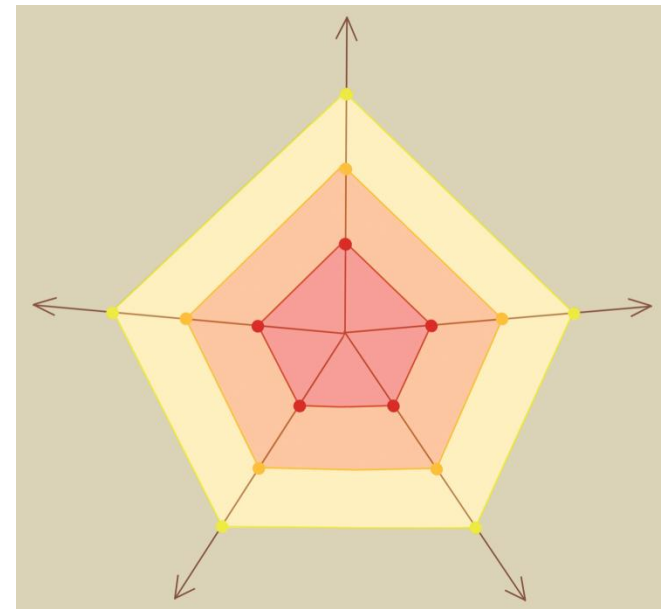
October 21, 2011

Sonya Christian

Vice President,

Academic and Student Affairs

Lane Community College



**The New York Times**

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

POLITICS EDUCATION BAY AREA CHICAGO TEXAS

**Education**

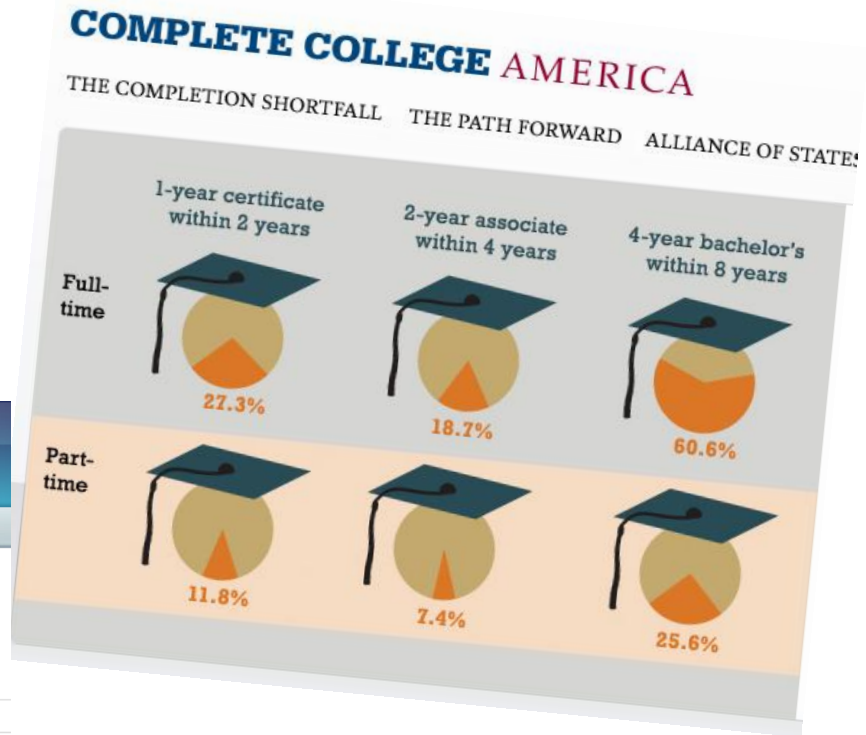
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# College Completion in the news

## College Graduation Rates Are Stagnant Even as Enrollment Rises, a Study Finds



**ED.gov** U.S. Department of Education

Funding Policy Research News About ED

### Meeting President Obama's 2020 College Completion Goal

JULY 21, 2011

Contact: Press Office, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

Under Secretary Martha Kanter and several senior ED officials discussed college completion and President Obama's 2020 Goal in the main auditorium at the Department of Education on July 21, 2011. Audience members included Department employees as well as a diverse group of external stakeholders. Topics included:

- The importance of promoting college completion to secure America's economic future
- The Administration's three-prong strategy for achieving the 2020 Goal through supporting access, quality and completion in higher education
- The ongoing work of the College Completion Task Force
- And much more!

