University of West Florida
General Education Curriculum
2021-2022 Summary Report

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General Education Committee Members

Dr. Adam Blood
Dr. Amany Habib
Dr. Lane Lambert
Dr. Meredith Marten
Mr. Justin McCoy
Dr. Katie Miller Wolf
Dr. Derek Morgan
Ms. Afsaneh Penton
Dr. Vanessa Rainey
Dr. Aletheia Zambesi

Executive Summary

This assessment report details an analysis of the General Education curriculum, reporting cycle, and assessment data for the 2022-2023 academic year. It has been reviewed by the General Education Committee who have made appropriate recommendations for change and improvement.

Summary of current strengths of the program: Twenty one out of 26 departments (81%) submitted a complete assessment report. The number of departments who submitted complete reports increased by 8% from 2020-2021. A timeline has been set for Gordon Rule Writing courses to modify CCRs to include the chosen learning outcome and assess it no later than July 2023. Eighteen faculty members participated in the fourth annual Making Sense Meeting, where they shared areas to share strategies for teaching and learning in General Education. Students continue to meet the 70% benchmark for eight of the nine General Education student learning outcomes. Further, the overall success rate for students is 77% across all sections of General Education courses. The similar percentage of students who meet the SLOs across various modalities suggests that – regardless of modality – courses are being assessed in a comparable manner and the student populations share common traits.

Summary of current weaknesses of the program: Departments still struggle with explaining how they are "closing the loop" in their assessment discussions. The number of contingent faculty teaching General Education courses remains high. Students tend to have an ambivalent view of General Education courses.

Summary of recommendations and proposed action plans: Create professional development opportunities using assessment results to implement strategies to improve student learning as well as assessment and pedagogical strategies to increase student engagement. Work with departments to determine ways to provide consistent experiences across sections, especially with courses that depend heavily on contingent faculty. Share strong assessment examples with departments. Continue to modify the assessment reports to better capture data from departments. Continue to include the previous year's use of results on assessment reports as a reminder to "close the loop." Update the General Education Web site so that it more easily highlights information needed by faculty who teach General Education classes. If funding is available, assign a Graduate Assistant to assist with the administrative work associated with teaching and assessing General Education courses. As funding permits, introduce an award for Faculty Excellence in General Education to be presented at the Honors Convocation.

Program Vision, Mission and Values

(General Education Committee, March 24, 2021)

Vision

General Education at the University of West Florida provides a cohesive program of study that includes the breadth and quality of course work necessary to empower students to become educated citizens and professionals.

Mission

UWF's General Education Program promotes appreciation for the interdisciplinary arts and sciences. Accordingly, our mission is (1) to provide students with a set of foundational courses from across disciplines, (2) to build their intellectual and personal connections by exposing them to different fields of knowledge, showing the connection in (or within) knowledge from various disciplines, and exploring how the knowledge is obtained, and (3) to help them expand their ability to innovate and to deepen the skills necessary to succeed in their majors and in the wider world.

Values

- Integration – Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.
- Caring – Providing a safe and dynamic learning environment that fosters the development of individual potential.
- Integrity – Demonstrating dedication to uncompromising excellence and doing the right thing for the right reason.
- Multiculturalism – Evaluating events and issues through the lens of diverse political, cultural and geographic points of view.

Alignment of College, University, and SUS Vision, Mission, and Values

Due to the introduction of new Student Learning Outcomes and a revised domains matrix for the 2018-2019 academic year, the General Education Committee updated the Vision, Mission, and Values in March 2021 with input from each college council, Academic Council, and Faculty Senate. Although administratively housed in the College of Arts, Social Sciences, and Humanities, the General Education curriculum is a university-wide function, containing courses from all five colleges. The revised version above reflects not only the new domains matrix but also considers recently revised strategic plans of all colleges.

General Education Course Enrollments and Student Populations, 2017-2022

(Tableau, 2020)

This section provides an overview of the courses offered in general education as well as the academic demographics of our general education students.

Table 1

Headcount in All General Education Courses by Academic Year

Academic Year	Total Headcount	Difference	% Difference
2017-2018	23,032	-599	-2.53%
2018-2019	33,172	-522	-2.27%
2019-2020	22,321	-189	-0.84%
2020-2021	21,332	-989	-4.55%
2021-2022	22,250	918	+4.12%

Table 2

Total Headcount of FTIC Cohorts

Cohort Year	Total FTIC Headcount	Difference	% Difference
2017	1,094	-	-
2018	1,109	+15	+1.3%
2019	1,049	-60	-5.4%
2020	1,029	-20	-1.9%
2021	1,041	+12	+1.2%

Table 3

Total Headcount in Online General Education Courses by Academic Year

Academic Year	Total Headcount	Difference	% Difference
2017-2018	4,991	+307	+7.38%
2018-2019	5,020	+29	+0.58%

Academic Year	Total Headcount	Difference	% Difference
2019-2020	6,924	+1,904	+37.9%*
2020-2021	12,752	+5,825	+54.3%*
2021-2022	11,138	-1,614	-12.7%*

**Note.* Due to COVID-19, all Summer 2020 courses were administered online, and many courses in 2020-2021 were also administered online. Note that online courses include both synchronous and asynchronous modalities.

Online Course Offerings

As of Fall 2022, UWF offered 17 online bachelor's programs, representing over 12 different departments. As the number of online programs increases, we will likely experience an increased demand for online General Education. While previous concerns about online offerings of General Education Courses did not materialize over the past year, we must remain diligent in observing online trends. The Director also plans to initiate conversations this year with appropriate stakeholders to increase communication between departments that require online General Education courses for their programs and departments that offer these General Education Courses.

Dual Enrollment

The percentage of First Time in College students entering with some dual enrollment credits has decreased from a high of 67% in 2019-2020 to 62% in 2021-2022 (Figure 1).

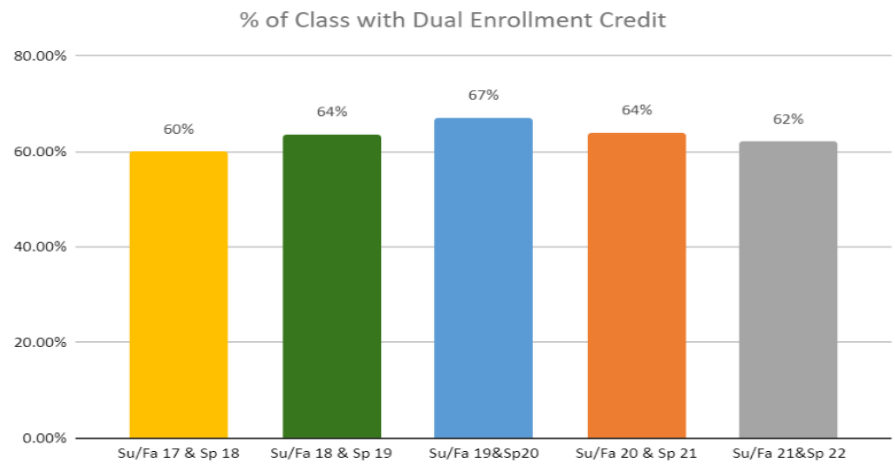


Figure 1. Percentage of Admitted Students With Dual Enrollment Credit

While the overall percentage of students entering with dual enrolled credits has decreased in recent years, the University saw a large increase in the number of students who enrolled with between 30-59 hours in 2021-2022 (Figure 2).

