

Our Current General Education Model within the National Landscape: Key Components and Approaches

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Conversation ahead

Our Hybrid Model – Core Competencies
and how we connect to national trends

Our institutional values and our students

Trends in models of general education

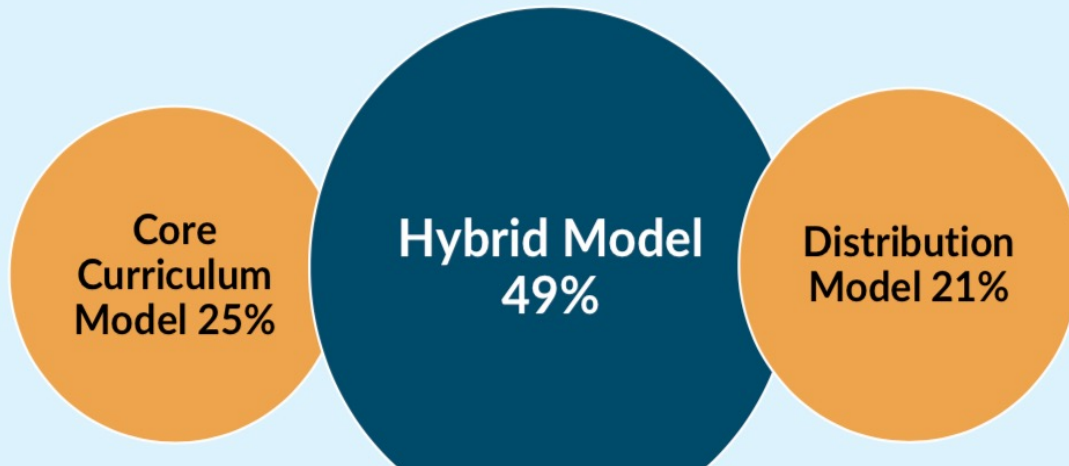
Next steps

Hybrid model of General Education

Berea's Hybrid
Version:

- Core curriculum (GSTR 110, 210, 310, 332, 410)
- First-year experience (GSTR 110, 210, and Wellness)
- Distribution requirements (Perspectives, PR, PRQ, ALE, HHP)
- High Impact Practices (HIPs)

Prevalence of General Education Models



General Education Model by Institution Type

Over half (**52%**) of stakeholders at four-year private institutions utilize a hybrid model for their general education curricula...



...while significantly fewer (**43%**) four-year public institutions do so.

General Education Core Competencies:

<https://www.berea.edu/gst/aims-general-education/>

Critical Thinking: *Students will use sound reasoning and strong evidence when drawing conclusions or constructing arguments.*

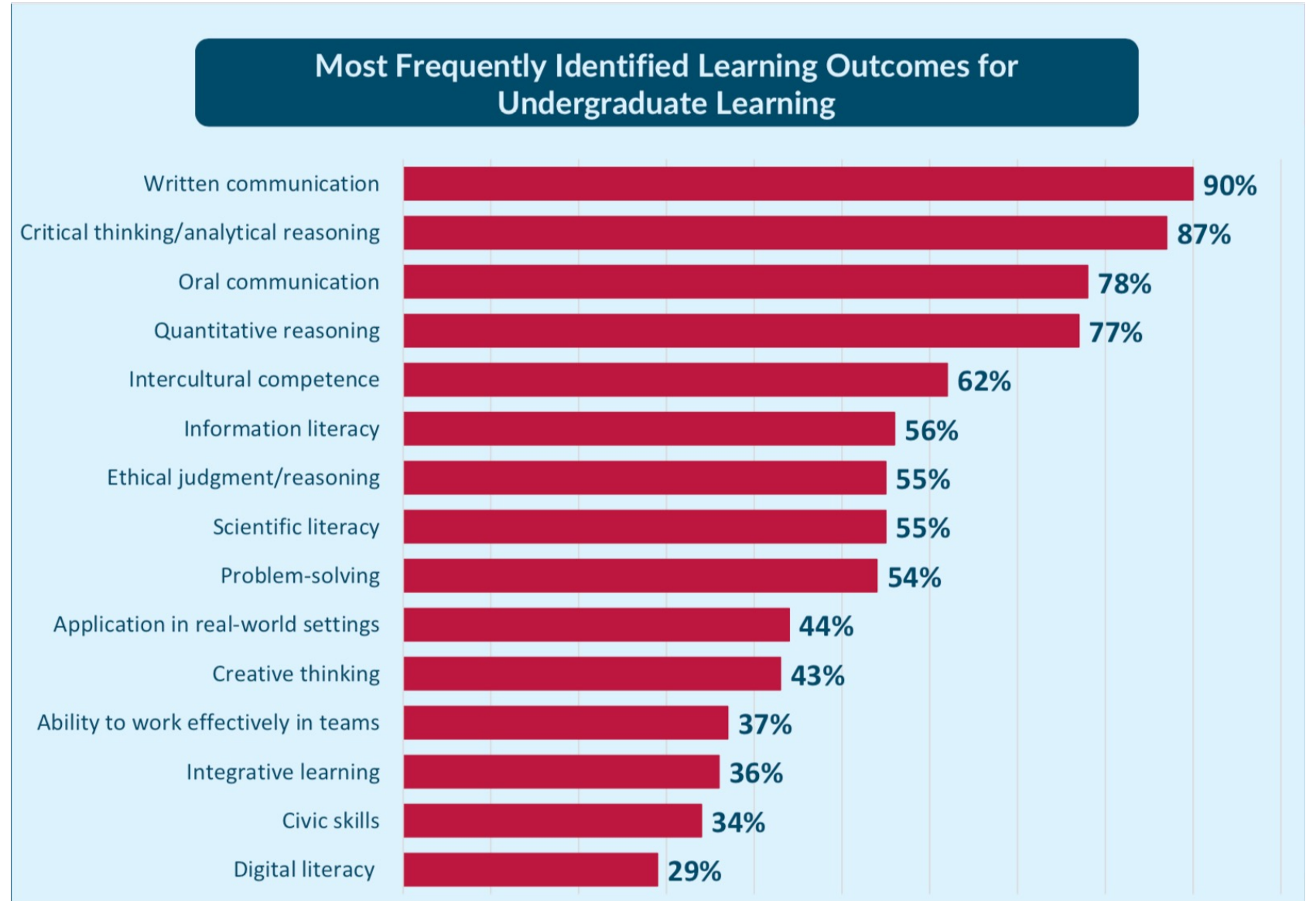
Communication: *Students will express, develop, and support ideas with awareness of purpose and context.*

Research and Information Literacy: *Students will locate, evaluate, and accurately cite sources that are appropriate to the goals of their research.*

Quantitative Literacy: *Students will accurately interpret mathematical information and incorporate relevant quantitative evidence in their work.*

