



New Models of General Education

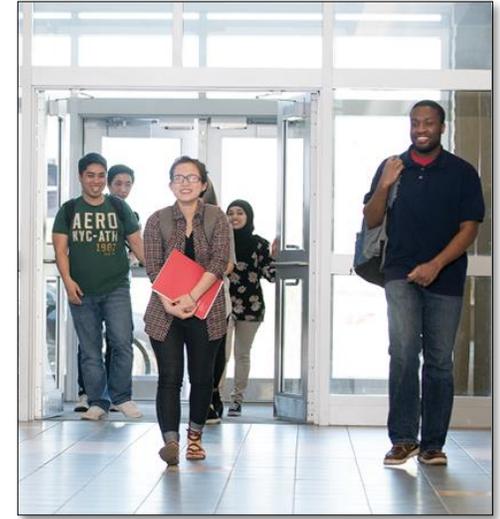
Lori Catalozzi and Jair Ayalas, Bunker Hill Community College
Michael Fein and Emma Goldberg, Johnson & Wales University
Catherine LeBlanc and Samantha Knapton, Plymouth State University

December 12, 2019, NECHE Annual Meeting, Fairmont Copley Plaza Hotel, Boston, MA

*Lori Catalozzi and Jair Ayalas
Bunker Hill Community College*

Bunker Hill Community College

- 101 associate degree & certificate programs
- Most affordable community college in MA
- Annual student enrollment of 19,000
 - 66% students of color
 - 895 international students
 - 58% women
 - Average age 26
 - 67% enrolled part-time
 - Most students work while in college
 - About 35% reside in city of Boston



General Education Reform Model

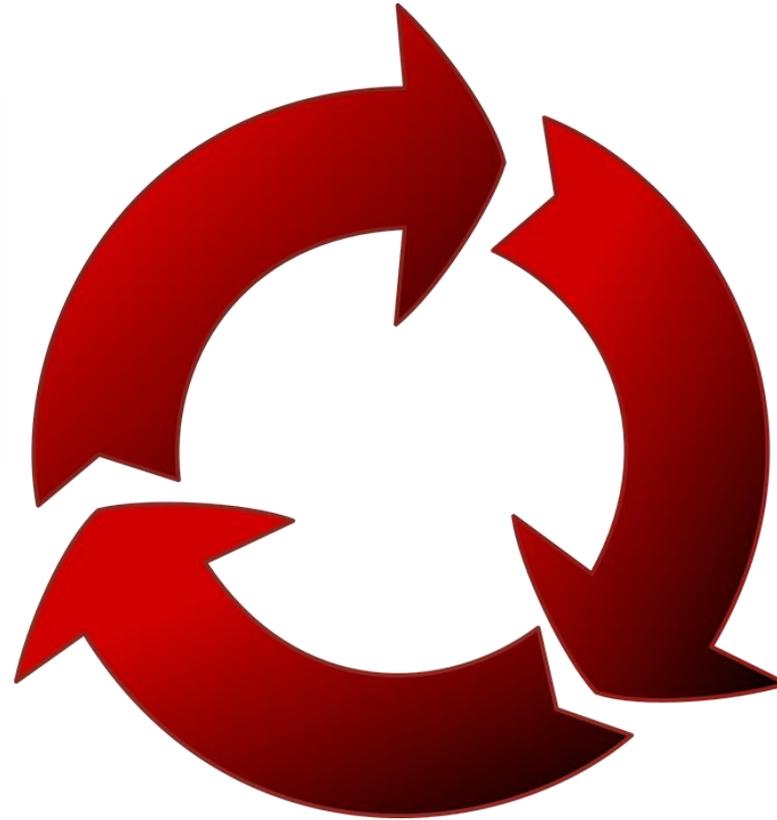
Plan & Design



Pilot & Scale



Research & Assess



Research & Assess

General Education Program Review (2013-2014)

- Cross-disciplinary, cross-functional team
- Practitioner-driven, inquiry-based and evidence-based
- Model programs at 2-year and 4-year institutions examined

Team Recommendations

- Emphasize 21st century skills, literacies and global learning needed to thrive in today's world
- Focus on career and transfer readiness
- Ground program in student learning outcomes and practitioner-driven assessment
- Design program for continuous improvement



Plan & Design

General Education Revision Team (2014-2016)

