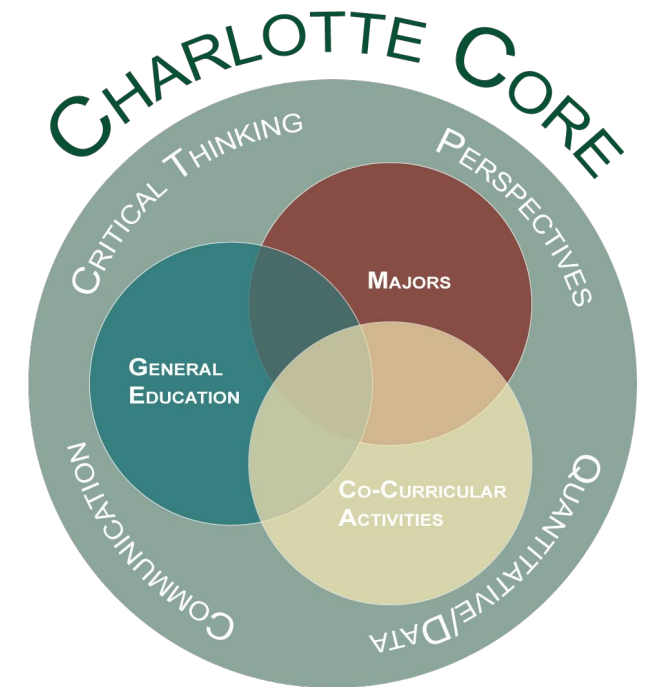
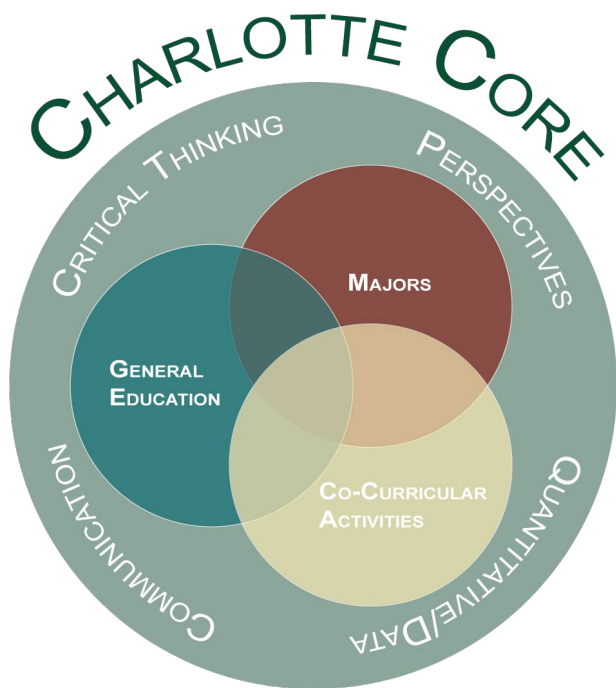


Planning for Sustainability in Competency-focused General Education Transitions

Heather Bastian, PhD
Director of the Charlotte Core

Note: This presentation is modified from a presentation co-authored by Jodi Pettazzoni, PhD, Associate Vice Provost and Director of Assessment at UNC Greensboro

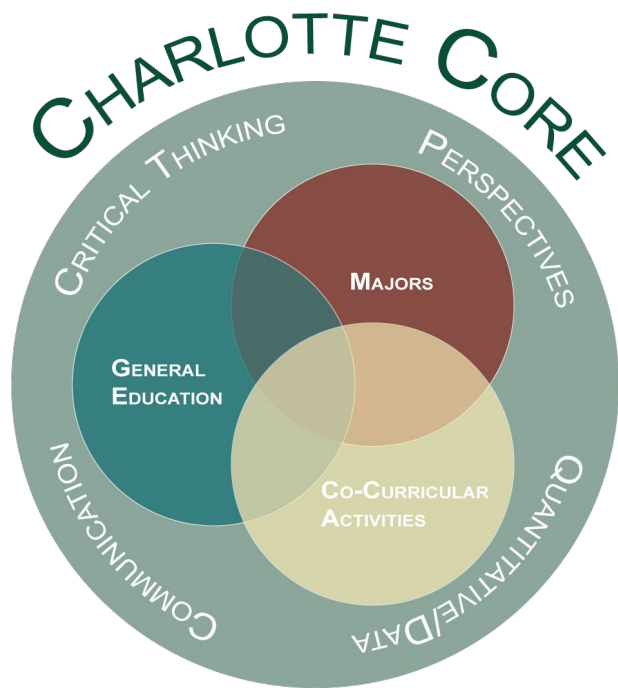




Outcomes

Identify data needs and challenges of moving to a competency-focused general education curriculum within a credit-based undergraduate degree structure