**Related Resources**

[See slides from the presentation](#)

# Student Success

## Accessible Quality

**Progression** and **Completion**

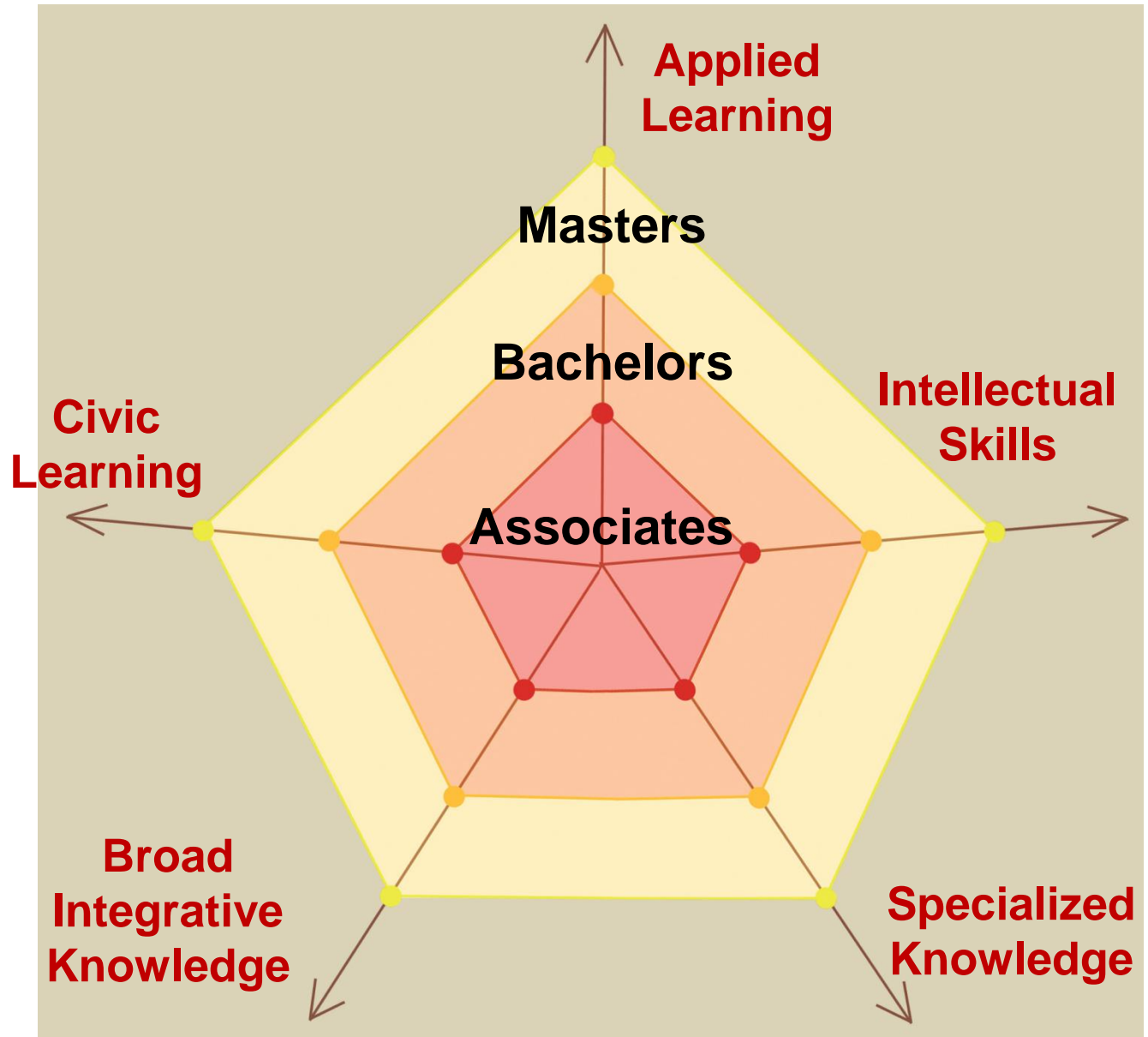
Which  
populations?

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:

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## ✦ 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*

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## ✦ 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*

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## ✦ 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*