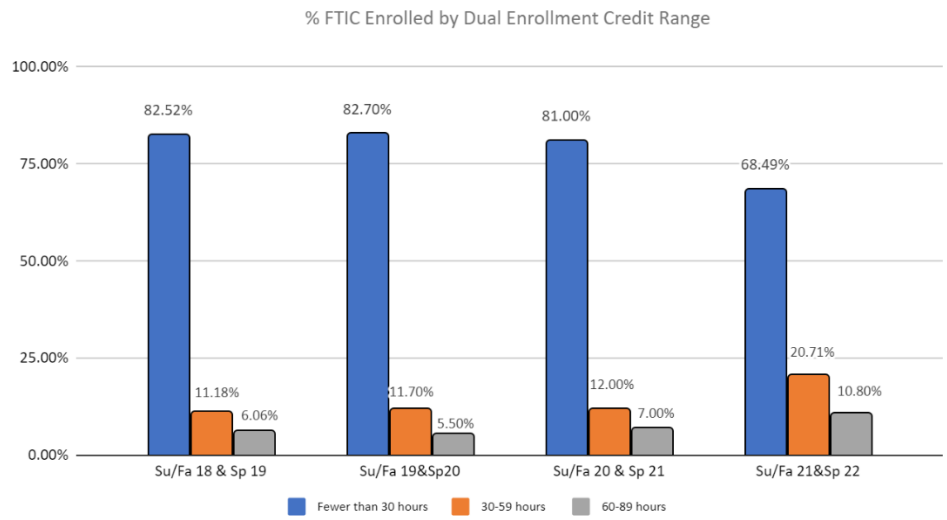


Figure 2. Percentage of FTIC Students Who Enter With Dual Enrollment Credit

FTIC Student Performance

For the Fall 2021 semester, UWF admitted 1,183 FTIC students. For the Fall 2021 cohort, the average HS GPA was a 3.7. For those who submitted scores for the ACT or SAT, 25% of students achieved a score above a 1200 on the SAT (composite) and 51% scored above a 24 on the ACT (composite).

Academic Progress Rate

This metric is measured by comparing the number of FTIC students in the cohort who returned for their second fall semester with a 2.0 GPA or higher to the total number of students in the cohort. The University has implemented early intervention systems such as Early Warning and collaboration between First Year Advising and college advising offices to improve freshmen retention:

- 2016 cohort = 74.6%
- 2017 cohort = 79.8%
- 2018 cohort = 80.3%
- 2019 cohort = 82.2%
- 2020 cohort = 80.8%*

*Latest available cohort information

General Education Course Section Counts by Faculty Type

Since General Education is a major component of each student's undergraduate degree program, it is important UWF monitors the proportion of regular and contingent faculty teaching General Education courses. The SACSCOC Principles of Accreditation (6.2.b) advise that all institutions employ a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review.

During the 2021-2022 academic year, contingent faculty – including teaching assistants – taught the majority of General Education classes during the school year while regular faculty – including full-time instructors and lecturers – taught the majority of General Education course sections in the summer (Tableau 2022).

Table 4

Breakdown of Full-Time Versus Contingent Faculty for General Education Classes

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022
Full-Time	73 (45%)	73 (47%)	58 (71%)	72 (42%)	72 (48%)	48 (65%)
Adjunct	81 (49%)	72 (47%)	23 (28%)	85 (51%)	71 (47%)	26 (35%)
Teaching Assistant	10 (6%)	9 (6%)	1 (1%)	11 (7%)	8 (5%)	0
Total Sections	354	284	119	361	285	108

The percentage of contingent faculty remains high and continues to increase each year. While adjunct faculty at UWF provide high quality teaching, full-time faculty are better positioned to be more engaged with both students and the department year-to-year, to participate more consistently in assessment discussions, and to be more involved in overseeing curricular components such as content, pedagogy, and discipline currency.

Coherence of the General Education Curriculum

The structure of learning outcomes proposed for General Education ensures coherence in the curriculum (Appendix A). Each learning outcome is aligned with specific distribution areas in

the curriculum. Every course within a distribution area is required to include learning activities and an embedded assessment (a course assignment, problem set(s), exam questions, or other direct measures of student performance) that aligns with the designated learning outcome(s). Regardless of which two courses a student selects to meet a distribution requirement for General Education, the student will encounter learning activities and assessments related to the SLOs identified for that distribution area. Thus, the General Education SLO structure ensures that all UWF students will experience two courses in General Education that support learning and assess student performance on every SLO. The SLOs also align with the skills domains (communication, critical thinking, and integrity/values) used for Academic Learning Compacts, illustrating how courses in General Education introduce skills students will develop further in coursework required for their academic major.

General Education Committees at many institutions have a review process to determine whether a given course should be included as an option in a distribution area of General Education. The General Education Committee at UWF utilizes the Course Inclusion Criteria (Appendix B) to determine whether courses should be added or retained in the curriculum.

Criteria include the following:

- The course identifies the SLO(s) for the distribution area as course SLO(s) and describes these on the syllabus.
- The course syllabus describes required, graded student work that can function as an embedded assessment for the SLO(s).
- The course instructor provides a summary of assessment evidence for the SLO(s) to the assessment office.
- Course instructors participate in discussions of the assessment data within the distribution area (the Making Sense Meeting).

2021-2022 General Education Assessment Procedures

The current General Education student learning outcomes went into effect beginning in the 2018-2019 academic year. Following the implementation plan outlined in Appendix C, faculty made updates to their course syllabi as well as embedded assessments to align with the new outcomes. Faculty then gathered evidence and shared the results with their department for analysis and discussion on how to improve student learning. Department chairs and/or faculty then utilized Google Sheets to report their results. The Sheets required faculty to report quantitative data (students who did or did not meet expectations by modality) as well as qualitative data (use of results to improve student learning). In addition, the reporting sheets contained assessment data

from the previous two years so that departments could address how they closed the loop on previous assessment reports. The deadline for these reports was June 30, 2021.

Specific assessment procedures are outlined below.

Expectations for Course Assignments

The assessment plan for General Education depends on embedded assessments. Course assignments that all students complete as part of course requirements provide data relevant to the learning outcomes for General Education.

Each instructor is expected to include at least one assignment that provides students with opportunities to demonstrate skills and provide assessment evidence for each of the SLO(s) identified for the distribution area the course serves. For example, separate measures for two or more learning outcomes may be generated through scores students earn on different elements of a rubric used to evaluate the assignment.

