

AAOT REVISION

BILL TEXT: Section (1)(2)(a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;

Goal: *Align the Associate of Arts Oregon Transfer Degree (AAOT) with the Oregon Transfer Module (OTM) and align community college AAOT so that they accept each others.*

Progress: This effort will begin once the general education outcomes and criteria for courses are in place (see page 9). The General Education outcomes and criteria development prepares necessary statewide framework for an AAOT revision. A plan for the revision process was initiated in July 2006, at a joint OUS-community college meeting.

Several elements of the AAOT degree have already been targeted for discussion. These include but are not limited to:

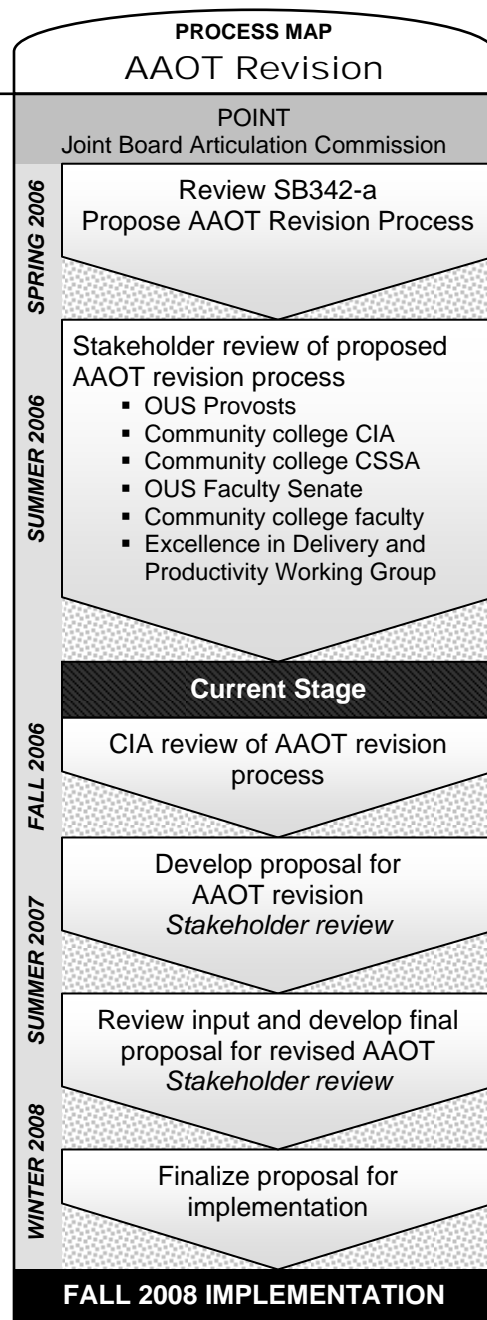
- Standardized GPA requirements
- Alignment of language with the Oregon Transfer Module
- Shifting language from credits to courses
- Explore the addition of other course requirements including information literacy, cultural diversity, or health/wellness

Next Steps: Development of statewide general education outcomes and criteria statements is needed to provide framework for the AAOT revision

- The Joint Boards Articulation Commission has identified the community college Council of Instructional Administrators as a key group in defining the changes that need to be made in the AAOT degree
- Solicit statewide input from all stakeholders on the proposed revision
- Bring forward final proposal for implementation on all campuses

What is needed from the legislature

Funding for continued general education alignment work. See the policy package in the general education outcomes work (page 9)



Do We Need to "Fix" the Associate of Arts/Oregon Transfer Degree? [excerpt]
By Jim Arnold, May 5, 2003

Limitations of the Associate of Arts/Oregon Transfer Degree

Campus to campus variability. No two community colleges in Oregon have AA/OT degrees that are exactly alike. All community colleges have, of course, molded their degree to the statewide *general* requirements, but they have taken advantage of the flexibility provided by fashioning different degrees.

Sequence requirements. Campus to campus differences are most noticeably reflected in this aspect of the degree. Within the distribution requirements areas, many (eight of the seventeen) of the community colleges require students to complete course sequences within various disciplinary areas. The other colleges have no sequence requirements.

Community-college to community-college transfer. With the campus differences, most particularly the sequence requirements, transfer between community colleges can be problematic, especially if a student wishes to transfer to a college requiring sequences from a college that does not.