- Listening sessions, focus groups
- College-wide retreat, professional day
- Contributions from more than 300 students, alumni, faculty, staff and community partners

New General Education Framework

- Aligned with Institutional Learning Outcomes
 - INQUIRE with intention
 - COMMUNICATE with purpose
 - ACT to integrate knowledge and practice
 - GROW through continuous learning
- Aligned with Mass Transfer Requirements



Pilot & Scale

General Education Revision Team (2016-2018)

- General Education Institute introduces GE Framework
- Faculty working groups select area outcomes
- Faculty workshops support integration of area outcomes and development of class-based assessment tools
- Governance Committees and College Forum approve General Education Framework and 9 pilot sections (SP18)

Implementation Team (2018-2019)

- Pilot sections offered, assessed and revised
- AR, Advising & Communications prepare for FA19 launch
- Department chairs revise Programs and curriculum maps
- Faculty submit course inclusion proposals
- Governance Committees and College Forum approve revised Programs and GE courses (SP19)



Research & Assess

Fall 2019

- Revised General Education Program launched
- General Education Liaison added to Student Learning Outcomes Assessment Program (SLOAP)
- GE Program housed in academic division

Fall 2019-Spring 2022

- Ongoing course and area assessment of GE outcomes coordinated through SLOAP
- Results used to inform curriculum revision and refinement of assessment tools
- Academic deans play leadership role in guiding General Education assessment
- General Education Program Review planned for 2021-2022



General Education Framework

Area	Guiding Question	Area Outcomes	MassTransfer Designation
Academic Discourse	How do I engage with my own ideas and the ideas of others to make meaning and communicate with purpose?	INQUIRE: Connect experiences, insights and education COMMUNICATE: Construct meaning through active listening, reading, speaking and writing ACT: Create work of personal and/or public value GROW: Develop intercultural knowledge and competence	College Writing & Composition I
Research Writing	How do I formulate compelling research questions; discover, evaluate, and apply information from diverse sources; and integrate critical understanding of that information to create and communicate new knowledge?	INQUIRE: Practice information literacy in diverse applications COMMUNICATE: Express ideas with intention ACT: Apply theory to practice and practice to theory GROW: Demonstrate agency as a learner and contributor to society	College Writing & Composition II
Quantitative Problem Solving	How do I use quantitative reasoning, computational skills, and algorithmic thinking to address compelling questions?	INQUIRE: Develop problem solving skills COMMUNICATE: Demonstrate digital and media literacy ACT: Apply theory to practice and practice to theory GROW: Construct knowledge independently and collaboratively	Mathematics & Quantitative Reasoning
Community & Cultural Contexts	How am I shaped by and how do I interact with community and cultural contexts?	INQUIRE: Connect experiences, insights and education COMMUNICATE: Engage in inclusive interpersonal dialogue ACT: Apply concepts of justice and wellness to knowledge and practice GROW: Demonstrate agency as a learner and contributor to society	Behavioral & Social Sciences
Scientific Reasoning	How do I use science to investigate biological, physical and environmental global issues?	INQUIRE: Develop problem solving skills COMMUNICATE: Demonstrate digital and media literacy ACT: Use data to pose solutions to real-world challenges GROW: Construct knowledge independently and collaboratively	Natural & Physical Sciences
Creative Work	How do I produce creative work that explores compelling questions, draws upon diverse voices, and reflects my understanding of human experience?	INQUIRE: Define and investigate relevant questions COMMUNICATE: Express ideas with intention ACT: Create work of personal and/or public value GROW: Demonstrate resilience in response to change	Humanities & Fine Arts
General Education Elective		Choose four outcomes, one from each of the four categories -- INQUIRE, COMMUNICATE, ACT, GROW	Natural & Physical Sciences OR Humanities & Fine Arts OR Behavioral & Social Sciences

*Michael Fein and Emma Goldberg
Johnson & Wales University*

INTEGRATING INTEGRATIVE LEARNING:

JOHNSON & WALES UNIVERSITY'S NEW GENERAL EDUCATION CURRICULUM

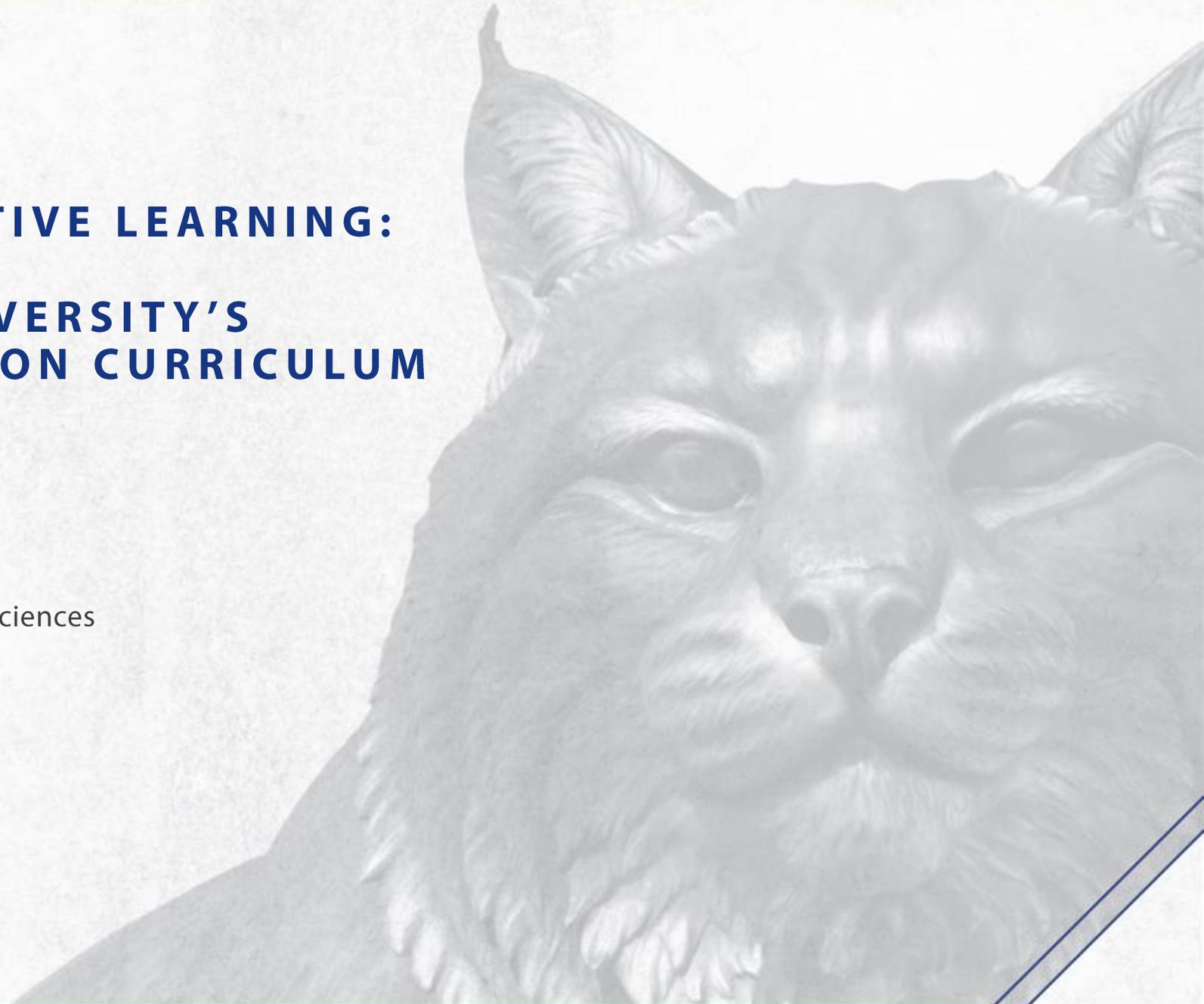
Dean Michael R. Fein, Ph.D.

Emma Goldberg '21

John Hazen White College of Arts & Sciences



JOHNSON & WALES
UNIVERSITY



JOHNSON & WALES UNIVERSITY: HISTORY AND MISSION



- Private, nonprofit, accredited institution with more than 12,000 graduate, undergraduate and online students
- Founded in 1914 with an emphasis on experiential education and preparation for professional success
- Campuses in Providence, North Miami, Denver and Charlotte, as well as a College of Online Education.
- Undergraduate and graduate degree programs offered through six colleges:
 - Arts & Sciences, Business, Culinary Arts, Engineering & Design, Health & Wellness, and Hospitality Management.