Assessment Reporting Expectations

General Education assessment reports are available at least 6 months before the deadline for submission. Beginning 2019-2020, reporting worksheets included data from the previous assessment cycle as a reference. In an effort to support continuous improvement in student learning, departments are asked to speak to the changes from the previous assessment cycle that they planned to implement this year and what were the results. Ultimately, we are trying to determine what impact teaching strategies are having on student learning over time.

Data will be aggregated across disciplines to evaluate the quality of learning regardless of which courses students complete. The Director of General Education is responsible for gathering the assessment evidence reported to Institutional Effectiveness and aggregating findings across courses.

Assessment Cycle

The recommended assessment cycle includes assessing in the fall semester (when possible), meeting as a department to discuss the use of results in the spring, and submitting reports before the summer semester begins. The best assessment reports show that faculty have analyzed the data and discussed how to use their results to improve student learning. Departments should consider any differences in student performance by modality and/or location (if applicable). For example, if a course is offered online and in face-to-face formats, or if a course is offered at a location other than the main campus, departments should compare student performance in the two modes of delivery to determine if the quality of learning is equivalent in both formats.

The assessment cycle has remained consistent since the 2018-2019 assessment cycle. Please see the General Education Committee Summary Report 2018-2019 for details.

Assessment Reporting

As of the 2019-2020 academic year, all assessment report templates are housed in a Google Drive folder. This method allowed chairs and assessment coordinators to edit their reports directly in the sheet without needing to take additional steps to submit. Each course had its own folder into which chairs/coordinators could upload any supporting documentation. Departments followed the guidelines outlined in the Step-by-Step Assessment Cycle (Appendix D).

The department chair or assessment coordinator should distribute or share the sheets to all faculty teaching General Education courses, collect them at the end of the semester, and bring the group together to discuss and determine how to use the results to improve student learning. At that point, the chair or assessment coordinator would aggregate the results (# of sections, # of students assessed, and # met or exceeded expectations across modalities), describe how the results will be used to improve student learning, and submit one sheet per SLO for each course.

The Director of General Education monitors submissions made via Google Drive.

Assessment Procedures

The assessment model for General Education creates structures and processes that will allow the curriculum (including specific SLOs) to evolve over time, based on evidence from assessment data. The annual Making Sense Meeting for faculty who teach courses within a distribution area will entail the review of assessment findings from the current year and identify strengths and weaknesses observed in student learning reflected in the embedded assessments. The goal for these discussions is to engage faculty in a meaningful conversation about effective practices for promoting student learning on the shared learning outcomes of the distribution area. The discussions will be informed by aggregated assessment evidence but will focus on effective strategies for teaching and learning. Outcomes of the discussions may include any of the following:

- Suggestions for learning activities instructors might adopt that have been effective in promoting learning on a shared SLO.
- Suggestions for common rubrics or other approaches for aggregating findings across multiple courses (emphasizing the impact of the collection of courses in the distribution area on student learning instead of the impact of a single course).
- Discussions of assignments, projects, and other student work that provide meaningful evidence about student learning on a shared SLO.

- Suggestions to revise language in the SLOs or to replace an existing SLO with a new outcome that better reflects the shared values and goals of the courses that define the distribution area.

2021-2022 General Education Assessment Report Results

Reports were required for 83 General Education courses in 2021-2022: 78 courses had complete reports, 2 courses were missing some data, and 3 courses had no data. The Directors of General Education and Institutional Effectiveness monitored submissions and contacted departments as needed in an effort to reach 100% compliance.

Twenty-six departments were required to submit a General Education Assessment Report. A total of 137 reports were submitted, plus 4 reports for non-General Education Gordon Rule Writing courses.

- Number of departments that submitted complete and separate reports for each SLO and modality
    - 21 out of 26 (81%)
    - The number of departments who submitted complete reports increased by 8% from 2020-2021.
- Number of departments that submitted incomplete reports (some reports missing an SLO or modality)
    - 3 out of 26 (12%)
    - The number of departments who submitted incomplete reports was consistent from 2020-2021.
- Number of departments that submitted no reports
    - 1 out of 26 (4%)
    - The number of departments who did not submit any decreased by 8% from 2020-2021

The overall percentage of students who met expectations for each skill can be found in Table 5.

Table 5

Percentage of Students Who Met Expectations for Each SLO

	2020-2021				2021-2022		
Student Learning Outcome	# assessed	# met	%		# assessed	# met	%
Compose and revise a researched academic paper that adheres to discipline-specific conventions							
• F2F	99	80	81%		266	216	81%
• Online	523	401	77%		582	420	72%
• Hybrid*	X	X	X		72	43	60%
Total	622	481	79%		920	679	74%
Produce (through revision) effective written communications that support author intent and address a specific audience							
• F2F	237	187	79%		447	381	85%
• Online	613	483	79%		454	375	83%
• Hybrid	X	X	X		121	104	86%
Total	850	670	79%		1022	860	84%
Apply mathematical principles to determine a strategy for solving a problem							
• F2F	0	0	0		726	516.00	71%
• Online	1867	1337	72%		906	686.00	76%
• Hybrid	X	X	X		0	0	
Total	1867	1337	72%		1632	1,202.00	74%

	2020-2021				2021-2022		
Student Learning Outcome	# assessed	# met	%		# assessed	# met	%
Execute appropriate mathematical techniques for solving a problem and interpret results of a solution							
• F2F	0	0	0		726	343.00	47 %
• Online	1867	1089	58%		906	596.00	66 %
• Hybrid	X	X	X		0	0	
Total	1867	1089	58%		1632	939.00	57%
Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts							
• F2F	314	277	88%		621	516	83%
• Online	1329	1141	86%		1171	914	78%
• Hybrid	X	X	X		0	0	
Total	1643	1418	86%		1792	1430	80%
Identify the intrinsic value of culture and cultural artifacts							
• F2F	278	252	91%		577	456	79%
• Online	757	665	88%		1162	950	82%
• Hybrid	X	X	X		0	0	
Total	1035	917	89%		1739	1406	81%
Solve problems using social science methods							
• F2F	242	215	89%		662	570	86%
• Online	1728	1361	79%		1300	983	76%

	2020-2021				2021-2022		
Student Learning Outcome	# assessed	# met	%		# assessed	# met	%
• Hybrid	X	X	X		125	115	92%
Total	1970	1556	80%		2087	1668	80%
Reason ethically in an appropriate disciplinary context							
• F2F	121	110	91%		763	693	91%
• Online	1169	1079	92%		1115	1019	91%
• Hybrid	X	X	X		113	103	91%
Total	1289	1189	92%		1991	1815	91%
Evaluate scientific information using appropriate tools and strategies of the discipline							
• F2F	357	215	60%		1456	1090	75%
• Online	2302	1859	81%		825	658	80%
• Hybrid	X	X	X		328	235	72%
Total	2659	2074	78%		2609	1983	76%
TOTALS	13,803	10,751	79%		15,424	11,982	77%
• F2F	1648	1336	81%		6244	4781	76%
• Online	12,155	9,415	78%		8421	6601	78%
• Hybrid					759	600	79%

Note. Hybrid modality was added as an option for the first time in 2021-2022. Some courses may still have reported the data from hybrid courses under F2F or online.

