

The University of West Florida
General Education Curriculum
Program Review Self-Study

February 24, 2011

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Preface

Although conducted as a standard program review, a general education program review is clearly unlike traditional reviews conducted by academic departments. General Education is, by definition, broader in scope and inclusive of many academic departments' courses. It also has a separate, more complex scope and structure. For example, at the University of West Florida in the last academic year (2009-10), General Education involved 653 sections of 80 different courses from all three colleges. For these reasons, the General Education Assessment and Reform (GEAR) Committee has taken the liberty of modifying the self-study template where appropriate, adding elements as needed while omitting items deemed irrelevant for this specialized program. Some types of data usually presented in departmental program reviews are very difficult if not impossible to collect in General Education. Every effort will be made in the self-study to note where elements are added, revised or not addressed and where data are unavailable.

Glossary of Frequently Used Acronyms

A.A. – Associate of Arts
AFS – Academic Foundations Seminar
BOG – Board of Governors
CAS – College of Arts & Sciences
COB – College of Business
COPS – College of Professional Studies
CUTLA – Center for University Teaching Learning and Assessment
E & G – Educational and General
EWS – Early Warning System
FTIC – First Time In College
GEAR – General Education Assessment and Reform
GSC – General Studies Committee
SDRC – Student Disability Resource Center
sh – semester hour
SASS – Student Academic Support System
SLO – Student Learning Outcomes
SLS – Student Life Skills
SSP – Student Success Program
SUS - State University System
TA - Teaching Assistant
TFUE – Task Force on Undergraduate Education
TFOGE – Task Force on General Education
UAC – University Advising Center
UWF – University of West Florida
VA – Veterans Assistance
VSA – Voluntary System of Accountability

Program Vision, Mission and Values

(College of Arts and Sciences, n.d.; University Planning Information Center, 2003)

- Vision

The General Education Program at the University of West Florida will provide a coherent program of study that promotes the development of a broadly educated person.

- Mission

The University of West Florida General Education Program will provide students with a cohesive and broad knowledge and appreciation of the arts and sciences, an understanding of the connections between knowledge of different kinds and how such knowledge is attained, and the basic knowledge and skills they need to succeed in their university studies.

- Values

Caring –	A safe and dynamic learning environment that encourages the development of individual potential.
Integrity –	Doing the right thing for the right reason.
Quality –	Dedication to uncompromising excellence.
Innovation –	Dedication to exploring and expanding the boundaries of knowledge.
Teamwork -	Working together to achieve shared goals.
Stewardship-	Managing and protecting our resources.
Courage –	Different by design.
Global perspective –	Viewing events and issues across diverse political, ethnic, and geographic points of view.
Inquiry –	Seeking knowledge and understanding through an interdisciplinary perspective.

Relationship to College, University and SUS Vision, Mission and Values

Although administratively housed in the College of Arts & Sciences, the General Education program is clearly a university-wide function containing courses from all three colleges. However, the mission, vision and values of General Education do align well with the broad mission, vision and values of the College of Arts & Sciences, the University and that of the Board of Governors, as found in Appendix A.

Program Goals and Objectives – Statements

This section of the Self-Study will take a slightly different format than detailed in the Template due to the nature and scope of the General Education Program. The goals and objectives of “General Studies” (our current General Education) are reflected in the Academic Foundations Domains, herein referred to as the “Domains Matrix.” The content of the matrix consists of four domains, with four learning outcomes under each domain. The matrix dovetails nicely with the UWF General Education Program goals and objectives. The full Domains Matrix is presented in Figure 1 with each of the learning outcome cells clearly defined. The Domains Matrix was developed and refined over time as a joint effort between the College of Arts and Sciences and the Center for University Teaching, Learning and Assessment (CUTLA).

As was the case with vision, mission and values, the goals and objectives of General Education represent an excellent fit with those of the College, University as a whole and Board of Governors as previously detailed.

CRITICAL THINKING	COMMUNICATION	VALUES/ INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluation Exhibit discipline-based higher order thinking skills	Writing Communicate effectively and persuasively in multiple writing modes	Academic Integrity Practice appropriate standards related to respect for intellectual property	Project Skills Apply discipline-based knowledge to design a problem solving strategy
Problem Solving Solve discipline-based problems using conventional strategies	Speaking Communicate effectively and persuasively in multiple speaking modes	Personal/Cultural Values Articulate one's own values and describe how they influence personal decisions	Self-Regulation (deadline skills) Exhibit disciplined work habits as an individual
Creativity Produce novel approaches in disciplinary contexts	Quantitative Reasoning Use mathematics to assist in solving problems	Ethical Reasoning Develop and maintain defensible ethical positions in moral challenges	Team Work Skills Exhibit effective collaboration skills
Info Literacy Select credible evidence to support arguments	Tech/Visual Literacy Use technology effectively for a variety of purposes	Diversity Skills Interact effectively with individuals who do not share your heritage	Service Learning/ Civic Engagement Make a difference in a concern related to the broader context

Figure 1. Academic Foundations Domains – General Studies Curriculum, University of West Florida (Halonen, Westcott, & Stanny, 2007)

Program Goals and Objectives – Assessment and Related Actions (Methodology and use of Data)

The assessment process in use for the Matrix in Figure 1 is as follows:

1. Annually departments with a course or courses in General Studies are required to identify one or two learning outcomes per course from the Domains Matrix. The outcomes should be compatible with course content and instructional methods. Selected outcomes must be identified in the course syllabus. The cells chosen for assessment by the department may change from year-to-year. It should be noted that the departments are free to choose which domain(s) and outcome(s) they wish to assess. Currently, no attempt is made to coordinate the overall pattern of choices by the departments to assure even coverage of the domains.
2. Every outcome for each individual course must be assessed for completion using criteria established by the department. In the case of multiple sections of the same course, departments have the option of conducting the assessments in one or all sections of the course. Likewise, departments may choose one semester to assess or conduct assessments in both fall and spring. Summer assessment is optional, but is normally not substituted for fall or spring unless it is the only semester in the year that the course is taught.
3. The assessment outcomes and use of assessment evidence for discussions about student learning and curriculum must be detailed in departmental annual reports. These annual reports are monitored by CUTLA.
4. Departments are required to complete the assessment loop by using the assessment results to provide feedback for continuous course improvement. Departments are asked to document a departmental meeting conducted for this purpose.

The assessment process currently at UWF raises a number of issues as follows:

1. What is the pattern of matrix cells chosen by departments and does this self-selection process address all cells and domains in the matrix?

As will be noted in more detail below, not all General Studies courses are complying with the mandate to report assessments. Therefore data are not available to address this question fully. However, the partial data that are available can be examined for the General Studies courses that reported assessment. These data appear in Figures 2 and 3, which include student cohorts from 2006-07, 2007-08 and 2008-09. Cell choices remained the same for all courses for AYs 2006-07 and 2007-08, but changed somewhat in AY 2008-09. It is clear that all the cells are not reported uniformly. Two cells, Diversity Skills and Project Skills, had no reported coverage at all.

Despite these issues, all four domains were covered in at least three out of four areas, so a major assessment goal was achieved in this regard. It should be noted that the absence of coverage in Diversity Skills and Project Skills may actually be due to a lack of departmental reporting as opposed to an actual lack of coverage. However, the lack of reporting is itself, a problem.

CRITICAL THINKING	COMMUNICATION	VALUES/ INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluation ANT 2000 PHY 1990 BSC 1005 PSY 2012 CCJ 2002 SOW 2990 INR 2002 THE 2000 PLA 2013	Writing ENC 1101 ENC 1102	Academic Integrity AMH 2010 PHI 2100	Project Skills
Problem Solving BSC 1005 SPC 2016 CHM 2045 STA 2023 ECO 2013 MAC 1105 PHY 1020	Speaking SPC 2016	Personal/Cultural Values ARH 1010 MUL 2110 ENC 1101 SOW 2990 ENG 2101 THE 2000 MUH 2930	Self-Regulation (deadline skills) CHM 1020 PHY 1020 PHY 1990
Creativity MUH 2930 MUL 2110	Quantitative Reasoning ECO 2013 MAC 1105 STA 2023	Ethical Reasoning ANT 2000 PHI 2100 PLA 2023 PSY 2012	Team Work Skills CCJ 2002
Info Literacy AMH 2010 CPO 2002	Tech/Visual Literacy ARH 1010	Diversity Skills	Service Learning/ Civic Engagement POS 2041

Figure 2. Academic Foundations Domains Coverage – General Studies Curriculum, 2006/2007 and 2007/2008. Adapted from Halonen et al. (2007).

CRITICAL THINKING	COMMUNICATION	VALUES/ INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluation BSC 1005 PLA 2013 CCJ 2002 PSY 2012 INR 2002 SOW 2192 PHY 2053 THE 2000 PHY 2054	Writing CCJ 2002 ENC 1101 ENC 1102 LIT 2100	Academic Integrity AMH 2010 EUH 1001 PHI 2100	Project Skills
Problem Solving BSC 1005 ECO 2013 MAC 1105 STA 2023	Speaking SPC 2016	Personal/Cultural Values ART 1015C MUH 2930 MUL 2110	Self-Regulation (deadline skills) BSC 1086 CGS 2060 CHM 2045
Creativity MUH 2930 MUL 2110	Quantitative Reasoning MAC 1105 STA 2023	Ethical Reasoning ANT 2000 GEB 1011 PHI 2100 PSY 2012	Team Work Skills BSC 1086 GEO 1200 GLY 2010
Info Literacy AMH 2010 CPO 2002 EUH 1001	Tech/Visual Literacy ART 1015C CGS 2060	Diversity Skills	Service Learning/ Civic Engagement POS 2041

Figure 3. Academic Foundations Domains Coverage– General Studies Curriculum, 2008/2009, Adapted from Halonen et al. (2007).

2. Do all departments with General Studies courses actually identify a cell or cells to measure in each course?

A check of courses assessing within the cells indicates that a significant number of General Studies courses are not identifying outcomes on the Domains Matrix (Table 1). Again, it is possible that matrix outcomes are actually being assessed, but not identified. In either case, this situation needs to be addressed as soon as possible.

Table 1

General Studies Courses Reporting Domains Matrix Outcomes

Academic Year	Total Number of Courses	On Matrix		Not on Matrix	
		N	%	N	%
2006-07	83	45	54.2%	38	45.8%
2007-08	85	45	52.9%	40	47.1%
2008-09	83	44	53.0%	39	47.0%

3. What is the general pattern of student exposure to each of the domains and to each cell within each domain?

Data were collected for three student cohorts consisting of First Time in College (FTIC) students entering UWF with 12 semester hours or less. Each cohort was followed for a minimum of two years. Reported coverage for Fall 2006, Fall 2007 and Fall 2008 cohorts are reflected in Tables 2, 3 and 4. Complete cohort data are available in Appendix B. The reader is again cautioned to remember that not reporting matrix outcomes does not mean that there were no outcomes or even that they were not measured. Secondly, Tables 2, 3 and 4 are reporting data on exposure only. Although a student may be exposed to an outcome, there is no practical way of telling if a specific student actually met the outcome. The committee's impression is that the data reported in Tables 1 – 4 significantly understate what actually took place in our General Studies classes. That said the absence of data is clearly a weakness.

Many departments with General Studies courses are not identifying, assessing, or reporting assessment of courses, especially in the Diversity Skills cell and the entire Project Management Domain, although cell coverage in that Domain did improve in the 2008 cohort. This situation is a reflection of the choices being made by departments and a lack of oversight to assure assessment of matrix cells and complete reporting of those assessments.

The committee feels that the aforementioned cells need to be addressed methodically by the departments to strengthen the level of exposure.

Table 2

Fall 2006 FTIC Students' Exposure to Matrix Domains in UWF General Studies*

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluations	Writing	Academic Integrity	Project Skills
N = 482 87.0%	N = 493 89.0%	N = 180 32.5%	N = 0 0.0%
Problem Solving	Speaking	Personal/ Cultural Values	Self-Regulation (deadline skills)
N = 503 90.8%	N = 165 29.8%	N = 521 94.0%	N = 99 17.9%
Creativity	Quantitative Reasoning	Ethical Reasoning	Team Work Skills
N = 238 43.0%	N = 462 83.4%	N = 407 73.5%	N = 61 11.0%
Info Literacy	Tech/Visual Literacy	Diversity Skills	Service Learning/Civic Engagement
N = 181 32.7%	N = 0 0.0%	N = 0 0.0%	N = 59 10.7%
TOTAL Critical Thinking (1 or more courses)	TOTAL Communication (1 or more courses)	TOTAL Values/Integrity (1 or more courses)	Total Project Management (1 or more courses)
N = 545 98.4%	N = 533 96.2%	N = 543 98.0%	N = 191 9.9%
\bar{x} = 2.53	\bar{x} = 2.02	\bar{x} = 2.00	\bar{x} = 0.4

Note. Fall 2006 Cohort, N = 554 (N = number of students taking one or more courses in cell; % = percentage of cohort total (554) in cell; \bar{x} = mean number of Domain courses per student).

* Cohort includes all FTIC students entering UWF will \leq 12 sh of college credit.

Table 3

Fall 2007 FTIC Students' Exposure to Matrix Domains in UWF General Studies*

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluations	Writing	Academic Integrity	Project Skills
N=516 85.4%	N = 546 90.4%	N = 190 31.5%	N = 0 0.0%
Problem Solving	Speaking	Personal/ Cultural Values	Self-Regulation (deadline skills)
N = 553 91.6%	N = 162 26.8%	N = 582 96.4%	N = 75 12.4%
Creativity	Quantitative Reasoning	Ethical Reasoning	Team Work Skills
N = 298 49.3%	N = 500 82.8%	N = 473 78.3%	N = 40 6.6%
Info Literacy	Tech/Visual Literacy	Diversity Skills	Service Learning/Civic Engagement
N = 183 30.3%	N = 0 0.0%	N = 0 0.0%	N = 80 13.3%
TOTAL Critical Thinking	TOTAL Communication	TOTAL Values/Integrity	Total Project Management
(1 or more courses)	(1 or more courses)	(1 or more courses)	(1 or more courses)
N = 597 98.8%	N - 302 50.0%	N = 596 98.7%	N = 170 28.2%
$\bar{x} = 2.57$	$\bar{x} = 2.0$	$\bar{x} = 2.06$	$\bar{x} = 0.32$

Note. Fall 2007 Cohort, N = 604 (N = number of students taking one or more courses in cell; % = percentage of cohort total (604) in cell; \bar{x} = mean number of Domain courses per student).

* Cohort includes all FTIC students entering UWF with ≤ 12 sh of college credit.

Table 4

Fall 2008 FTIC Students' Exposure to Matrix Domains in UWF General Studies*

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluations	Writing	Academic Integrity	Project Skills
N=596 87.0%	N = 666 97.2%	N = 255 37.2%	N = 0 0.0%
Problem Solving	Speaking	Personal/ Cultural Values	Self-Regulation (deadline skills)
N = 524 76.5%	N = 96 14.0%	N = 366 53.4%	N = 237 34.6%
Creativity	Quantitative Reasoning	Ethical Reasoning	Team Work Skills
N = 305 44.5%	N = 509 74.3%	N = 562 82.0%	N = 94 28.3%
Info Literacy	Tech/Visual Literacy	Diversity Skills	Service Learning/Civic Engagement
N = 243 35.5%	N = 104 15.2%	N = 0 0.0%	N = 69 10.1%
TOTAL Critical Thinking	TOTAL Communication	TOTAL Values/Integrity	Total Project Management
(1 or more courses)	(1 or more courses)	(1 or more courses)	(1 or more courses)
N = 670 97.8%	N - 678 99.9%	N = 296 43.2%	N = 368 53.7%
\bar{x} = 2.44	\bar{x} = 2.01	\bar{x} = 1.73	\bar{x} = 0.73

Note. Fall 2008 Cohort, N = 685 (N = number of students taking one or more courses in cell; % = percentage of cohort total (685) in cell; \bar{x} = mean number of Domain courses per student).

* Cohort includes all FTIC students entering UWF with ≤ 12 sh of college credit.

The findings in the study described above are confirmed by the 2010 Academic Foundations Transcript Audit conducted by CUTLA (Table 5). That audit also found that the Matrix cells of Diversity Skills and Project Management were low exposure areas.

Table 5

*Academic Foundations Transcript Audit 2010**

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analysis/Evaluation 416	Writing 45	Academic Integrity 326	Project Skills 0
Problem Solving 416	Speaking 337	Personal/Cultural Values 645	Self-Regulation (deadline skills) 8
Creativity 57	Quantative Reasoning 425	Ethical Reasoning 326	Team Work Skills 429
Info Literacy 462	Tech/Visual Literacy 699	Diversity Skills 0	Service Learning/Civic Engagement 38
27.4	23.6	20.5	4.4

Domain Data from 2006 SASS Audit (average number of assessments encountered in domains; sample of 37 UWF students graduating in 9 majors who completed *all* Gen Ed at UWF) (original sample of the 9 majors included 218 graduates)

*Note: “Academic Foundations” includes the Academic Foundations Seminar, which is not currently a course in the General Studies curriculum. A major SLO in that course is Teamwork Skills, accounting for the high number in that cell. Slightly revised data from CUTLA report on all UWF students (n=836) who completed General Education at UWF and graduated in 2008 and 2009. Cell numbers reflect the number of students who complete at least one course in Academic Foundations/General Studies that included an embedded assessment of the learning outcome. (University of West Florida, Center for Teaching, Learning, and Assessment, 2010).