Describe the role data can play in implementation planning in developing a competency-focused general education curriculum



Institutional Context

Public Research University

~24000 Undergraduate Students

~6000 Graduate Students

Largest transfer enrollment in UNC System

General Education is part of University College

Credit-based undergraduate curriculum

General Education Revision Timeline

January 2021: Gen Ed Revision Charge and Task Force appointed

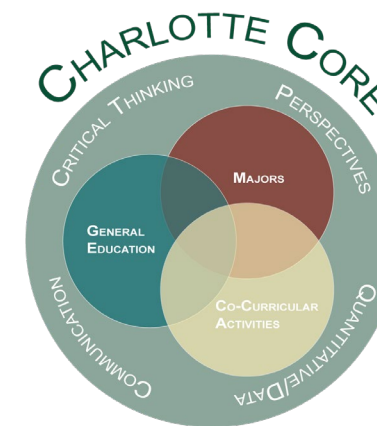
May 2022: Gen Ed Revision Task Force Report released with recommended curriculum

December 2022: Revised Gen Ed Curriculum Approved through Faculty Governance

January 2023: Implementation Planning begins

August 2023: Charlotte Core General Education Curriculum Live for 2023 Class

August 2023-current: Implementation Planning continues



Charlotte Core Key Players

Senior Associate Dean, University College

University College Faculty Council, one representative from each college, the library, and ex officio members

Director of Assessment, Office of Assessment and Accreditation

Director of the Charlotte Core, University College, appointed August 2023

Charlotte Core Faculty Leadership Team, instituted August 2024

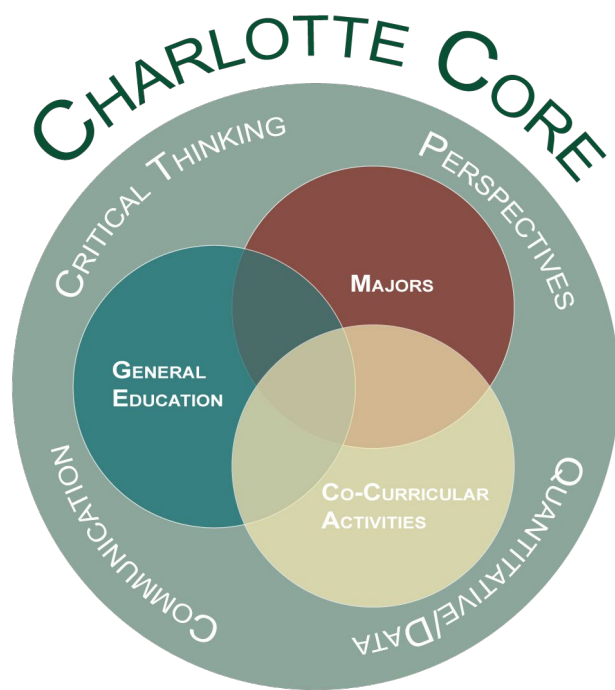


Gen Ed Curriculum, beginning Fall 2025

- Moved from disciplinary -based distribution model to a competency-focused model
- Four competencies: Communication, Critical Thinking, Engagement Across Perspectives, and Quantitative/Data
- Students are explicitly taught the competencies in select general education courses and practice them in others
- Courses in the majors and co-curricular activities build on the general education curriculum
 - Departments are expected to incorporate the competencies into their program-level SLOs