In total, 15,424 students were assessed in General Education courses during the 2021-2022 academic year, an almost 12% increase from 2020-2021. Of that total, 6,244 were assessed in face-to-face courses and 8,421 in online courses. This year, faculty also had the option to choose

"hybrid" as the modality. The large increase in number of F2F students assessed from the previous academic year (from 1,648 in 2020-221 to 6,244 in 2021-2022) shows that the campus is beginning to return to its pre-pandemic modality of course offerings, though it seems likely that the number of online and hybrid courses will continue to remain at higher levels than we saw pre-pandemic.

The overall percentage of students meeting the SLOs has remained fairly steady over the past two academic years. The similar percentage of students who meet the SLOs across various modalities suggests that – regardless of modality – courses are being assessed in a comparable manner and the student populations share common traits.

Review of Assessment for General Education Assessment

Starting with the 2017-2018 report, the General Education Committee began reviewing assessment data reported across the curriculum. They conducted a baseline review outlining strengths and weaknesses of three required areas of the report: summary of assessment findings, use of results to improve student learning, and use of data to improve assessment practice. The results of this review are outlined in the 2017-2018 General Education Summary Report.

With the baseline review complete, the General Education Committee began a staggered annual review of one-third of the General Education course assessment reports. With the exception of new courses that may have not yet been offered (or courses that are on the purge list), all General Education courses have been reviewed over the past three-year period. The Committee completed the second round of reviews of courses that were previously assessed in Fall 2020. During this review, the committee reviewed 30 courses. The findings for the latter review are included below.

Results of General Education Committee Assessment Review, 2021-2022

The General Education Committee reviewed 55 reports across 30 General Education courses for this review cycle. The Committee reviewed courses from all distribution areas by choosing the one-third of courses from an alphabetized list for each distribution area. This resulted in seven Humanities courses, four Mathematics courses, eight Natural Science courses, one Communication course, and ten Social Science courses.

The Committee previously developed a rubric, adapted from CUTLA's annual peer review rubric, to score each assessment report based on the quality of evidence provided. Because the reporting sheets have changed slightly in recent years, the analysis shifted slightly to reflect the information captured on the reporting sheets.

This analysis considered six criteria from each assessment report:

1. A clear explanation of the activity used to assess each SLO
2. Clear statement regarding how departments determined if a student were successful in meeting an SLO
3. Clearly identifying instrument was used to determine that score
4. Courses that assess multiple modalities of instruction make comparisons or clearly state why such comparisons will not be informative
5. Use of results identifies concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings
6. An explanation of how departments "closed the loop" (addressed changes they planned to implement)

Reports were scored as complete, partial or ambiguous, or missing/NA for the six criteria. The rubric also included a column for qualitative comments. Each committee member assessed two to three courses, which ranged from five to six reports each depending on the distribution areas and submissions for each course. The Director of General Education created and shared a Google form with committee members to capture their responses. Results from the reports are found in Table 6.

Table 6

Results of General Education Review of Submitted Assessment Reports

	% Complete	% Partial/ Ambiguous	% Missing/N/A
A clear explanation of the activity used to assess each SLO	90	4	5
Clear statement regarding how departments determined if a student were successful in meeting an SLO	84	11	4
Instrument used to measure SLO is clearly identified	83	7	9
Courses that assess multiple modalities of instruction make comparisons or clearly state why such comparisons will not be informative	71	10	19
Use of results identifies concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings	85	13	2
An explanation of how departments "closed the loop" (addressed changes they planned to	72	7	19

implement)*			

*Note. New courses or courses that did not submit reports last year will have no data

Similar to last year, departments are strong in the first three elements, although the percentage of departments receiving a score of "complete" for clearly identifying the instrument used did decrease (from 91% in 2020-2021 to 82% in 2021-2022). The element (regarding courses that assess multiple modalities) continues to remain a bit low. It may not be obvious to reviewers if courses were offered in more than one modality, and the Director will continue to work on the review sheets to ensure this information is transparent.

An area that continues to be a concern is an explanation of how departments close the loop. The reporting sheets this year will link to the sheets from last year in hopes including that information will make it easier for departments to reflect on those results. Additional training and workshops may be necessary to help departments recognize how to record both small and large changes that they make to their curriculum and pedagogy throughout the year.

The Director of General Education will distribute the results of this year's assessment review to department chairs in addition to a copy of this report to provide feedback to departments on where their assessment is strong and where improvements can be made.

Making Sense Meeting
General Education Courses, 2020-2021

Beginning in the 2019-2020 academic year, University-wide discussions on student learning in General Education courses transitioned out of the annual Peer Review of Assessment and occurred instead in the Making Sense Meeting. On October 14, 2022, the fourth annual Making Sense Meeting occurred at which faculty discussed data reported for courses taught during the 2021-2022 academic year. Eighteen faculty members from 18 different departments attended the meeting. The meeting opened with a brief overview followed by breakout sessions by distribution areas, including Humanities, Social Sciences, and Natural Sciences. We concluded with a discussion on critical thinking, specifically, on methods of teaching students how to evaluate information critically. Composition and Mathematics faculty discussed their results during the spring term and reported the results of their discussions to the Director of General Education for inclusion in this report. These results are presented in Table 7.

Table 7

Qualitative Results - All Modalities

Composition/Gordon Rule Writing	
Areas Working Well	Areas to Improve
● Allowing students to practice and develop writing skills through scaffolded assignments assisted students in reaching the outcomes. ● UWF resources (such as the Writing Lab) and class resources (such as time for peer review and workshops) are beneficial to the students. ● Students respond well to flexible writing assignments and being able to write about their own experiences. ● Providing ample and specific feedback benefitted students	● Even with additional resources, students continue to struggle. Faculty struggle with how to ensure students are using the resources. ● It can be difficult to determine if students are reading and digesting feedback on papers. It might be useful to include more reflection. ● Additional time to practice and develop skills would be useful
Mathematics	
Areas Working Well	Areas to Improve
● MyLab continues to be a useful tool for students. ● Additional practice exercises benefit the students. ● Creating standard course notes to use across multiple sections provides consistency with instruction	● Allowing more time for students to work on problems in class may be helpful. ● Faculty plan to incorporate problems/assignments that look at the bigger picture. ● Additional resources may be necessary, especially in online classes. ● Employing the flipped classroom may benefit students.

Distribution Area Breakout Session Highlights

For this year's Making Sense meeting, participants were asked to reflect on three questions. Participants were provided these questions ahead of time, and the facilitators used these questions to guide the discussion. Since Mathematics and English Composition are self-contained units (no one outside of their departments teach General Education mathematics or

English composition courses, respectively), they hold their own internal Making Sense discussions.

