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Colorado Commission on
Higher Education

Department of Higher Education

June 24, 2016

The state GT Pathways content criteria and competencies have been revised by faculty and were approved by the Colorado Commission on Higher Education (CCHE) at its June 2, 2016 meeting.

- Content criteria, posted here:
<http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/content.html>
- Competencies, soon to be posted here:
<http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html>

The **content criteria** received only minor revisions. The biggest change is that GT-HI1 (history) now has its own content criteria document.

The **competencies** are very different. Faculty started with AAC&U's LEAP VALUE rubrics and revised some of the language. In the example shown below, you will notice:

1. Each competency (for example, Critical Thinking) begins with a brief statement of the competency.
2. Then, under "Students should be able to:" the document contains a list of Student Learning Outcomes (SLOs). Each Student Learning Outcome has one or more bullets further breaking down the skills associated with that SLO. After each applicable SLO in parentheses is the GT Pathways category for which that SLO is required. Not all SLOs on every competency have been required per GT Pathways category by faculty. However, they may be required in the future. Faculty are always free to include other SLOs and competencies in their courses but must include at least those that are required for inclusion in GT Pathways.
3. Finally, each competency document contains a rubric for assessment. *The rubrics are optional.* That is, whether or not an individual faculty member or an institution chooses to use the rubric for assessment is completely up to them. There is no state requirement for assessment.
 - a) Each row in a rubric corresponds with a SLO.
 - b) Each column in a rubric corresponds with a class standing. For instance, row 1 = freshman, row 2 = sophomore and so on. Since GT Pathways courses are freshman and sophomore level (for the most part) those are the benchmarks that would be expected of students in those courses. Mastery of the SLOs in columns 3 and 4 would be expected at junior and senior levels. This information on

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assessment is being provided for those who choose to use the rubrics. Again, using the rubrics is optional.

Example:

Critical Thinking Competency

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:

1. Explain an Issue

- Use information to describe a problem or issue.

2. Utilize Context

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

3. 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.

4. Incorporate Evidence (GT-HI1) *This means #4 is required of all GT Pathways history courses.

- 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.

5. 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



Next steps:

There are currently about 1,200 courses approved for GT Pathways. Over the next 3 years we expect faculty to decide which of the currently approved courses they want to keep in GT Pathways, revise those syllabi, and resubmit them for peer review. A review is required by §23-1-108.5(3)(c)(II), Colorado Revised Statute. To make this process manageable, we are planning on this review cycle:

- Fall 2016: GT-CO1, 2 & 3 and GT-MA1 courses (about 160 courses currently)
- Spring 2017: GT-SC1 BIO, CHEM & PHYS prefixes (about 169 courses currently)



- Fall 2017: GT-SC1 GEOG, GEOL and remaining prefixes and GT-SC2 all prefixes (about 143 courses currently)
- Spring 2018: GT-AH1 and GT-AH3 (about 164 courses currently)
- Fall 2018: GT-AH2 and GT-AH4 (about 176 courses currently)
- Spring 2019: GT-HI1 and GT-SS1 (about 222 courses currently)
- Fall 2019: GT-SS2 and GT-SS3 (about 188 courses currently)

The department and GE Council are currently investigating the possibility of an online platform to help manage the peer review process, which will lend itself to both asynchronous reviews that faculty can do on their own time online as well as synchronous meetings where a discipline group agrees either to meet in person or via phone/webcam at a given day and time. Last, GE Council's July 11, 2016 meeting will be devoted to streamlining the peer review process and revising the documents that get submitted with syllabi (so don't start filling out submission forms because they will change).

Please feel free to contact me directly with any questions.

Thank you,
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