4. A second goal involves having every student complete at least one course in each of the four domains. Was that goal met?

Table 6 addresses that issue. The percent of students who have taken at least one course in each of the four major domains is low, mostly due to the low numbers in the Project Management Domain (see Totals in Tables 2 – 4). Again, an impressive jump was observed in the 2008 cohort. It will be interesting to see if this trend continues. As discussed earlier, we do not have evidence that this goal is or is not being met, primarily due to the lack of coverage and lack of adequate data.

Table 6

Percent of Students with at Least One Course in Each General Studies Domain (by Cohort)

<u>Cohort</u>	<u>Percent</u>
2006	34.5%
2007	27.6%
2008	49.3%

Students' exposure to a Matrix Domain or any given cell in the domain simply by enrolling in a course assessing that domain does not assure that the student has successfully met the associated learning outcome. Thus we use the term "exposure" rather than "mastery". To completely assess the matrix, faculty in each section of every course would need to complete assessments every semester and report the individual results on every student. Accountability at the individual student level is not required for SACS. A representative sample of sections is preferable in that regard.

There is a possible explanation for the lack of assessments and coverage in certain Matrix Domains. When the state of Florida required all SUS members to develop Academic Learning Compacts that involved content, critical thinking, and communication, the University of West Florida opted to add two additional domains to capture more closely the character of the undergraduate education that transpires at the university. The faculty agreed to include ethics/integrity and project management as distinguishing areas of effort. Departments were guided in the development of student learning outcomes across these five domains to complete the Florida legislative mandate.

The architects of the original assessment plan then examined the learning outcomes reported by the department for the major to identify distinctive clusters of skills that showed up in the departments. The matrix was designed to reflect those distinctive clusters. As such, it exhibits the array of possibilities for meeting learning outcomes in each of the domains rather than

prescribing an obligation that students would gain experience in each cluster of each domain presented in the matrix.

To encourage exposure of students to activities that would be reflected in each of the skill-based domains, initially departments were requested to select two specific clusters in which to collect data. One of the domains was tied to the general area of disciplinary distribution represented by the course. The department was free to choose the second area of effort in the belief that the faculty would be able to choose an assessment question that truly interested them. The following represents the original required domain assignment:

Social Science --> Critical Thinking
 Math and English --> Communications
 Humanities --> Integrity/Values
 Natural Science --> Project Management

For example, Psychology chose analytic thinking from the critical thinking domain as their obligated assessment area but chose to look at academic integrity as their elective assessment area. The elective area could be in the same domain as the obligation, but in most cases general education faculty branched out to promote more optimal spread of activity across the matrix.

Unfortunately, the requirement of two assessment questions faded from annual reporting as did the obligation to have specific disciplines take primary responsibility one of the domains. Backing away from the original proposal for how to distribute effort across the matrix helps to explain why project management is currently underrepresented in assessment activity.

UWF also added a requirement for a diversity course in addition to the 36 hour General Studies program. The Academic Learning Foundation matrix provided a way to integrate this university requirement into basic expectations laid out in General Studies and other activities that provide foundational skills. Similarly, although the Academic Foundations Seminar (an elective orientation to college course) isn't formally part of General Studies, the orientation to academic success provided in the course fits well with the structure. AFS adopted the matrix and built the design of the course around introducing the domains as part of the course structure.

The challenge of developing the diversity learning outcomes was referred to the Faculty Senate. Initially, this activity was to have included a review of the coursework offered that allowed the requirement to be met. Most critics suggested that there was no unifying principle for the courses offered and that there were too many options. This work stalled when the assignment was made to a faculty member who passed away. The initiative has not been reactivated so this element remains incomplete.

5. Are departments with General Studies courses reporting data and is learning outcome data from the Matrix and courses then being fed back into departmental discussions about course improvement?

In a 2010 study, CUTLA examined the reporting and the use of assessment data in academic year 2009-10 by departments with courses in General Studies (UWF, CUTLA, 2010). The report indicates that 17 of 18 departments indicated they reported data and 14 of 17 indicated they used the data for course improvement. Why some departments would collect data but not use it for course improvement is an issue in need of exploration.

Review of Curriculum

A Concise History of General Education at the University of West Florida

UWF is a relatively young institution. The first classes began in 1967 consisting of only junior- and senior-level courses. Students were generally expected to complete their General Education and major prerequisites elsewhere prior to admission. Freshmen first entered the institution in the Fall of 1983. The first established General Education curriculum, unofficially termed “12-12-12” required students to complete 12 sh Social Science and History, 12 semester hours (sh) Science and Math, and 12 sh English and Humanities (Figure 4) (UWF, 1983).

SOCIAL SCI./HISTORY (12 S.H.)	SCIENCE/MATH (12 S.H.)	ENGLISH/HUMANITIES (12 S.H.)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Met _____ S.H.	Met _____ S.H.	Met _____ S.H.
Needs _____ S.H.	Needs _____ S.H.	Needs _____ S.H.
Select from:	Select from:	Select from:
History	Mathematics (6 s.h. Gordon Rule Math required)	English composition (ENC 101 & 102 or equivalent required)
Sociology	Chemistry	Art (non-performing)
Geography -social or cultural	Physics	Music (non-performing)
Psychology	Biology/Biological Science	Drama (non-performing)
Government	Zoology	Literature
Economics	Botany	Philosophy
Anthropology	Physical Science	Religion
Social Sciences	Geology/Earth Science	Logic
	Astronomy	Foreign Languages
	Geography-physical	Speech (to include voice, diction, and phonetics)
	Statistics	

FIGURE 4. General Education “12-12-12” Curriculum

In Fall 1993 a new General Education curriculum was adopted (Figure 5). It was called the “Freshman/Sophomore Core Curriculum” or “Core” for short. The “Core” curriculum was much more prescriptive and detailed than was the former “12-12-12” curriculum (UWF, 1993).

ENGLISH/HUMANITIES (15 s.h.)				s.h.	Term	Grade
Required Courses:						
*ENC 1011	English Composition I			3	—	—
*ENC 1102	English Composition II			3	—	—
*PHI 2603	Ethics and Contemporary Society			3	—	—
Arts & Letters Electives (6 s.h.)						
*ARH 1050	Art History	—	—	ART 2003 Visual Arts	—	—
*LIT 2010	Prose Fiction	—	—	MUS 2642 Music;W.C.	—	—
*LIT 1110	Great Books I	—	—	*PHI 2010 Intro. Phil.	—	—
*LIT 1120	Great Books II	—	—	*REL 2000 Intro. Religion	—	—
*LIT 2030	Intro Poetry	—	—	SPC 2300 Speaking/I.C.	—	—
*LIT 2040	World Drama	—	—	*THE 2000 Theatre Exp.	—	—
*LIT 2112	Intro to Lit	—	—	*LIT 2113 Western Lit I	—	—
				*LIT 2114 Western Lit II	—	—
MATHEMATICS/SCIENCES (13 s.h.)						
Required Courses:						
**MAC 1104	College Algebra (or higher)			3	—	—
**	_____			3	—	—
Math, Statistics or Logic (PHI 2100)						
	_____ (Lab Sciences)			4	—	—
	_____ (Lab or Non-Lab Sciences)			3(4)	—	—
SOCIAL SCIENCE (12 s.h.)						
*EUH 1000	Western Perspectives I			3	—	—
*EUH 101	Western Perspectives II			3	—	—
POS 1041	Political Institutions			3	—	—
Elective Course:						
	_____			3	—	—
<p><i>Figure 5. 1993-94, 1994-95, and 1995-96 Freshman/Sophomore Core Curriculum General Plan Sheet.</i></p> <p>*Gordon Rule Writing</p> <p>**Gordon Rule Mathematics</p>						

In Fall 1996 a second revision was made to General Education at UWF. The “Core” curriculum was replaced by our current “General Studies” curriculum. “General Studies” takes the format

noted in Figure 6. A detailed history of General Education appears in Appendix C. Appendix C is helpful to allow the reader to understand the difficulties experienced in curriculum revision at UWF. Appendices D and E contain the actual reports issued by the committees that developed the “Core” and “General Studies” curricula.

In any review of general education the issue arises regarding comparative data. One document that stands out in this regard is the 2009 Hart Research Associates report “Trends and Emerging Practices in General Education”. Based on a survey of AAC&U members, the report contains a wealth of national information on general studies programs. Major findings from the survey include:

- 78% of member institutions have a common set of learning outcomes for all undergraduate students
- 80% of institutions employ a distribution model, but only 15% use a distribution model only
- 52% report that their general education program is somewhat or not well integrated with major requirements
- 33% indicate that the majority of students understand learning outcomes
- 58% include first year seminars in general education
- 56% include diversity courses in general education
- 52% assess learning outcomes in general education
- 36% include experiential learning opportunities in general education

I. Communication (6 sh total)	Literature (choose one)
<ul style="list-style-type: none"> ● ENC 1101 English Composition I ● ENC 1101 English Composition II <p>II. Mathematics (6 sh total)</p> <p>MAC 1105 College Algebra MAC 1114 Trigonometry MAC 1140 Pre-calculus Algebra MAC 2233 Calculus with Business Applications MAC 2311 Analytical Geometry & Calculus I MAC 2312 Analytical Geometry & Calculus II MAC 2313 Analytical Geometry & Calculus III MAD 3107 Discrete Math and Applications MGF1106 Math for Liberal Arts I MGF1107 Math for Liberal Arts II STA 2023 Elements of Statistics</p>	<ul style="list-style-type: none"> ● AML 2072 Sex/Money/Power American Lit LIT 1110 Great Books I (Honors course) LIT 2030 Introduction to Poetry ● + LIT 2100 Introduction to Literature LIT 2110 Western Literature I LIT 2120 Western Literature II LIT 2931 Encountering Literature <p>Contemporary Values and Expressions (choose one)</p> <ul style="list-style-type: none"> ● PHI 2010 Introduction to Philosophy PHI 2100 Intro to Logic (Gordon Rule Math) ● PHI 2603 Ethics in Contemporary Society ● REL 2000 Introduction to Religion SPC 2608 Basic Communication Skills <p>V. Natural Sciences (7 sh total) Students must take two science courses, at least one with lab. Choose from the following:</p>
III. Social Sciences (9 sh total)	
<p>Historical Perspectives (choose one) AMH 2010 U.S. to 1877 AMH 2020 U.S. Since 1877 + EUH 1000 Western Perspectives I + EUH 1001 Western Perspectives II</p> <p>Behavioral Perspectives (choose one) + ANT 2000 Introduction to Anthropology ANT 2100 Introduction to Archaeology CCJ 2002 Survey of Crime & Justice DEP 2004 Human Dev. Across the Life Span PSY 2012 General Psychology SOW 2192 Understanding Relationships</p> <p>Socio-Political Perspectives (choose one) ANT 2400 Current Cultural Issues + CPO 2002 Comparative Politics ECO 2013 Principles of Economics Macro + GEA 2000 Nations & Regions of the World GEB 1011 Introduction to Business + INR 2002 International Politics MMC 2000 Principles of Mass Communication PLA 2013 Survey of American Law POS 2041 American Politics SYG 2000 Introduction to Sociology SYG 2010 Current Social Problems</p> <p>IV. Humanities (8-9 sh total)</p> <p>Fine Arts (choose one) ARH 1010 Introduction to Art History ARH 2050 Western Survey I: Greek/Renaissance ARH 2051 Western Survey II: Baroque to Conttemp ART 1015C Exploring Artistic Vision ARH 2821 Visual Culture MUH 2930 The Music Experience: Special Topics MUL 2010 Music in Western Civilization THE 2000 The Theatre Experience THE 2300 Survey of Dramatic Literature</p>	<p>ANT 2511/L Biological Anthropology/Lab AST 3033 Modern Astronomy (no lab) BOT 1801 Introduction to Plant Science (no lab) * BOT 2010/L General Botany/Lab BSC 1005/L General Biology/Non Majors/Lab BSC 1050 Fundamentals of Ecology BSC 1085/L Anatomy & Physiology I/Lab BSC 1086/L Anatomy & Physiology II/Lab BSC 2311/L Intro to Oceanography/Marine Bio/Lab CGS 2060 Excursions in Computing/2990Lab CHM 1020/L Concepts in Chemistry/Lab CHM 1032/L Fundamental General Chemistry/Lab CHM 2045/L General Chemistry I/Lab CHM 2046/L General Chemistry II/Lab *GEO 1200/L Physical Geography/Lab GEO 2330 Environmental Science (no lab) GLY 2010/L Physical Geology/Lab MCB 1000/L Fundamentals of Microbiology/Lab PHY 1020/L Concepts in Physics/Lab PHY 2048/L University Physics I/Lab PHY 2049/L University Physics II/Lab PHY 2053/L General Physics I/Lab PHY 2054/L General Physics II/Lab PHZ 1450 Exotic Physics *ZOO 1010/L General Zoology/Lab</p> <p>● Gordon Rule Writing + Multicultural Courses * Must be taken with lab</p>

Figure 6: General Studies Curriculum

In summary, there has been a history of regular revision of and attention to general education at UWF. We find that the revisions have been well considered and well organized.

At this point a review of Florida statutes is necessary to understand the statutory underpinnings of general education curriculum development in Florida. Florida statutes require that general education curricula encompass five major sections as follows (Appendix F):

Communication (6sh)
 Mathematics (6sh)
 Social Sciences
 Humanities
 Natural Sciences (7 sh, including a lab)

Actual credit hours in each category may vary. UWF has further broken down Social Sciences and Humanities as follows:

Social Sciences (9 sh)	Humanities (8 – 9 sh)
Historical	Fine Arts
Behavioral	Literature
Socio-Political	Values

Other Florida statutes require that each student complete 12 sh of Gordon Rule Writing and 6 sh of Gordon Rule Mathematics. Further, general education must consist of exactly 36 sh of coursework (see Appendix F for full details). Any general education curriculum in the state of Florida must meet these requirements, so the nature of the curriculum is heavily influenced by state statutes. Overall, the most effective way to comply with these requirements is through the use of a distribution model. In fact, 10 of the 11 schools in the State University System (SUS), including UWF, use a distribution model. The 11th school, New College, was granted a statute exemption as an Honors College (see Appendix G). Appendix H contains data on UWF's Peer and Aspirant Institutions, most of whom also employ a distribution model.

In recent years UWF has adjusted the General Studies curriculum to maintain compliance with state statutes regarding the 36 sh limit. When the General Studies curriculum was established the decision was made to include a 1 sh lab requirement under the Science category. The 1 sh lab portion of the science requirement pushed the curriculum to 37 sh where it remained for several years until a 2 sh Literature course was added to the curriculum. The addition of the 2 sh course made it possible for a student to only complete 2 sh (not 3) in that category, balancing the 4 sh lab science course and adding up to the mandated 36 sh total. The 2 sh course was taught for several years, but has not appeared in the course offerings for some time.

In addition to state statutes, another constraining factor in the design of general education is SASS (Student Academic Support System). SASS is a computerized advising system that supplies degree audits to all students. As detailed above, the General Studies curriculum is standardized for all UWF students. This type of distribution driven curriculum is well-suited for the SASS audit programming used in the SUS. Navigating to a non-distribution driven general education curriculum would require specialized audit programming for each student at UWF. In

addition to the programming limitations of a non-distribution curriculum, the support resources needed for a non-distribution system are currently unavailable. With current resources it is not feasible that a unique audit be manually built for each UWF undergraduate degree seeking student. However, these constraints do not mean that innovation in the area of general education is unduly limited. Attempts to further reform or refine general education will need to work within the capabilities of the SASS system and the boundaries of state statutes.

As part of a further exploration of general education at UWF the GEAR Committee has just completed two extensive surveys, one with UWF faculty and one with students. The complete surveys appear in Appendices I and J. Both surveys directly address curricular issues, so survey findings will be discussed in this section.

The **Student Survey** was administered to 583 students in a variety of different General Studies classes across the curriculum and the Student Government Association. The majority of the students that took the Survey (93%) were freshman or sophomores. Appendix K contains a tabular summary of the demographic characteristics of the respondents. The Student Survey began with six general statements related to General Studies. Results are summarized in Table 7.

