



# *32<sup>nd</sup> Faculty-to-Faculty Conference*

*October 22-23, 2015*

Twitter key messages about today's Fac2Fac

- Refer to CDHE as @COHigherEd
- #EdColo is the hashtag. Feel free to post pics.
- Follow @DrMacgillivray



**COLORADO**  
Department of  
Higher Education



# Goals

## Today

- Select and revise at least 1 competency that will be assessed by your institution in your content area

## Tomorrow

- Consider Math Pathways Task Force recommendations
- Wrap-up competency revisions to extent possible
- Revise content

# *Important Points - 1*

1. This is about assessment of student learning outcomes in general education courses:

- Individual faculty assess learning of content and competencies.
- Institutions assess student learning.
- There are no state requirements for assessing these things. It's a requirement for HLC.
- Student assessment data collected by institutions are not used for faculty reviews.

# *Important Points - 2*

2. Many of your institution's gen ed courses are gtPathways courses:
- Institutions' participation in gtPathways is required by law to ensure transferability & applicability of at least 31-credits of general education.
  - Law requires gtPathways courses be aligned to CCHE approved content and competency criteria.
  - Faculty set the content and competency criteria and recommend it be approved by CCHE.
  - Faculty peer reviewers recommend courses be gtPathways approved by CCHE.

# *Important Points - 3*

- Current competencies last revised in 2005
  - Not written in assessable language
  - Out-of-date (Technology is good example)
- Current content last revised in 2005 & 2007
  - Not written in assessable language
  - Needs updating, faculty may want to be more specific about how GT-AH2 content should differ from GT-AH3 content, for instance.
  - Depending on what competencies are selected, this may affect the content revision.

## Important Points - 4

4. Institutions *ALREADY* (or soon will be) assessing student learning using AAC&U's LEAP materials and their assessment coordinators agree it makes sense to use LEAP for gtPathways too.

2-year	4-year
Aims Community College	Adams State University
Arapahoe Community College	Colorado Mesa University
Colorado Mountain College	Colorado State University
Community College of Aurora	Fort Lewis College
Northeastern Junior College	Metropolitan State University of Denver
Otero Junior College	University of Colorado Boulder
Pikes Peak Community College	University of Colorado Colorado Springs
Pueblo Community College	University of Colorado Denver
<i>*CNCC &amp; Lamar CC not using LEAP but agree this revision won't negatively affect them.</i>	University of Northern Colorado
	Western State Colorado University

# *Important Points - Recap*

1. Your institutions are already assessing student learning outcomes in general education and HLC requires it.
2. gtPathways is required by law and many of your institution's gen ed courses are gtPathways courses.
3. Faculty recommend to CCHE what the competencies and content should be and peer review courses for participation in gtPathways.
4. The current content & competencies are out-of-date and are not written in assessable language.
5. Many institutions are already using AAC&U's LEAP to some extent.

# *Why is CDHE Involved?*

1. Colorado Department of Higher Education is the staff for the Colorado Commission on Higher Education, its governing board.
2. CCHE/CDHE are tasked by the Colorado General Assembly to:
  - Ensure compliance with state law (e.g., gtPathways)
  - Coordinate with and be a resource to institutions
  - Mission: Ensure access to high-quality, affordable education to Colorado citizens...
3. By helping your institution meet its HLC assessment requirements, CCHE/CDHE is also fulfilling its mission.



# *Process & Timeline*

## **Today & Tomorrow**

- Make good progress on competencies & content

## **December 2015**

- Faculty recommend revised competencies & content to GEC

## **Spring 2016**

- GEC recommends CCHE approve revised competencies & content

## **Fall 2016**

- gtPathways re-reviews using revised competencies & content?

# *Where We Ended Up Last Time*

1. Written Communication & Critical Thinking: Broad support.
2. Information Literacy, Problem Solving, Qualitative Literacy, Creative Thinking: Good support.
3. Inquiry & Analysis and Global Learning: Some support.  
(\*Recall, SC1 & SC2 faculty found Inquiry & Analysis on their own.)
4. Ethical Reasoning, Civic Engagement, Oral Communication: Little support or believed it was too much to fit these in as well.
5. Track changes and edits to documents were accepted.

# *Why the Surveys?*

- There are 11 gtPathways content categories
- We've been considering 11 LEAP VALUE rubrics
- Coincidence? Yes, but....

**Wouldn't it be great if each of the 11 competencies could be assessed in one of the 11 gtPathways content subcategories?**





# *Survey Results - Faculty Picks*

**Clear 1<sup>st</sup> picks were:**

- **CO1: Written Communication**
- **MA1: Quantitative Literacy**
- **SC1 & SC2: Inquiry and Analysis**

**Faculty picks were spread out:**

- **HI1**
- **AH1, 2, 3 & 4**
- **SS1, 2 & 3**

X = some support	CO1, CO2, CO3	MA1	Arts & Expressi on AH1	Lit & Humanit ies AH2	Ways of thinking AH3	World Languag es AH4	History HI1	Econ or Polit Syst SS1	Geograp hy SS2	Human Bhvr, Cult or Soc frk SS3	SC1 & SC 2
	Written Communi cation	<u>1<sup>st</sup></u>			2 <sup>nd</sup>	X	X		X	X	X
Critical Thinking					1 <sup>st</sup>		1 <sup>st</sup>	1 <sup>st</sup>	X	1 <sup>st</sup>	
Creative Thinking			1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>						
Informati on Literacy			X				X	X			
Oral Communi cation					X						
Quantitat ive Literacy		<u>1<sup>st</sup></u>									
Problem Solving										X	
Inquiry and Analysis							2 <sup>nd</sup>			X	<u>1<sup>st</sup></u>
Civic engagem ent							X	X	X	X	
Global Learning			2 <sup>nd</sup>			X		X	X	2 <sup>nd</sup>	
Ethical Reasonin					X					X	

# Concerns from Last Time - 1

## Criteria for Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

### Students should be able to:

#### Explain an Issue

- Use information to describe a problem or issue.

#### Utilize Context

- Evaluate the relevance of context when presenting a position.
- Identify assumptions.
- Analyze one's own and others' assumptions.

#### Create a Personal Response

- Identify a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue.
- Synthesize other points of view within their own position.

#### Incorporate Evidence

- Including primary and secondary, to the scope and discipline. Connect evidence to claim/thesis.
- Interpret sources to develop an analysis or synthesis.
- Evaluate sources to develop an analysis or synthesis.

#### Understand Implications and Make Conclusions

- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

Competency

Student Learning Outcomes  
- Too many of these?



# Concerns from Last Time - 2

Assessment folks concerned that if at least one or two bullets/student learning outcomes per competency are not made mandatory then they cannot be assessed.

*Students should be able to:*

## Explain an Issue

- Use information to describe a problem or issue.

## Utilize Context

- Evaluate the relevance of context when presenting a position.
- Identify assumptions.
- Analyze one's own and others' assumptions.

## Create a Personal Response

- Identify a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue.
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# *A Solution to the Concern?*

Example: GT-CO1, GT-CO2 & GT-CO3 Courses

You currently require:

1. gtPathways content for Written Communication
2. gtPathways competencies for:
  - a) Critical Thinking
  - b) Written Communication
  - c) Reading

**Solution?:**

1. Require 1 competency (maybe Written Communication?)
2. Require at least 3 of the 5 student learning outcomes

**Remember: The requirement is WHERE your institution will assess the competency. Individual faculty are free to include other competencies in their teaching/syllabus.**





Any questions at this point?