Highlights for each question and distribution area are found below:

1. Based on the assessment results for each SLO, what is one teaching technique you or your department plan to continue? Why?
    a. Humanities
        - Online engagement is a common struggle across many disciplines. Departments will continue to work to encourage student engagement through techniques such as breakout rooms and encouraging student collaboration. Departments are also focusing on ways that online learning presents new opportunities for learning. For instance, students may record themselves presenting which allows a deeper reflection on the skills they are learning. In addition, online learning opportunities present access to a larger number of students than may have been available in strictly F2F classes. Faculty will continue to adapt and incorporate new technologies to create a stronger learning environment for students.
    b. Natural Sciences
        - Departments had a mixed bag of results: some found that students were performing better in F2F classes while others found more success in online classes. Departments plan to continue to work on chunking material and encouraging students to show their work. Some departments have incorporated peer-to-peer workshops. While assessment data from these workshops do not show a statistical improvement in student performance, faculty feel they are useful, and the department will try to better assess this learning.
    c. Social Sciences
        - Incorporating real world examples reaches the most students. Some departments have modified the use of class time so students have more time to work together in class, even though the final submission is an individual submission. Some departments observed that students were able to achieve the outcomes more strongly via writing assignments rather than multiple choice or other similar types of test questions. To maintain consistency across multiple sections, some departments use the same textbook.
2. Based on your assessment results for each SLO, what is one teaching technique you or your department plan to modify or curriculum change you plan to make? Why?
    a. Humanities

- Departments continue to look for ways to ensure students have easy and equitable access to material. Departments also recognize that students engage more with material when they see how disciplines analyze different artifacts (such as analyzing artifacts from a religious, philosophical, and archaeological perspective). Students tend to respond better to work and examples by other students, so departments look for ways to incorporate additional peer reviews and peer examples.

b. Natural Sciences
    - Some departments are looking at ways to focus on how an individual course fits into the larger concepts of the discipline and/or how the skills and knowledge gained in a course serve as a foundation for future courses. Some departments are exploring ways of encouraging participation at workshops. They are also looking at ways to gather more specific course feedback from students in order to make appropriate changes.

c. Social Sciences
    - Since allowing students to work together in class appears to produce stronger results, some departments plan to continue this practice and devote even more time to these collaborations. Some questions or terms may be unclear to students, so departments plan to review the assessment questions to ensure students understand what they are being asked. One department talked about breaking down the SLO so that it is easier to capture meaningful data about various components.

3. What, if anything, is not being captured on this report regarding how your students learn or how your faculty teach?
    a. Humanities
        - Since the textbook is completely online, students no longer have physical copies of material. Some departments are also struggling with how to show student progression and growth other than just a grade on an assignment. Some departments discussed the role of reflection as part of the learning process.

    b. Natural Sciences
        - It is difficult to measure effort on assessments. For courses that have both a lab and class component, it can be difficult to determine how well students grasp a concept since these components have separate grades and assessments. Students struggle with demonstrating self-initiative.

c. Social Sciences

- The challenge of maintaining consistency across multiple sections, multiple modalities, and multiple instructors for the same course. One department mentioned the need to name more specifically how students are meeting the SLOs.

Once faculty returned from breakout rooms, they participated in a full group discussion that focused on a common concern raised on the assessment reports: How do we help students evaluate information critically? The discussion looked at techniques such as having students develop their research skills (including reviewing tutorials prepared by the library), having the students watch a think-aloud process as an instructor goes through how they review results and evaluate them, and teaching students how to skim academic articles to determine if the material is relevant to their research.

The discussion also explored ways to help students challenge their assumptions. For instance, one faculty member suggested creating questions that prepare students for quizzes, but the questions should force students to examine the text to find answers that may seem counterintuitive to the "obvious" choice (e.g., "how Mozart's contemporaries treat him when they were at the peak of their careers?"). Another faculty member has students find an article and then disagree with it by looking at ways to discredit the article. Some faculty members noted how students can be hesitant to participate in critical thinking discussions because they are afraid their responses will be "wrong." It may be useful to revisit this topic with some evidence-based practices of how to encourage and develop skills at evaluating information critically.

Feedback From Making Sense Meeting Participants

After the conclusion of the Making Sense Meeting, the Director of General Education distributed a survey to all participants to gather feedback on their experience. Six participants provided feedback. The feedback is summarized below with the understanding that the respondents represent only a small percentage of those who attended.

The following statements had the most positive responses (defined as respondents choosing agree or strongly agree):

I was able to share my ideas or express my concerns (five responses – 83%)
The discussions in the breakout rooms were productive (four responses – 67%)

Only one statement had negative responses (defined as respondents choosing disagree or strongly disagree)

I thought the length of the meeting was appropriate – two responses (33%).

The most common suggestion about ways to improve the meeting was to make it longer, which suggests that faculty enjoyed the opportunity to engage with each other to discuss various techniques to increase student learning.

Based upon the feedback from those who completed the survey, the meeting will likely take place virtually again next year and continue to use breakout rooms to allow faculty ample time to talk about their results with each other. The meeting will also be extended a bit next year to allow additional time for reflection.

Annual Report 2021-22

Organization

Goal 1 - Clarify the roles and organizational structure of General Education (Appendix E)

- The Department of Mathematics and Statistics piloted the Graduate Assistant for General Education. The GA assisted with assessment activities for the department during the Spring 2020 semester. CASSH did not have the financial resources to continue the position for the Fall 2020 - Fall 2021 semester, but we will reevaluate for the Spring 2022 semester.
    - Funds were not available in 2022. We can re-evaluate in 2023

Assessment

Goal 1 - Distribute syllabus checklist, perform syllabus audit, and email department chairs regarding any issues Implement new General Education SLOs with faculty input and support

- Syllabus checklist was updated to include more specific information on course SLOs. Chairs were informed of the results of syllabus audit via email. Specific areas of concerns in the syllabi from their respective departments were noted. After conversation with Institutional Effectiveness, because an average of 87% of the General Education syllabi contained all four required elements, only a sample of syllabi was surveyed in the spring. This sample included any courses with an IOR that differed from the fall or any courses where there were significant issues in the fall. The sampling found that 76% of the Gen Ed syllabi contained all four elements. With the passing of SB 7044, all Gen Ed syllabi will be reviewed for the foreseeable future.
- We will work with the Center for Teaching, Learning, and Technology to determine if common required elements could be housed on a Web site that syllabi could link to and thus avoid accidental omissions.

Goal 2 - Implement and streamline assessment practice and reporting

- Including the data on the sheet made it easier for faculty to see at a glance the results from last year and how they compared with the results for this year.
- The sheets were modified to include not only previous year's data, but also to better capture the modality of courses offered and students who did not submit any work for assessment. The layout was also modified to allow more room for comments in hopes of encouraging greater discussion regarding assessment results.

