General Education and the Interoperability Puzzle

2019 AAC&U Network for Academic Renewal
Creating a 21st Century General Education: Responding to Seismic Shifts
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What is Interoperability and Why is it a Puzzle?
The SNHU Online Student is…

- 72% identified as female
- 32% non-white
- 66% full-time employed
  - 2% report being active duty Military
- 35 years old on average

This is shifting as more “digital natives” enter college.
General Education 1.0: Measurable Outcomes

General Education 2.0: The Adult Learner & Academic Pathways

General Education 3.0: 21st Century Competencies & Interoperable Models
General Education 1.0
Outcomes Based Learning
Pros:
- Traditional higher education distribution model
- Alignment to national AACU LEAP initiative
- Centered on measurable program and course outcomes
- Scaffolding of skills built through Foundation, Exploration, and Integration areas
- Built on student choice

Cons:
- Difficult for students to understand purpose and find value; difficult to navigate the many choices available
- Centered on traditional coming of age experience (18-22 year old) through survey course approaches
- No apparent relationship of courses to one another
- Difficult to measure achievement of General Education program outcomes
General Education Program Outcomes

Knowledge of Human Cultures and the Physical and Natural World
A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics.

Communication
A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences.

Critical and Creative Thinking
A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning.

Collaboration
A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals.

Personal and Social Responsibility
A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world.

Integration, Application, and Reflection
A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences.
General Education 2.0
The Working Adult Learner
Degree Completion

US Department of Education notes:

• College graduates with a Bachelors earn 66% more than those without
• College graduates are less likely to face unemployment
• The average worker with a Bachelor’s degree will earn approx. $1 MILLION more than a worker without
• By 2020, two-thirds of job openings will require postsecondary education or training

In the U.S, undergraduate students who enter college seeking higher education credentials are not graduating at high enough rates, leaving many students with student loan debt and nothing to show for their efforts and risk.

The Lumina Foundation reported that 40% of U.S. residents aged 25-34 lack a degree or credential from a college or university, equaling roughly 36 million adults.
Employability and what Students Learn - The Skills Gap

Notable gaps emerge between the importance of key learning outcomes and employers’ sense that recent graduates are prepared in these areas.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Recent college grads well prepared</th>
<th>Very important quality</th>
<th>2014 Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking/analytical reasoning</td>
<td>34%</td>
<td>78%</td>
<td>-55</td>
</tr>
<tr>
<td>Apply knowledge/skills to real world</td>
<td>33%</td>
<td>76%</td>
<td>-57</td>
</tr>
<tr>
<td>Communicate effectively in writing</td>
<td>33%</td>
<td>76%</td>
<td>-55</td>
</tr>
<tr>
<td>Self-motivated</td>
<td>35%</td>
<td>76%</td>
<td>N/A</td>
</tr>
<tr>
<td>Communicate effectively orally</td>
<td>40%</td>
<td>80%</td>
<td>-57</td>
</tr>
<tr>
<td>Able to work independently</td>
<td>38%</td>
<td>77%</td>
<td>N/A</td>
</tr>
<tr>
<td>Able to work effectively in teams</td>
<td>42%</td>
<td>77%</td>
<td>-46</td>
</tr>
<tr>
<td>Ethical judgment/decision-making</td>
<td>43%</td>
<td>77%</td>
<td>-51</td>
</tr>
<tr>
<td>Able to analyze/solve complex problems</td>
<td>34%</td>
<td>67%</td>
<td>-46</td>
</tr>
<tr>
<td>Find, organize, evaluate info: multiple sources</td>
<td>41%</td>
<td>73%</td>
<td>-39</td>
</tr>
<tr>
<td>Solve problems w/people of diff. backgrounds</td>
<td>36%</td>
<td>65%</td>
<td>-38</td>
</tr>
<tr>
<td>Able to innovate/be creative</td>
<td>36%</td>
<td>61%</td>
<td>-40</td>
</tr>
<tr>
<td>Able to work with numbers/stats</td>
<td>36%</td>
<td>54%</td>
<td>-28</td>
</tr>
<tr>
<td>Stay current on changing tech</td>
<td>36%</td>
<td>52%</td>
<td>-23</td>
</tr>
<tr>
<td>Proficiency in foreign language</td>
<td>22%</td>
<td>60%</td>
<td>-7</td>
</tr>
</tbody>
</table>