Table 7

Condensed Student Degree of Agreement/Disagreement with Six Broad Statements Regarding General Education

Statement	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree	
	N	%	N	%	N	%
I understand why there are General Education requirements	61	10.4%	93	16.0%	429	73.6%
I understand my General Education requirements	68	11.6%	106	18.2%	409	70.2%
I have been satisfied with the quality of teaching in the General Education courses	85	14.5%	147	25.2%	351	60.3%
The General Education requirements have helped me in my major courses	144	24.7%	255	43.9%	183	31.4%
I believe General Education requirements are important for my development as I prepare to enter my professional career	122	20.9%	146	25.1%	314	54.0%
I believe General Education requirements are important for my development as a person	114	19.6%	189	32.4%	280	48.0%

Note. Expanded data appears in Appendix L.

The majority of the students indicate that they understand why there are general education requirements and further feel that they understand the requirements. This pattern of responses runs counter to the perceptions of many freshmen academic advisors who feel that only about one in five students understand why a General Education program is offered or could accurately articulate UWF's General Studies requirements.

Table 7 also indicates that only a small percentage of the students are dissatisfied with the quality of teaching, and a majority of students indicate that General Education courses are important to professional and personal development. Results are quite split regarding students' opinions about

the degree to which General Studies courses prepare them for major courses. This finding may indicate an area of concern.

Students were also asked their opinion about the current categories used in the UWF General Studies curriculum. Results are detailed in Table 8.

Table 8

Condensed Student Degree of Agreement/Disagreement with Inclusion of Current General Studies Categories in UWF General Education

General Studies Category	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Rank
	N	%	N	%	N	%	
Communication	67	11.5%	93	16.0%	421	72.5%	1
Mathematics	91	15.7%	95	16.4%	393	67.9%	2
Fine Arts	194	33.5%	123	21.3%	261	45.2%	8
Literature	170	29.4%	171	29.6%	237	41.0%	9
Values	154	26.7%	144	24.9%	280	48.4%	7
Behavioral	108	18.7%	151	26.1%	320	55.2%	6
Historical	112	19.3%	143	24.7%	325	56.0%	5
Socio-Political	112	19.3%	137	23.7%	330	57.0%	3
Natural Sciences	129	22.3%	124	21.5%	325	56.2%	4
Natural Science Lab	209	36.1%	144	24.8%	227	39.1%	10

Note. Expanded data appears in Appendix M.

Six areas are apparently well received by the students, with a majority of the students supporting the inclusion of Communication, Mathematics, Socio-Political, Natural Sciences, Historical and Behavioral. The inclusion of Values, Fine Arts, Literature and Natural Science labs is not as well supported by the majority of the students. Support for the inclusion of the Lab Science is particularly low.

The students were then asked to indicate the importance of learning outcomes in the four Academic Foundations Domains in the matrix as related to their personal and professional growth. The results appear in condensed form in Table 9. All four Domains received support from the majority of the students. Complete, expanded data may be found in Appendix N.

Table 9

Condensed Student Opinions of Four Matrix Domains in Terms of Importance to Their Personal and Professional Growth

Domain	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree	
	N	%	N	%	N	%
Critical Thinking Skills are important to my...	92	5.3%	140	8.1%	1492	86.6%
Communication Skills are important to my...	196	8.5%	387	16.8%	1723	74.7%
Values/Integrity are important to my...	121	5.3%	308	13.2%	2632	81.5%
Project management Skills are important to my...	136	7.9%	265	15.4%	1862	76.7%

Note. Due to irregularities in the survey instrument data is missing in two cells of the matrix - Information Literacy and Project Skills. The committee is confident that the missing data does not skew the results. Complete breakdown of student learning outcomes for all four domains appears in Appendix N.

The next section for student response included eight items that could potentially be added to the curriculum upon reform. Table 10 presents the results in terms of student support. The only two items receiving support for addition to the curriculum from the majority of the students were Personal Financial Planning and Wellness. On the other hand, students were not supportive of Foreign Language, Diversity, Community Service or Freshman Seminar. The student percentage of disagreement for inclusion was particularly strong with Literature and Freshmen Seminar.

Table 10

Condensed Student Agreement/Disagreement with Including Various New Items in General Education

Item for Inclusion	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Rank
	N	%	N	%	N	%	
Foreign Language	235	41.1%	147	25.7%	190	33.2%	6
Diversity/Multicultural Competency	166	29.1%	211	37.1%	193	33.8%	4
Personal Financial Planning	93	16.3%	143	25.1%	333	58.6%	1
Wellness	107	18.9%	164	28.9%	296	52.2%	2
Community Service	207	36.5%	179	31.6%	181	31.9%	7
Freshman Seminar	230	40.9%	170	30.3%	162	28.8%	8
Public Speaking	136	24.3%	172	30.7%	252	45.0%	3
Undergraduate Research	132	24.7%	222	41.5%	181	33.8%	5

Note. Expanded data appears in Appendix O.

Finally, students were asked to list the things they liked and disliked about the current General Studies curriculum. Table 11 presents the “Top 10” student likes and dislikes. Full results are available in Appendix P.

Looking at the top three “dislikes,” it would seem that the University could do more to help students understand why General Education is important and how it helps them prepare for their majors.

Table 11

Student Survey: Top 10 “Likes” and “Dislikes” Comments

Top 10 Student "Likes"	Top 10 Student "Dislikes"
1. Expands Knowledge (158)	1. Courses Don't Count Toward Major (199)
2. Narrows Down Interests (101)	2. Forced to Take Undesired Courses (100)
3. Variety in Course Offerings (101)	3. Number of Required Courses (92)
4. Develops Skills (88)	4. Teacher Competency (52)
5. Prepares you for Major (68)	5. Heavy Work Load (52)
6. Instructor Competency (55)	6. Math Requirements (43)
7. Courses are Easy (54)	7. Boring (42)
8. Comprehensiveness (50)	8. Lack of Variety (40)
9. Diversity Studies (49)	9. Lab Science Requirement (38)
10. English (32)	10. English Requirements (32)

Note. Number of responses in parentheses.

In summary, three broad themes emerged from the Student Survey:

1. Students seem to be supportive of the General Education mission to teach skills in the four matrix domains.
2. Although students reported that they understand the purpose of General Education, their top dislikes may indicate otherwise.
3. The pattern of student responses in Tables 8 and 11 suggests a student body that is primarily focused on professional/career interests and less interested in exploring culture and knowledge for its own sake.

Unlike the Student Survey, the **Faculty Survey** was administered online. The survey was sent electronically to all instructors with faculty status. A total of 137 faculty responded. This response is quite large compared to recent surveys indicating an interest in the topic. After initially supplying some general demographic data (see Appendix Q), faculty members were asked to indicate whether they feel current General Studies categories should be included in the curriculum. Table 12 presents the results.

Table 12

Condensed Faculty Opinion of the Inclusion of Current Categories in UWF General Education Curriculum

Category	Strongly Disagree/Disagree		Neutral		Agree/Strongly Agree		Rank
	N	%	N	%	N	%	
Communication	2	1.6%	4	3.1%	122	95.3%	1
Mathematics	3	2.4%	6	4.7%	119	92.9%	2
Fine Arts	10	7.9%	17	13.4%	100	78.7%	8
Literature	5	3.9%	12	9.4%	111	86.7%	5
Values	8	6.2%	12	9.4%	108	84.4%	6
Behavioral	13	10.2%	21	16.5%	93	73.3%	9
Historical	3	2.4%	17	13.2%	108	84.4%	7
Socio-Political	3	2.4%	12	9.4%	113	88.2%	4
Natural Sciences	3	2.4%	10	7.8%	115	89.8%	3
Natural Science Lab	13	10.2%	27	21.3%	87	68.5%	10

Note. Expanded data appears in Appendix R.

All of the current categories received support from the majority of the faculty, with Communication and Mathematics topping the list at over 90%. The Natural Science Lab received the least support at 68.5%. The inclusion of a Natural Science Lab experience has proved to be an issue in past reform. The 1 sh lab also causes problems in credit distribution in the state-mandated 36 sh curriculum, leading to a 1 sh overage or necessitating the creation of a 2 sh course elsewhere in the curriculum.

In the next section of the survey faculty were asked to respond to the Domains Matrix with regard to the domains and general learning outcomes. Table 13 presents the results in a condensed fashion.

Table 13

Condensed Faculty Opinions Regarding Continuation of Learning Outcomes in the Four Matrix Domains in UWF General Education Curriculum

Domain	Strongly Disagree/Disagree		Neutral		Agree	
	N	%	N	%	N	%
Critical Thinking	14	3.7%	46	12.2%	317	84.1%
Communication	19	3.8%	46	9.1%	442	87.1%
Values/Integrity	52	10.2%	71	14.0%	384	75.8%
Project Management	47	12.3%	94	24.4%	243	63.3%

Note. Due to irregularities in the survey instrument data is missing in two cells of the matrix – Information Literacy and Project Skills. The Committee is confident that the missing data does not skew the results. Expanded data appears in Appendix S.

All four domains received support from the majority of the faculty. Critical Thinking and Communication received the most support, whereas Project Management received the least. This finding is not unexpected since Project Management cells as a group received the least coverage in terms of outcomes in General Studies course when departments self-selected outcomes in the Domain Matrix.

The Faculty were then asked the extent of their agreement with the inclusion of several new items in general education. Table 14 presents a condensed summary of the results.

Table 14

Condensed Faculty Extent of Agreement/Disagreement for the Inclusion of New Items in UWF General Education

Item	Strongly Disagree/Disagree		Neither Agree nor Disagree		Agree/Strongly Agree		Rank
	N	%	N	%	N	%	
Foreign Language (N = 128)	18	14.0%	26	20.4%	84	65.6%	1
Public Speaking (N = 129)	16	12.4%	29	22.5%	84	65.1%	2
Freshman Seminar (N = 128)	28	21.9%	29	22.7%	71	55.4%	3
Wellness (N = 129)	32	24.8%	37	28.7%	60	46.5%	4
Personal Financial Planning (N = 129)	30	23.2	44	34.2%	55	42.6%	5

Note. Verbatim data appears in Appendix T.

A majority of the faculty agreed with the inclusion of a Foreign Language, Public Speaking and a Freshman Seminar. It should be noted that minimal competency in a foreign language is required for admission to UWF as part of Florida state statutes (Appendix F). Minimal competency is defined as completion of two consecutive years of the same foreign language in high school. The statutes allow for a 10% waiver, so some students enter UWF without the requirements being met. Students who have had one year of a language may take one semester of the same language to meet the requirement, but it must be Spanish II, French II, etc. Very few students elect to take this option, and often wind up taking two semesters of the same language. Students who have not taken a language in high school are required to take two semesters. It should also be noted that American sign language is a permissible substitute, although it is not taught at UWF.

In the next section of the survey, faculty were asked in an open-ended format whether there were any additional items they felt should be included in our General Studies curriculum. Their responses are summarized in Table 15.

Table 15

General Categorization of Faculty Suggestions for Additional Items to be Included in General Education

Item	Number of Responses
Foreign Culture, globalization and World History	6
Communication, Public Speaking or Debate	4
Use of Technology	3
Academic Integrity/Ethics	3
Respectfulness/Professionalism	3
Career Development	1
Information Literacy	1
Research Writing	1
Global Environment	1
Human & Physical Geography	1
Sophomore Capstone Course	1

In a sense, the faculty suggestions parallel their previous responses. However, it should be noted that only 12 of 137 faculty (8.8%) responded to these open-ended question – a very low response rate. A verbatim list of responses appears in Appendix U.

Faculty taking the survey were then asked the extent of their agreement with seven statements related to general education. Table 16 details the results.

Table 16

Condensed Faculty Opinions on Specific Statements Regarding General Education at UWF

Statement	Strongly Disagree/Disagree		Neither Agree nor Disagree		Agree/Strongly Agree		Rank
	N	%	N	%	N	%	
The current General Education curriculum adequately prepares our students majoring in my college for more advanced courses.	32	25.2%	44	34.6%	51	40.2%	4
The current General Education curriculum offers students the opportunity for personal development.	16	12.7	67	53.1%	43	34.1%	6
I consider myself to be familiar with the UWF General Education curriculum.	20	15.5%	26	20.2%	83	64.3%	1
Community Service (Volunteering) should be included as a learning outcome in UWF's General Education.	47	36.8%	36	28.0%	45	35.2%	5
Undergraduate Research should be included as a learning outcome in UWF's General Education.	39	30.2%	31	24.0%	59	45.8%	3
Experiential Learning (hands-on, participatory learning activities) should be included as a learning outcome in UWF's General Education.	21	16.4%	28	21.9%	79	61.7%	2
An online course format is appropriate for General Studies	67	53.1%	37	29.4%	22	17.5%	7

Note. Expanded data appears in Appendix V.

The results here are quite interesting. One striking outcome is the relatively large percentage of faculty that apparently had no opinion - neither agreed nor disagreed. Only two of the items, their familiarity with the curriculum and experiential learning, had an agreement rate over 50%. The faculty respondents clearly believed that online courses are not appropriate in General Studies, with a 53% disagreement rate. The committee is unsure whether this high disapproval rate regarding online instruction for freshmen is a result of concern for the freshmen students' capability to handle such courses, or a more general dissatisfaction with the online delivery method itself. At any rate, faculty responses to this item counter current practice. A significant number of General Studies courses are offered in an online format. Table 17 summarizes the breakdown of online and face-to-face courses for the last four academic years.

Table 17

Growth of Online General Studies Courses by Year

Academic Year	Online Courses		Face-to-Face Courses		Total Courses	
	N	%	N	%		
2006-07	53	9.4%	511	90.6%	564	100.0%
2007-08	99	17.4%	469	82.6%	568	100.0%
2008-09	109	19.3%	457	80.7%	566	100.0%
2009-10	112	17.2%	541	82.8%	653	100.0%

A significant number of online General Studies courses are offered in the summer terms to help students meet the Florida state statute referred to as the “Summer Rule.” This statute requires many of our students, especially freshmen and transfer students without an Associate of Arts degree, to take 9 sh during one or more summer terms prior to graduation. To help students meet this requirement and still permit them to return home, a full slate of General Studies courses is offered online in the summer. These course offerings have been quite popular and clearly meet a student need.

It should also be noted that the “unofficial” policy followed by the University Advising Center (where all freshman are assigned for advising regardless of major) has been to generally discourage FTIC freshman from taking online courses their first semester. After the first semester GPA is a main factor with online course enrollment. Students with low GPAs or those who express a history of difficulty in a subject area (especially mathematics) are encouraged to avoid online courses in that area. Once a student reaches sophomore status (30 sh), individual preference and course availability are the main criteria. In any case, it is clear that online courses in General Studies remain an issue.

In the next part of the Faculty Survey, respondents were asked three open ended questions – their opinion about the two main strengths and two main weaknesses of the current General Studies curriculum and their understanding of the current purpose of General Studies. Their categorized responses appear in Tables 18 and 19.

Table 18

Summary of Faculty Responses to Strengths and Weaknesses of Current UWF General Studies Program

Strengths	Weaknesses
Good Foundation (16)	Writing Skills (16)
Variety of Courses (14)	Courses too Easy/Not Taken Seriously (10)
Math (6)	No Cohesion in Program/Integration of Concepts (8)
Preparation for Upper Level (6)	No Foreign Language Requirement/Insufficient Offerings (7)
Instructors (6)	Over-Reliance on Adjuncts (7)
Small Class Size (5)	Weak Students Coming In (5)
Consistency Across Curriculum (4)	Overuse of Online (4)
Online Classes (3)	Lack of/Uneven Assessment (4)
English Comp. (3)	Too Much Assessment (4)
Freshman Seminar (2)	No Oversight of Program (3)
Focus on Individual Student (2)	More Emphasis on Academic Integrity/Ethics (3)
Face-to-Face Courses (2)	Weak Problem Solving/Critical Thinking Skills (3)
Broadens Students' Perspective (2)	Students Do Not Understand Value and Purpose of Program (3)
Science (2)	Low Relevancy of Curriculum to Today (2)
	Too Many Courses in Program (2)
	Weak Research and Information Literacy Skills (2)
	Weak Information Literacy Skills (2)
	Classes Too Large (2)
	No Public Speaking Requirement (2)
	Poor Math Skills (2)

Note. A complete list of verbatim responses appears in Appendix U.

When one considers that 137 faculty completed the Survey, the response rate is actually fairly low and no clear consensus emerges.

In the last part of the Faculty Survey, respondents were asked to describe their understanding of the current purpose of general education at UWF. Categorized responses are summarized in Table 19.

Table 19

Faculty Understanding of Current Purpose of General Studies at UWF

Categorized Response	Number
Provide broad foundation/Liberal Arts Education/well rounded, etc.	56
Prepare students for advanced study in major	25
Assist students in choosing a major	6
Assist students in becoming an informed citizen	6
Instill math and writing skills	4
Allow students to meet state requirements	4
Remediation/refresh high school information	3
Help students prepare for jobs	2
Allow students to have more control of their education	1
Create lifelong learners	1
Not clear	1
Installation of absolute mediocrity	1
Give CAS a reason to exist	1

Note. Verbatim list available in Appendix U.