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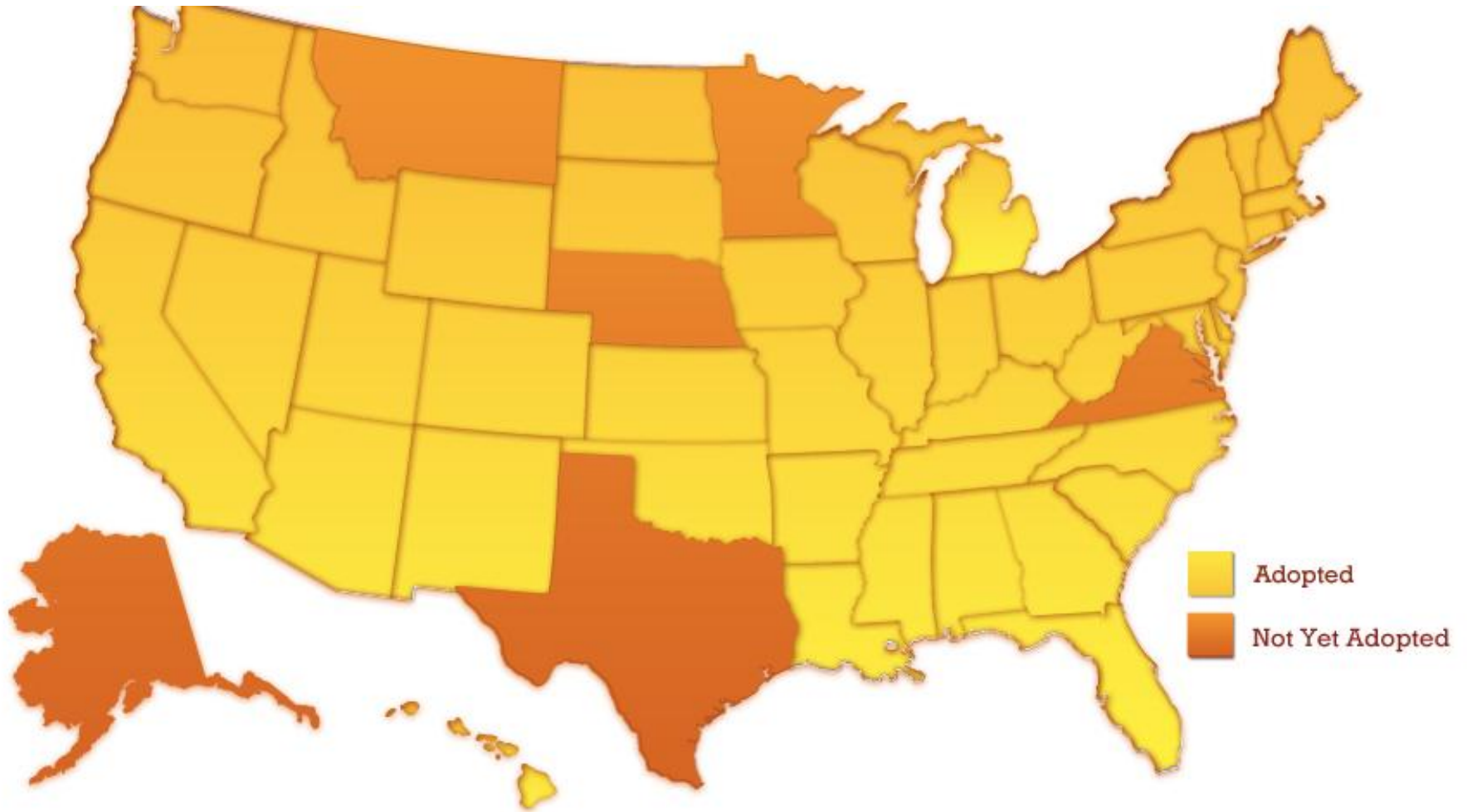
## ✦ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skill, 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

| <b>Associate Degree</b>   | <b>Bachelor Degree</b>              |
|---|-------------------------------------|
| <b>Discipline</b>   |                                     |
| <b>Associate of Arts Oregon Transfer<br/>(AAOT)</b>                   |                                     |
| <b>Associate of Science/<br/>Transfer in Business<br/>(ASOC: Bus)</b> | <b>Bachelor of Art<br/>(BA)</b>     |
| <b>Associate of Applied Science<br/>(AAS)</b>                         |                                     |
| <b>Associate of General Studies<br/>(AGS)</b>                         | <b>Bachelor of Science<br/>(BS)</b> |
| <b>Associate of Science<br/>(AS)</b>                                  |                                     |

# **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 <u>After 1400</u> | 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 |

|       | <u>Graded Hrs Att</u> | <u>Graded Hrs Earned</u> | GPA  | <u>Tot Hrs Earned</u> |
|-------|-----------------------|--------------------------|------|-----------------------|
| Term: | 14.0                  | 14.0                     | 3.69 | 14.0                  |
| Cum:  | 29.0                  | 29.0                     | 3.62 | 42.0                  |

*ON DEAN'S LIST*

## Transitioning from Level 1 to Level 2

### SPRING 2003

|                       |                       |   |            |                       |            |
|-----------------------|-----------------------|---|------------|-----------------------|------------|
| ARTH                  | 1006                  | Western Art & Culture <u>After</u> 1400 |            | 3.0                   | A          |
| BIOL                  | 1402                  | Principles of Biology I                 |            | 4.0                   | A          |
| CHEM                  | 1120                  | Principles of Chemistry II              |            | 4.0                   | A-         |
| <u>MATH</u>           | <u>1002</u>           | <u>Calculus I</u>                       |            | <u>3.0</u>            | * <u>B</u> |
|                       | <u>Graded Hrs Att</u> | <u>Graded Hrs Earned</u>                | <u>GPA</u> | <u>Tot Hrs Earned</u> |            |
| Term:                 | 14.0                  | 14.0                                    | 3.69       | 14.0                  |            |
| Cum:                  | 29.0                  | 29.0                                    | 3.62       | 42.0                  |            |
| <i>ON DEAN'S LIST</i> |                       |   |            |                       |            |

# 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<br>Intellectual Skills |
| 2 | Analytical Methods                            | P           | Specialized Knowledge<br>Intellectual Skills |
| 3 | Chain Rule / Implicit<br>Differentiation      | P           | Specialized Knowledge<br>Intellectual Skills |
| 4 | Differentiation of mathematic<br>functions    | P           | Specialized Knowledge<br>Intellectual Skills |
| 5 | Relationship to past<br>mathematical concepts | HP          | Broad Knowledge<br>Intellectual Skills       |
| 6 | Oral demonstration of math                    | P           | Civic  |
| 7 | Real-world applications /<br>technology       | HP          | Applied Learning                             |

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



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## 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.