* 8-10 ratings on a 0-to-10 scale

Recent college grads well prepared

Very important quality

2014 Gap
PROS:
- Prescribed academic pathway focused on the working adult learner
- Alignment to AAC&U Essential Learning Outcomes, and LEAP VALUE Rubrics – core skills
- Promotes intentional relevance and the achievement of transparent outcomes and professionally relevant core skills – effectively prepares students for program level work
- Fosters integrative learning as the student is front and center in the learning model
- Transformative experiences through the study of ways of knowing or “lenses” of General Education

CONS:
- Core skills mastery still isolated to individual courses and not integrated throughout program
- Non-interoperable

<table>
<thead>
<tr>
<th>FOUNDATIONS (15 CR)</th>
<th>ENG 122 English Composition I</th>
<th>3 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 123 English Composition II</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>SNHU 107 Success Strategies for Online Learning</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>*Students with 12 or more transfer credits may substitute a FREE ELECTIVE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IDS 100 Perspectives in Liberal Arts</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>* **Students with 12 or more transfer credits may substitute a FREE ELECTIVE</td>
<td></td>
</tr>
<tr>
<td>Mathematics (Choice of one):</td>
<td>[select ONE]:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 125 Quantitative Reasoning and Problem Solving</td>
<td></td>
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<tr>
<td></td>
<td>MAT 130 Applied Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 135 The Heart of Mathematics</td>
<td></td>
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<tr>
<td></td>
<td>MAT 136 Introduction to Quantitative Analysis</td>
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<tr>
<td></td>
<td>MAT 240 Applied Statistics (required for all Business Programs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SNHU 107 Success Strategies for Online Learning</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>*Students with 12 or more transfer credits may substitute a FREE ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>

| EXPLORATION (24 CR) | 1. Fine Arts and Humanities (EFAH): | |
|                    | HUM 100 Perspectives in the Humanities | 6 CR |
|                    | HUM 200 Applied Humanities | |
|                    | 2. Social and Behavioral Sciences (ESBS): | |
|                    | SCS 100 Perspectives in the Social Sciences | |
|                    | SCS 200 Applied Social Sciences | |
|                    | (ECO 201 and ECO 202 for all Business Programs and BS Information Technology ONLY) | |
|                    | SCI 100 Perspectives in the Natural Sciences | |
|                    | SCI 200 Applied Natural Sciences | |
|                    | 4. History (EHIS) | |
|                    | HIS 100 Perspectives in History | |
|                    | HIS 200 Applied History | |

| INTEGRATION (3 CR) | COCE/Online Students: Choose ONE seminar course from below | |
|                   | Registration hold: a student must contact their advisor and may only register for their integration requirement after completing ENG 122, ENG 123, and are within the last 12-18 credits of their program | |
| Diversity (IDIV): | IDS 400 Diversity | |
| Global Society (IGSO): | IDS 401 Global Society | |
| Wellness (IWEL): | IDS 402 Wellness | |
| Preparing for the Future (PFTF): | IDS 403 Technology and Society | |
| Popular Culture (IPOC): | IDS 404 Popular Culture | |

Total Credits in General Education Program: 42 Credits
General Education 3.0
21st Century Competencies and Interoperability Models
Develop a competency framework for General Education that prioritizes the demonstration of mastery of competencies rather than outcomes.

Create flexible learning pathways to allow students to customize their education and credentials.

Support student relevancy, agency, and authenticity to improve persistence and retention efforts.

Emphasize an interdisciplinary perspectives and the Core Skills identified as a part of the LEAP initiative.

Scaffold multiple, aligned frameworks throughout General Education to maintain transferability for educational and professional recognition.
Example of how one competency module could be deployed in different learning models:
PROS:
- Prescribed academic pathway focused on the working adult learner
- Alignment to national AAC&U Essential Learning Outcomes, Connecting Credentials, and LEAP VALUE Rubrics – core skills
- 1 credit competency modules can be combined into different configurations for different modalities
- Promotes intentional relevance for both workforce preparation and further academic accomplishments
- Fosters integrative and interdisciplinary learning experiences as the lenses of General Education are interwoven
- Project-based learning focuses on the application of skills
Competency, Project-Based Learning Framework
Frameworks:
- Degree Qualification Profile
- AAC&U Essential Learning Outcomes
- Lumina Foundation’s Connecting Credentials and C-BEN’s Quality Principles and Standards for Competency-Based Programs
- AAC&U’s LEAP VALUE Rubrics

Competencies should be articulated as more granular in nature than program outcomes (and largely derived from program or institutional outcomes), but more broad in scope than individual performance indicators.
Applying the Framework
Curriculum Design Outputs

Competencies are measurable, behavior-based, curriculum standards. Competencies convey what students can do at the end of a learning experience.