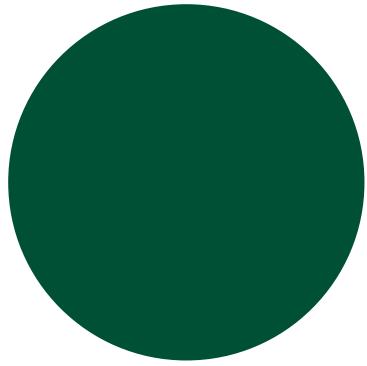
General Education Requirement		Credit	Competencies
First-Year Writing (WRDS 1103 or 1104)		3-4	Communication and Critical Thinking
Critical Thinking and Communication (CTCM 2530)		3	Communication and Critical Thinking
Quant/Data (Math or Stat)		3	Quantitative/Data and Critical Thinking
Quant/Data (various)		3	Quantitative/Data and Critical Thinking
Natural Science (w/lab)		4	Quantitative/Data and Critical Thinking
Natural Science (lab optional)		3-4	Quantitative/Data and Critical Thinking
<i>Global Theme</i>	Social Science (XXXX-1501)	3	Perspectives and Critical Thinking
	Arts/Humanities (XXXX-1502)	3	Perspectives and Critical Thinking
<i>Local Theme</i>	Social Science (XXXX-1511) OR Arts/Humanities (XXX-1512)	3	Perspectives and Critical Thinking
<i>Foundations of American Democracy</i>	AMDM1575 OR POLS1575 OR HIST1575 OR CAPI1575	3	Perspectives and Critical Thinking





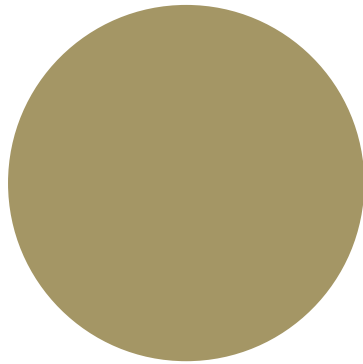
Competency-focused General Education Transitions

Competency-focused General Education Needs



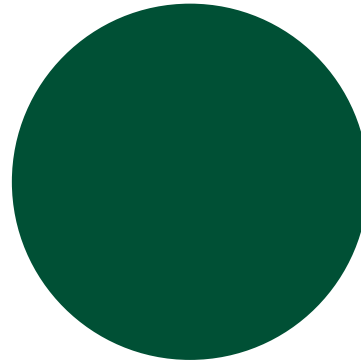
Curriculum

Courses
Program Student Learning
Outcomes
Rubrics
Transfer Credit
Prior Learning Assessments



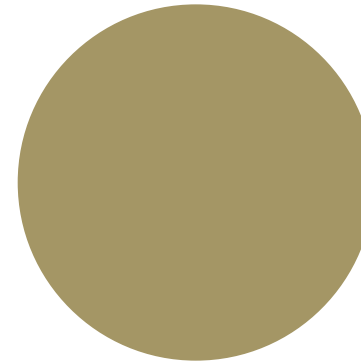
Infrastructure

Policies and Procedures
Leadership Model
Faculty Governance
Faculty Development
Assessment



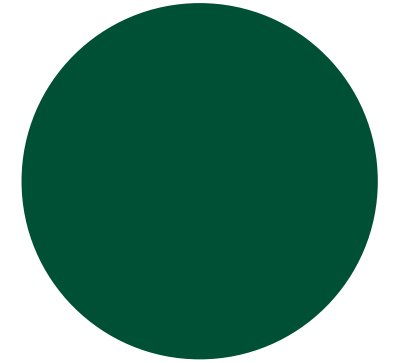
Resources

Dedicated Personnel
Budget
Academic Support Units
Student Support Units



Communication

Consistent and Clear Messaging
Mission, Vision, and Values
Upper-Administration Support
Faculty Understanding and Buy-In



Time

Identifying/Defining
Planning and Developing
Piloting and Refining
Implementing
Ongoing Maintenance