Clearly, “providing a broad foundation” and “preparing students for advanced study” were the overwhelming responses of the faculty, indicating general agreement among the faculty. The latter purpose expressed by the faculty is most interesting. While the faculty indicate that they believed that preparation for the major is a clear purpose of General Studies, we have no data as to the extent to which faculty feel that students are, in fact, being adequately prepared. Their feeling that Writing skills is a weakness (Table 18) may be an indication that there are preparation issues in some areas.

Several general themes that emerged from the Faculty Survey.

1. The majority of the faculty are supportive of the overall content of the current General Studies program.
2. The majority of the faculty philosophically support the Domain Matrix content, with the possible exception of Project Management. On the other hand, the faculty do recommend inclusion of “experiential learning” as an outcome.
3. The faculty are not particularly welcoming of inclusion of other items in General Studies, nor do many have suggestions in that regard.

There were two common data sets in both the Faculty and Student Surveys - inclusion of current items, and new items in General Studies. Tables 20 and 21 present the faculty and student responses in a comparative format.

Table 20

Comparison of Faculty and Student Respondents who Agree or Strongly Agree that Current General Studies Categories should be Included in General Education

General Studies Category	Faculty Inclusion Percent (Agree/Strongly Agree)	Student Inclusion Percent (Agree/Strongly Agree)	Differential Percent
Communication	95.3%	72.5%	22.8%
Mathematics	92.9%	67.9%	25.0%
Fine Arts	78.7%	45.2%	33.5%
Literature	86.7%	41.0%	45.7%
Values	84.4%	48.4%	36.0%
Behavioral	73.3%	55.2%	18.1%
Historical	84.4%	56.0%	28.4%
Socio-Political	88.2%	57.0%	31.2%
Natural Sciences	89.8%	56.2%	33.6%
Science Lab	68.5%	39.1%	29.4%
Range	68.5% - 95.3%	39.1% - 72.5%	29.4% - 45.7%

Several conclusions can be drawn from Table 20.

- The faculty are generally more accepting of our current categories in General Studies than are the students.
- The Natural Science Lab is the least well accepted category by both groups.
- The largest gap between the two groups is in the Literature category (46%). Faculty supports its inclusion, while students generally do not.
- Communication and mathematics are strongly accepted by both groups.

The data from the inclusion of new items questions in Table 21 below are quite interesting, and several items in the comparison do merit attention:

- There is a major difference of opinion between faculty (pro) and students (con) on the inclusion of Foreign Language.
- Students are in favor of including “practical” items such as Personal Financial Planning and Wellness, while faculty are generally not.
- The majority of the faculty favor inclusion of Freshman Seminar, while students do not.

Table 21

Comparison of Faculty and Students Respondents Who Agree or Strongly Agree with Inclusion of Specific New Items in General Education

New Item	Faculty Inclusion Percent	Student Inclusion Percent	Differential Percent
Foreign language	65.6%	33.2%	32.4%
Personal Financial Planning	42.6%	58.6%	16.0%
Wellness	46.5%	52.2%	5.7%
Public Speaking	65.1%	45.0%	20.1%
Freshman Seminar	55.4%	28.8%	26.6%

Review of Common Prerequisites

The General Studies Program requires has no prerequisites. However, approximately 45 of the 80 courses in the curriculum serve as prerequisites for various majors. This prerequisite coverage is very convenient for our students as it saves them time and money.

Review of Limited Access Status

Does not apply.

Articulation Within and Outside the University

Other than a review of the curricula in SUS and Peer and Aspirant Institutions, external articulation is essentially controlled by State Statutes. The state mandates common course numbering and transferability of courses among all state-supported community colleges, state colleges and universities. In essence, State Statutes in Florida also address articulation with all post secondary institutions as part of the State Articulation agreement. (Appendix F).

Enrollment, Retention and Degree Productivity

Enrollment

The most straightforward and accurate way to measure enrollment in General Studies courses is to measure the headcount in all the courses. Headcount is used in this section to provide clarity to the issue of available seats and sections generated and needed in General Studies courses. Table 22 charts growth for the last four academic years.

Table 22

Headcount in All General Studies Courses by Academic Year

Academic Year	Total Headcount	Increase from Previous Year	% Increase from Previous Year
2006-07	19356	-----	-----
2007-08	20847	1491	7.7%
2008-09	21514	667	3.2%
2009-10	24711	3197	14.7%

Thus, in the span of three academic years the total headcount in General Studies courses increased by **5,355**. Since the average General Studies class enrollment is 42.5 seats, the additional headcount roughly represents the need for **126** additional sections of courses in the three year time span. Table 22 also reveals that a large increase occurred in 2009-10 and there is

reason to believe that the trend continued into Fall 2010. Appendix W contains a report detailing the issues faced that semester due to the aforementioned headcount increase.

A second way to measure general education growth is to look at First Time in College (FTIC) increases. Table 23 presents FTIC growth every Fall Semester since Fall 2000. The total FTIC gain over the 11 year span has been **53.4%**.

Table 23

FTIC Growth 2000-2010

Fall Term	Number FTIC	Numeric Gain over Previous Year	Percent Gain over Previous Year	Cumulative Gain	Cumulative Percent Gain
2000	757	-	-	-	-
2001	852	95	12.5%	95	12.5
2002	891	39	4.6%	134	17.1
2003	916	25	2.8%	159	19.9
2004	940	24	2.6%	183	22.5
2005*	917	-23	-2.4%	160	20.1
2006	967	59	6.4%	219	26.5
2007	1029	62	6.4%	281	32.9
2008	1082	53	5.2%	334	38.1
2009	1216	134	12.4%	468	50.5
2010	1251	35	2.9%	503	53.4

*Note: the 2005 drop in enrollment is directly attributable to Hurricane Ivan which devastated the area.

In addition, data from Admissions projecting FTIC growth over the next 5 Fall semesters appears in Table 24.

Table 24

Admissions FTIC Projections (2011 – 2015)

Fall Term	FTIC Projection	Increase from Previous Year	Percent Increase
2011	1300	49	3.9%
2012	1359	59	4.5%
2013	1420	61	4.5%
2014	1484	64	4.5%
2015	1551	67	4.5%

Note. Based on Admissions data from 2010 Residential Life bonding meeting, revised.

A more complete picture emerges if we combine the two tables into a 16 year graph. (Figure 7) Clearly FTIC enrollment, and thus lower division enrollment, has been rising steadily and is projected to continue to do so in the foreseeable future. On a side note, it is also important to point out that these large FTIC enrollment increases will eventually “trickle up” into the upper level majors courses.

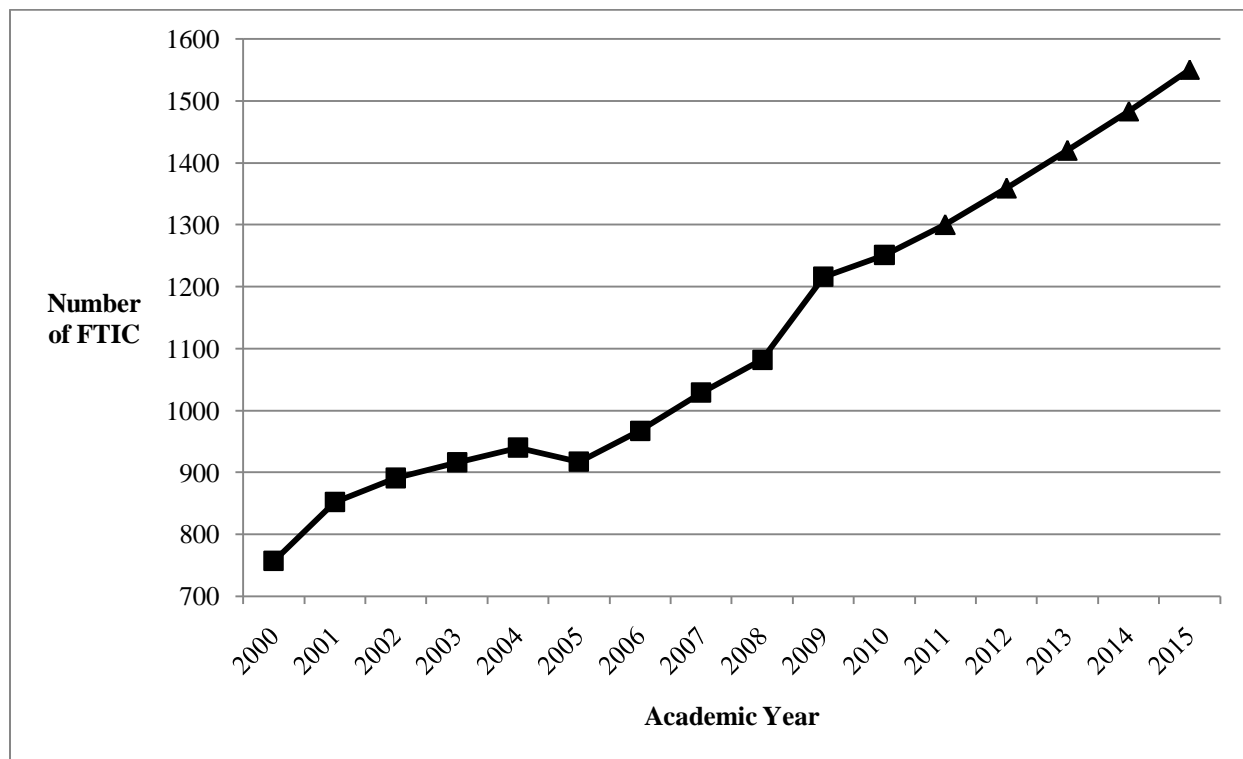


Figure 7. FTIC Growth (2000-2015). Note that 2000-2010 is real growth, while 2011-2015 is projected growth.

Retention

Retention in general education is not easily defined because general education includes students in many different degree programs as well as students who are undecided about their majors. In fact, undecided status appears to be a major issue for many freshman and sophomore students, as illustrated by the number of major changes detailed in Table 25.

Table 25

Number of Major Changes by Academic Year (2005 – 2010)

Calendar Year	Number of Changes
2005	2598
2006	2736
2007	2851
2008	3106
2009	2797
2010	4132

The number of changes represents a sizable proportion of the UWF population in each year, but especially in 2010. Several things may account for the jump in 2010:

- changes in Veterans Administration regulations requiring more accurate SASS audits as to major
- initiation of STEM (Science, Technology, Engineering and Mathematics) Smart Grants also requiring accurate SASS audits
- insisting that students at orientation have the correct major code in the system
- additional restrictions on various types of financial aid.

Measuring freshman and sophomore enrollment by department or college makes little sense because of the sizable number of major changes each year. A sounder approach is to track freshmen to measure their retention into their sophomore and junior years. Table 26 presents these data.

Table 26

Freshman to Sophomore and Sophomore to Junior Retention Rates (2000-2009)

Cohort Year	Head Count	% Continued to Second Year	% Continued to Third Year
2000	648	72.7%	58.5%
2001	720	71.5%	58.8%
2002	794	73.6%	61.2%
2003	823	74.5%	64.5%
2004	870	73.3%	60.8%
2005	832	74.3%	61.4%
2006	860	73.0%	61.0%
2007	917	71.1%	57.7%
2008	1029	78.8%	68.3%
2009	1150	73.5%	-----

The “average” retention rates for the ten year period were 73.6% first to second year and 61.4% continuing to third year. A critical issue is how UWF retention compares to similar institutions. Using ACT’s (2010) classifications, freshman to sophomore retention in institutions with admissions selectivity similar to UWF ranged from 71.5% in institutions offering bachelors and masters degrees to 74.0% for institutions also granting the doctoral degree. UWF retention rates are similar.

Degree Productivity

Degree Productivity is also a difficult concept in General Education. However, data are available that chart the number of associate degrees granted over the last 10 years (Table 27).

Table 27

Associate Degrees Awarded by Year and Type (2000 – 2010)

Academic Year	General AA	Pre-Engineering AA	Pre-Pharmacy AA
2009-2010	160	6	8
2008-2009	116	2	4
2007-2008	134	2	2
2006-2007	136	0	2
2005-2006	137	0	-----
2004-2005	160	0	-----
2003-2004	137	0	-----
2002-2003	113	0	-----
2001-2002	124	0	-----
2000-2001	106	-----	-----

The reader should note that UWF is required to grant the Associate of Arts (A.A.) degree by Florida statutes. Students are neither encouraged nor discouraged in terms of applying for the A.A. degree, so it is a matter of personal preference. It is certainly not a good measure of baccalaureate degree completion and in fact, may be related to intent to transfer on the part of the recipient. That is certainly the case with Pre-Engineering and Pre-Pharmacy A.A. degrees.

Table 27 indicates that the number of associate degrees granted is small and quite variable year-to-year. Requirements for the general Associate of Arts degree are as follows:

- completion of 60 sh
- completion of General Studies
- 2.00 cumulative GPA
- completion of Gordon Rule Math and Writing
- 30 sh in residence
- 18 sh of the required General Studies courses in residence
- completion of CLAS requirement
- completion of Foreign Language requirement

Pre-Engineering and Pre-Pharmacy A.A. requirements are more complicated and specific, but do also include completion of general education requirements.

Programs and Services Associated with the Degree Program

General Studies Committee (GSC)

The GSC is a committee of the Faculty Senate. All of its members are faculty who are elected to their positions. The full committee charter appears in Appendix X. The GSC presently has three functions:

1. Review appeals for course substitutions in General Studies, primarily involving transfer courses.
2. Review curriculum change requests for courses applying for General Studies or Gordon Rule status. The major screening criterion for approval of new courses in General Studies has been that additions to the curriculum must be theoretical in nature. That is, courses that feature applied knowledge are not considered. This screening has effectively blocked most courses from the Colleges of Business and Professional Studies.
3. Hearing academic waivers based on disability. In these cases the GSC works closely with the Student Disability Resource Center. This function is not in the committee charter.

The GSC meets periodically when enough waiver or substitution requests have accumulated. Non-controversial, straightforward waivers can be approved by the Associate Dean of Arts & Sciences to save the committee time. The GSC has never been involved with curricular or pedagogical decisions in General Studies other than approving new courses.

University Advising Center (UAC)

The UAC is responsible for all freshmen advising at the University, regardless of the students' majors. The Center is staffed by a director, three full-time academic advisors with faculty status, an athletic advisor whose time is shared with the Athletic Department, and three part-time advisors. Currently the UAC advises approximately 1,900 students. In addition to academic advising, the UAC performs several other functions directly related to General Studies:

1. The director of the UAC maintains SASS (Student Academic Support System). SASS is a state-wide automated advising system for all students at the university, both undergraduate and graduate. Degree audits are available for any major.
2. The UAC maintains an Early Warning System for all freshman students. Shortly before midterm every fall and spring semester all faculty with freshmen in their class are requested to respond electronically to a roster of those freshmen, indicating if they are making satisfactory progress (a "C" or higher") and if not, why. Any student who receives an "early warning" in one or more courses is then required to have an appointment with his/her advisor. Studies indicate an improved GPA and increased retention for students who attend the appointments.
3. The UAC offers a variety of courses for freshmen students including the Academic Foundations Seminar (a 3 sh "orientation to college" that approximately 35% of entering FTIC students take), the Academic Retention Seminar for students returning from academic probation, Service Learning I and II (volunteer work), Sophomore Seminar, and a leadership course.

Student Success Programs

The goal of the Student Success Programs is to contribute to the mission of the University of West Florida by providing academic assistance and resources in an effort to increase retention and graduation rates, while promoting student learning and enhancing the development of UWF students. The primary thrust is to provide assistance to students from low income families, first generation in college students, students of color, students requiring preparatory work and/or students with disabilities. *Student Success Programs Book Loan* is an in-house book library designed to assist students with book needs by loaning the books out through the "Borrow-A-Book Program." From Fall 2009 through Fall 2011, books have been loaned to 289 students.

The Student Success Program also provides free tutorial assistance and academic support services to all students through their Learning Center. From Fall 2009 through Fall 2010 the Learning Center served 1,736 students, the majority of them freshmen and sophomores. Tutoring is available in all General Studies courses.

Honors Program

The University Honors Program directly supports General Studies at UWF by offering 15-20 Honors sections of General Studies courses each year in a wide-variety of disciplines. Enrollment in these courses is strictly limited to students in the University Honors Program. Honors courses provide an intensive educational experience for the university's highest achieving students. The Honors Program further supports general education by teaching Freshman Seminars for Honors students. Additionally, the Honors Program provides academic advising for all freshmen Honor students.

Math Lab

The Department of Mathematics and Statistics provides free individual tutorial assistance for UWF students in mathematics and statistics courses. The labs are staffed by advanced undergraduate and graduate students who provide tutoring primarily in General Studies courses. The math tutoring lab recorded over 1,700 visits during the Fall term 2010, many of them freshmen and sophomores. Considering that many students do not sign in when they visit the lab, the department estimates that the Lab has over 4,500 visits per academic year.

Writing Lab

The Writing Lab, sponsored by the Department of English and Foreign Languages, provides face-to-face and online paper reading, tutoring, and other writing-related services to UWF students. It is staffed by trained undergraduate and graduate students. In the 2009-10 academic year the Writing Lab provided services to 5,671 students, many of them in General Studies courses. The Writing Lab also maintains a library of materials on rhetoric and composition, does diagnostic testing on request, and maintains a Grammar Hotline.

