



# New Models of General Education

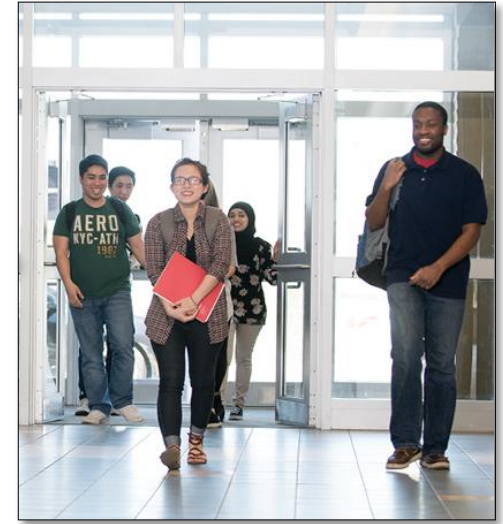
*Lori Catallozzi and Jair Ayalas, Bunker Hill Community College*  
*Michael Fein and Emma Goldberg, Johnson & Wales University*  
*Catherine LeBlanc and Samantha Knapton, Plymouth State University*

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

*Lori Catallozzi 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

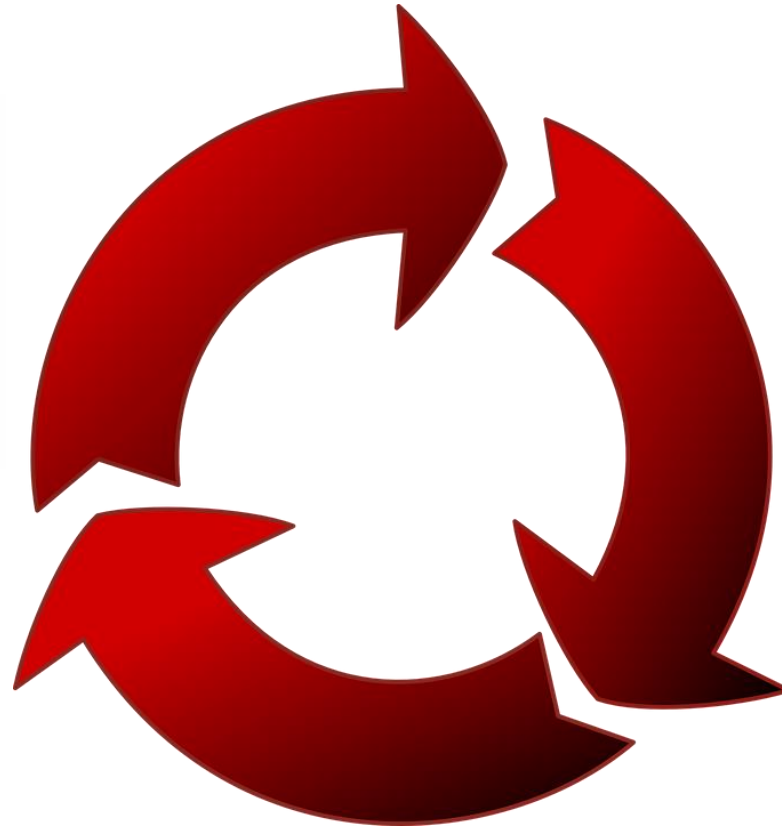


# General Education Reform Model

## Plan & Design



## Research & Assess



## Pilot & Scale





# 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 21<sup>st</sup> 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?	<b>INQUIRE:</b> Connect experiences, insights and education <b>COMMUNICATE:</b> Construct meaning through active listening, reading, speaking and writing <b>ACT:</b> Create work of personal and/or public value <b>GROW:</b> 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?	<b>INQUIRE:</b> Practice information literacy in diverse applications <b>COMMUNICATE:</b> Express ideas with intention <b>ACT:</b> Apply theory to practice and practice to theory <b>GROW:</b> Demonstrate agency as a learner and contributor to society	College Writing & Composition II
Quantitative Problem Solving	How do I use quantiative reasoning, computational skills, and algorithmic thinking to address compelling questions?	