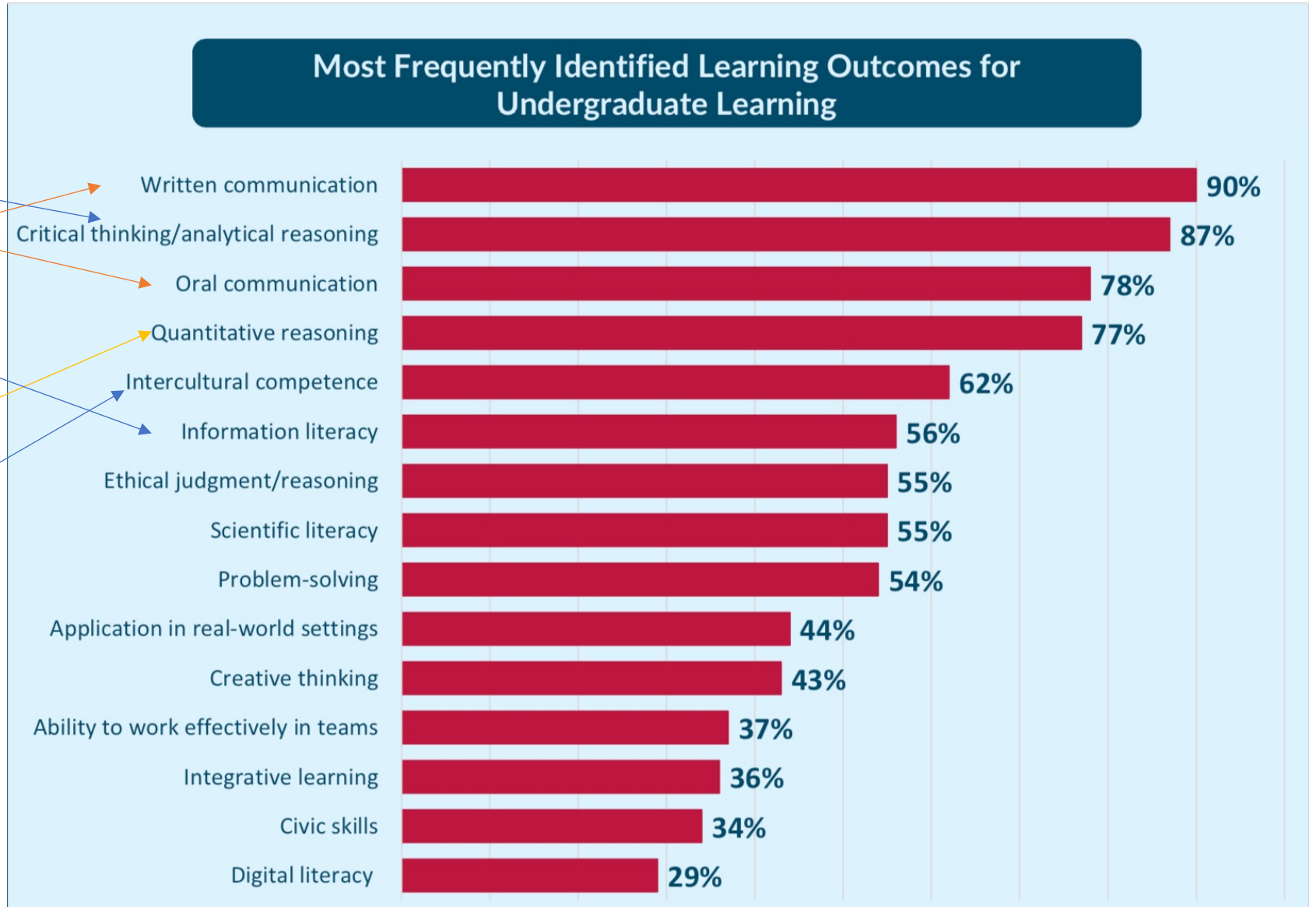
Intercultural Competence: *Students will accurately and respectfully express or relate the complex interplay of history and experiences that shape the values of diverse communities.*

AAC&U 2021 Study – Institutions that require common Learning Outcomes



Berea's Core Competencies:

- Critical Thinking
- Communication
- Research and Information Literacy
- Quantitative Literacy
- Intercultural Competence



Aims of General Education <https://www.berea.edu/gst/aims-general-education/>

Knowledge:

- aesthetic, scientific, historical, and interdisciplinary ways of knowing;
- religion, particularly Christianity, in its many expressions;
- Berea College's historical and ongoing commitments to racial (traditionally black and white) and gender equality, as well as to the Appalachian region;
- the natural environment and our relationship to it;
- the roles of science and technology in the contemporary world;
- U.S. and global issues and perspectives.

Skills:

- read and listen effectively; write and speak effectively, with integrity and style;
- think critically and creatively, and reason quantitatively;
- develop research strategies and employ appropriate technologies as means to deepen one's knowledge and understanding;
- work effectively both independently and collaboratively;
- resolve conflicts nonviolently.

Habits of Mind:

- deepen their capacities for moral reflection, spiritual development, and responsible action;
- develop an openness to and knowledgeable appreciation of human diversity, in terms of race, gender, class, religion, sexuality, language, and culture;
- cultivate their imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives;
- think and act in ways that promote peace with justice;
- develop habits leading to lifetime health and fitness.

Core Curriculum:

Common Learning Outcomes, Thematic Approaches

First Year

- GSTR 110: Writing Seminar I: Critical Thinking in the Liberal Arts
- GSTR 210: Writing Seminar II: Identity and Diversity in the United States
- WEL 101 and 102: Lifetime Health and Wellness

2nd through 4th year:

- GSTR 310: Understandings of Christianity
- GSTR 332: Scientific Origins (may be completed with two approved Natural Science courses, one a lab, in different fields)

Senior year:

- GSTR 410: Seminar in Contemporary Global Issues

Distribution Requirements

20 courses required outside of the major

Six Perspective areas: application through COGE – Committee on General Education

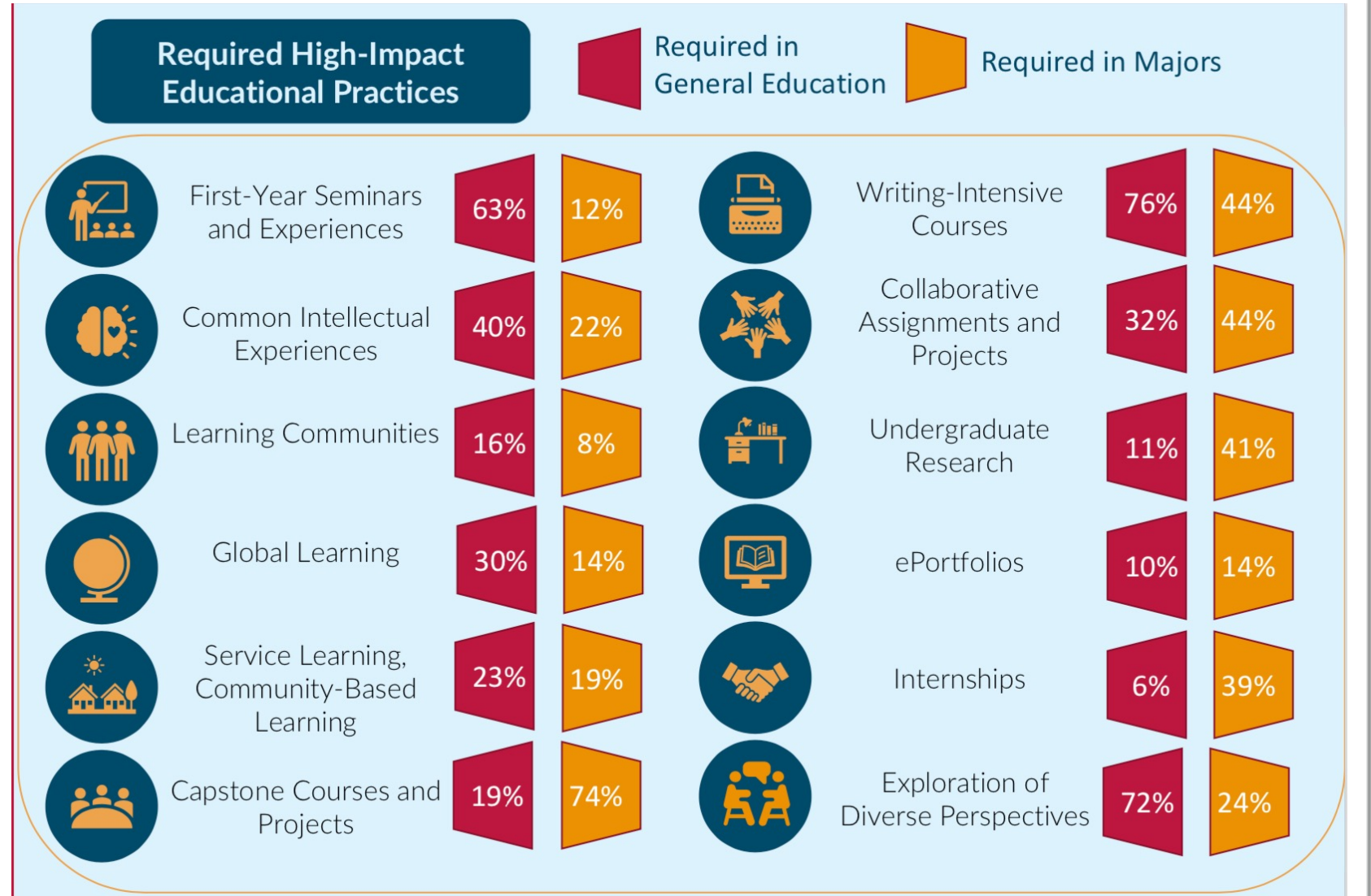
- Arts
- Social Science
- Western History
- Religion
- AAW+: African American, Appalachian, Women (expanded to include Asian Americans, Indigenous peoples, Latinx, LGBTQIA+, and persons with disabilities)
- International:
 - Language - two course sequence in the same foreign language
 - World Culture – One must be from a non-Western perspective

Practical Reasoning (PR) and Quantitative Practical Reasoning (PRQ): application through COGE

Active Learning Experience (ALE): application through COGE

Active Learning Experience – Service Learning (ALE-SL): application through CELTS

AAC&U 2021 Study - Percentage of Institutions that require High Impact Education Practices (HIPs)