Delphi Program

Delphi is UWF's first-year experience living-learning community housed in Martin Hall. Delphi gives first-year students the unique opportunity to live with approximately 300 other first-year students in a program designed to make their first year at UWF successful. The Delphi program is built on three principles known as the pillars of Delphi. They are academic success, civic engagement and interpersonal development. Through these three pillars, programs and resources are delivered to students that help ease the transition to college both academically and socially. One of the many special benefits available to students in the Delphi program is the opportunity to take General Studies classes that are specifically reserved for them. There were 35 General Studies Delphi classes scheduled in the 2009-10 academic year.

Library

The UWF Library makes many direct and indirect contributions to the General Studies program. In addition to the availability of library holdings to General Studies students and assistance when needed, the Library performs the following services:

1. Training of General Studies English Composition teachers.
2. Providing library instruction for AFS students to familiarize them with library services.
3. Conducting instructional sessions for students with regard to use of the Library, accessing holdings, and navigating online services. Last year a total of 305 instruction sessions were conducted with 4,718 participants. Many of these participants in these sessions were freshmen.
4. Presenting various online tutorials, including the plagiarism tutorial widely used in General Studies courses.

Resources – Trends and Projections of Need

Income Generated and Expenditures

General Studies income and expenditures are very difficult to calculate. Income figures were generated by finding actual Tuition and E & G/Lottery figures in General Studies per individual instructor per course by academic year. Expenditure numbers were developed by counting General Studies lecture and lab courses by instructor type (Regular Faculty, Adjunct and Teaching Assistant) and multiplying by average compensation in Arts & Sciences for each instructor type. Note that expense figures include salaries only. Arts and Sciences data were used because the vast majority of the sections (approximately 94%) are taught by personnel from Arts and Sciences. Results are present in Tables 28 and 29. Thus, the data provided in Tables 28 and 29 are estimations.

Table 28

Instructional Income and Expense for General Studies Academic Years 2008-09 and 2009-10 (Tuition Only)

Item	2008-09	2009-10	Difference
Income	\$4,810,239	\$6,359,257	\$1,549,018
Expense	\$1,978,079	\$2,324,448	\$346,369
Difference	\$2,832,160	\$4,034,809	\$1,202,649

Table 29

*Instructional Income and Expense for General Studies Academic Years 2008-09 and 2009-10
(Tuition and E&G/Lottery)*

Item	2008-09	2009-10	Difference
Income	\$12,418,193	\$15,105,679	\$2,687,486
Expense	\$1,978,179	\$2,324,488	\$346,369
Difference	\$10,440,114	\$12,781,231	\$2,341,117

In both cases there is a sizable profit being generated by General Studies at UWF, and the total amount is growing as the headcount increases.

The matter of who teaches General Studies is of great importance. Personnel involved in General Studies instruction take a different form and context than does a single department, since so many different departments are involved. Table 30 presents data regarding total headcount by type of instructor by year.

Table 30

Descriptive Summary of General Studies Total Headcount by Academic Year and Instructor Type

TYPE	2006-07		2007-08		2008-09		2009-10	
	N	%	N	%	N	%	N	%
Adjunct and TA	9,118	47.12%	10,977	52.7%	10,125	47.1	10,951	44.3%
Faculty*	10,238	52.9%	9,870	47.3%	11,389	52.9	13,760	55.7%
Total	19,356	100%	20,847	100%	21,514	100%	24,711	100%

*Tenure line and instructors

Data from the last four academic years indicates that, while headcount is certainly rising, the percent of the instruction done by non-faculty has remained constant or risen slightly. On the other hand, faculty members are generally teaching the majority of the students in General Studies, and that proportion is rising over time. The same does not hold true in Table 31 – number of sections taught by instructor type.

Table 31

Descriptive Summary of Number of General Studies Course Sections by Academic Year and Instructor Type

TYPE	2006-07		2007-08		2008-09		2009-10	
	N	%	N	%	N	%	N	%
Adjunct And TA	304	53.2%	314	54.9%	321	47.1%	366	55.8%
Faculty*	267	46.8%	258	45.1%	246	52.9%	246	44.2%
Total	571	100%	572	100%	567	100%	656	100%

*Tenure line and instructors

The number and percent of sections taught by non-faculty has slowly risen over the four-year period. Furthermore, at no time during the four year period have faculty taught the majority of the sections. Logically, if faculty members are teaching more students, yet fewer sections, they must be teaching a greater number of students per section than adjuncts and teaching assistants. The proportion of General Studies students taught by non-faculty is an important issue that must be addressed, as is the headcount in faculty-taught sections.

While discussing who teaches General Studies, an important variable is where the courses reside in terms of college. Table 32 presents these results. Courses overwhelmingly come from the College of Arts and Sciences. This result is primarily the result of the criteria used to screen course applications. Courses applying for inclusion into UWF General Studies must be theoretical in nature.

Table 32

Breakdown of Current General Studies Courses by College

College	Number of Courses	Percent
Arts & Sciences	75	93.7%
Business	2	2.5%
Professional Studies	3	3.8%
Total	80	100%

Table 33 presents data on actual lecture and lab class size for the last four academic years. It is clear that class size has been on a slow upward swing over the period. Of course, the critical issue that UWF needs to address is what the optimal class size is for various types of courses in General Studies. This issue begs further exploration and dialogue.

Table 33

Descriptive Summary of General Studies Courses: Mean Number of Students Per Class By Year and Type of Class

Academic Year	Lecture Mean	Lab Mean
2006-07	38.3	20.1
2007-08	40.8	22.1
2008-09	43.2	22.4
2009-10	42.5	22.9

Appendix Y presents a summary of instructor type data from which these tables were derived, including online and face-to-face comparisons.

Summary of Major Changes Subsequent to Previous Program Review

The current Program Review is the first conducted for general education.

Strengths, Weaknesses and Opportunities

Current Strengths of the Program

1. The committee views the Domain Matrix as philosophically and pedagogically sound, and descriptive of the goals and values of general education at UWF. In addition, the Domains Matrix received a great deal of support from faculty and students.
2. Enrollment growth has allowed the General Studies program to generate revenues that are very impressive and important to the institution.
3. There is very good general support for the most of the curricular areas in General Studies.
4. The quality and use of support systems for General Studies, academic and otherwise, has historically been good.
5. An impressive majority of the student body is satisfied with the quality of instruction in General Studies.

In summary, the climate surrounding the General Studies program is generally positive and supportive.

Current Weaknesses of the Program

1. Although the institution has been very responsive to short-term needs, no long-term plan has been developed to assure adequate academic resources to meet the pressure of continued growth in general education.
2. Historically, more than half of the General Studies course sections are taught by adjuncts and teaching assistants.
3. The assessment of General Studies is clearly in need of a thorough review from the extent of reported assessment to the closing of the feedback loop for course improvement. Weakness in coverage of Diversity and all cells in Project Management must be addressed.
4. Both faculty and students perceive the connection between General Studies and major courses to be weak.

5. The committee views the relative imbalance in the contribution of the colleges of Business and Professional Studies as a weakness that may also contribute to the major disconnect mentioned above.
6. There is disagreement about the appropriateness of online courses for freshmen as well as lack of guidelines addressing this issue. The situation is further complicated by the lack of faculty support for online instruction with freshmen.
7. Data from the survey also indicates serious questions among the faculty regarding the ability of students to communicate adequately in written form.
8. The committee feels that the dispersed responsibility for General Studies has led to a lack of oversight, contributing to many of the weaknesses in the program.
9. At this point in time the General Studies program, while technically in compliance with the 36 sh requirement, is not complying in spirit for reasons previously mentioned (see page 20).

Although the weakness outnumbered the strengths, the committee feels that many of the weaknesses are correctible with oversight, proper resources, and time.

Opportunities

1. The revenue generated from enrollment growth creates an opportunity to address current weaknesses.
2. A real opportunity exists for curricular reform, even within the restrictions mentioned. The pattern of responses to the surveys clearly indicate potential areas for reform.
3. There is an opportunity to create a more integrative general education program, solidifying the connection between general education and courses in the major.
4. The committee sees an opportunity to further strengthen the role of academic support services.

Threats to Program Viability

1. The same enrollment growth listed as a program strength also holds the potential to overwhelm the system in the areas of infrastructure and quality of instruction.
2. Students completing all or part of their general education program at other institutions may not have obtained the pattern of student learning outcomes desired by UWF.

Recommendations/Proposed Action Plans

The GEAR Committee respectfully makes the following recommendations:

1. A single individual be appointed to have oversight of general education at UWF as his/her primary responsibility. In addition, the GEAR Committee feels that it is important that this individual have the administrative and technical support to successfully oversee the program.
2. The committee recommends that we move forward with a substantive exploration of meaningful curricular reform of general education at UWF with the following goals in mind:
 - to assure we are providing the richest, most rewarding educational experience to our students
 - to maximize the potential of general education as a vehicle for student recruitment and retention
 - to explore courses and delivery models that best meet the vision and mission of general education
 - to further integrate the general education curriculum with major requirements
3. The Committee recommends a review of the criteria for including courses as part of the General Studies curriculum.
4. A clear policy that identifies expectations for the scope of assessment work and the procedures for documentation should be established.
5. The current General Studies Committee should broaden both its scope and depth of involvement in General Studies. A shared governance model is recommended similar to the Graduate Council or Honors Program Committee.
6. Meaningful faculty/staff development with regard to general education should be provided, focusing on such issues as:
 - why general education is offered
 - the philosophy and meaning of the Domains Matrix and four domains
 - the nature of the curriculum itself
 - the mechanisms for submitting courses and the screening process
 - state statutes with regard to general education and their impact on the curriculum
 - course substitutions in general education
7. The relationship between general education and major courses should be more widely discussed, more precisely articulated, and then folded into faculty development.

8. Meaningful student development should be provided with regard to general education with special emphasis on:
 - why general education is offered
 - the nature of the curriculum
 - SASS Audits and degree requirements
 - the relationship between general education and major courses
9. Whenever possible, departments should make an effort to increase the involvement of tenure-track faculty in general education instruction.
10. The committee recommends continued support of those offices and units providing academic services to general education students.
11. It is recommended that the university consider providing specific recognition and reward systems for individuals teaching General Studies courses. One example would be adding a specific General Studies Teaching Award to the Excellence in Teaching and Advising Awards.
12. General education goals and objectives should be reviewed for currency and assurance of continued articulation with those of the university.

Assessment Summary: UWF Program Evaluation Matrix

The GEAR Committee would like to point out that many of the Characteristics in the matrix are not well defined in terms of assessing our (or any) General Education program. Although we worked with the matrix, the committee feels that a rewrite of the matrix is appropriate prior to the next self-study.

Characteristic	Distinguished <i>Best practice</i> 4	Excellent <i>Solid performance</i> 3	Adequate <i>Minor problems</i> 2	Insufficient <i>Major problems</i> 1	Program Self-Rating	PRT Rating
1. MISSION FIT <i>How well does the unit address objectives outlined in the mission statement?</i> <i>Indicators:</i> <ul style="list-style-type: none"> • meets regional need • fills national niche 	Attains status of signature unit that symbolizes UWF's unique goals and contributions (especially as compared to other SUS members and regional higher ed institutions)	Signifies unit that is explicitly tied to mission but hasn't reached the stature of a signature unit	Signifies unit that is implicitly tied to mission	Signifies unit that has no apparent link to mission	3.0	
2. EDUCATIONAL QUALITY <i>How well does the unit achieve high caliber educational impact?</i> <i>Indicators:</i> <ul style="list-style-type: none"> • assessment results • national exam status • NSSE engagement results • student competition awards • program review findings 	Demonstrates exemplary performance and impact through multiple, sturdy benchmarks	Demonstrates strong performance and impact through more limited benchmarks	Demonstrates moderate achievements in performance and impact benchmarks	Demonstrates minor or no achievements in performance and impact benchmarks	N/A	
3. ASSESSMENT PLANNING <i>How sophisticated is the department's assessment effort?</i> <i>Indicators:</i> <ul style="list-style-type: none"> • department meeting minutes • annual report • SOTL scholarship • external reviews 	Embraces mature assessment planning and disseminates SOTL scholarship to establish leadership in the discipline	Reflects maturity in approach by including full assessment cycle, continuous improvement, questions and broad involvement from all/vast majority of department members	Reflects two of three elements of mature assessment plan	Reflects one or no elements of mature assessment plan	1.5	

Characteristic	Distinguished 4 <i>Best practice</i>	Excellent 3 <i>Solid performance</i>	Adequate 2 <i>Minor problems</i>	Insufficient 1 <i>Major problems</i>	Program Self-Rating	PRT Rating
4. OPERATIONAL QUALITY How well does the unit fulfill campus citizen obligations? <i>Indicators</i> <ul style="list-style-type: none"> • <i>deadline responsiveness</i> • <i>resource generation</i> • <i>leadership contributions</i> • <i>assessment responsiveness</i> • <i>appropriate resource use</i> • <i>outreach practices</i> • <i>graduation participation</i> 	Meets obligations efficiently and effectively with full participation of unit members; members makes significant contributions from individual strengths; problem-solving tends to be proactive	Meets obligations efficiently and effectively but work load tends to be born disproportionately by more committed unit members; problem-solving tends to be responsive	Meets obligations but may struggle with efficiency, effectiveness, or equitable work load distribution; problem-solving tends to be reactive	Fails or is inconsistent in meeting obligations efficiently and effectively; the work load may be inequitably distributed; problem-solving tends to be protracted, disorganized, or avoided	2.5	
5. STRATEGIC PLANNING How effectively does the department engage in long- and short-term planning? <i>Indicators:</i> <ul style="list-style-type: none"> • <i>department meeting minutes</i> • <i>annual report</i> • <i>chair supervision</i> • <i>CCR rationales</i> 	Demonstrates broad constituent collaboration on formation of SMART (specific, measurable, appropriate, realistic, and timely) goals and their pursuit	Demonstrates limited collaboration on SMART goals and their pursuit	Submits goals that show minor problems in SMART goal formulation	Submits goals that show major problems in SMART goal formulation	1.0	
6. FACULTY QUALITY How prominent have the faculty become in their teaching, research, and service contributions? <i>Indicators</i> <ul style="list-style-type: none"> • <i>peer review results</i> • <i>faculty awards/ recognition</i> • <i>scholarly & creative productivity measures</i> • <i>citation impact indices</i> 	Achieves national or international prominence based on recognition of exemplary individual performance by majority of unit faculty	Achieves regional/local prominence based on accumulated individual performance by unit faculty	Achieves local reputation for functionality but not prominence based on accumulated individual performance by unit faculty	Fails to achieve prominence; reputed to have questionable quality based on accumulated individual performance by unit faculty	N/A	

Characteristic	Distinguished 4 <i>Best practice</i>	Excellent 3 <i>Solid performance</i>	Adequate 2 <i>Minor problems</i>	Insufficient 1 <i>Major problems</i>	Program Self-Rating	PRT Rating
7. COST RECOVERY <i>How effective is the unit in generating cost recovery through SCH?</i> <i>This indicator will be provided, calculated as income-cost.</i>	Contributes significant profit margin over cost recovery to help with university overhead	Contributes moderate profit margin over cost recovery to help with university overhead	Breaks even on cost recovery	Fails to break even on cost recovery	4.0	
8. ENROLLMENT HISTORY <i>What do enrollment patterns suggest about unit capacity over past 3 years?</i> <i>Indicators</i> <ul style="list-style-type: none"> • 3 year SCH patterns • retention statistics 	Experiences steady progress →dramatic growth in enrollments linked to strong market demand and/or innovative ways of meeting enrollment management demands	Experiences steady growth in enrollment linked to favorable market demand and/or effective enrollment management strategies	Experiences flat or irregular enrollment linked to more variable market demand and /or limited enrollment management practices	Shows irregular or declining enrollments linked to reduced market demand and/or inactivity in enrollment management	3.5	
9. MARKET PROJECTIONS <i>What are the prospects for enrollment growth for the next 5 years?</i> <i>Indicators</i> <ul style="list-style-type: none"> • Workforce projections • Disciplinary society estimates • Job placement rates for grads 	Graduates are in significant demand; Future enrollments are ensured at high levels because applications are competitive	Graduates are in demand; Future enrollments projected to be strong and steady	Graduates land jobs; Future enrollments expected to remain stable	Graduates have difficulty getting jobs after graduation; Future enrollments hard to project or likely to decline	4.0	
TOTALS					19.5	

Rating Explanatory Comments (if any) Note: Comment sections will expand to fit text.