Community-college to university transfer. The AA/OT is not well-suited to some fields of study. As mentioned above, the AA/OT degree is a best fit for those students undecided with regard to major field and transfer campus. The general nature of the degree allows for maximum flexibility. However, the number of degrees of freedom allowed to students – a hallmark of the degree – may ultimately be a very serious problem for [certain majors such as physical/biological sciences, engineering, psychology, business and education.]

Advising issues. It is not uncommon for students to engage in a process of self-advising. The pitfalls inherent in such a system are obvious: students simply do not get the information they need, or get such information in a timely manner, to make the best decisions regarding their pursuit of a transfer degree. Another issue is the knowledge gap exhibited by some community college advisors. Although typically well versed in their own (local college's) version of the AA/OT, counselors may lack a thorough understanding of the complexities of transferring to another community college or, ultimately, to a university.

OUS general education requirements. Since the AA/OT was formulated, there have been philosophical shifts at several of the universities, resulting in significant modifications to their general education requirements. The changes have commonly resulted in fewer credits demanded in the lower-division general education requirements, sometimes accompanied by the insertion of upper-division requirements that are not met by the AA/OT. A common outcome is the downward migration of the prerequisite requirements for the major.

Given these limitations, is it no wonder that officials in the postsecondary sectors of Oregon have been considering alternatives to the AA/OT degree?

Proposals for Addressing the AA/OT's Limitations and Facilitating Transfer

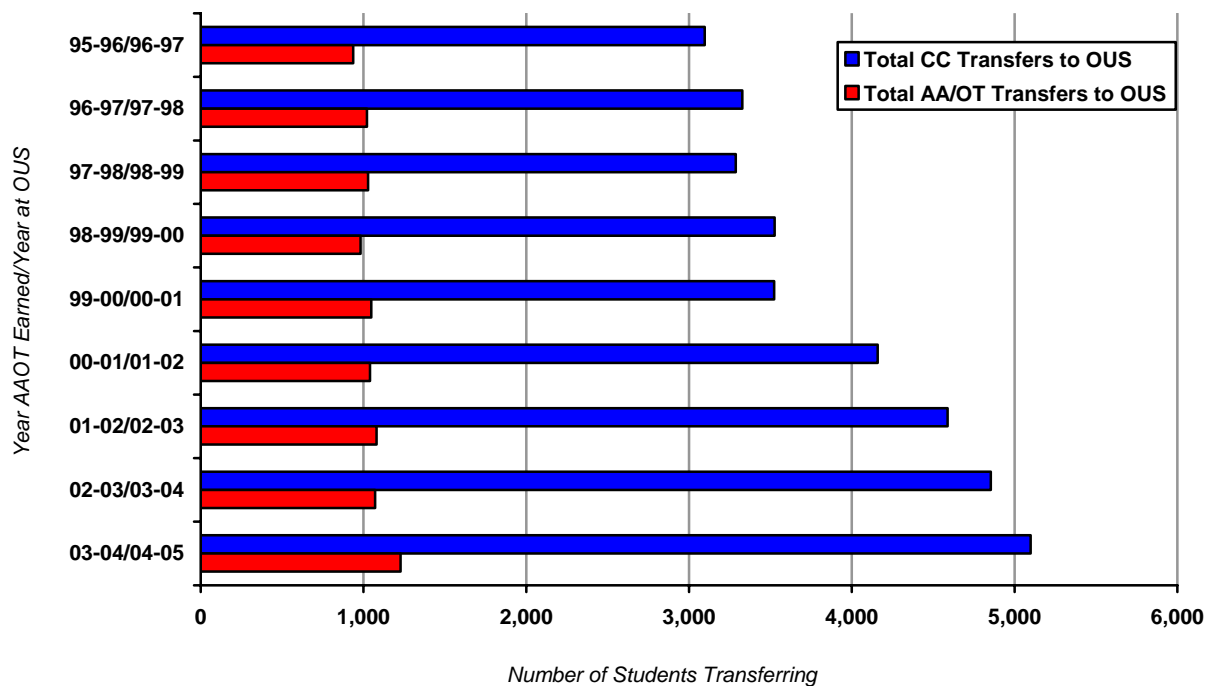
1. Develop a "generic" Associate of Science/Oregon Transfer Degree.
2. Mandate uniform implementation of the current AA/OT.
3. Endorse, develop, and initiate a petition process for students caught in AA/OT "traps."
4. Improve the advising function at community colleges as well as baccalaureate-granting institutions.
5. Encourage more coherence and consistency in OUS general education requirements.
6. Establish a statewide, standardized, transferable, lower-division general education core curriculum.