Faculty Development

Goal 1 - Clarify the Process for Course Inclusion in General Education

- A timeline has been developed to ensure all Gordon Rule Writing courses will complete CCRs to add the required SLO. Further, all Gordon Rule Writing courses will be assessed no later than July 2023. Finally, any time a Gordon Rule Writing course is proposed, the Director of General Education requests a draft syllabus, which must include one of the two communication SLOs.
- Continue to coordinate with department chairs and faculty assessing Gordon Rule Writing classes and assist with any CCR questions.

Goal 2 - Implement or update professional development for faculty with a specific focus on General Education courses

- Making Sense meeting was held virtually in Fall 2021. Meeting with CTLT in Spring 2022 to discuss common areas of pedagogical concern among Gen Ed faculty.
- A workshop on using rubrics offered in Spring 2022. Additional workshops based on assessment results and feedback may be offered in the future.

Goal 3 - Increase involvement of full-time faculty in General Education instruction

- A proposal has been finalized by the General Education Committee for an award for Faculty Excellence in General Education. The Committee proposes two awards of $1,000 each, before tax, for recognition of outstanding teaching and/or assessment in General Education. The proposal is currently with the Dean’s office. Due to pandemic financial constraints, this proposal is in a holding pattern.
    - No movement on this issue. Follow up with the new Dean and Provost.

Outreach

Goal 1 - Maintain and further develop relationships with programs, services, and advisors associated with General Education

- New processes were implemented to ensure 990 courses that have a Gen Ed attribute are vetted by the Gen Ed Committee
- Review of results from Fresh Start courses (created in combination with DAESA) and possible modifications of courses in the future to help students meet metric 5

Goal 2 - Explore ways to incorporate General Education courses with University-wide initiatives

- Coordinated with CDCE, registrar, CTLT, ITS, and the Vice Provost to meet HB 1507 and develop Digital Badging for Gen Ed courses (beginning with ENC 1101/1102 in Fall 2022)
- Digital Badges will be awarded at the end of Fall 2022. Follow up with stakeholders to determine updates to messaging a process as necessary.

Goals and Objectives, 2022-2023

Organization

Goal 1 - Clarify the roles and organizational structure of General Education

- Funds have not yet been available to hire a Graduate Assistant for General Education
- We will continue to explore this possibility as the University acclimates to a post-Covid environment.

Assessment

Goal 1 - Continue to assess General Education SLOs with faculty input and support

- Syllabi must now be submitted 60 days before the start of the semester. Coordinate with Chairs to achieve this goal. Create a template syllabus in conjunction with CTLT
- Discuss teaching and learning strategies in General Education courses at the Fall Making Sense Meeting
- Monitor Gordon Rule Writing courses to ensure that each one identifies one of the two Communication SLOs and that each course is assessed no later than July 2023.
- All Gordon Rule Writing courses will include the associated SLO on its CCR and will be assessed no later than July 2023.

Goal 2 - Implement and streamline assessment practice and reporting

- Continue using Google drive for assessment reporting. The drive will include a list of all General Education courses to be assessed. It will also house an assessment sheet that includes data from the most recent assessment cycles in order to encourage faculty to review results and “close the loop.”

Faculty Development

Goal 1 - Implement or update professional development for faculty with a specific focus on General Education courses

- Include a space on assessment forms for chairs/assessment coordinators to describe areas of faculty development requested by their departments
- Incorporate space in Making Sense meetings to talk about faculty development concerns as well as common pedagogical issues

Goal 3 - Increase involvement of full-time faculty in General Education instruction

- Revisit previously submitted proposal for an award for Faculty Excellence in General Education. Coordinate with the CASSH Dean and Office of the Provost for additional re view.
- If approved, eligible faculty will be able to submit applications to receive one of two $1,000 awards.

Outreach

Goal 1 - Maintain and further develop relationships with programs, services, and advisors associated with General Education

- Reach out to programs and services associated with General Education to continue to maintain relationships that support the mission and goals of all involved parties.
- Meet with Admissions, Office of the Registrar, college advising centers, etc. as needed

Goal 2 - Explore ways to incorporate General Education courses with University-wide initiatives

- Work with relevant stakeholders to develop an eportfolio for General Education
- Continue conversations with the General Education committee for ways of making General Education classes more relevant for our students.

Appendix A

General Education Learning Outcomes

General Education Learning Outcomes

Approved by the General Education Committee (14 April 2017)
Approved by Faculty Senate (13 October 2017)

Communication	
Comp I and some Non-Composition Gordon Rule Writing*	Compose and revise a researched academic paper that adheres to discipline-specific conventions. (Rubric Elements: Gather information from credible sources, use appropriate editorial style for an audience, formulate a coherent argument, and maintain academic integrity.)
Comp II and some Non-Composition Gordon Rule Writing*	Produce (through revision) effective written communications that support author intent and address a specific audience. Notes: Audience includes readers in a specific discipline as well as a specific community. Author intent might be to write about writing. Analyzing information critically is part of the revision process.
Critical Thinking	
Mathematics	Apply mathematical principles to determine a strategy for solving a problem.
Mathematics	Execute appropriate mathematical techniques for solving a problem and interpret results of a solution.
Humanities	Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts. Explanatory note: *Forms* refers to media used for communication (art, music, theatre, dance, language, etc.). *Contexts* refers to time, place, or people involved in the cultural communication.
Social Sciences	Solve problems using social science methods.
Natural Sciences	Evaluate scientific information using appropriate tools and strategies of the discipline.
Integrity / Values	
Humanities	Identify the intrinsic value of culture and cultural artifacts.
Social Sciences	Reason ethically in an appropriate disciplinary context.

*Non-Composition Gordon Rule Writing courses must select one of the communication SLOs for their contribution to the assessment of writing.

Appendix B

General Education Course Inclusion Criteria

APPLICATION PROCESS FOR PROPOSING A COURSE FOR INCLUSION IN THE GENERAL EDUCATION PROGRAM

All courses offered or proposed for General Education credit must meet the criteria listed in this document. Courses currently in the program must maintain these requirements to continue their General Education status. *If any of the following criteria are not being met, the committee will refer to the respective college dean with a recommendation ranging from corrective action, removal from General Education (for breadth courses only), or referral to the Provost*. The General Education Committee of the Faculty Senate reviews courses for acceptance and monitoring the status of current courses in the curriculum. Criteria include:

1. General Education courses must be open to all students with the exception of courses with an IDH prefix (specifically designated as Honors).
2. General Education courses must be offered on a regular basis, defined as a minimum of once per academic year.
3. Course syllabi must annually identify student learning outcomes for assessment. Departments must assess and report assessment findings and specific decisions related to course improvement for all General Education courses taught. Assessment findings must include a definition of "competent" and the extent to which students in the class met the level of competency, usually expressed as a percentage.

    - Courses designated as Gordon Rule Writing must select one of the Communication SLOs for their contribution to the assessment of writing.

    - Courses designated as Gordon Rule Math must assess Critical Thinking.

4. All sections of General Education courses are required to include in their syllabi a variation of the following statement, amended to reflect their particular courses and the student learning outcomes selected.