AAC&U – Seven Planning Principles recommended



Mission
Aligned



Institutional
Commitment



Collaborative
Leadership



Evidence
Informed



Academic
Practices



Equity
Centered



Student
Support

Great Commitments

<https://www.berea.edu/the-great-commitments/>



Educational
Opportunity



The
Liberal Arts



Christian
Values



The Dignity
of Labor



The Kinship
of All People



Gender
Equality

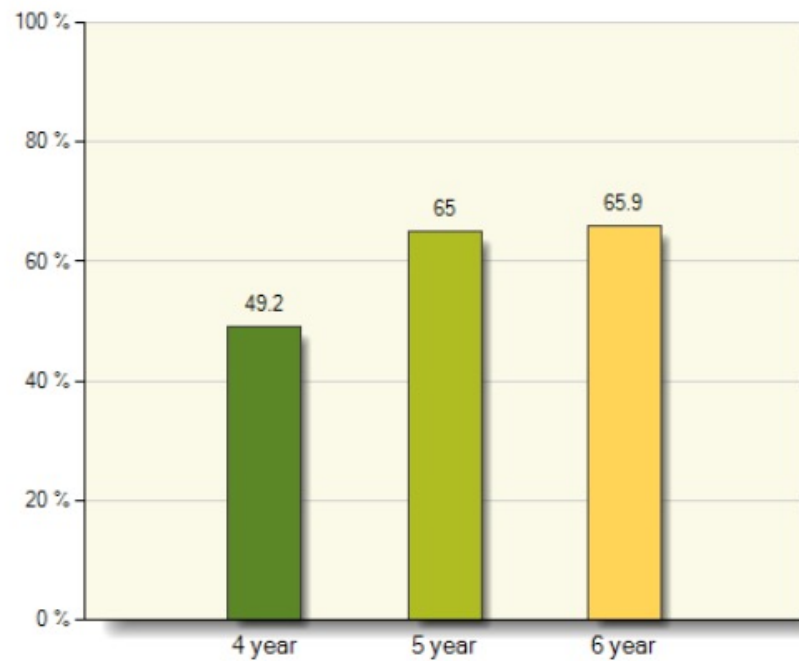


Supportive &
Sustainable Living



Serving
Appalachia

2017 Four-, Five-, and Six-Year Graduation Rates



Student Success Highlights

Retention Rate

First-year retention rate **84%**

Graduation Rate

Four-year graduation rate **49.2%**

Five-year graduation rate **65.0%**

Six-year graduation rate **65.9%**

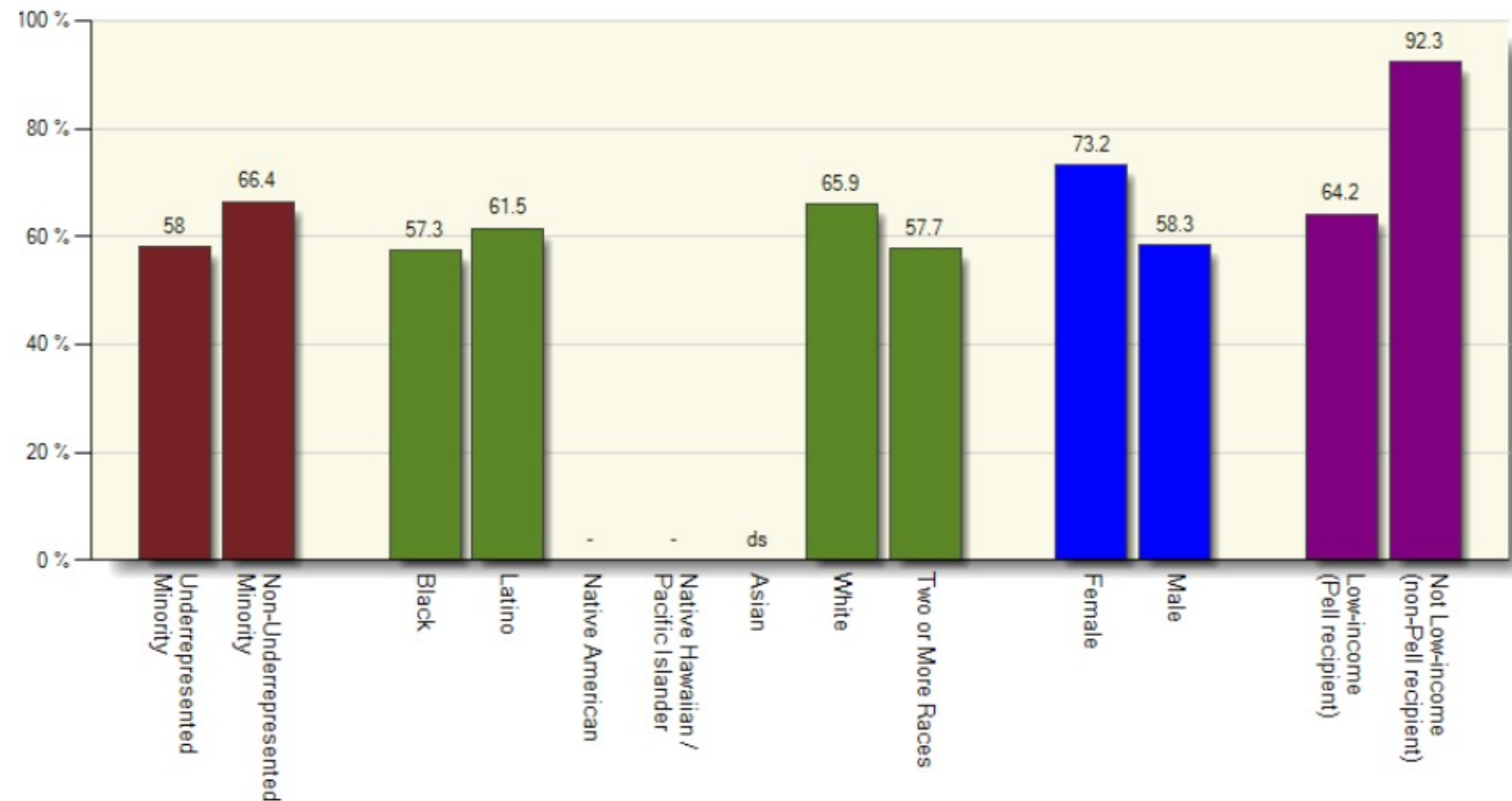
Transfer-Out Rate

% of students who transfer out **19.7%**

Our students – 2017

(6 year graduation rate statistics due to Carnegie and IPEDS - Integrated Postsecondary Education Data System -)

2017 Six-Year Graduation Rates by Race/Ethnicity, Gender, and Income



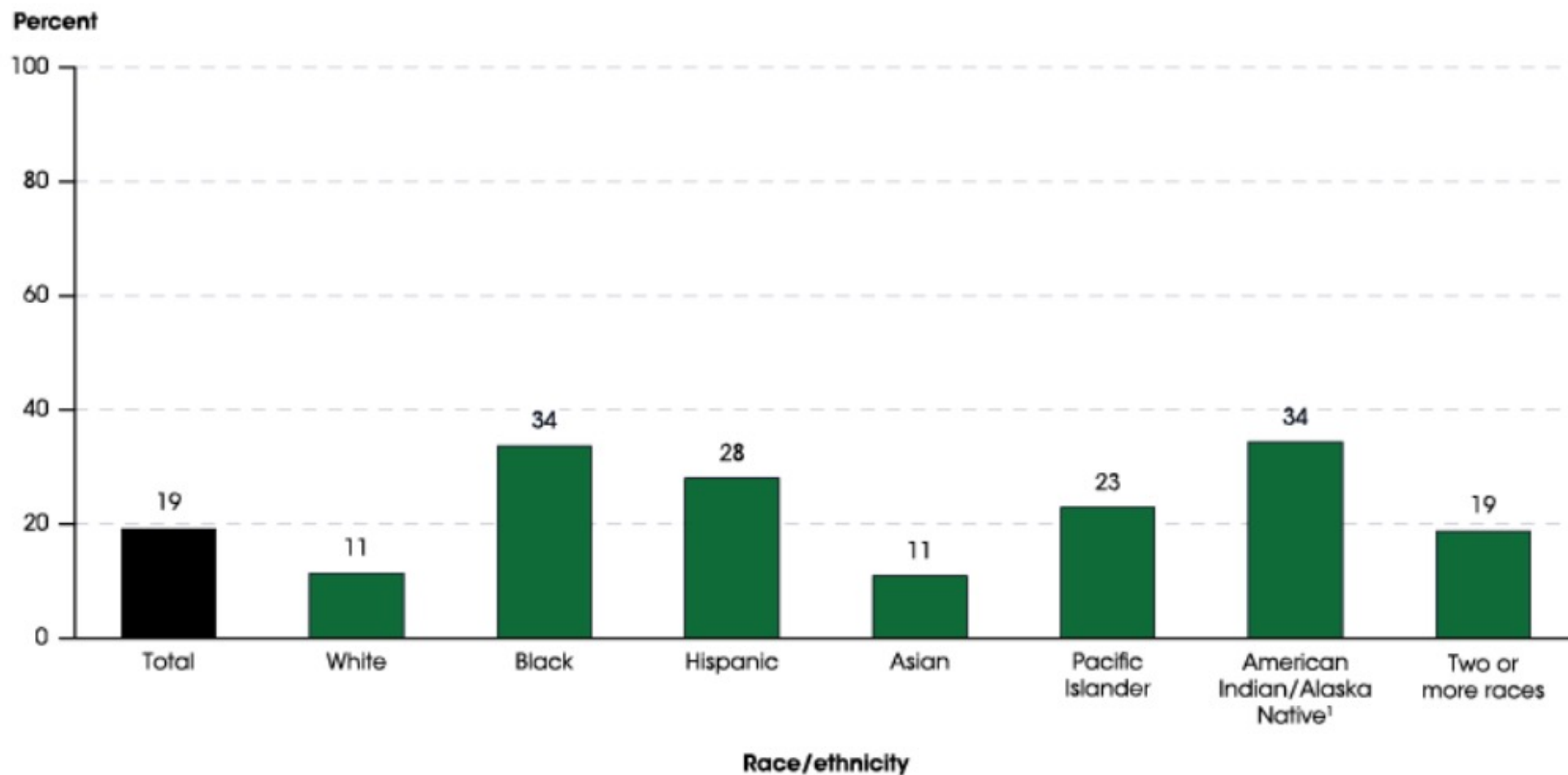
Sites that gather
this data

- <http://www.collegeresults.org/collegeprofile.aspx?institutionid=156295>
- <https://nces.ed.gov/ipeds/use-the-data>
- <HTTP://COLLEGE-INSIGHT.ORG>