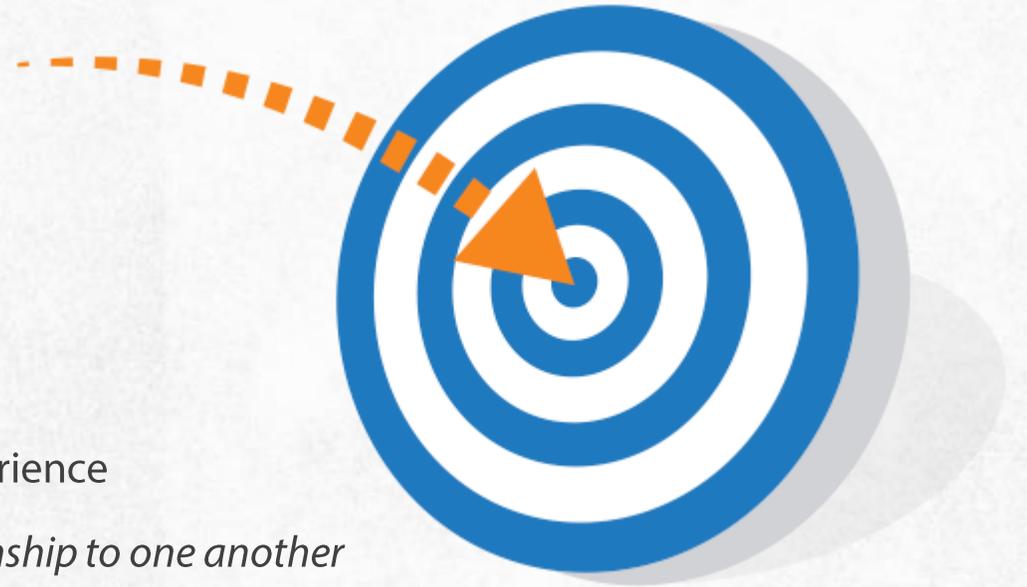
STRATEGIC PLANNING AND RESPONSES TO NEASC (NECHE) VISIT



- 2010-2012: Arts & Sciences Core Taskforce undertook a comprehensive, three-year evaluation and redesign of our general education curriculum, including:
 - Forging stronger links to the institution's mission and core values:
 - The mission of Johnson & Wales University (JWU) is to provide an exceptional education that inspires professional success and lifelong personal and intellectual growth.
 - Meeting NECHE's expectation that the university provides a "coherent and substantive" general education curriculum that "embodies the institution's definition of an educated person and prepares students for the world in which they will live."

INHERITED GENERAL EDUCATION MODEL

- Inherited general education model:
 - Colleges identified A&S courses aligned with their major programs
 - Limited choice or hierarchical learning opportunities
 - Fragmented approach to assessment
- Goals of the new model:
 - Greater philosophy and structural coherence
 - Increased elective choice
 - Progressive framework throughout the undergraduate experience
 - Focus on main domains of knowledge *as well as their relationship to one another*
 - Defined program outcomes and integrated approach to outcomes assessment
- Approved Fall 2013 and implemented Fall 2014



