Degree Qualifications Profile

*A template of competencies required for the award of college degrees at the associate, bachelor’s, and master’s levels*

**Knowledge**

At each degree level, every college student should demonstrate competence in using both specialized knowledge from at least one field and broad, integrative knowledge from arts and sciences fields. Both kinds of knowledge should be pursued from first to final year, providing opportunities for integration across fields and application to complex problems—in the student’s area of emphasis, in out-of-school settings, and in civil society.

**Broad/Integrative Knowledge**

Key areas include the sciences, social sciences, humanities, arts, and global, intercultural and democratic learning.

In each area, students:

• Learn key concepts and methods of inquiry
• Examine significant debates and questions
• Make evidence-based arguments

In addition, at each degree level, students:

• Produce work that integrates concepts and methods from at least two fields

**Specialized Knowledge**

Students demonstrate depth of knowledge in a field and produce field-appropriate applications drawing on both major field and, at the B.A. level and beyond, other fields. Students learn:

• Discipline and field-specific knowledge
• Purposes, methods, and limitations of field
• Applied skills in field
• Integrative skills and methods drawing from multiple fields and disciplines.

**Intellectual Skills**

Students hone and integrate intellectual skills across the curriculum, applying those skills both to complex challenges within major fields and to broad, integrative problem-solving challenges. Skills include:

• Analytic inquiry
• Information literacy
• Engaging diverse perspectives
• Quantitative fluency
• Communication fluency

**Civic Learning**

Students acquire knowledge required for responsible citizenship both from their formal studies (see knowledge and skills, above) and from community-based learning, and demonstrate their ability to integrate both forms of learning in analyzing and addressing significant public problems and questions. Civic learning may be demonstrated through: research, collaborative projects and/or field-based assignments.

**Applied Learning**

Students demonstrate their ability to integrate and apply their learning (see knowledge and skills, above) in complex projects and assignments that may include: research, projects, practicums, internships, work assignments, performances, and creative tasks.

* The Degree Qualifications Profile was commissioned by the Lumina Foundation following a series of national discussions about learning outcomes frameworks. It was released by the foundation as a beta version in January 2011 and is being tested in a number of grant-funded national experiments.
### CUNY New Community College Institutional Student Learning Outcomes

The New Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of the NCC’s mission and values.

Students will know from the time they enter the NCC that they will be expected to demonstrate progress in achieving these outcomes in the context of their chosen fields of study. Institutional learning outcomes will be addressed at the course and program level. They will be based on learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their e-portfolios.

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<td>The outcomes in this category demonstrate that students can integrate learning from broad fields of general study and make sense of the connections between different academic disciplines and multiple perspectives.</td>
<td>The purpose of a major is to provide students with specialized knowledge. Students who achieve the learning outcomes in this category will understand basic concepts, vocabulary and research methods related to their major, which will prepare them to enter the workforce and/or continue their studies at the baccalaureate level.</td>
<td>The communication, quantitative and critical thinking skills included in this category are necessary to engage in learning throughout life in personal, academic, and professional contexts. These competencies will enable students to pursue their interests and questions about the world by accessing, understanding and using knowledge and information.</td>
<td>This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels.</td>
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| a. Demonstrates engagement with issues that have contemporary, historical, scientific, economic, technological, or artistic significance. | a. Recognizes the scope and principal features of the field of study, including its major theories and practices. b. Understands and uses contemporary vocabulary specific to the field of study. c. Connects content and concepts of “specialized knowledge” to ideas studied in the City Seminars, Ethnographies of Work and other NCC General Education courses. d. Demonstrates knowledge of problem-solving techniques and the ability to form hypotheses for research purposes. | a. Demonstrates the ability to analyze ideas, theories and/or issues by breaking them down, identifying the component elements and explaining how they relate. b. Communicates effectively using substantially error-free language in oral and written formats. c. Presents accurate mathematical calculations and operations, and explains how they are used to solve problems and to interpret data. d. Utilizes both quantitative and qualitative data to explore and understand important issues. e. Locates, evaluates and cites multiple information resources in projects, papers or presentations. f. Displays ability to assess own work and to estimate its relative value. | a. Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions. b. Exhibits knowledge of and respect for diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts. c. Describes various historical and contemporary positions on selected democratic values or practices, and presents his or her position on specific problems. d. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience. e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts. |

| b. Exhibits an understanding of how different disciplines create new knowledge and their approaches to solving problems. c. Describes multiple perspectives on key debates and discusses the importance of these debates to society. d. Connects ideas and concepts across different courses, majors, and forms of experiential learning. e. Expresses curiosity about the essential questions that drive personal, academic, and professional inquiry. | | a. Uses creativity, content knowledge, research and analytical skills to provide solutions to real-world problems. b. Collaborates with others to solve problems and complete projects. | | |

Draft as of June 13, 2011
**Knowledge of Human Cultures and the Physical and Natural World**

- Humanities: 92%
- Sciences: 91%
- Social Sciences: 90%
- Global/World Cultures: 87%
- Mathematics: 87%
- Diversity in the United States: 73%
- United States History: 49%
- Languages Other Than English: 42%
- Sustainability: 24%

**Intellectual and Practical Skills**

- Writing skills: 99%
- Critical Thinking: 95%
- Quantitative Reasoning: 91%
- Oral Communication: 88%
- Intercultural Skills: 79%
- Information Literacy: 76%
- Research skills: 65%

**Personal and Social Responsibility**

- Intercultural Skills: 79%
- Ethical Reasoning: 75%
- Civic Engagement: 68%

**Integrative Learning**

- Application of Learning: 66%
- Integration of Learning: 63%

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Note: Nearly 80% of AAC&U member institutions surveyed reported that they had a common set of learning outcomes for all students. Percentages cited above are the percentage of those with campus-wide goals reporting that this outcome is one of the learning goals they have for all students. This data was generated as part of AAC&U’s initiative, Liberal Education and America’s Promise (LEAP). The four categories of learning outcomes correspond to a set of “Essential Learning Outcomes” developed as part of LEAP. See [www.aacu.org/leap](http://www.aacu.org/leap) and *Learning and Assessment: Trends in Undergraduate Education*—A Survey Among Members of the Association of American Colleges and Universities (AAC&U and Hart Research Associates, 2009). AAC&U’s 1250 institutional members include two- and four-year undergraduate institutions, masters- and doctoral-granting colleges and universities, higher education system offices, international affiliates, and non-profit organizations.

* The starred items are shown in two learning outcome categories because they apply to both.