Characteristic	Comments
1. Mission Fit	<p><i>Program: General Education's mission and values fit reasonably well with UWF objectives and should be an integral component of the University's mission. Some Indicators are difficult to apply to general education.</i></p> <p><i>Program Review Team:</i></p>
2. Educational Quality	<p><i>Program: Component given a "N/A" due to lack of concrete data as defined by the indicators, most of which are difficult to generate in general education. However, the committee is confident that the actual quality of education is high.</i></p> <p><i>Program Review Team:</i></p>
3. Assessment Planning	<p><i>Program: The issues in this area have been well documented in the self-study. The process is in place, but the issue is compliance.</i></p> <p><i>Program Review Team:</i></p>
4. Operational Quality	<p><i>Program: Most Characteristic indicators are not relevant with the exceptions of resource generation and assessment responsiveness. Resource generation is excellent in general education at UWF, while assessment lags behind in terms of compliance.</i></p> <p><i>Program Review Team:</i></p>
5. Strategic Planning	<p><i>Program: Long term planning is spotty, annual reporting is absent as a program, supervision is fractured and not program-wide.</i></p> <p><i>Program Review Team:</i></p>
6. Faculty Quality	<p><i>Program: Faculty quality is certainly a relevant issue, but indicators listed are very difficult to generate due to the large number of instructors and departments involved. The Committee feels that there are external indicators of faculty quality, but little specific to instructors in General Studies itself.</i></p> <p><i>Program Review Team:</i></p>
7. Cost Recovery	<p><i>Program: General Studies is an excellent generator of income for UWF, easily recovering the cost of the program and showing a very impressive bottom line. When considered with market projections, a very positive outlook develops for cost recovery.</i></p> <p><i>Program Review Team:</i></p>

8. Enrollment History	<p><i>Program: Enrollment history has been very strong, with growth indicated over a 15 year period. In addition, the university is committed to continued growth in the freshman population.</i></p> <p><i>Program Review Team:</i></p>
9. Market Projections	<p><i>Program: Market projections by Admissions are strong, indicating continued growth over the next five year period.</i></p> <p><i>Program Review Team:</i></p>

Appendix A

College of Arts and Sciences, University and Board of Governors

Program Vision, Mission and Values

College of Arts and Sciences

- Mission

The College of Arts & Sciences challenges students to meet high standards of academic excellence, develop their creativity and increase their civic engagement. Faculty actively involve students with discipline-specific concepts, theories, frameworks, and methods as they engage in a full range of scholarly activities and professional service. From a curriculum that emphasizes values and ethics, students develop assessable skills in critical thinking, communication and project management that provide essential tools for dealing effectively with life in a world of accelerating change and growing diversity.

- Vision

The College of Arts & Sciences aspires to be nationally recognized for its exemplary and innovative educational experiences across the humanities, the sciences, and the arts. We strive to develop and maintain a range of effective programs responsive to the needs of the region. We pioneer advising, teaching, learning, and mentoring strategies that emphasize collaboration to optimize student development in all educational contexts. All members of the college - faculty, staff, and students - serve together to enhance quality of life on campus and in the community.

- Values

The College of Arts & Sciences faculty and staff place value and importance in preparing students who can improve their communities through rational thinking and problem solving; The College of Arts & Sciences faculty and staff place value and importance in preparing students who demonstrate the characteristics of honesty, integrity, and ethical behavior in their professions and lives; and The College of Arts & Sciences faculty and staff place value and importance in preparing students who demonstrate compassion for their fellow man. The current General Studies program Vision, Mission and Values also reflect and support those of the University of West Florida listed below:

University of West Florida

- Mission

To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.

- Vision

To be the best regional comprehensive university in America.

- Values

Caring –	A safe and dynamic learning environment that encourages the development of individual potential.
Integrity –	Doing the right thing for the right reason.
Quality –	Dedication to uncompromising excellence.
Innovation –	Dedication to exploring and expanding the boundaries of knowledge.
Teamwork -	Working together to achieve shared goals.
Stewardship-	Managing and protecting our resources.
Courage –	Different by design.
Global perspective –	Viewing events and issues across diverse political, ethnic, and geographic points of view.
Inquiry –	Seeking knowledge and understanding through an interdisciplinary perspective.

Board of Governors

- Mission

To mobilize resources and diverse constituencies to govern and advance the State University System of Florida.

- Vision

To support and advocate for high-quality teaching, research and public service, we are committed to:

- Creativity, discovery and innovation
- Student access, learning and success in the global community and marketplace
- Collaboration, respect and appreciation of diversity
- Transparency, shared responsibility and continuous improvement

Appendix B

Complete Cohort Data for Domain Exposure Studies

Fall 2006 Cohort Through Spring 2009

Total FTIC Count 554

CRITICAL THINKING		COMMUNICATION		VALUES/INTEGRITY		PROJECT MANAGEMENT	
Exposed to One Domain Course	98.38%	Exposed to One Domain Course	96.21%	Exposed to One Domain Course	98.01%	Exposed to One Domain Course	35.02%
Average Domain Courses Taken	2.53	Average Domain Courses Taken	2.02	Average Domain Courses Taken	2.00	Average Domain Courses Taken	0.40
Average Domain Completion	63.36%	Average Domain Completion	50.54%	Average Domain Completion	50.00%	Average Domain Completion	9.88%
Analysis/Evaluation		Writing		Academic Integrity		Project Skills: *	
Count SLO Completed	482	Count SLO Completed	493	Count SLO Completed	180	Count SLO Completed	0
Percent SLO Completed	87.00%	Percent SLO Completed	88.99%	Percent SLO Completed	32.49%	Percent SLO Completed	0.00%
Problem Solving		Speaking		Personal/Cultural Values		Self-Regulation (deadline skills)	
Count SLO Completed	503	Count SLO Completed	165	Count SLO Completed	521	Count SLO Completed	99
Percent SLO Completed	90.79%	Percent SLO Completed	29.78%	Percent SLO Completed	94.04%	Percent SLO Completed	17.87%
Creativity		Quantitative Reasoning		Ethical Reasoning		Team Work Skills	
Count SLO Completed	238	Count SLO Completed	462	Count SLO Completed	407	Count SLO Completed	61
Percent SLO Completed	42.96%	Percent SLO Completed	83.39%	Percent SLO Completed	73.47%	Percent SLO Completed	11.01%
Info Literacy		Tech/Visual Literacy		Diversity Skills: †		Service Learning/Civic Engagement	
Count SLO Completed	181	Count SLO Completed	0	Count SLO Completed	0	Count SLO Completed	59
Percent SLO Completed	32.67%	Percent SLO Completed	0.00%	Percent SLO Completed	0.00%	Percent SLO Completed	10.65%

Students Completing at Least One Course in Each Domain

Range Completed	Headcount Completed	Total Percentage Complete
100 Percent	191	34.5%
75 Percent	336	60.6%
50 Percent	20	3.6%
25 Percent	3	0.5%
0 Percent	4	0.7%
AA Degree Awarded **	86	15.5%

Summary:

Students making up the cohort are students who are FTIC students coming into the university with 12 hours or less. The actual total cohort for Fall 2006 was 766. Students not returning during or after Fall 2007 were purged from the original Fall 2006 cohort. The total cohort for those returning on or after Fall 2007 was 554. The purge of these students was to eliminate those students who were only one or two term students as not to skew the counts or percentages of students completing the requirements of the Student Learning Outcomes. The students were tracked over a period of eight semesters including summer terms.

* Diversity Skills and Project Skills had no course assigned as possible achievement for the particular Student Learning Outcomes; hence, the completed and percentage results into zero.

** The number of AA degrees awarded are those students who received an AA degree throughout their enrollment period at UWF and not necessarily within the eight semester tracking period.

Fall 2007 Cohort Through Spring 2010

Total FTIC Count 604

CRITICAL THINKING		COMMUNICATION		VALUES/INTEGRITY		PROJECT MANAGEMENT	
Exposed to One Domain Course	98.84%	Exposed to One Domain Course	97.85%	Exposed to One Domain Course	98.68%	Exposed to One Domain Course	28.15%
Average Domain Course: Tabra	2.57	Average Domain Course: Tabra	2.00	Average Domain Course: Tabra	2.06	Average Domain Course: Tabra	0.32
Average Domain Completion	64.16%	Average Domain Completion	50.00%	Average Domain Completion	51.53%	Average Domain Completion	8.07%
Analytic Evaluation		Writing		Academic Integrity		Project Skills	
Count SLO Completed	516	Count SLO Completed	546	Count SLO Completed	190	Count SLO Completed	0
Percent SLO Completed	85.43%	Percent SLO Completed	90.40%	Percent SLO Completed	31.46%	Percent SLO Completed	0.00%
Problem Solving		Spelling		Personal/Cultural Values		Self-Regulation (deadline skills)	
Count SLO Completed	553	Count SLO Completed	162	Count SLO Completed	582	Count SLO Completed	75
Percent SLO Completed	91.56%	Percent SLO Completed	26.82%	Percent SLO Completed	96.36%	Percent SLO Completed	12.42%
Creativity		Quantitative Reasoning		Ethical Reasoning		Team Work Skills	
Count SLO Completed	298	Count SLO Completed	500	Count SLO Completed	473	Count SLO Completed	40
Percent SLO Completed	49.34%	Percent SLO Completed	82.78%	Percent SLO Completed	78.31%	Percent SLO Completed	6.62%
Info Literacy		Tech/Visual Literacy		Diversity Skills		Service Learning/Civic Engagement	
Count SLO Completed	183	Count SLO Completed	0	Count SLO Completed	0	Count SLO Completed	80
Percent SLO Completed	30.30%	Percent SLO Completed	0.00%	Percent SLO Completed	0.00%	Percent SLO Completed	13.25%

Students Completing at Least One Course in Each Domain

Range Completed	Headcount Completed	Total Percentage Complete
100 Percent	167	27.6%
75 Percent	418	69.2%
50 Percent	16	2.6%
25 Percent	0	0.0%
0 Percent	3	0.5%
AA Degree Awarded **	67	11.1%

Summary:

Students making up the cohort are students who are FTIC students coming into the university with 12 hours or less. The actual total cohort for Fall 2007 was 817. Students not returning during or after Fall 2008 were purged from the original Fall 2007 cohort. The total cohort for those returning on or after Fall 2008 was 604. The purge of these students was to eliminate those students who were only one or two term students as not to skew the counts or percentages of students completing the requirements of the Student Learning Outcomes. The students were tracked over a period of eight semesters including summer terms.

* Diversity Skills and Project Skills had no course assigned as possible achievement for the particular Student Learning Outcome; hence, the completed and percentage results into zero.

** The number of AA degrees awarded are those students who received an AA degree throughout their enrollment period at UWF and not necessarily within the eight semester tracking period.

Fall 2008 Cohort Through Summer 2010

Total FTIC Count 685

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Exposed to One Domain Course 97.81%	Exposed to One Domain Course 98.98%	Exposed to One Domain Course 94.01%	Exposed to One Domain Course 53.72%
Average Domain Course Tables 2.44	Average Domain Course Tables 2.01	Average Domain Course Tables 1.73	Average Domain Course Tables 0.75
Average Domain Completions 60.88%	Average Domain Completions 50.18%	Average Domain Completions 43.18%	Average Domain Completions 18.25%
Analysis/Evaluation	Writing	Academic Integrity	Project Skills:
Course SLO Completed 596	Course SLO Completed 666	Course SLO Completed 255	Course SLO Completed 0
Percent SLO Completed 87.01%	Percent SLO Completed 97.21%	Percent SLO Completed 37.21%	Percent SLO Completed 0.00%
Problem Solving	Speaking	Personal Cultural Values	Self-Regulation (deadline skills)
Course SLO Completed 524	Course SLO Completed 96	Course SLO Completed 366	Course SLO Completed 217
Percent SLO Completed 76.50%	Percent SLO Completed 14.01%	Percent SLO Completed 53.43%	Percent SLO Completed 34.60%
Creativity	Quantitative Reasoning	Ethical Reasoning	Team Work Skills:
Course SLO Completed 305	Course SLO Completed 509	Course SLO Completed 562	Course SLO Completed 194
Percent SLO Completed 44.53%	Percent SLO Completed 74.31%	Percent SLO Completed 82.04%	Percent SLO Completed 28.32%
Info Literacy	Tech/Visual Literacy	Diversity Skills:	Service Learning/Civic Engagement
Course SLO Completed 243	Course SLO Completed 104	Course SLO Completed 0	Course SLO Completed 69
Percent SLO Completed 35.47%	Percent SLO Completed 15.18%	Percent SLO Completed 0.00%	Percent SLO Completed 10.07%

Students Completing at Least One Course in Each Domain

Range Completed	Headcount Completed	Total Percentage Complete
100 Percent	338	49.3%
75 Percent	317	46.3%
50 Percent	28	4.1%
25 Percent	1	0.1%
0 Percent	1	0.1%
AA Degree Awarded **	42	6.1%

Summary:

Students making up the cohort are students who are FTIC students coming into the university with 12 hours or less. The actual total cohort for Fall 2008 was 859. Student: not returning during or after Fall 2009 were purged from the original Fall 2008 cohort. The total cohort for those returning on or after Fall 2009 was 685. The purge of these students was to eliminate those students who were only one or two term students: as not to skew the count or percentages of students completing the requirements of the Student Learning Outcomes. The student were tracked over a period of only six semesters including summer terms.

* Diversity Skills and Project Skills had no course assigned as possible achievement for the particular Student Learning Outcomes; hence, the completed and percentage result: into zero.

** The number of AA degrees awarded are those students who received an AA degree throughout their enrollment period at UNF and not necessarily within the six semester tracking period.

*** Tracking period of only six semesters and not eight semesters was used due to grades not being posted for Fall 2010 which is after the time of this report.

Appendix C

A Personal History of General Education at UWF

When UWF opened its doors to students in 1967, it was a two-year undergraduate institution (with some Masters programs) that offered only junior and senior coursework; all students attending UWF were expected to complete their General Education coursework at another institution, primarily one of the many junior colleges in Florida and most particularly at the older and established Pensacola Junior College. So, at the founding of the institution, there was no General Education program. UWF was not the only institution of higher education in Florida established on the experimental 2+2 educational model during that period. For example, UNF was also established on the same model. By the beginning of the 1980s, though, it was very clear that the 2+2 model was an untenable system. All of the Universities in Florida started offering the full four-years of undergraduate instruction, including UWF which first opened its doors to freshmen in the fall of 1983, when roughly 700 freshmen began their studies.

When those first freshmen entered UWF in 1983, there were two systems by which students could complete their general education requirements. The first was an Undergraduate Admission” requirement, listed on page 21 in the 1985-86 UWF Catalog.

In local practice, this was known as the “12-12-12” Students were required to complete 12 sh of social sciences and history, 12 sh of science and mathematics, and 12 sh of English and humanities. Figure 4 on page 17 presents the complete curriculum.

The second system was listed as the “Freshman/Sophomore Curriculum,” and appears on p. 66 of the same catalog:

Even though the Freshman/Sophomore Curriculum existed in the catalog, it was followed in practice by very, very few students, even if they were native UWF students. When it came time to check graduation requirements, the 12-12-12 system was far more often invoked (it was obviously easier to satisfy) to complete degree requirements. So in sum the initial state of Gen Ed at UWF was unsettled.

The first concerted effort to reform Gen Ed at UWF came in 1988. President Marx appointed several prominent faculty members at UWF to the Task Force on Undergraduate Education (TFUE). This hand-picked “Blue Ribbon” selection of UWF faculty from a number of disciplines met for nearly two years. Although group’s original charge was to look at all facets of undergraduate education at UWF, the group quickly decided to focus on general education in particular. The paradigm that ultimately emerged in the TFUE final report was a well-articulated framework that addressed the pedagogic core of general education, and including plans for writing and computing across the curriculum. The proposed core was a 49-hour core to be taken over the entire four years of residency as follows:

A 40-hour GENERAL EDUCATION REQUIREMENT--

Composition I & II	6
Western Perspectives I & II	6
Four Linked Humanities Courses	12
Gordon Rule Mathematics	3
Concepts of Mathematics	3
A Course in Contemporary Science with lab	4

Perspectives on Individual Behavior	3
Perspectives on Social and Political Behavior	3
TOTAL	40

A 9-hour BACCALAUREATE REQUIREMENT-

Economics and Society	3
Paradigms of Science	3
A Course with non-Western linkage	3
TOTAL	9

The principles that underlie this paradigm are very solid and still resonate with principles embraced nearly twenty years later:

But the distance between the less structured 12-12-12 paradigm and newly proposed (and 13 sh longer) core did not sit well with many faculty. The design was debated in the Faculty Senate in a special meeting held in June, 1991:

There was lots of talk but no decisive action that June; the Faculty Senate decided instead that “the Senate will solicit input from the Lower Division Committee, the College Councils, the Division of Computer Science, and the APC (Academic Policies Committee) and UPC (Undergraduate Programs Committee). Thus the TFUE report began a lingering demise. With the TFUE report in but not fully embraced, the next step was the constitution of a Core Curriculum Oversight Committee (CCOC), charged by the Faculty Senate "to work closely with the Dean of the College of Arts and Sciences and other appropriate persons to ensure that critical issues be resolved and that appropriate courses are designed in such a way that a workable, integrated core curriculum emerges." By the end of the spring 1992, the CCOC gave way to the General Studies Colloquium (GSC) as outlined in the TFUE report, and I was appointed chair of that group. We were supposed to: “to plan and implement the recommendations in the TFUE Report.” So we tried to do that for two years; we did at that time create a piece of the core that is still with us: Western Perspectives 1 & 2, as well as the much shorter lived Western Literature 1 & 2 courses to go along with it. But the problems were many and extensive, as I reported to the Faculty Senate in January of 1993, a time eerily like the present due to extensive funding cuts imposed by the state legislature and uncertainty about the collegiate structure at UWF. Looking back at it now, the Memorandum that I wrote to Dr. Ranga Rao, the President of the Faculty Senate at that time, seems strangely timeless. The problems with gen ed reform then are precisely the problems with gen ed reform now. My opening remarks were these:

Certainly the moment of genesis for the implementation of the new TFUE core was not auspicious. In the best of times such a major reformation of a university's central curriculum can be a vexed process with many knotty problems; that is one natural consequence of change. The birth or restructuring of any program produces resentments, suspicions, resistance, and skepticism--no act of genesis comes easily. But these are not the best of times. Many here at UWF (and I am among them) see this moment as the absolute worst of times--particularly in the area of financial support for this institution, which seems to dwindle daily with no reversal of

fortune in sight. The financial uncertainty that we all struggle against daily is no doubt a negative factor impacting the new core since it necessarily raises questions: How much will it cost? Where is the budget? Why not wait until better times? Are we sure we need this new core at all? The pressure exerted from our financial stress is by itself probably enough to preclude any process of general education reform, but there are two additional complicating factors, both of which have had large negative impacts on the general education reformation at UWF: (1) the division of the College of Arts and Sciences into the College of Arts and Social Sciences and the College of Science and Technology, and (2) the dissolution of the Office of Undergraduate Studies.