<b>INQUIRE:</b> Develop problem solving skills <b>COMMUNICATE:</b> Demonstrate digital and media literacy <b>ACT:</b> Apply theory to practice and practice to theory <b>GROW:</b> 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?	<b>INQUIRE:</b> Connect experiences, insights and education <b>COMMUNICATE:</b> Engage in inclusive interpersonal dialogue <b>ACT:</b> Apply concepts of justice and wellness to knowledge and practice <b>GROW:</b> 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?	<b>INQUIRE:</b> Develop problem solving skills <b>COMMUNICATE:</b> Demonstrate digital and media literacy <b>ACT:</b> Use data to pose solutions to real-world challenges <b>GROW:</b> 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?	<b>INQUIRE:</b> Define and investigate relevant questions <b>COMMUNICATE:</b> Express ideas with intention <b>ACT:</b> Create work of personal and/or public value <b>GROW:</b> Demonstrate resilience in response to change	Humanities & Fine Arts
General Education Elective		Choose four outcomes, one from each of the four categories -- <b>INQUIRE, COMMUNICATE, ACT, GROW</b>	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.



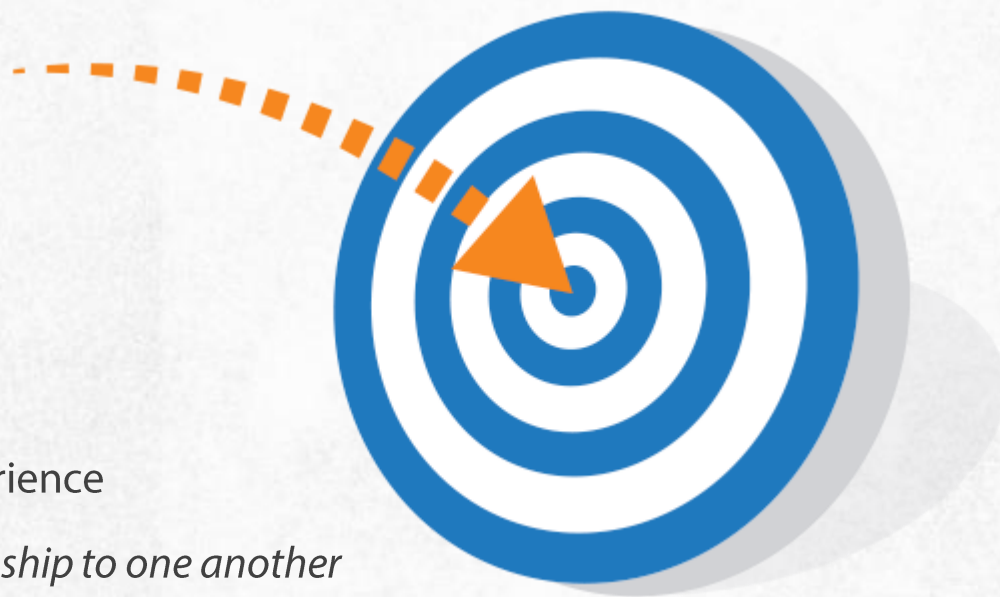
## STRATEGIC PLANNING AND RESPONSES TO NEASC (NECHE) VISIT