    [Course Name] is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in the *[Distribution area]* area. The major General Education learning outcomes for this course are *[Learning Outcome 1]* and *[Learning Outcome 2]*.

    If you are interested in a major in *[your academic program]* you should contact the *[your academic department]* at *[department main phone number]*. If you are undecided about your major, you should contact your academic advisor or Career Services at 850-474-2254.
5. Each fall and spring semester every instructor in all sections of General Education courses are required to respond to the call for feedback on attendance and academic progress by the deadline(s) indicated.

6. All courses must provide consistent* instruction and common student learning outcomes across all sections and presentation modalities of the same General Education course (online, blended, face-to-face).

   *The General Education Committee recognizes Academic Freedom exists in the selection of course materials and determining grades as outlined in the CBA and university policies.

7. Instructors in all General Education courses must regularly take attendance and conduct at least one low-stakes graded assignment of their choice prior to the fourth week of the semester.
8. All sections of every General Education course must include theoretical components that introduce students to the parent discipline. The General Education program is designed such that courses should include some degree of applicability of the subject matter to students' personal and/or professional development.
9. Courses applying for inclusion in the General Education program must meet the requirements for their particular distribution area as detailed below.

GENERAL EDUCATION DISTRIBUTION AREA DESCRIPTIONS

I. Communication (6sh)

A traditional two-semester beginning composition sequence. First-year composition consists of ENC 1101, Introduction to Academic Writing and Research, and ENC 1102, Introduction to Public Writing, which are rhetorically-based and writing-process courses that satisfy the Gordon Rule requirement. Students learn to analyze, interpret, research, and invent arguments in a variety of genres and contexts for diverse audiences. Readings and compositions consist of print and multimodal texts.

II. Mathematics (6sh)

Investigations of and practice in the various facets and methods of mathematics ranging from algebra and geometry to calculus and statistics. Students should complete the General Education Mathematics requirement by choosing courses designated as Gordon Rule.

III. Social Sciences (at least 6sh)

- Explorations of the geographical, cultural, political, and religious environments of societies in order to understand the process of their development -OR-

- Investigative surveys of the current knowledge and theory which places human beings at the intersection of their own reasoning and language abilities, biological forces, genetic heritage, and environmental contexts -OR-

- Investigations of modern theories concerning the social and political systems created by human beings and the influence of those systems on human thought and action.

IV. Humanities (at least 6 sh)

- Investigations of literary texts from various nations and historical periods chosen to reflect either literary genres or literary traditions -OR-

- Explorations of the nature of the fine arts, either through the practice of one of its disciplines or the study of its historical patterns -OR-

- Investigations of the frameworks, values, viewpoints, and expressions, which provide guidance for contemporary living in a heterogeneous and multicultural society.

V. Natural Sciences (at least 6 sh)

- Investigations into and explorations of nature's organic creations using standard discipline methods to discover the rules that govern nature -OR-

- Investigations into and explorations of nature's inorganic creations using standard discipline methods to discover the rules that govern nature.

Appendix C

Guidelines and Procedures
Implementing and Assessing General Education Student Learning Outcomes

Guidelines and Procedures
Implementing and Assessing General Education Student Learning Outcomes
(Stanny, 2018)

2017-2018 Planning for Implementation

- Consultants on campus to assist with the development of assignments (as needed) and associated rubrics and reporting formats.
- Convene faculty within distribution areas to discuss various plans for embedded assessment assignments and identify strategies for combining findings across courses and disciplines. [Course redesign workshops]

2018-2019 Implementation

- Course syllabi reflect the new SLOs and describe assignments used as embedded assessments.
- Instructors gather assessment evidence from embedded course assignments (or other graded student work) and report assessment data to Institutional Effectiveness.
- Convene faculty within distribution areas to discuss preliminary findings (pilot "Making Sense" meetings), review SLOs and assessment strategies, and make recommendations to improve assessment processes and/or improve student learning on the SLOs. Data discussed and decisions made will be documented in minutes, which will document the use of assessment evidence for improvement of the GE Curriculum.

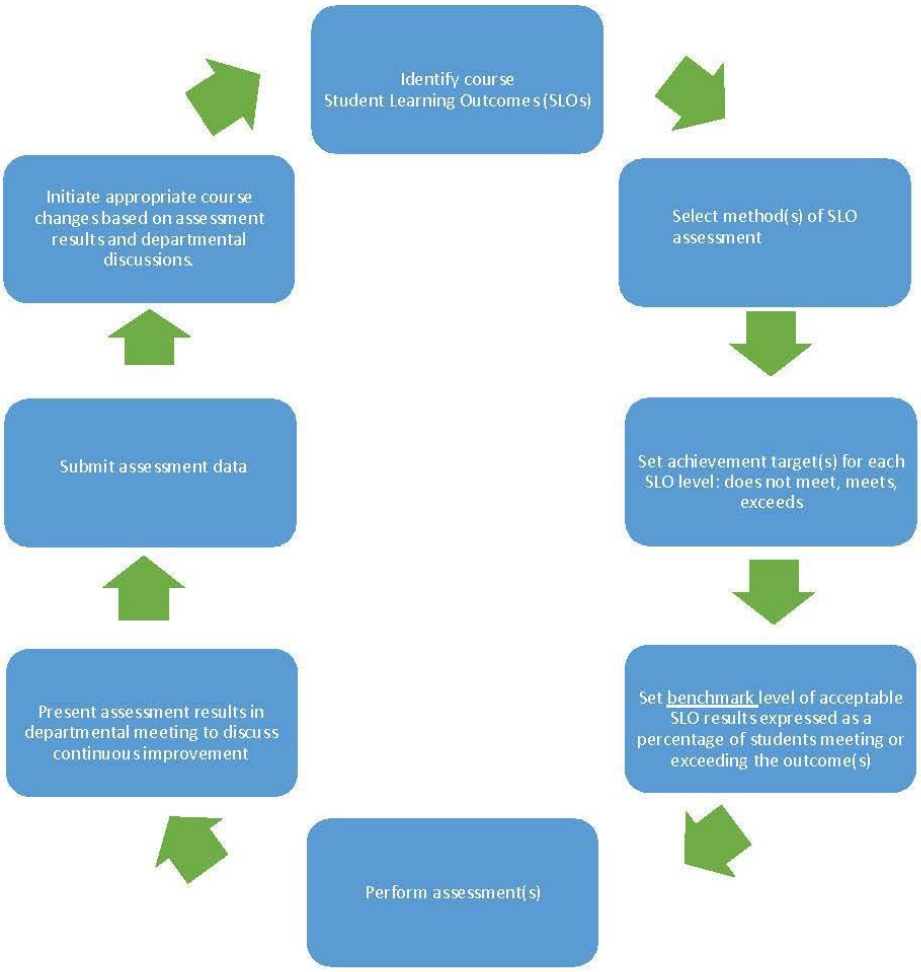
2019-onward Continuous Evaluation of the General Education Curriculum

- Faculty in each distribution area will meet at least once a year to review aggregated findings on their SLOs and discuss effective teaching and learning strategies to promote student achievement on these outcomes. Faculty within a distribution area will discuss strengths and weaknesses observed in student performance reflected in assessment findings for each SLO.
- The annual review might entail revisiting and/or revising the language or intent of the SLOs currently articulated for a distribution area. A legitimate use of assessment evidence might produce a recommendation to refine the language of the SLO or to replace an SLO with a new learning outcome that better represents the goal and intention of the distribution area.
- Requests to revise or change an SLO for a distribution area must be approved by the General Education Committee and Faculty Senate.
- SLOs within a distribution area can be altered without modifying SLOs for other distribution areas. This process will enable the GE curriculum to evolve over time and maintain currency and consistency with the missions and goals of disciplines within a distribution area.

