



# *New GT Pathways Review & Approval Process*

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# *First and Foremost...*

THANK YOU to all the faculty who committed the time, effort, and support to move the State of Colorado forward on the GT Pathways revision project.

## Significant factors from the work:

- 1) Collaborative approach involving statewide 2- and 4-year faculty, assessment directors, and assistance from Association of American Colleges & Universities (AAC&U) LEAP Project.
- 2) Necessary updates to improve student learning outcomes and assessability.
- 3) Alignment with national initiatives for improving transfer within and out of state, and ability to benchmark with respect to assessment of student learning.

# *Why is CDHE Involved?*

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

# Why This Revision?

Current competencies last revised in 2005

- Were not written in assessable language
- Out-of-date (Technology is good example)

Current content last revised in 2005 & 2007

- Were not written in assessable language
- Needed updating: faculty wanted to be more specific about how GT-AH2 content should differ from GT-AH3 content, for instance.

# Outcomes

- Enhanced student learning, transfer, persistence, and completion.
- Faculty can count on students being proficient in certain competencies and content.
- Robust competencies with rubrics allow for reliable assessment of student learning, provide a tool for designing assessments, and will help institutions meet their assessment goals for HLC.
- A citizenry with proficiency in these competencies → skilled workforce → robust economy → benefits for all.

# *Important Points - 1*

- Individual faculty assess learning of content and competencies of their own students for a grade in the course.
- Institutions assess overall 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.

*These institutions are ALREADY (or soon will be) assessing student learning (to some extent) using AAC&U's LEAP materials and their assessment coordinators agreed it makes sense to use LEAP for GT Pathways 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           |
| *CNCC, TSJ, RRCC & LCC not using LEAP but agree this revision is a good idea & likely no negative impact. | University of Northern Colorado         |
|   | Western State Colorado University       |

# *Important Points - 2*

Many of your institution's Gen Ed courses are GT Pathways courses:

- Institutions' participation in GT Pathways is required by law to ensure transferability & applicability of at least 31-credits of general education.
- Law requires GT Pathways courses be aligned to CCHE approved content and competency criteria.
- Faculty created the content and competency criteria and recommended it be approved by CCHE.
- Faculty & institutions agree to certain requirements to have their courses be GT Pathways approved by CCHE.



# *The NEW “Approval” Process*

- No more submitting syllabi to CDHE for faculty peer review.
- Chief Academic Officer/Provost submits a list of courses the institution/system wants included in GT Pathways.
- CAO signs off ensuring the GT Pathways requirements will be met.
- This process will take the cooperation of Provosts, Deans, Asst. Deans, Department Chairs and faculty (tenure-track and affiliate).
- Front-end Honor System: CCHE is trusting you to be a willing and cooperative participant.
- Back-end Accountability: There will be random audits of syllabi and consequences for non-compliance.



# Requirements: Front-end Honor System

*Every instructor of every section of a GT Pathways course shall include on their syllabus:*

1. The required GT Pathways content criteria and competencies either:
  - a) Copied & pasted verbatim into the syllabus, OR
  - b) Mapped to institution's own content/competencies/student learning outcomes including the number and the narrative text; and
2. The state-approved statement identifying the course as GT Pathways.

# *Not Good Example: Mapping SLOs*

This PSY 101 course competency:

Apply critical thinking skills in the analysis, discussion, and exploration of psychological theories, concepts, and findings (GTP Critical Thinking: 1a; 2a, b, c; 5a, b).

Got mapped to these GT Pathways Critical Thinking SLOs:

- 1a: Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2a: Evaluate the relevance of context when presenting a position.
- 2b: Identify assumptions.
- 2c: Analyze one's own and others' assumptions.
- 5a: Establish a conclusion that is tied to the range of information presented.
- 5b: Reflect on implications and consequences of stated conclusion.

\*GT Pathways SLOs need to be made explicit.

# Good Example: Mapping SLOs

| <i>Adams State University<br/>Course<br/>Student Learning Outcomes</i>           | <i>Relevant Adams State<br/>University Gen Ed Goals,<br/>&amp;/OR Program Goal</i> | <i>GT Pathways Competency:<br/>Written Communication and<br/>Required Student Learning<br/>Outcomes</i>  |
|--|--|--|
| Improve their ability to read and write effectively, accurately, and critically, | <b>Gen Ed Goal 1,3</b>   | <b>2a:</b> Create and develop ideas within the context of the situation and the assigned task(s).<br><br><b>3a:</b> Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.<br><br><b>5a:</b> Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. |

# State-approved GTP Statement

“The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-@@#] category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.”

# *Eligible Courses*

- Course must be part of the institution's general education core.
- Course must be offered at least once every two years (for Aims, 13 Colorado Community College System schools, and CMC course can be offered at any of the 15 campuses).
- GT courses within the Community College System, Aims & CMC will come through Dr. William Tammone's office at CCCS. Faculty, work with your State Faculty Curriculum Committee.

# *Back-end Accountability*

- Syllabi pulled randomly and audited (starting fall 2017?).
- If syllabus does not contain required content criteria, competencies and GT Pathways statement, the institution will have an opportunity to fix the problem.
- If the problem is not fixed, then the course is pulled from GT Pathways until it meets the requirements. CDHE, in collaboration with GE Council, will conduct initial reviews of randomly pulled syllabi. \*Note: If one instructor does not comply with the requirements then they jeopardize the course's GT Pathways status for everyone else at their institution.
- Faculty peer reviewers may be called on to solve more complex problems.

# CCHE-Approved Master Documents

*\*Always use these documents. Faculty & assessment directors worked hard on the language. You may not change any words. You must use the required content criteria & competencies. You may add to them; but you may not take away.*

Content Criteria:

<http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/content.html>

Competencies:

<http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html>

Submission Forms: <http://highered.colorado.gov/Academics/Transfers/>

*\*Scroll down to the folder labeled “ Submission/Verification Forms.”*

*The forms are in .docx format to allow for easier copying & pasting.*



# Process & Timeline

Fall 2016: Faculty revise GT-CO1, 2 & 3 and GT-MA1 courses. \*Math faculty consider Math Pathways Task Force recommendations.

**DEADLINE**: Early spring 2017 semester? But it's flexible depending on each institution's unique circumstances.

Spring 2017: Faculty revise GT-SC1 & 2 courses.

**DEADLINE**: Flexible.

Over the next 3 years: Faculty revise other GT courses.

**DEADLINE**: Three years or so from now, at which point, currently approved courses will lose their approval if they have not yet been re-submitted for re-approval.

\*Everything on this slide is subject to change. The deadlines are not hard and fast and we need to preserve some flexibility because this is the first time we've done this and we need to account for unforeseen circumstances that inevitably will arise.

A scenic mountain landscape featuring a prominent, rugged, grey rock peak in the background. The middle ground is dominated by a dense forest of aspen trees with vibrant yellow autumn foliage. In the foreground, there are several dark green evergreen trees and some brown, leafless shrubs. The sky is a clear, bright blue.

Questions?