Students Completing an Oregon Transfer Degree (AA/OT) One Year and Then Enrolling in an Oregon University System Institution the Next

Year*	CC Transfers to OUS	Total AA/OTs Granted	Total AA/OTs Transferring to OUS	Percent AA/OTs Transferring to OUS	AA/OTs as Percent of Transfers from CC to OUS
95-96/96-97	3,096	1,692	937	55.4	30.3
96-97/97-98	3,327	1,902	1,021	53.7	30.7
97-98/98-99	3,287	1,924	1,028	53.4	31.3
98-99/99-00	3,526	1,913	982	51.3	27.9
99-00/00-01	3,523	1,983	1,048	52.8	29.8
00-01/01-02	4,159	1,947	1,040	53.4	25.0
01-02/02-03	4,588	1,989	1,080	54.3	23.5
02-03/03-04	4,854	2,029	1,071	52.8	22.1
03-04/04-05	5,099	2,317	1,228	53.0	24.1
04-05/05-06	5,041	N/A	N/A	N/A	N/A

**The first year indicated is the academic year in which the AA/OTs were earned. The second year is the academic year during which those students were enrolled at an OUS campus.*

source: OUS Institutional Research



JBAC Forum Comments Requesting Specific Updates to the AAOT.

B.Bowman Wed Apr 05, 2006 9:16 pm
Challenge categories

I would like the challenge the thinking behind the first two categories. The first category "writing" has "read" as the first word in the explanation. For the life of me, I don't know why we don't call use "writing/reading" as a category. Why do we acknowledge the college levels of writing and math, but not reading? The second category, "speech/oral communication" is just as limiting. Do we just assume that we need to teach how to send information, yet not how to receive it? What if we had two categories of information....one expressive and one receptive? Under 'expressive communication' students would learn to write well and speak clearly. Under 'receptive communication' students would improve their critical thinking skills through reading, reasoning, and interpreting the multi-media messages being sent them in the 21st century. Let's either change the first two categories, or at least include 'reading' with the 'writing.

PWetzel Fri Apr 14, 2006 5:47 pm
"International"

I am distressed that the Outcomes document makes no mention of linguistic or cross-cultural study/understanding. Granted that the words "diversity" and "global" appear, from discussions on Portland State campus it is clear that people do not intend these to encompass "international" themes.
Yes, I'm a foreign language teacher but is it too much to envision a citizenry that has some familiarity with at least one other language besides English?

Amdeitering Tue Apr 18, 2006 3:52 am
Research skills for lifelong learning

In the 21st century, college students and college graduates are expected to find, learn from and work with information in increasingly complicated ways. The ability to learn new things from new information is at the heart of the scholarly enterprise. Unfortunately, there is almost no mention of information literacy or fluency, or the ability to find information that can support inquiry and discovery, in the outcomes presented here.

A person who lacks either research skills or a conceptual understanding of how information is created, distributed and controlled cannot be a critical thinker or a lifelong learner in today's world. If our students are going to master these crucial skills and concepts we cannot assume that someone else will teach them. They should be reflected in their own outcome statement, or as essential components of those already crafted.

Linda Anderson Tue Apr 18, 2006 8:39 pm

OCCC Oregon Council of Computer Chairs

Last Fall at their semiannual statewide meeting, the OCCC agreed on a definition of Computer Literacy and also on the course number that would provide these skills for our students, CS or CIS 120. We are retooling this course statewide to meet our agreed-upon criteria.

Peter Casey Wed Apr 26, 2006 1:44 am
AAOT Computer Literacy requirement

The AAOT needs a "computer literacy" requirement.

Does anyone have any evidence that students both entering and leaving our institutions of higher education have sufficient knowledge of computer technology. I frequently hear it stated that students entering our institutions have sufficient knowledge about computers for success in college and beyond. I would ask those people to show me the evidence?

Central Oregon Community College has a "Computer Competency" exit requirement and many students take our CIS 120 to meet this requirement. Students often take this course simply because many have taken and failed our "Computer Competency" test available for a nominal fee. We recently adopted the IC3 (http://www.techforall.org/ic3_certification.html) certification test as our "standard." Students must now pass two of the three test sections or take our CIS 120 or CIS 131 courses to meet our exit requirement.

