University of West Florida

General Education
PURPOSE?
Learning to reason carefully and clearly is the essence of what it is to be a human being, and so to live the best possible life for us we must be able to master this ability.

Sean D. Kelly
Higher education is more about acquiring skills than assimilating an inert body of knowledge. To that end, General Education prepares students for lifelong learning, equips students with research skills, and builds competence in evaluating information and constructing knowledge in multiple ways.
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Fundamental to all these skills is the ability to think critically.
Higher education is more about acquiring skills than assimilating an inert body of knowledge. To that end, General Education prepares students for lifelong learning, equips students with research skills, and builds competence in evaluating information and constructing knowledge in multiple ways.

Fundamental to all these skills is the ability to think critically.
Names

The old: General Studies

The new: General Education
A New Paradigm

The mandated Florida Common Core
A New Paradigm

The mandated Florida Common Core

Five areas:

Communication
Mathematics
Humanities
Social Sciences
Natural Sciences
Specific courses:

Communication
Specific courses:

Communication

English Composition 1
Specific courses:

Mathematics
Specific courses:

Mathematics

College Algebra
Calculus 1
Math for Liberal Arts 1
Math for Liberal Arts 2
Elements of Statistics
Specific courses:

Humanities
Specific courses:

**Humanities**

- Art Appreciation
- Introduction to Literature
- Music Appreciation
- Introduction to Philosophy
- Theatre Appreciation
Specific courses:

Social Sciences
Specific courses:

Social Sciences

US History Since 1877
Introduction to Anthropology
Principles of Macroeconomics
American Politics
General Psychology
Introduction to Sociology
Specific courses:

Natural Sciences (1)
Florida Common Core

Specific courses:

Natural Sciences (1)

Descriptive Astronomy
General Biology for Non-majors
General Biology 1
Anatomy and Physiology 1
Concepts in Chemistry
General Chemistry 1
Specific courses:

Natural Sciences (2)
Specific courses:

Natural Sciences (2)

- Introduction to Earth Science
- Introduction to Environmental Science
- Concepts in Physics
- University Physics 1
- General Physics 1
A reconfigured Governance Committee:

The General Education Committee

Composed of both widely elected faculty as well as faculty who have a primary responsibility for teaching General Education courses in each of the 5 areas.
General Education: Retention

The Board of Governors Performance Metrics

#5

Academic Progress Rate
2\textsuperscript{nd} Year Retention with a GPA above 2.0
The Board of Governors Performance Metrics

#5

Academic Progress Rate

2nd Year Retention with a GPA above 2.0

UWF’s 2015 score: 65%
### Year 1 to Year 2 Retention: General Studies

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade</th>
<th>Count: Year 1</th>
<th>% Returned Spring 1</th>
<th>% Returned Fall 2</th>
<th>% Returned Fall 3</th>
<th>% Returned Fall 4</th>
<th>% Returned Fall 5</th>
<th>% Returned Fall 6</th>
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<tbody>
<tr>
<td>Fall 2008</td>
<td>Grade of A</td>
<td>1555</td>
<td>91.5%</td>
<td>79.4%</td>
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<td>42.5%</td>
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<td>12.4%</td>
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<td>Grade of A</td>
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<td>42.5%</td>
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<td>Grade of A</td>
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<td>60.2%</td>
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<td>Grade of A</td>
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<td>75.1%</td>
<td>57.4%</td>
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<td>60.0%</td>
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<td>91.0%</td>
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</table>