College	2017 6-Year Grad Rate	Underrepresented Minority 6-Year Grad Rate	% Pell Recipients Among Freshmen	% Underrepresented Minority
Juniata College	83.7%	73.1%	29.4%	6.9%
Gustavus Adolphus College	79.8%	78.3%	27.2%	7.4%
Berea College	65.9%	58.0%	99.0%	24.4%

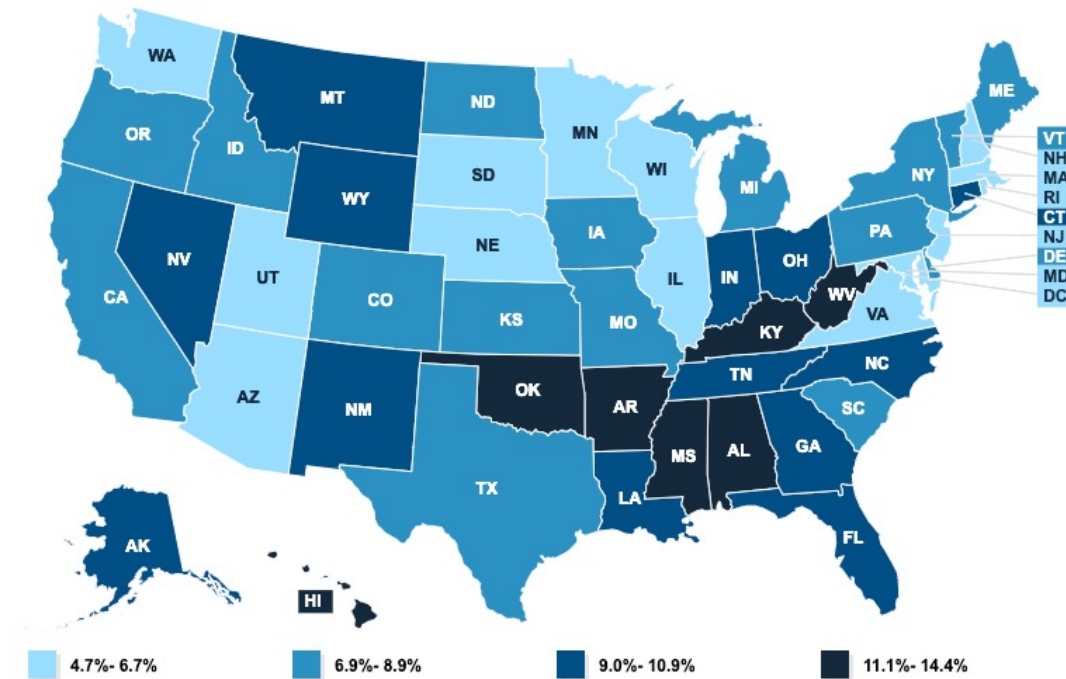
College	2017 6-Year Grad Rate	Underrepresented Minority 6-Year Grad Rate	% Pell Recipients Among Freshmen	% Underrepresented Minority
Centre College	82.4%	77.8%	16.5%	9.5%
Transylvania University	75.5%	66.7%	26.0%	10.2%
Berea College	65.9%	58.0%	99.0%	24.4%

Figure 4S.1. Percentage of children under age 18 living in poverty, by race/ethnicity: 2016

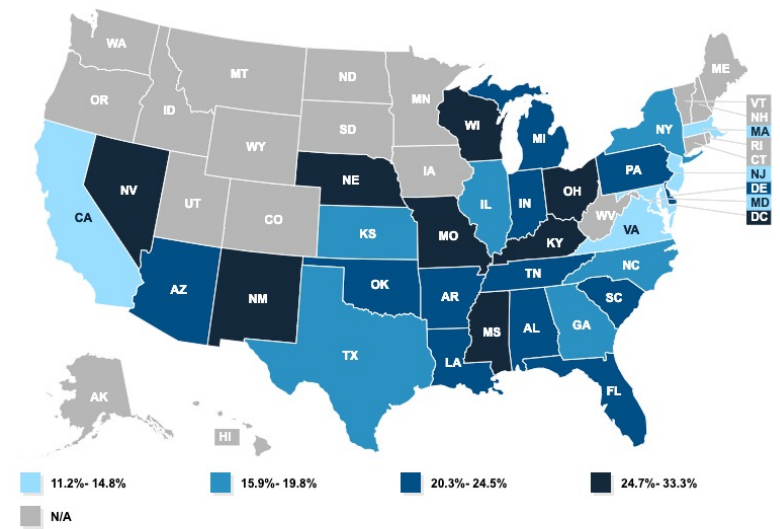


Kaiser Family Foundation, Poverty Rate by Race and Ethnicity, 2020

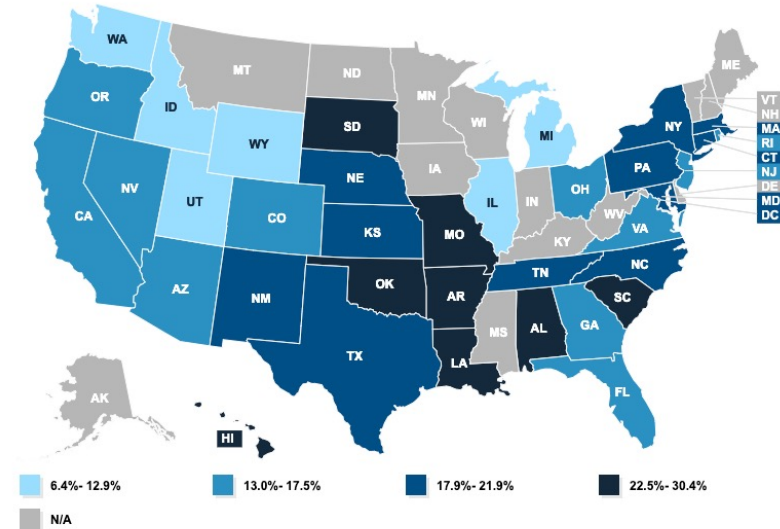
<https://www.kff.org/other/state-indicator/poverty-rate-by-race-ethnicity-cps>