Appendix D

Step-by-Step Assessment Cycle

University of West Florida
General Education Curriculum
Continuous Improvement Assessment Guide



The Assessment Cycle Step-by-Step

1. Identify Student Learning Outcomes (SLOs) for course.

- Outcomes reflect those skills deemed important for your discipline within the context of the three domains: Communication, Critical Thinking, and Integrity/Values.
- Each General Education course includes one to three learning outcomes.

Distribution Area	Assigned Domain
Communication	Communication
Humanities	Critical Thinking and Integrity/Values
Social Sciences	Critical Thinking and Integrity/Values
Mathematics	Critical Thinking
Natural Sciences	Critical Thinking

- Non-Composition Gordon Rule Writing courses must select one of the Communication SLOs for their contribution to the assessment of writing.
- A statement identifying courses as General Education and indicating the required SLO(s) must be included in the course syllabus:

[Course Name] is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting the requirement in the [Distribution area]. The major General Education learning outcomes for this course are [Learning Outcome 1] and [Learning Outcome 2]*. Students will learn and practice [Learning Outcome 1] through a [quiz, exam, etc.] and [Learning Outcome 2]* through a [quiz, exam, etc.], which will be used to assess the General Education curriculum.

If you are interested in a major in [your academic program], you should contact the [your academic department] at [department main phone number]. If you are undecided about your major, you should contact your academic advisor or Career Services at 850-474-2254.

*Natural Science courses report on only one Critical Thinking learning outcome.

- All sections of the same course must utilize the same SLOs and assessment method, regardless of presentation format (face-to-face, online, or study abroad).

2. Select type and method(s) of assessment. There are two types of assessment:
- Direct assessment (required): Method usually involves either pre- or post-test or a single assessment

- Indirect assessment (suggested): Surveys (class, graduates, students completing a program, etc.)

3. Set achievement targets for each SLO.

- The targets are usually expressed in terms of "does not meet," "meets," or (optionally) "exceeds." For example, in a 10-point Integrity Quiz the levels might be set as follows:
    - Does not meet <5
    - Meets 5-7
    - Exceeds 8-10

4. Set a course benchmark level (expressed as a percentage of meeting and exceeding) that reflects what % outcome your department considers acceptable for each SLO. The General Education Committee has set a target benchmark of 70% meets and exceeds for all courses. Departments choosing an outcome level of less than 70% must submit a justification to the General Education Committee. For example, in the achievement targets set in #3, the department might set a benchmark of 80% meets and exceeds for that SLO.

- When reporting on assessment, you will be required to list the number of students assessed and the number of students who met/exceeded the benchmark. This can be aggregated across all sections of the course.

5. Perform your assessment.

- Remember that separate assessments must be completed for each section and each modality (face-to-face, online, and/or study abroad), measuring the same learning outcomes with the same targets and benchmark.

6. Assessment results must be reviewed annually in a departmental meeting with a focus on continual improvement of student learning.

- Overall are students performing at an acceptable level: (Did the group hit the set benchmark)?
- Is there a difference in student performance between online and face-to-face courses?
- Was the SLO a valid measure?
- Were the achievement targets appropriate? How about the benchmark?
    - Are there ways to change the course content, method of instruction, or assessment instrument to improve students' performance?
- Should we continue to measure these same SLOs?
- Choose outcome(s) for next academic year.

7. Submit results in the annual Summary Report on General Education Assessment.

- Reports will require a brief summary (1-2 paragraphs) of the findings and planned improvements to implement based on the departmental meeting.

8. Initiate appropriate course changes based on assessment results and departmental discussions. This step is the most critical, and the reason that the cycle was developed. Continuous improvement of student learning is the ultimate goal and the reason for assessment.

Appendix E

General Education Division of Responsibilities

General Education Division of Responsibilities

Director of General Education	1. Supervises the assessment of UWF's General Education program in consultation with the University stakeholders 2. Liaises between the General Education Committee and the General Education departments and faculty at large 3. Coordinates with UWF's Office of Institutional Effectiveness to ensure the General Education curriculum aligns with UWF's mission as well as SACSCOC principles 4. Coordinates with UWF's Center for Teaching, Learning, and Technology (CTLT) to support and promote professional development activities which contribute to the continuous improvement of the General Education 5. Supervises and delegates responsibilities to faculty 6. Primary point of contact for academic advisors regarding the General Education
Faculty Fellow for General Education (when available)	1. Assists Director in analyzing and reporting on the completed General Education assessment data each year 2. Maintains active involvement with making evidence-based decisions for continuous improvement of General Education courses and Student Learning Outcomes (SLOs) 3. Liaises between the General Education Committee and the General Education departments and faculty at large 4. Assists Director with General Education compliance monitoring, e.g. assessment reporting and syllabi statements
Center for Teaching, Learning, and Technology	1. Provides guidance on best practices for General Education assessment 2. Coordinates with Director of General

	Education to support and promote professional development activities which contribute to the continuous improvement of the General Education
Institutional Effectiveness	1. Provides guidance on annual planning for General Education 2. Provides guidance on best practices for assessment reporting and use of data for continuous improvement to faculty, departments, Director of General Education, and the General Education Committee 3. Coordinates with Director of General Education to ensure the General Education curriculum aligns with UWF's mission, BOG requirements, and SACSCOC principles for General Education 4. Provides an assessment reporting system for collecting reports of general education assessment data and use of results and makes these reports available to constituent groups, the Director of General Education, the General Education Committee, and external reviewers such as SACSCOC
General Education Committee	1. Establishes and periodically reviews Student Learning Outcomes for General Education 2. Reviews best pedagogic practices for General Education courses 3. Coordinates and oversees General Education curricular design 4. Annually reviews one third (1/3) of the General Education curriculum in a three-year cycle and makes appropriate recommendations for course changes and improvements 5. Annually reviews General Education assessment plan and makes appropriate recommendations for change and improvement 6. Annually reviews General Education assessment reports

	7. Hears appeals to General Education requirements: a. Gordon Rule writing b. Gordon Rule math c. Multicultural courses d. SAR appeals in coordination with UWF Center for Academic Success e. Other related General Education items 8. Reviews all General Education CCRs 9. Presents a Summary Report of the General Education Committee to the Faculty Senate on an annual basis

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