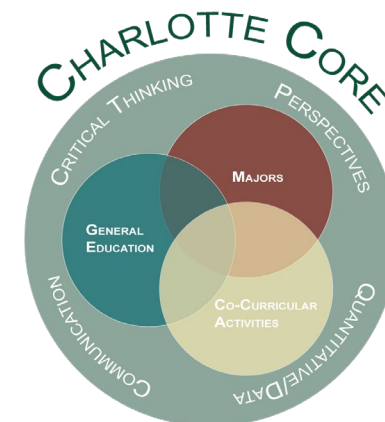
Curriculum

► Potential Challenges

- Aligning courses with competency(ies)
- Assessing transfer credit
- Administering or assessing prior learning assessments
- Developing competency-focused gen ed program learning outcomes
- Developing or adopting competency rubrics

► Key Questions

- How will you align gen ed courses with competencies?
 - How many competencies can be aligned with a course?
 - Will competencies be aligned with existing gen ed courses or will new gen ed courses need to be developed?
 - Who will make these decisions or how will they make them?
- How will you create transfer equivalencies for your competencies?
 - Who will do the evaluation on an ongoing basis?
 - How will you ensure consistency in credit awarding?
- Will you award credits based on prior learning for your competencies?
 - How will you award credit?
 - Who will take on this responsibility?
- Who will develop the general education program SLOs and competency rubrics?



Charlotte Core Curriculum

► Aligning Courses with Competencies

- Three main models for gen ed
 - Distribution: certain number of courses in broad areas like the humanities, social sciences, and natural sciences
 - Themes/Pathways: related courses organized around common themes or pathways
 - Competency/Skill: organizational framework centered around a set of distinctive skills
- Most institutions incorporate elements from all three and grant credit hours (3-4) for courses successfully completed
- The more competencies, the more complications

► Transfer Credit Evaluation

- Course Prefixes
- Attributions
- Syllabus Review for Student Learning Outcomes
- Appeals

► Prior Learning Assessments

General Education Requirement		Credit	Competencies
First-Year Writing (WRDS 1103 or 1104)		3-4	Communication and Critical Thinking
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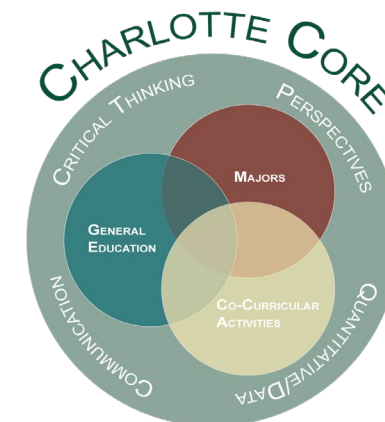
Infrastructure

► Potential Challenges

- Adopting existing or creating new assessment procedures
 - Artifact identification and collection
 - Rubric Norming
 - Artifact Rating
 - Reports and Dashboards
- Establishing a leadership model
- Developing new policies and procedures
- Identifying the role and responsibilities of faculty governance
- Identifying, developing, and carrying out initial and ongoing faculty development

► Key Questions

- How will we assess competencies at the general education level to meet our accreditation requirements?
 - What materials or procedures need to be revised or developed?
- What leadership structure is needed to support your competency -focused gen ed?
- What are our existing general education policies and procedures?
 - How will these need to be adapting or revised?
 - What new policies and procedures will we need to create?
- What faculty development is needed to launch and maintain your competency-focused gen ed?



Charlotte Core Assessment Model

► Emphasis on Competencies

- Developmental Rubrics

► Blind Jury Faculty Rated

- Rubric Norming
- Artifact Rating

Updated and Approved by UCFC on 2/29/2024

This rubric is intended to be used primarily for general education assessment purposes. Departments are welcome but not required to reference it for their own program assessments and curriculum development. Students in general education courses would be expected to score mostly 1 and 2 to demonstrate beginning or developed competency with the expectation that nearly all students would achieve 3 and 4 to demonstrate accomplished or exemplary competency by graduation. Individual faculty also are welcome to reference this rubric to guide their design and development of course level student learning outcomes and assignments so that they align with the competency.

Critical Thinking competence involves identifying and analyzing problems, evidence, and solutions. Students need to be prepared to think critically by analyzing existing complex issues, making reasoned judgements, and generating their own problem-based inquiries.