Location	White
Kentucky	12.1%



Location	Black
Kentucky	33.3%



Location	Hispanic
Kentucky	N/A

**Comparison of
the Top 5 and
Bottom 5 Skills
Valued by Higher
Education
Stakeholders
and Employers**



**Percentage Indicating Skill
Addressed by Learning Outcomes***

TOP 5

Written communication	90%
Critical thinking and analytic reasoning	87%
Oral communication	78%
Quantitative reasoning	77%
Intercultural competence	62%

BOTTOM 5

Creative thinking	43%
Ability to work effectively in teams	37%
Integrative learning	36%
Civic skills	34%
Digital literacy	29%



**Percentage of Employers Indicating
Skill is Very Important†**

TOP 5

Ability to work effectively in teams	62%
Critical thinking and analytic reasoning	60%
Quantitative reasoning	57%
Application of knowledge or skills in real-world settings	56%
Digital literacy	55%

BOTTOM 5

Creative thinking	53%
Information literacy	53%
Oral communication	52%
Integrative learning	51%
Civic skills	41%

*AAC&U, On the Same
Page? Administrator and
Faculty Views on What
Shapes College Learning
and Student Success, 2022*



**Campus Stakeholders' Top 3 Mindsets,
Aptitudes, and Dispositions for
Students***

01

Curiosity/
Capacity for
Lifelong
Learning

02

Persistence

03

Agency/
Ability to
Take
Initiative



**Employers' Top 3 Mindsets,
Aptitudes, and Dispositions for
Students†**

01

Work Ethic

02

Agency/
Ability to
Take
Initiative

03

Self-
Confidence

Labor Program – Evaluations consider:

Attendance

Accountability

Teamwork

Initiative

Respect

Learning

The Labor Program is also designed to support the following objectives:

Support the total educational program at Berea College through experiences providing the learning of skills, responsibility, habits, attitudes, and processes associated with work;

Provide and encourage opportunities for students to pay costs of board, room, and related educational expenses;

Provide staff for college operations;

Provide opportunities for service to the community and others through labor;

Establish a life-style of doing and thinking, action and reflection, service and learning that carries on beyond the college years.

More Rationales and Considerations recommended by AAC&U

1. “Wicked” Problems
2. Life beyond college
3. Putting the pieces together
4. Social Justice

Hanstedt, “Model Talk” presentation at AAC&U Institute for General Education and Assessment (and following slides)



Approaches to General Education Models I

Distribution Models

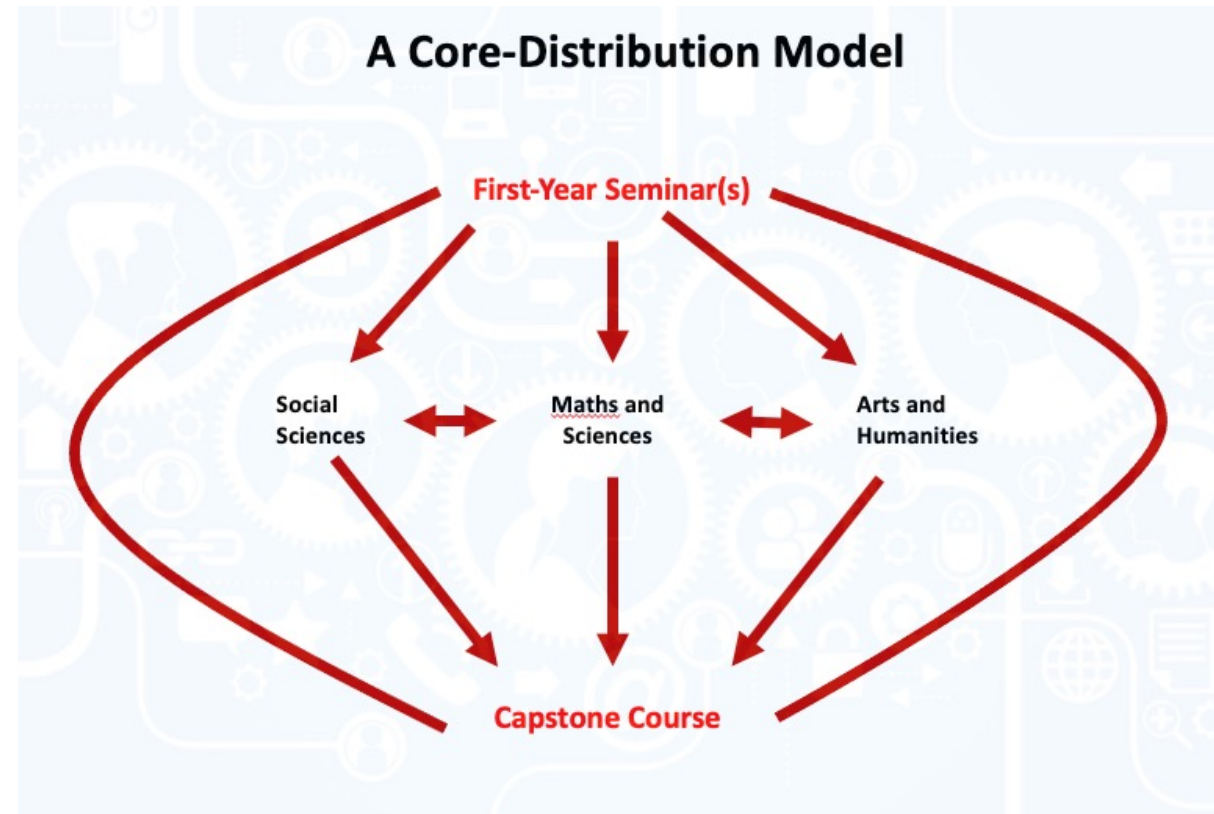
2 Social Science
2 Arts and Humanities
2 Math
2 Natural Science
2 Foreign Language
2 PE

(Possible additions:
Writing 101 and 102)