The one point I tried to make is that in

“order to succeed, general education reform at a mid- to large-sized public university needs the following ingredients:”

1. Faculty Ownership of the General Education Program
2. Administrative Leadership and Support
3. Faculty Governance
4. A Solid and Sensible Curricular Design
5. An emphasis on Process, not Product.

The next phase of General Studies development began in 1995 the Florida Legislature passed SB 2330, the law that still governs the scope and composition of general education in the state of Florida today.

What follows is taken verbatim from the Task Force on General Education (TFOGE) report that was submitted to the Faculty Senate in October 1995:

At the beginning of the Fall Term in 1995, the Task Force on General Education (TFOGE) was appointed and charged by the University of West Florida's Faculty Senate Change and Improvement Committee (FSCIC) to submit a plan for a 36 semester hour General Studies Core Curriculum that would satisfy the legislative mandate contained in SB 2330. . . . Although the extremely short time frame imposed by the legislature on this University (and therefore on the FOGE) did not allow the leisurely exchange of ideas and wide range of input that was enjoyed by the last faculty group to examine the general education core at UWF, the Task Force on Undergraduate Education (TFUE), the TFOGE tried to follow many of the principles that has previously guided the TFUE in its task.

In general, the TFOGE designed a General Studies Core Curriculum that would satisfy 1) the legislative mandate that a general education core will be composed of courses drawn from the five specified areas (Communication, Mathematics, Social Sciences, Humanities, and Natural Sciences) and 2) meet over-arching need of a general education core to provide students with the basic knowledge and skills they will need to succeed in their further studies in the sciences, social sciences, business, education, or the humanities. As first stated in the TFUE Final Report, students who complete the General Studies Core Curriculum at the University of West Florida should be able to attain:

- A. Specialized education in their fields;
 - B. An understanding of the fundamental concepts behind and the historical development of various branches of learning;
 - C. An appreciation for their own heritage and the heritage of other cultures;
 - D. Skill in using the tools essential to their livelihood, no matter how their fields evolve or what occupations they may in the end pursue; and
 - E. An ability to look upon their own field of specialization, the daily newspaper, and the details of their lives in a broader conceptual cultural, and historical context.
- (TFUE Final Report, p. 1)

In addition to the overall philosophy delineated above, the TFOGE group also tried to keep in mind the following practical matters and the constraints they impose on grand designs:

1. That the General Studies Core Curriculum at UWF should allow students at our primary "feeder" institutions (PJC, OWCC, GCCC, and CJC) to transfer as many courses as possible from their general education experiences into the UWF General Studies Core Curriculum.
2. *That grand general education curriculum revisions almost always break down when a "Blue Ribbon" faculty group emerges from a "think-tank" experience with a whole slew of brand-new general education courses that the rest of the institution is then supposed to teach. Such a process invariably creates resistance and resentment in the faculty as a whole and particularly in the ranks of those faculty members on whose shoulders the new curricular design is rudely shoved.*

Thus emerged the General Studies paradigm that has been in force at UWF since the Fall of 1996. The complete curriculum can be found in Figure 6 on page 20.

Appendix D

Report from the Task Force on Undergraduate Education (TFUE)

FINAL REPORT
OF THE
TASK FORCE ON
UNDERGRADUATE EDUCATION

The University of West Florida

May 1991



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FINAL REPORT
OF THE
TASK FORCE ON
UNDERGRADUATE EDUCATION

The University of West Florida

May 1991

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Wayne White (09/89-01/91)

PREFACE TO THE FINAL REPORT

The Task Force on Undergraduate Education published its Preliminary Report in January 1991, distributing copies to all faculty and to appropriate administrators. Each individual faculty member was invited to one of six public hearings in order to respond and to offer suggestions for improvement. Twenty-five percent of the faculty attended one or more of these hearings. In addition, the Task Force received position papers from nearly forty faculty members. Videotapes of each of the public hearings can be reviewed at the Instructional Media Center, and a collection of all written materials is available at the Reserve Desk in the Library.

This Final Report of the Task Force on Undergraduate Education incorporates many changes in response to the observations and suggestions offered. We on the TFUE believe that the proposal is considerably stronger as a result of the hearing process. Among the changes included in this report are the following:

SPECIFIC COURSE REVISIONS

1. "Western Civilization"

The Western Civilization sequence has been renamed "Western Perspectives" I and II, and the course descriptions have been broadened to underscore the interaction with non-Western traditions. The Western vantage point of these courses should not be considered apart from the General Education requirement of a "Perspectives on Social and Political Behavior" course rooted in non-Western experience and the Baccalaureate requirement of a course focusing on some aspect of a non-Western culture or cultures.

2. Science--General Requirements and Accommodation to Technical Fields

a. The Science Block

- (1.) "History of Science" has been replaced by a new course entitled "Paradigms of Science," which is less historical in emphasis and more concerned with current scientific paradigms and models.
- (2.) The requirement of Contemporary Biology has been relaxed in favor of a generic requirement of a course in a contemporary modern science, with associated laboratory. The several science departments of the university would be invited to propose courses--which certainly might include Contemporary Biology, augmented with a lab.
- (3.) The separate laboratory course, Scientific Inquiry, has been withdrawn, since the Contemporary Science courses would have their own laboratories.

b. Accommodation to Technical Fields

A department may prescribe for its majors any two-semester sequence of a science with laboratory as an alternative to the Contemporary Science/Paradigms of Science pair.

3. Mathematics--General Requirements and Accommodation to Technical Fields

The core mathematics requirement continues to be

- a. One course satisfying the Gordon Rule, such as College Algebra or Calculus I, plus
- b. Concepts in Mathematics (which will have College Algebra as a prerequisite).

A department, however, may prescribe for its majors any two additional mathematics courses beyond College Algebra in place of the single course Concepts in Mathematics.

4. **Economics—Accommodation to Technical Fields**

A department may prescribe for its majors the two-course sequence ECO 2013-23, Macro and Micro Economics, as an alternative to the single Economics and Society requirement.

5. **Social Science or "Behavior" Pair**

- a. The names and descriptions of Perspectives on Individual Behavior and Perspectives on Social and Political Behavior have been altered to improve transferability.
- b. The focus of the second course was broadened to include explicit coverage of political behavior in Western and non-Western cultures.
- c. The second of the "behavior" courses (see below) has been declared a General Education and not a Baccalaureate requirement.

6. **The Linked Humanities Requirement**

In order to provide flexibility in the humanities block, a new category of "Human Values" courses has been defined. A student may substitute one from this list of courses for one of the four linked humanities courses. Departments would be invited to propose "values" courses (for example: Ethics) for approval by General Studies Colloquium.

PROGRAM REVISIONS—The General Education/Baccalaureate Mix

The upper-division Baccalaureate requirement has been reduced from four courses to three: Paradigms of Science, Economics and Society, and one Non-Western Perspectives course. The first two of these courses are candidates for departmental substitution as described above.

PROGRAM DELIVERY

1. **The Faculty Group Responsible for Oversight**

The Task Force has rethought its description of the group charged with offering and maintaining the Core Curriculum and designates the group to be the "General Studies Colloquium" rather than the "Core Faculty." We believe the revised name better reflects

- a. The ongoing and quite informal dialogue that must be present among the faculty during the continuing design, implementation, and evaluation of the program;
- b. The continuing need of all faculty to be productive professionals in the threefold requirements of teaching, scholarship and service; and
- c. The temporary nature of all memberships in this group.

The TFUE reiterates the need for released time assignment as the means of making possible continuing productivity during this period of extraordinary responsibility.

2. **Library Involvement in the Core**

A library member has been added to the General Studies Colloquium. This member will assist in the design of all courses and provide advice about and encouragement toward incorporating the use throughout the Core of that most central of all resources on our campus—the library.

FINAL REPORT OF THE TASK FORCE

I. INTRODUCTION: Philosophy and Goals

Convened in the Fall of 1989, the Task Force on Undergraduate Education was charged by President Marx and the Faculty Senate to conduct an intensive review of the current requirements of our undergraduate programs. The Task Force was formed in response to a widespread perception that our academic policies, particularly those concerned with hour requirements, were confused if not actually contradictory, that the enforcement of our general education requirements was problematic, and that in general the University had never made the transition to conceiving of itself as a four-year institution.

Our deliberations over the last twenty months have convinced us that the best response to these concerns is to develop a new, cohesive curriculum for the benefit of all students, native and transfer, who pursue Baccalaureate degrees at The University of West Florida. This is not, please note, to disparage individual courses that are part of the present core. To achieve our goals we simply found it necessary to rethink course relationships and course contents from a blank sheet of paper.

In search of a rational and coherent curriculum design, the Task Force discussed what constitutes a sound liberal education; struggled to attain a reasonable balance between general education, major requirements, and open electives; reviewed State and UWF policies defining the Baccalaureate; and explored potential changes to the general education curriculum by considering new concepts in content and in format. Since attempts to rethink undergraduate curricula are at present going on in many universities, we first explored the appropriate literature. (A partial list of sources and documents used by the Task Force is included as Appendix C.) Realizing that a task of this magnitude could not and should not be produced in isolation, the Task Force then sought input and advice from a large number of sources across campus, discussed memoranda and position papers sent to us, and issued periodic reports to keep the University community informed of the direction and scope of its work.

The design of the curriculum itself occupied the great majority of the time of the Task Force during the last two years. Our intention has been not just to create a selection of courses lifted from various traditional categories ("one from Group A, two from Group B . . .") but to create a whole—a set of courses which reinforce, complement, and cross-reference one another so that graduates from The University of West Florida can attain

- A. Specialized education in their fields;
- B. An understanding of the fundamental concepts behind and the historical development of various branches of learning;
- C. An appreciation for their own heritage and the heritage of other cultures;
- D. Skill in using the tools essential to their livelihood, no matter how their fields evolve or what occupations they may in the end pursue; and
- E. An ability to look upon their own field of specialization, the daily newspaper, and the details of their lives in a broader conceptual, cultural, and historical context.

Such goals few will dispute in the abstract. Differences, however, emerge and hard choices begin once one starts to consider course designs, requirements, and methods of delivery diverging from those to which we have become accustomed. We on the Task Force have had our share of differences and have debated a myriad of hard choices. Yet we have been able to disagree productively about what economists would call the trade-offs because the members are united in five basic conclusions which arose both from our study of the current literature and from our analysis of our own experiences at UWF:

- A. That general education is the primary, not the secondary, task of a university;
- B. That all students, whatever their fields of interest of the moment, should undergo a common experience in courses which lay a foundation for further study in the sciences, social sciences, business, education, and the humanities;
- C. That the only way to adapt students to the uncertainties of change is to provide them with the tools of thought, with the ability to synthesize, and with a habit of contemplating the fundamental methods and history of various branches of learning;
- D. That the key to making general education work lies in the creation of a tight core of courses that build upon one another because they are conceived not so much as "departmental" as "university" offerings; and
- E. That the tools of thought must never be seen as the sole responsibility of specialized faculty (writing of English, math of Mathematics, computers of Computer Science) but as the responsibility of all.

Behind these unifying conclusions lies our definition of the educated person--another abstraction, perhaps, but a concept that took several weeks for us to formulate. We believed then, and continue to believe, that without a clear vision of what an educated person is, a university will all too easily succumb to the temptations to revert to business-as-usual rather than to accept the need for change. Our formulation can be expressed this way:

We believe the educated person seeks connections. He or she understands that the present does not recover the past, but realizes that the here-and-now makes more sense if its roots are known. The educated person is less likely to be overwhelmed by the abundance of information and technology available. Making connections between facts and concepts enables the educated person to adapt in a constantly changing environment. In this regard, David Broder (1989) noted ". . . increasingly employers realize that the skills developed by a liberal education, the higher order thinking that emphasizes critical reading, analysis, synthesis, communication and the ability and need to acquire new information, are the skills needed in today's fast-changing and interrelated economy." Furthermore, the educated individual preserves a sense of wonder about the world: learning possibilities have no end, and personal discovery of new connections inspires awe and humility.

The Task Force is convinced that a university education can best contribute to the development of educated persons by providing experiences that enable students to develop a sense of connectedness. Neither the chance selection of courses from broad academic categories nor even a narrowly focused curriculum which does not have connectedness built into the syllabuses will suffice. Students must be exposed to a coherent array of humankind's present and past achievements. Courses must be designed to come in a significant order, and the courses must build upon, reinforce, and cross-reference one another. While students are being exposed to these connections, they must also make use of the fundamental tools of language and mathematics and computing to analyze and then synthesize facts, concepts, methods, and beliefs. It is in the context of a personal synthesis of past and present, of great thoughts and the tools for thinking, that a student's specialized training should take place.

Finally, crucial courses must be taught in a way that promotes the development of an educated person. The best designed catalogue descriptions will not suffice; achieving the goals outlined above depends upon whether or not the offerings are taught in a manner that requires each student to apply analysis and synthesis as well as appropriate symbolic skills. During deliberations the Task Force became persuaded that only a broad-based body of dedicated faculty, a group cutting across the traditional organizational patterns of the university, can by their oversight ensure that individual

courses are taught in ways that contribute to a genuine educational whole. We are therefore proposing the establishment of a General Studies Colloquium to oversee the design and delivery of the Core Curriculum.

In the report that follows, the Task Force

- A. Offers a Core Curriculum characterized by connections between knowledge of different kinds and based upon a careful consideration of how such knowledge is attained;
- B. Describes strategies to incorporate the use of essential learning skills across the entire curriculum; and
- C. Proposes the creation of a General Studies Colloquium to promote connections between courses and to foster pedagogical techniques that encourage both analysis and synthesis.

We ask every member of the University to consider the proposal to follow as a whole, not just in terms of how it will immediately affect his or her discipline or college or favorite course, and not simply in terms of the complex redirection of resources that such proposal would entail, but primarily in terms of the effect upon the education of our students.

If as a result of this report the university community adopts part or all of this new curriculum, all of us at UWF will need to rethink our departmental curricula and the way in which we counsel students and teach our courses. An examination of the Task Force minutes will show that our group, to the point at times of bogging down, has anticipated many of the complications that would result in staffing, funding, scheduling, monitoring, and governing this new way of conceiving our curriculum. No doubt experience will uncover difficulties that we have not thought of, but the problems that occasioned the charge to the Task Force cannot be ignored, and if the goal—the genuine education of our students—is right, solutions can be found.

II. THE PROPOSED CORE

A. PROPOSED COURSE REQUIREMENTS

The Task Force proposes a 49-hour core to be taken over the entire four years of residency. This core is divided into a 40-hour GENERAL EDUCATION REQUIREMENT—

	hrs
Composition I & II	6
Western Perspectives I & II	6
Four Linked Humanities Courses	12
Gordon Rule Mathematics	3
Concepts of Mathematics	3
A Course in Contemporary Science with lab	4
Perspectives on Individual Behavior	3
Perspectives on Social and Political Behavior	3
TOTAL	40

And a 9-hour **BaccaLAUREATE REQUIREMENT—**

	hrs
Economics and Society	3
Paradigms of Science	3
A Course with non-Western linkage	3
TOTAL	9

In addition, we recommend that one two-hour "Academic Learning Strategies" course be required of all students entering UWF with freshman status.