I anticipate additional student enrollment in our courses. This enrollment increase is simply a reflection of our student's lack of knowledge of computer technology. Even with the ubiquity of computers in our culture, a constant surprise in our CIS department is the lack of fundamental knowledge of both recent high school graduates and returning adult students.

All institutions of higher education should require "computer literacy" of all their graduates. Until you have assessed your students on this fundamental outcome how can you state what your students do or do not know?

The existing categories of basic AAOT attainment (Writing, Speech, Math, Science, etc.) were developed well before the advent of the world wide web, well before most students had computers, before e-commerce, before the world became digital. Why do the current leaders and policy makers of our institutions of higher education apparently ignore the world they live in? Unfortunately, I believe the exponential rate of change in computer technology has simply left many of them behind. Enroll in my CIS 120 and better prepare yourself for today and the future.

Please also see: <http://newton.nap.edu/html/beingfluent/>



Associate of Arts Oregon Transfer Degree Guidelines

Revised on January 18, 2002, by action of the Joint Boards.

Any student who holds an Oregon community college Associate of Arts Oregon Transfer degree that conforms to the guidelines set forth below and who transfers to any institution in the Oregon University System will have met the lower division general education requirements of that institution's baccalaureate degree programs. Course, class standing, or GPA requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts degree. Students transferring under this agreement will have junior standing for registration purposes.

Every Oregon community college, as well as the Oregon Institute of Technology, offers an Associate of Arts/Oregon Transfer degree that meets these broad guidelines.

GUIDELINES

A minimum of 90 credits will be required for the degree, and of these, at least 55 will conform to the general education and distribution requirements listed below. (All credit references are based on quarter credits.)

GENERAL REQUIREMENTS

- ▶ *Writing*: A minimum of eight credits of college transfer writing courses, with a grade of "C" or better in each course. Designated courses are WR 121, 122, 123 or 227.
- ▶ *Mathematics*: Four credits of college level mathematics, for which at least Intermediate Algebra is a prerequisite, with a grade of "C" or better.
- ▶ *Communication/Rhetoric*: Three credits of a fundamentals of speech or communication course with a grade of "C" or better.

DISTRIBUTION REQUIREMENTS

- ▶ *Arts and Letters*: A minimum of ten credits, chosen from at least two disciplines.
- ▶ *Social Sciences*: A minimum of fifteen credits, chosen from at least two disciplines.
- ▶ *Science/Math/Computer Science*: A minimum of fifteen credits including three laboratory courses of at least twelve credits in the biological or physical sciences.

Oregon Transfer Module Guidelines

Adopted by Joint Boards of Education February 3, 2005

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

FOUNDATIONAL SKILLS

- ▶ *Writing*: Two courses of college-level composition.
- ▶ *Oral Communication*: One course of fundamentals of speech or communication.
- ▶ *Mathematics*: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

INTRODUCTION TO DISCIPLINES

- ▶ *Arts and Letters*: Three courses.
- ▶ *Social Sciences*: Three courses.
- ▶ *Science/Math/Computer Science*: Three courses, including at least one biological or physical science with a lab.



Associate of Arts Oregon Transfer Degree Guidelines

ELECTIVES

Electives will comprise about thirty five credits, depending on the student's selection of courses to meet the requirements above.

Effective Fall term, 1998, WR 115 may be included in the Associate of Arts Oregon Transfer degree as an elective providing that the WR 115 course at the community college has been approved by the Department of Community Colleges and Workforce Development. (For a list of approved WR115 courses, click here.)

Effective Fall term, 1998, community colleges may grant Associate of Arts Oregon Transfer degrees that include up to 12 professional technical credits as electives.

Community colleges shall identify and publicize those professional technical credits available on its campus which are appropriate for inclusion in the Associate of Arts Oregon Transfer degree.

NOTES AND CLARIFICATIONS

[The following notes are not intended to be part of the actual "Guidelines" (above), but rather serve to clarify some aspects thereof. As such, they are attached to these "Guidelines" as reference material for participating institutions.]

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

The "General Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of proficiency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

Courses used to meet the "Distribution Requirements" must be at least 3 credits each.

Computer courses used in the Math/Science/Computer Science area must meet the inter-segmental

Computer Science chairs group criteria for a science course. This includes CS 120, 121, 122, 161, 162, 171, 260, and 271 from the list of commonly numbered courses.

In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language.

Oregon Transfer Module Guidelines

ELECTIVES

► As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.
2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.
3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (<http://cs.bmcc.cc.or.us/occc/>).
4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.
5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.
6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.