Integrative Models

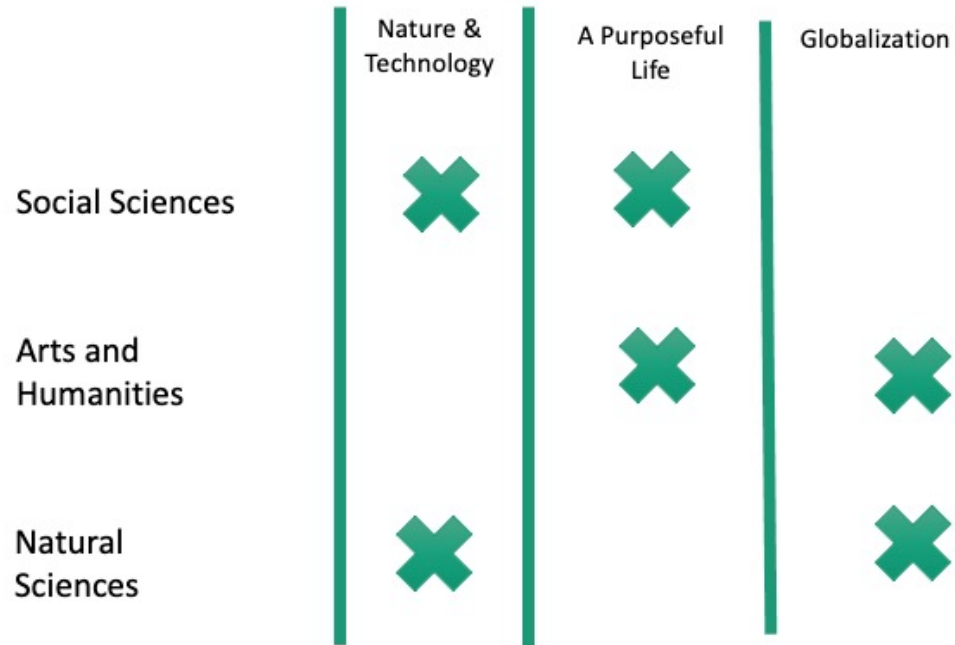
Common Core
Learning Communities
Interdisciplinary Courses
Integrative Courses
Team-taught Courses
Capstone Courses
Campus-wide themes
ePortfolios
Service Learning

A Core-Distribution Model



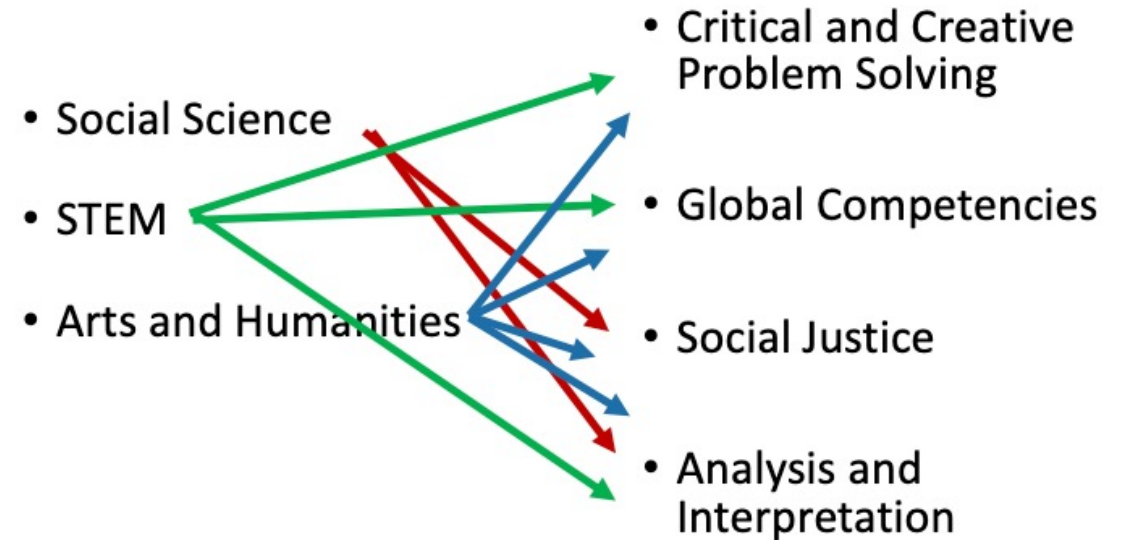
Approaches to General Education Models II

A “Strands” Model



Example use for Strands: Connecticut College

Distributive Competencies

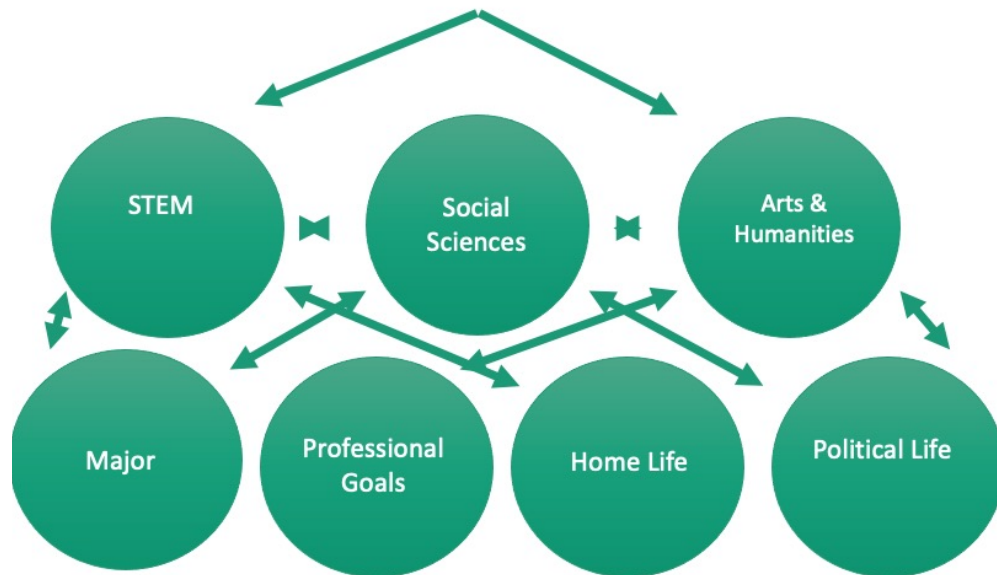


Example used for Distributive Competencies: Castleton State University

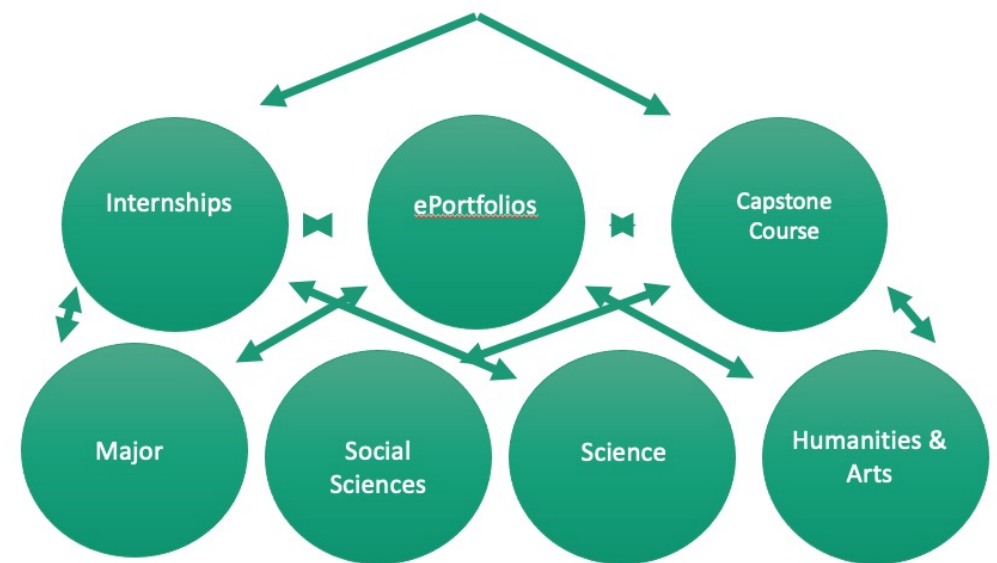
Approaches to General Education Models III: Integration of High Impact Practices