SLOs

- Formulate questions/problem statements/theses/hypotheses/etc. designed to address issues as situated in their cultural, historical, and/or disciplinary contexts
- Evaluate issues by identifying claims, supporting evidence, and reasoning
- Use evidence to propose and support conclusions

	4 Exemplary	3 Accomplished	2 Developed	1 Beginning	0 Artifact does not demonstrate	N/A Not part of the assignment
Formulate questions/problem statements/theses/hypotheses/etc. designed to address issues as situated in their cultural, historical, and/or disciplinary contexts	Formulates a sophisticated question/problem statement/thesis/hypothesis/etc. that is appropriate for the cultural, historical, or disciplinary context. Recognizes the limitations based on the complexity of the issue.	Formulates a sophisticated question/problem statement/thesis/hypothesis/etc. that is appropriate for the cultural, historical, or disciplinary context.	Formulates a question/problem statement/thesis/hypothesis/etc. that is appropriate for the cultural, historical, or disciplinary context.	Formulates a simplistic question/problem statement/thesis/hypothesis/etc. that is mostly appropriate for the cultural, historical, or disciplinary context.	Question/problem statement/thesis/hypothesis/etc. Does not address the issue or is absent.	
Evaluate issues by identifying claims, supporting evidence, and reasoning	Evaluates a complex issue by clearly identifying the nature/source of the claims. Provides an assessment of the quality and variety of evidence. Provides a comparison of own and others' reasoning.	Evaluates an issue by assessing claims and quality and variety of supporting evidence. Assesses the quality of the supporting evidence and evaluates the reasoning and awareness of others' reasoning.	Identifies issue, claims and supporting evidence. There is simplistic evaluation of reasoning.	Identifies issue, claims and supporting evidence, but there is little to no evaluation/discussion of reasoning.	Issue is not identified or incorrectly identified.	
Use evidence to propose and support conclusions* *This term is meant to represent the different ways disciplines use evidence. See glossary for examples.	Describes in detail the evidence used to support conclusions. Reflects on the complexities of the issue and the limitations of the proposed solution and/or problem-solving path(s).	Uses evidence to logically support conclusions. Evidence is detailed, appropriate, and persuasive.	Uses evidence to support conclusions. Evidence is appropriate and persuasive.	Uses evidence to propose and mostly support conclusions. Evidence may not be appropriate or persuasive.	Conclusions are not supported by evidence or evidence is absent.	



Charlotte Core Assessment Model

► Use of Sampling

- Artifact identification
- Artifact collection
- Artifact deidentification

► Reports and Dashboards

Select Course(s)	Competency Measured	General Education Program Developmental Competency Rubric	Timeline
First-Year Writing (WRDS 1103 or 1104)	Written Communication	<u>Written Communication Rubric</u>	Data collection will begin AY 2023-2024 and occur every other year
Critical Thinking and Communication (CTCM 2530)	Critical Thinking	<u>Critical Thinking Rubric</u>	
Math or Statistics	Quantitative/Data	<u>Quantitative/Data Rubric</u>	Data collection will begin AY 2024-2025 and occur every other year
Global and Local Theme Courses (1501, 1502, 1511, and 1512)	Engagement Across Perspectives	<u>Engagement Across Perspectives Rubric</u>	



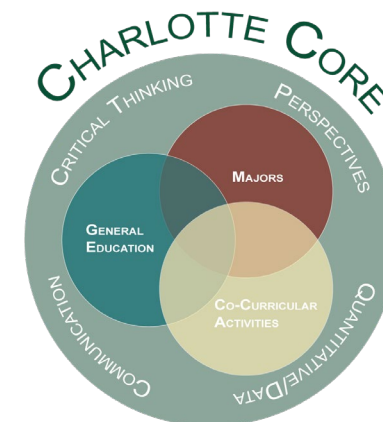
Resources

► Potential Challenges

- **Coordinating with Academic Support Units**
 - **Assessment**
 - **Associate Dean who approves/coordinates transfer credit**
 - **Registrar**
 - **Institutional Research**
 - **Advisors**
 - **Faculty Council(s)**
- **Coordinating with Student Support Units**
- **Securing dedicated personnel**
- **Securing a dedicated budget**