Performance Indicators provide guardrails and guidance on the scope and level of a competency statement.

Instructional Design

Rubric Criteria are the student-facing expectations for competency mastery. Rubric criteria contextualize and convey what students will do within an assessment or project to demonstrate mastery of a competency.

Learning Objectives are the measurable, student-facing, formative stepping stones to mastery of a rubric criteria.

AA General Studies Example

- PI
- PI
- PI
- PI
- PI
- PI
- PI
- PI
- PI

Competency

- AA-GST-CMP-01: Select relevant and authoritative information to fulfill an information need
- Select information sources that are standard in the field
- Select sources that are relevant to the information need
- Explore multiple perspectives during information gathering and assessment

Rubric Criteria

Justify your selection of sources in relation to your information need and the industry standards.

Learning Objective

Identify reputable information sources within the field.

Learning Objective

Define an information need.
Summative Assessment
Apply cross-cultural communication strategies for global audiences in real-world contexts

Scenario and Directions:
• Set the scene for the learner
• Provide high-level context for the project
• Illustrate background that informs the execution of the project
• Root the project in a real-world example
• Provide step-by-step instructions for students earn mastery

Scenario
You work for CON-voke, an organization that helps develop and run conventions and conferences on a variety of topics. Your coworker, Nathan, has developed a presentation about time management that will be delivered at the annual CON-voke company meeting. However, due to unforeseen circumstances, he will not be able to attend and present. Using his script and materials, you must make this presentation to a multicultural audience.

Directions
The presentation will be brief, approximately 10 minutes. Nathan has already created a proposed outline, found some resources on time management, and written a partial script. However, you can see that his script is not the best for a multicultural audience. You will need to go through the presentation and make it ready.

Deliverables
- Use communication techniques to address a multicultural audience. Determine the best methods to convey your message to a global audience. Consider the following:
  - Whether your presentation should be written to persuade or ask
  - The types of communication strategies, like storytelling or presenting scientific data, you should use or avoid
- Make sure your tone, body language, and other nonverbal communications take different cultural outlooks into consideration. Make sure to utilize culturally aware tone, language, and delivery.

Part 2: Recorded Presentation: Record your presentation for the annual meeting. You may use supporting materials, like visuals, to help improve your presentation. Be sure to consider how a global audience would interpret any images, if you choose to use them.
Summative Assessment

- Rubric Criteria are:
  - Evaluated on a binary scale
    • Mastered
    • Not yet
  - Derived from Competency and Performance Indicators
  - Specific to the Deliverable(s)
Sources for Learner-to-Content

- SNHU library
  - This would also include coordination with SNHU Shapiro Library on any potential assets that could be licensed through Shapiro that may not already be available.

- Open Education Resources (OER)
  - Sources should be defined in coordination with SNHU Learning Resources team.

- Publisher content
  - Initial vendor preferences and agreements will be determined in coordination with SNHU Learning Resources
Formative Assessments are:

- Scaffolded to the summative project
- Auto-graded when possible
- Aligned to units within the 1c:1c modules
General Education and AA.LAR – Global Campus Paced

Fall 2019
Pilot paced GenEd Competencies within the AA.LAR

- Developed as 1C=1C, paced course model
- Aligns with One University Interoperability Model
- Skills-focused, interdisciplinary, and project-based

Fall 2019-Fall 2020
Monitor the General Education Competencies

- Developed as 1C=1C, paced course model
- Aligns with One University Interoperability Model
- Skills-focus, interdisciplinary, project-based
- Pilot year allows for stakeholder communication, training, and buy-in
- Allows internal stakeholders to gauge student KPIs and success before full launch

Fall 2020-Beyond
Launch GenEd 3.0

- Fully launch the Paced General Education competencies
- Time to prepare to scaffold paced competency version of GenEd into program level coursework
Thank you!

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References


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References