**Grade A Average**

- 91.9%
- 77.4%
- 61.0%
- 40.6%
- 20.8%
- 12.0%
<table>
<thead>
<tr>
<th>Term</th>
<th>Grade</th>
<th>Count: Year 1</th>
<th>% Returned Spring 1</th>
<th>% Returned Fall 2</th>
<th>% Returned Fall 3</th>
<th>% Returned Fall 4</th>
<th>% Returned Fall 5</th>
<th>% Returned Fall 6</th>
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<td>Grade of B</td>
<td>1960</td>
<td>92.7%</td>
<td>79.0%</td>
<td>63.5%</td>
<td>43.0%</td>
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<td>12.1%</td>
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<tr>
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<td>Grade of B</td>
<td>2082</td>
<td>92.7%</td>
<td>79.0%</td>
<td>61.5%</td>
<td>42.7%</td>
<td>22.2%</td>
<td>10.9%</td>
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<td>Grade of B</td>
<td>2173</td>
<td>93.4%</td>
<td>77.0%</td>
<td>61.7%</td>
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<td>2331</td>
<td>92.3%</td>
<td>75.6%</td>
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<td></td>
<td><strong>92.3%</strong></td>
<td><strong>77.1%</strong></td>
<td><strong>60.8%</strong></td>
<td><strong>41.9%</strong></td>
<td><strong>22.2%</strong></td>
<td><strong>11.5%</strong></td>
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<td>Term</td>
<td>Grade</td>
<td>Headcount Fall Year 3</td>
<td>Total Degrees in 6 Years</td>
<td>% Degrees</td>
<td>Year 3 Headcount Loss</td>
<td>% Year 3 Headcount Loss</td>
<td>6-yr Headcount Loss</td>
<td>% 6-yr Headcount Loss</td>
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<td>Fall 2008</td>
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<td>1004</td>
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<td>36.6%</td>
<td>682</td>
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<td>3.2%</td>
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</tbody>
</table>
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA

Students who will not return to UWF. N = 137

- > 3.5: 25.0%
- 3.0 - 3.49: 20.0%
- 2.5 - 2.99: 20.0%
- 2.0 - 2.49: 15.0%
- < 2.0: 10.0%
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by Destination and GPA
Students who will not return to UWF by APR Metric and College

- CASSH
- CEPS
- COB
- COSEH
- UC

Retention: 2014 FTIC Cohort: by GPA/Destination
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by College and GPA

- CASSH
- CEPS
- COB
- COSEH
- UC

GPA Categories:
- > 3.5
- 3.0 - 3.49
- 2.5 - 2.99
- 2.0 - 2.49
- < 2.0
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by College and Destination

- Cassh
- CEPS
- COB
- COSEH
- UC

CASSH: unknown
CEPS: unknown
COB: unknown
COSEH: 4-Year Inst., CC Institution, Unknown
UC: unknown
Where Are They Going?

Year 1 to Year 2

Retention: 2014 FTIC

Cohort: Destination

Where Are They Going?

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

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- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

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- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

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- Year 1

- Year 2

- Retention: 2014 FTIC

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- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

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- Retention: 2014 FTIC

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- Retention: 2014 FTIC

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- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?

- Year 1

- Year 2

- Retention: 2014 FTIC

- Cohort: Destination

- Where Are They Going?
What can I do to help?

FTIC General Education Attendance Policy

An Attendance Policy must be clearly presented in each and every syllabus for each and every General Education Course.
Each syllabus must contain:

· A statement that regular attendance for FTIC students is expected and will be documented.
· A statement about the role of attendance for the disbursement and continuation of financial aid.
Each syllabus must contain:

- Criteria the instructor uses to define an excused or unexcused absence. (Note: criteria must comply with the university-wide Class Attendance Policy noted above and provide a link to this policy.)
- A description of how attendance affects a student’s grade in the course and specific consequences of unexcused absences for the final grade.
Learn the names of all your students.

Give them a very early (2nd week, if possible) assignment that will be graded.

Arrive at the classroom early and stay late and talk to the students.
What can I do to help?

Make connections between the class and things that are relevant to the students and their lives.

Remember that not all of them are absolutely enthralled with the subject like you are.

Devise High-Impact Learning opportunities.
Devise short writing/sharing assignments.

Get them out of the classroom for something.

Identify the top seven students in your class.

*I’ll be asking for their names.*