- 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

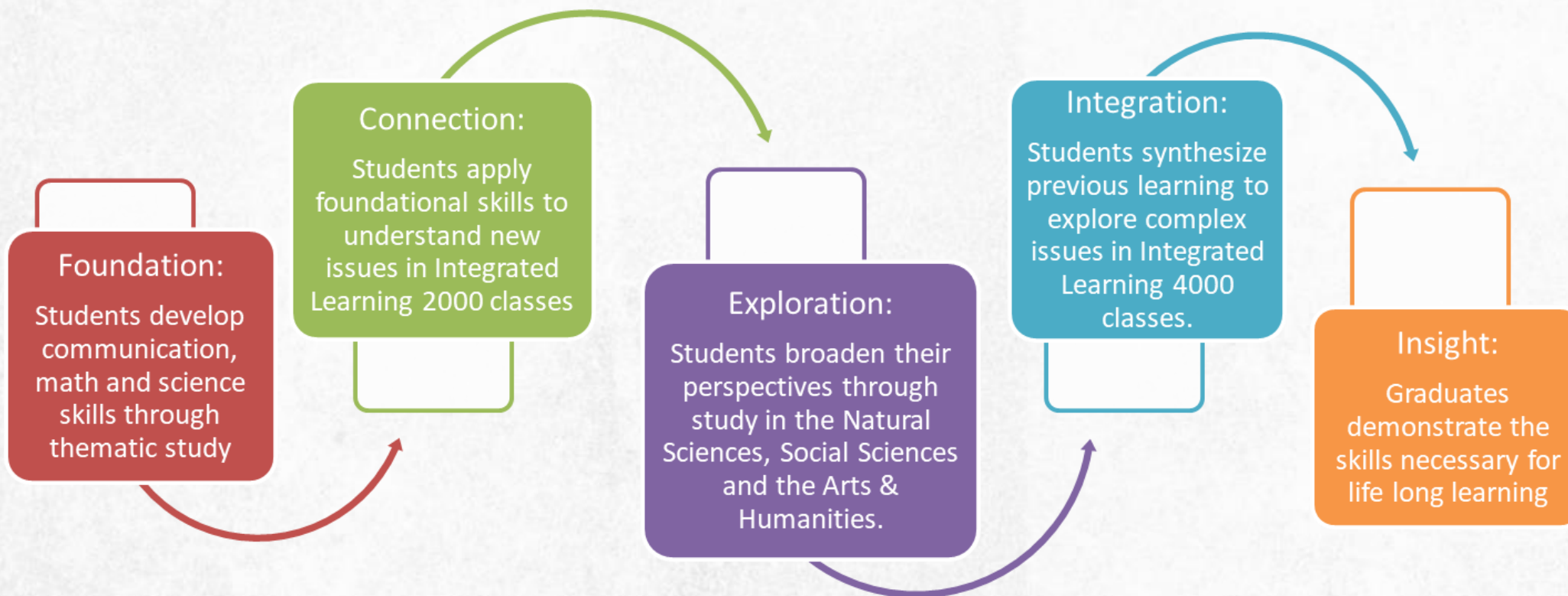
Credits	13.5
Communications Foundation Courses	
<a href="#">ENG1020</a> English Composition	
<a href="#">ENG1021</a> Advanced Composition and Communication	
<a href="#">ENG1030</a> Communication Skills	
<b>Integrative Learning</b>	<b>9</b>
Two ILS courses, one at the 2000 level, one at the 4000 level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

*“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

Signposts

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

## Problem Solving

Signposts

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

## Integrated Perspective

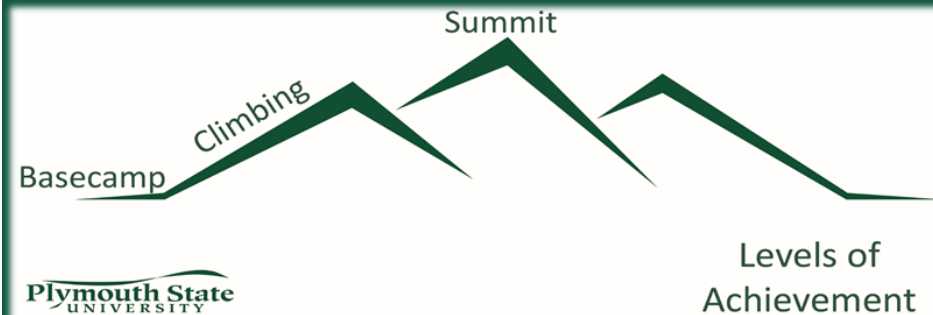
Signposts

- Self-Awareness
- Perspective Seeking
- Interconnectedness
- Collaboration

## Self-Regulated Learning

Signposts

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



# 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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