ARTS & SCIENCES CORE EXPERIENCE: INTEGRATIVE LEARNING

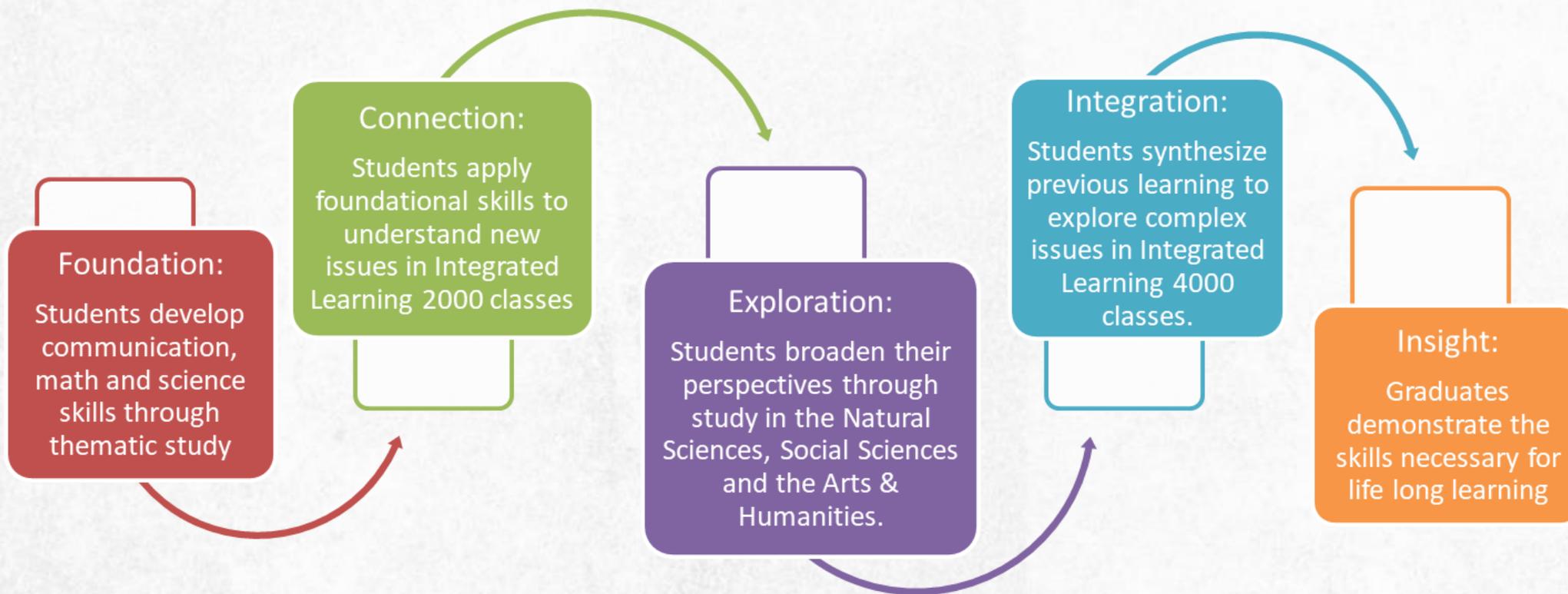
Credits		13.5
Communications Foundation Courses		
ENG1020	English Composition	
ENG1021	Advanced Composition and Communication	
ENG1030	Communication Skills	
Integrative Learning		9
Two ILS courses, one at the 2000 level, one at the 4000 level		
Arts and Humanities – Two courses from ART, HIST, HUM‡, LIT, PHIL or REL		9
One course required by program		
Additional AH course in a different discipline		
Math – Two courses		9
MATH One course at level of placement, 1002 or higher, minimum set by program		
MATH2001	Statistics (or other required by program)	
Science – At least one course from BIO[^], CHM[±], PHY[°] or SCI (may be a program requirement)		4.5
Social Sciences – Two courses from ANTH^{°°}, ECON, LEAD, PSCI, PSYC, SOC		9
One course required by program		
Additional SS course in a different discipline		
A&S Electives		9
Two courses with an EASC attribute, at least one at 3000 level or higher.		
Total Credits		63.0

“Integrative Learning is developing the ability to make, recognize, and evaluate connections among disparate concepts, fields, or contexts.” (Schneider, AAC&U)

Integrative Learning courses explore issues from the perspectives of multiple subject areas.

Students synthesize information and ideas in ways that demonstrate a deeper and more nuanced understanding of these issues.

ASSESSING THE ARTS & SCIENCES CORE EXPERIENCE



*Catherine LeBlanc and
Samantha Knapton
Plymouth State University*

History of Gen Ed at PSU

- Current program in place since 2004
 - Took 3+ years
 - General Education Reform Task Force—2 years
 - Representation from every department
 - Recommendation voted on by full faculty
 - Passed fairly narrowly
 - General Education Implementation Task Force—1+ years
 - Smaller group
 - Implemented First Year Seminar in 2004
 - Implemented the rest of the program in 2005

General Education (at PSU)

- Focused on the development of skills
 - Reading, writing, listening and speaking, critical thinking, quantitative reasoning, conducting research, working with information technology, and collaborating with others
- Total 45-47 credits

I. First Year Experience

- Composition (EN 1200) 3 credits
- First Year Seminar (IS 1111) 3 credits
- Mathematics Foundation (MA 1500 or higher) 3 credits

II. Directions

- Creative Thought 6 credits
- Past and Present 6 credits
- Scientific Inquiry 6-8 credits
- Self and Society 6 credits