► Key Questions

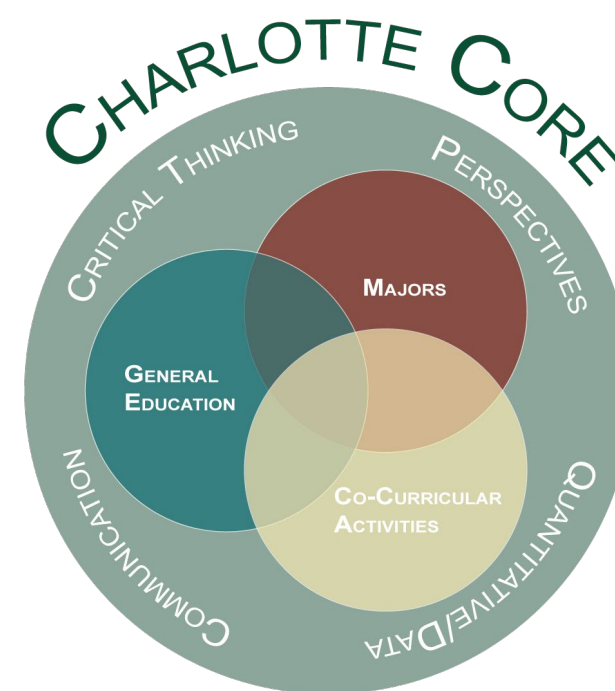
- **To what extent can existing academic and student support units provide the support needed?**
 - **What new or additional student, faculty, and administrative support will be needed?**
 - **Who will coordinate and communicate with academic and student support units?**
- **Who will be responsible for maintaining the overall integrity and administration of the program?**
- **What are the funding needs of the program?**
- **How will responsibilities for the program be distributed?**



Charlotte Core

Coordination with other Academic Support Units

- ▶ Number of Seats in Courses
- ▶ Number of Courses Offered each Semester
- ▶ Modality of Courses
- ▶ Number of Different Programs (early college, traditional undergraduate programs, distance education/online programs)
- ▶ Faculty Workloads



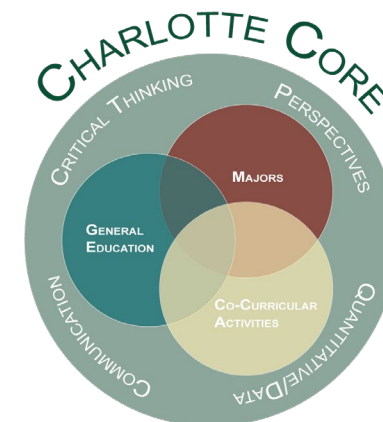
Communication

► Potential Challenges

- Developing faculty and staff understanding and buy-in
- Developing and communicating consistent and clear messaging about competency-focused education and gen ed program
- Developing and committing to a mission, vision, and values for competency-focused gen ed program
- Gaining and communicating support from upper-administration

► Key Questions

- What do your institution and faculty already know about competencies and competency-focused education?
- What does your faculty need to know and understand about competency-focused education?
- What do your students need to know about competency-focused education?
- Who, how, and how often will you communicate with all faculty and staff?
- What does your upper administration need to know and understand about competency-focused education? To what extent is your institution willing to commit to the changes required to move from distribution models of gen ed to a competency-focused one?



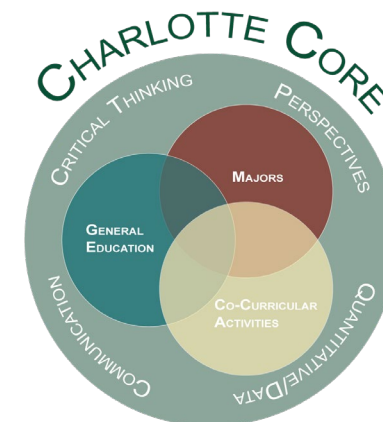
Time

► Potential Challenges

- Mediating pressure(s) for a quick implementation
- Managing expectations
- Encountering setbacks
- Maintaining momentum

► Staged Approach with focus on Communication and Sustainability

- Stages
 - Identifying/Defining
 - Planning and Developing
 - Piloting and Refining
 - Implementing
 - Ongoing Maintenance
- Communication
 - Need to understand what you are getting into before the votes are cast
- Sustainability
 - Pilot early before implementation



Contact Information

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