General Education 2.0



General Education 3.0



Examples used for Integration of High Impact Practices: Wagner College, Worcester Polytechnic, Groningen, and Drury

Ars Liberalis – works befitting a free person or arts/practice by which a person is free

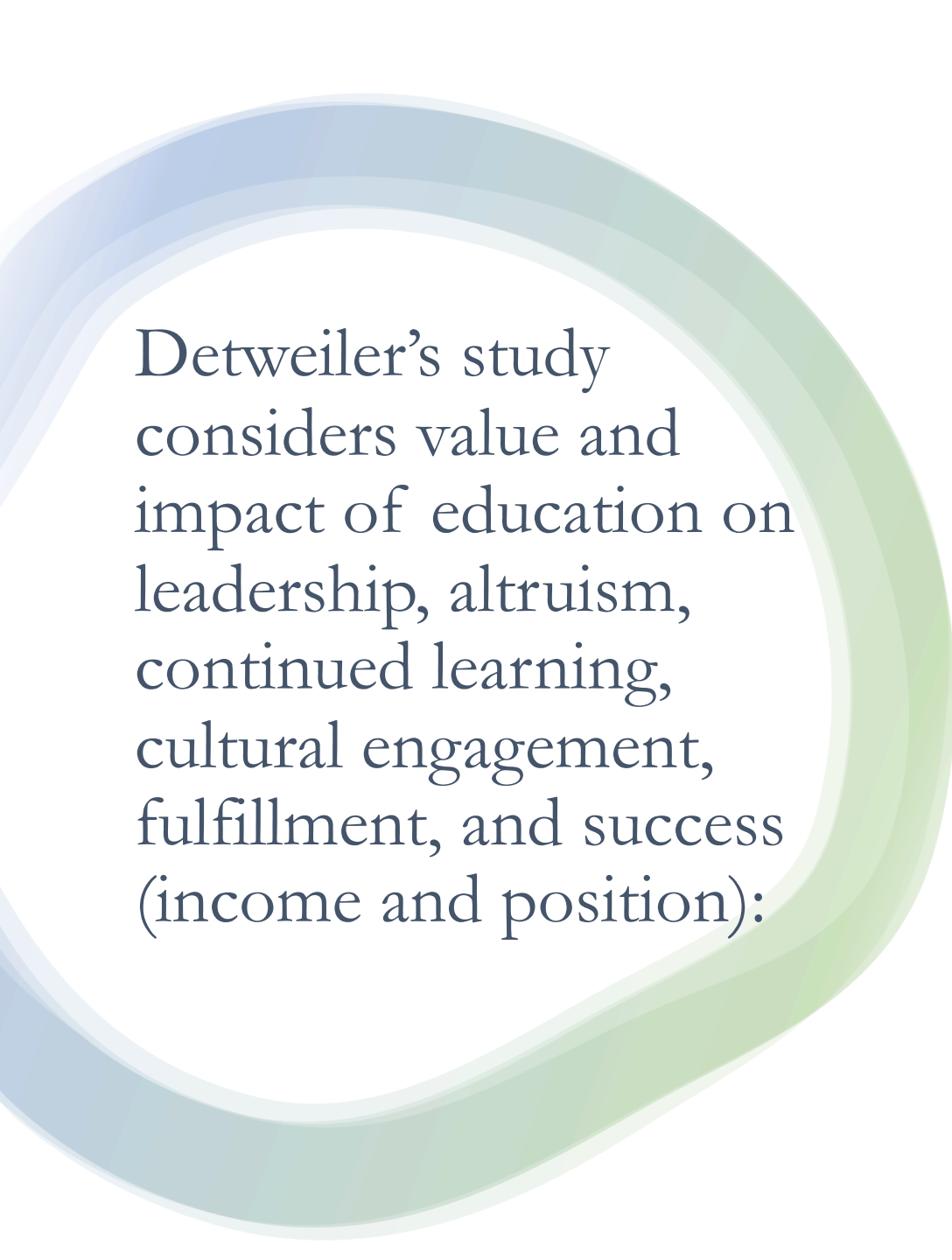
Some reading suggestions:

Detweiler, Richard. *The Evidence Liberal Arts Needs: Lives of Consequence, Inquiry, and Accomplishment*. MIT Press, 2021

Montas, Roosevelt. *Rescuing Socrates: How the Great Books Changed My Life and Why they Matter for a New Generation*. Princeton U Press, 2021

Daniels, Ronald. *What Universities Owe Democracy*. Johns Hopkins U Press, 2021

Pasquerella, Lynn. *What We Value: Public Health, Social Justice, and Educating for Democracy*. U Virginia Press, 2022



Detweiler's study considers value and impact of education on leadership, altruism, continued learning, cultural engagement, fulfillment, and success (income and position):

“Rather than deferring to the demand that colleges work simply on preparing students to take today's jobs, focus instead on the ways that both the individual and our society are advanced over the longer term through study in the tradition of the liberal arts and its deliberate education ecology of purpose, content, and context – an education that is the best preparation for a life well lived in this complex and demanding era, characterized by relentless change.”

GEM conversations around Values and Competencies:

That Which is Just

Our General Education curriculum should support the development of a sense of agency to create a more just world

The Good Life

Our General Education curriculum should promote the disposition to live lives characterized by multidimensional wellness, self-reflection, curiosity, and creativity.

That Which is Whole

Our General Education curriculum should represent the broad diversity present across our campus community. Furthermore, it should expand students' awareness and understanding of the multidimensional diversity present in the culture surrounding them.

That Which is Practical/Useful

Given the special nature of Berea's status as a Labor College and the practice-centered disciplines that make up a significant portion of our intellectual community, our General Education curriculum should promote the application of knowledge to make change in the social, physical, and natural world.

Epistemic Virtues

Our General Education curriculum should promote the development of dispositions toward just, critical, reflective, and creative thinking.

Communicate
with us!

General Education Forums this Fall:

September 15th, 3:00pm

November 17th, 3:00pm

Invite us to a Division or Department meeting: *We may not all be able to come but will try to have two or more members present.*

Seek out your divisional representative, *or any other member of GEM, we are all listed in the program.*

We will also place updates on the Office of Academic Affairs site for GEM: <https://www.berea.edu/gst/general-education-modification-gem-committee/>