III. Connections

- Diversity 3 credits
- Global Awareness 3 credits
- Integration 3 credits
- Wellness 3 credits

IV. Courses in the Major

- Quantitative Reasoning in the Disciplines 3 credits
- Technology in the Disciplines 3 credits
- Writing in the Disciplines 3 credits

Assessment

- **Sunset process**
 - General Education status for each course is granted for a period of 5 years after which it must be renewed
 - Each status has its own list of characteristics
 - Renewal based on syllabus, narrative explanation of how the course meets the Gen Ed status, and student course evaluations which include questions about skill development
- **Problem**
 - No assessment of the program as a whole
 - Tried several pilot programs to assess program
 - **Too many program learning outcomes**
- **Spring 2017 General Education Outcomes Task Force**
 - Started with the AACU VALUE rubrics
 - Grouped the various characteristics of our program with the goal of identifying 3-5 program outcomes

Habits of Mind

Purposeful Communication

- Awareness of Context
- Comprehension
- Purposeful Expression
- Effective Application of Strategies for Communication

Signposts

Problem Solving

- Problem Framing
- Challenge Identification
- Plan Development
- Decision-making and Revision
- Evaluation of Progress

Signposts

Integrated Perspective

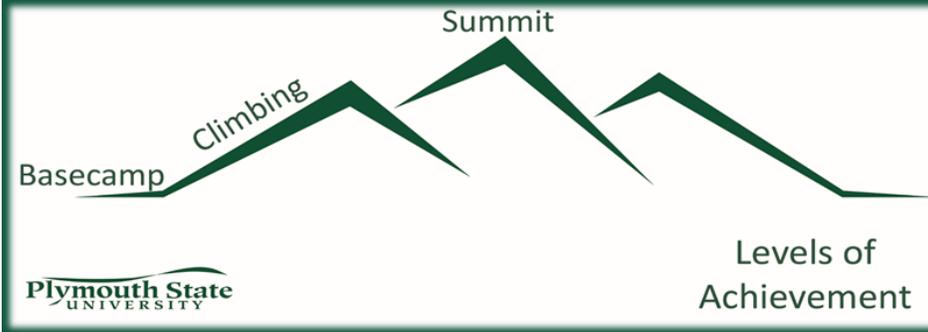
- Self-Awareness
- Perspective Seeking
- Interconnectedness
- Collaboration

Signposts

Self-Regulated Learning

- Responsibility for Own Learning
- Engagement in the Learning Process
- Metacognitive Awareness

Signposts



Cluster Learning

- New president challenged us to focus on a new learning model
 - Learning model is primarily focused on Gen Ed
 - Arose organically from work we were already doing
- Learning in our Integrated Clusters approach involves:
 - Interdisciplinarity and integration: Students are challenged to understand and use various disciplinary perspectives and to integrate those perspectives to create new and unique projects and/or solutions
 - Project-based work that extends beyond the walls of the classroom: Students work on projects that impact the world outside of the classroom in some way
 - Open Education: Breaking down barriers of all sorts
 - access to materials=OER, students as contributors to the knowledge commons instead of simply being consumers, working with people outside the classroom, etc.

Tackling a Wicked Problem (First Year Seminar)

- Introduce “cluster” principles
 - Project-based
 - Action oriented
 - Integrated thinking
 - Collaboration
 - Touch the outside world
- Focus on “wicked problems”
 - Climate change, homelessness, drug addiction, child exploitation, food insecurity, waste, plastics, etc.
- Self-reflection on the Habits of Mind
 - Common assignment across all sections

Integrated Capstone (INCAP)

- “Signature” project
 - Is transdisciplinary
 - Is completed collaboratively
 - Is student-driven (**student agency and independence move the project forward**)
 - Requires metacognitive reflection
 - Reaches beyond the walls of the classroom.
 - Has an external audience for project results
 - Is completed ethically and respectfully
- Focus on real topics/issues/needs/problems
- Self-reflection on the Habits of Mind
 - Common assignment across all sections

Current Assessment Process

- Assess Habits of Mind level of achievement for students in Tackling a Wicked Problem (TWP)
- Assess Habits of Mind level of achievement for students in INCAP
- Question: Have a large percentage of students moved up the levels of achievement from TWP to INCAP?

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