See II.C, below, for annotated course descriptions. We propose that the Baccalaureate block replace the twenty-four-hours-outside-the-major requirement and the six-hours-outside-the-field rule which are currently in effect for Baccalaureate students.

In the interest of flexibility and to accommodate the hourly requirements in technical fields, the TFUE proposes that the University allow substitutions in several areas:

1. **Humanities Requirement** (Student Option)

A student may substitute one course from an approved list of "Human Values" courses for one of the four linked humanities courses. Departments will be invited to propose "values" courses (for example: Ethics) for approval by General Studies Colloquium.

2. **Mathematics Requirement** (Departmental Option)

A department may prescribe for its majors any two additional math courses beyond College Algebra in place of the single course Concepts in Mathematics.

3. **Science Requirement** (Departmental Option)

A department may prescribe for its majors any two-semester sequence of a science with laboratory as an alternative to the Contemporary Science with lab and Paradigms of Science pair.

4. **Economics Requirement** (Departmental Option)

A department may prescribe for its majors the two-semester sequence ECO 2013-23, Macro and Micro Economics, as an alternative to the single Economics and Society requirement.

For sequencing of these courses for four-year students and for adaptations for transfer students, see II.E, below.

B. TYPES OF COURSES

A glance at the lists above, with their obvious groupings into humanities and mathematics and social science and science requirements, will reveal that we have by no means abandoned conventional categories. Nonetheless, no less important to our thinking are two alternative ways of grouping the courses proposed.

1. "Heritage" and "Understandings" Courses

The courses listed below fall naturally into two fundamental categories: "heritage" courses, whose primary focus falls upon historical process as the matrix within which ideas, beliefs, institutions, and expressions come into being; and "understandings" courses, whose primary focus falls upon the contemporary state of knowledge in diverse fields. These labels—with which we are not particularly happy—correspond, roughly, to C. P. Snow's famous Two Cultures: one with "the past in its bones," one with "the present in its bones." A third group, "skills" classes, do not constitute a parallel conceptual category but are a collection of courses designed to ensure that students acquire the necessary tools for living in the university and in our society.

Naturally, any such classification is inexact. Indeed, the more inexact, the better: no informed course in scientific paradigms of the 1990s can avoid being taught from a strongly historical point of view, and no course in economics can contemplate modern theory without a careful glance at the historical roots of that theory. Although the listed junior- or

senior-level course involving non-Western cultures is labeled an "understandings" course, courses meeting this requirement could easily be historically based. One of the conclusions of this study is that traditional academic categories, reflected in traditional academic structures, are perhaps the single greatest impediment to a fresh rethinking of the general education requirements of students.

2. Writing- and Computing-Intensive Courses

As part of our special initiatives concerning writing and computing across the curriculum, we propose that the syllabuses for each of the classes marked with a "<W>" include a number of formal written papers which must be executed on a wordprocessor and which must involve working with special support personnel. So long as the Gordon Rule is in effect, these courses must also satisfy those volume requirements for "English" certification. Courses marked with a "<C>" will make use of other capacities of the modern personal computer. These might include spreadsheet modeling, creating and retrieving databases, working with hypertext, telecommunicating, designing graphics, and indeed whatever seems appropriate to the courses in question.

C. ANNOTATED LIST OF PROPOSED COURSES

In the list below, courses proposed as meeting the general education requirements for the University are marked with a <GE>; those proposed as meeting the additional Baccalaureate requirements are marked <BAC>.

Heritage Courses

Western Perspectives I & II <W> <GE> (2 X 3 hrs. = 6 hrs.)

A two-course sequence which

- a. Explores the distinctive traditions of the Western World (I from its beginnings to 1648; II from 1648 to the present day), and
- b. Compares them with other cultural traditions.

Special attention will be given to geographical, cultural, political, and scientific environments, with an emphasis on how the development of the Western world is part of a larger process of historical development. Weekly writing assignments and major papers that help students understand historical problem solving will fulfill Gordon Rule requirements.

This pair represents the integrative core of the Core: the common experience of historical process enabling students to contemplate their own special place in time and culture, so that they can better adapt to a rapidly changing and increasingly multi-cultural future. We recommend that Western Perspectives I and II be taken in sequence immediately upon arrival at UWF, since these are pre- and co-requisites for other courses in the Core. In order to ensure an awareness of the connectedness between aspects of our heritage, the syllabuses will be specially designed to cross-reference with other "heritage" courses.

Four Humanities Courses <W> <GE> (4 X 3 hrs. = 12 hrs.)

A set of four courses, two of which are concerned with fields in humanities during the period of time covered by Western Perspectives I and two of which are concerned with the period covered by Western Perspectives II. Although the specific courses are not rigidly prescribed, the student must choose from a limited set of offerings which have been specially designed by interested departments to parallel and cross-reference with one or the other of the Perspectives classes (which will be, of course, co- or pre-requisites).

In order to ensure breadth of historical and disciplinary experience, the humanities are divided (somewhat arbitrarily) into two categories, those for which the major mode of expression is textual (examples include literature, philosophy, and religion) and those which are primarily non-textual or performative (art, music, theater, dance). Students would be required to take one course from category one and one course from category two linked to each of the two Western Perspectives courses, for a total of FOUR Humanities courses, thus:

EARLIER PERIOD

1 historically based course in literature, philosophy, or religion (Hum-A I)
1 historically based course in art, music, or theater (Hum-B I)

LATER PERIOD

1 historically based course in literature, philosophy, or religion (Hum-A II)
1 historically based course in art, music, or theater (Hum-B II)

Students would be free to mix or match in any way they please, taking (say) "Great Books I" and "Great Books II" for their category one experience, or perhaps taking "Western Philosophy I" and "Great Books II." For category two, they might take (for example) "Ancient Art" and "Western Music," or they might choose to take both halves of the art sequence. They must simply fill in all four slots in the 2X2 matrix.

Weekly coordination between the instructors of these classes and the Western Perspectives instructors will be essential in order to ensure constant, intense, and productive cross-referencing. This integrative linkage is all important and requires that the content of these courses be closely coordinated with the historical periods served by the two Perspectives courses. Specific humanities courses which meet the linkage requirements will be reviewed and designated as such by the General Studies Colloquium.

Within the humanities core, some students may wish to substitute for one of these linked humanities courses one course from a list of approved courses which focus upon questions of values. Some students may elect a course that offers opportunities to apply the tools of analysis to issues that carry grave moral consequences; others may wish to consider the origins and development of value systems. To support this option, departments are invited to propose new or existing courses for approval by the General Studies Colloquium for inclusion on this list.

Understandings Courses

Perspectives on Individual Behavior <C> <GE> (3 hrs.)

A survey of current theory which views human beings as products of the interaction between their own reasoning and language abilities, biological and genetic heritage, and environmental context. Emphasis will be placed the interaction of these three components in producing unique individuals capable of complex thought and action.

Perspectives on Social and Political Behavior <C> <GE> (3 hrs.)

A survey of modern theory concerning the social and political systems created by human beings and the influence of those systems on human thought and action. This course will be taught by contrasting Western and selected non-Western cultures to help make explicit the extra-individual influences, social and political, that affect our behavior.

Concepts of Mathematics <C> <GE> (3 hrs.)

A course designed to provide an overview of the various facets and methods of mathematics, historical as well as contemporary. Great figures and great ideas will be emphasized; rote exercises will be downplayed. This course is intended to help students understand mathematics as a way of thinking, as an invention of humans in their attempts to model the world and to solve problems. The course will introduce a sufficient range of concepts from geometry, number theory, calculus, statistics, and so forth--along with their applications--to merit Gordon Rule "higher math" designation. Prerequisite: College Algebra.

At departmental discretion, any two mathematics courses beyond College Algebra can substitute for this requirement.

A Course in Contemporary Science <C> <GE> (4 hrs.)

One from a list of courses, with associated laboratories, approved by the General Studies Colloquium. These courses would be designed to introduce students not majoring in the field to the present-day conceptual, experimental, and social implications of the discipline. The Contemporary Biology course outlined in our preliminary report might well be a model for departments proposing courses for inclusion on the list.

At departmental discretion, a two-course laboratory science sequence can substitute for this requirement and for the Paradigms of Science requirement.

Paradigms of Science <C> <BAC> (3 hrs.)

A course which attempts to increase scientific literacy through an understanding of the models, formalisms, and assumptions lying behind various fields of science at their present stage of development. Seeing science as a product of its age, the course demonstrates that science is not simply a matter of fact but a product of the human imagination, an evolving conversation with nature subject to radical shifts, old habits, overweening authority, and unavoidable blindness. By examining the accomplishments of such figures as Aristotle, Copernicus, Newton, Darwin, and Einstein, as well as the accomplishments of contemporary revolutionaries in fields such as particle theory, plate tectonics, and gene structure, the course explores the intellectual excitement and limitations of those scientific paradigms that arise from and yet inevitably transform our culture.

At department discretion, a two-course laboratory science sequence can substitute for this requirement and the Contemporary Science requirement.

Economics and Society <C> <BAC> (3 hrs.)

An overview of economics taught largely from a historical point of view. The goal is not a mastery of technical economics but an understanding of economics as a way of thinking, describing, and choosing. The course is built upon the fundamental assumption that no one can be an informed citizen--or even a capable reader of the daily newspaper--without knowledge of the basic concepts of the field and its graphical and statistical modes of expression.

At departmental discretion, the two-course sequence ECO 2013-23, Micro and Macro Economics, can substitute for this requirement.

Junior- or senior-level course with non-Western linkage <W or C> <BAC> (3 hrs.)

One course from a list of courses approved by the General Studies Colloquium which incorporate significant non-Western cultural coverage. The course may be in-major or out; may

survey a culture or cultures, or address non-western religions, philosophy, literature, history, education, art, or business practices; may have a historical or contemporary focus. The non-Western Baccalaureate course will reinforce through specific applications the multi-cultural perspective encouraged in Perspectives on Social and Political Behavior and Western Perspectives I and II. All departments are invited to submit courses for approval.

Skills Courses

Composition I & II <C> <GE> (2 X 3 hrs. = 6 hrs.)

The traditional two-semester beginning composition sequence. The first course will stress mechanics, rhetorical design, and voice; the second will move into larger expository structures, require library use and documentation, and involve readings in and writing literary works. The first course will employ writing assignments directly linked with the assignments in the Western Perspectives I course. The second course need not be taken in the second term on campus; indeed, when the Writing Across the Curriculum program is fully in place, considerable benefit would be derived from taking this during the sophomore year. Formal papers in both courses will be written using a wordprocessor, and as rapidly as possible these courses need to be taught in computerized composition classrooms.

Gordon Rule Math <C> <GE> (3 hrs.)

The standard "higher" math course taught to satisfy the Gordon Rule. Just what course—college algebra, calculus, statistics, or differential equations—will depend as now on the student's needs and prior training. Although this course, along with the composition courses described above, is the most conventional offering of the set, we hope that every effort will be made to reexamine the delivery so that the place of mathematics in the history of ideas is emphasized.

Academic Learning Strategies <C> (2 hrs.)

A course designed to help first-time-in-college students adjust to the academic demands that will be made of them within a university environment. Topics covered include theories of learning, learning strategies and study methods for various kinds of papers and tests, library resources and skills, computer and other support facilities on campus, and the importance of both analysis and synthesis to academic performance. Required of all students entering the University as freshmen, this course is not part of the General Education Requirement and therefore is not technically a part of the Core.

D. COMMON THEMES AND ACTIVITIES

The best-designed list of courses will not fully achieve the goal of coherence unless the courses are integrated both conceptually and methodologically. Conceptual integration occurs whenever information and ideas from classes can be used as a foundation for discussions and assignments in other classes. For example, aspects of Greek culture treated in a "perspectives" course can reinforce an art class discussing Greek architecture. The course descriptions above have been designed to promote conceptual integration; the system of exchange among the General Studies Colloquium (see section IV.A, below) is the primary mechanism proposed for promoting day-to-day cross-referencing and reinforcement.

However, educated persons must possess more than just knowledge, no matter how insistently reinforced. They need to master the tools for acquiring knowledge so that they can perform well in classes and continue their education within a rapidly changing environment. Core courses must therefore be designed in ways that reinforce the basic tools of thought.

Two very important threads running through the proposed curriculum are Writing and Computing Across the Curriculum. These initiatives reflect broad institutional commitments that

would require special funding. They are detailed in section III, below. Two other crucial themes that should run through the Core syllabuses, library research and evaluating for synthesis, deserve examination here.

1. Library Research

A common thread joining all courses and all disciplines is the activity of learning how to learn further. Whatever we teach in courses is at best partial and certainly will become obsolete; we teach foundations upon which additional knowledge is built and by which additional knowledge is organized. Thus the prime repository of information, the library, is more than any other single institution the very center of the university.

The Task Force proposes that library training and library work be an integral part of the Core curriculum. We suggest the following:

- a. Training sessions for LUIS and an overview of the various library facilities should be made a part of orientation week. Transfer students should be compelled to undergo library orientation during their first weeks on campus. A flag in the student academic record could be used to monitor attendance.
- b. First-term courses should involve library research projects designed in conjunction with the Library staff to increase the students' familiarity with library materials and to expand their knowledge of contemporary information technology.
- c. Academic Learning Skills should contain a strong library training component that asks students to carry out exercises using various facilities. Perhaps some of this training could be area-specific. The goal should be to develop students who are comfortable with the library and whose natural response when confronted with new demands is to turn first to library facilities.
- d. Library faculty should act as consultants in designing the syllabuses of other Core courses. Few if any of these courses should be without some sort of library activity which is designed not just to support each particular course but to complement the activities in other Core courses.

2. Promoting Synthesis

Information is not knowledge unless it is brought together, restructured, and used by the individual learner. Though no curriculum can ever carry out this final act of understanding for a student, a curriculum can be designed to reinforce and reward it. We all know, unfortunately, that students often go through an entire college career without learning how to form complex but relationally rich schemata or cognitive structures which allow them to solve new problems and to transfer their knowledge to new domains. These cognitive structures, a product of integrative reasoning--synthesis--include such things as the discovery of complex relations within and across subject matter domains, model or theory building, and so forth. We must therefore teach not just analysis but synthesis.

There are two major ways to teach the student how to synthesize information. The first is to teach integration by developing courses that stress inter-relationships among concepts and by providing a connected curriculum such as the proposed Core. The second follows from the first; namely, to evaluate students' learning using testing methods that compel the student to employ synthetic reasoning. Testing methods that reward rote learning deceive students by implying that education stops with the facts.

Appendix B describes several methods of evaluation which foster meaningful as opposed to rote learning. These include (but are not limited to) integrative term papers, conceptual

essay tests, and concept mapping. These evaluation tools are particularly useful in generating synthetic reasoning or thought processes because they promote performance through integration rather than through rote memory. Synthesis is fostered if synthetic reasoning is the only way for a student to earn a good grade.

We propose two methods for promoting synthesis in the curriculum:

- a. The General Studies Colloquium would be charged with developing various methods of teaching and evaluating which are known to nurture synthesis. The General Studies Colloquium should share their findings with members of the general faculty through collegial interchange and through formal faculty mechanisms.
- b. Ongoing development of faculty is necessary in order to initiate a program to teach and evaluate integrative reasoning skills. Workshops should be used to aid interested faculty in designing their courses with the primary purpose of stressing the interrelationships among course concepts and in using term papers, essays, and concept maps to help students integrate knowledge. We trust that the general faculty will be encouraged to use these techniques. Only through cooperation by the entire faculty will synthesis across the curriculum become a reality.

E. STUDENT PROGRESS THROUGH THE CORE

The following figure lays out an ideal progression of a four-year student through the program. Please note that this figure displays a course of study making the maximum use of the interrelationships between Core courses. No actual student is likely to take courses in precisely this sequence. Nonetheless, the figure exhibits

1. Our persuasion that general education should span a student's entire four years;
2. Our desire to leave room in the first two years for both electives and for specialized preparatory courses; and
3. Our belief that cultural and conceptual contexts are the foundation upon which all other course offerings should be built.

For adaptations for transfer students, see II.D, below.

Optimum Progression Through the Core

FRESHMAN			SOPHOMORE		JUNIOR		SENIOR	
Fall	Spring	Summer	Fall	Spring	Fall	Spring	Fall	Spring
FAIN								
Western Perspect I	Western Perspect II			Course in Mathematics (C)				
Humanities-A I	Humanities-A II	Perspectives on Individual Behavior	Humanities-B I	Perspectives on Social/Political Behavior				
English Composition I	Gordon Rule Math	Humanities-B I (*)	Contemp Science with Lab (*)	English Composition II	Economics & Society (*)	Paradigms of Science (*)	Non-Western Perspectives	

←	General Education (40 SH)	→
←	UWF Baccalaureate Core (49 SH)	→

(*) Substitution possible
 (*) Substitution possible for one of the four Humanities core courses

F. INTEGRATION OF TRANSFER STUDENTS

Nearly sixty percent of all students entering UWF in 1989-90 were transfer students. Admissions has developed evaluation procedures for these students. The Florida Administrative Code specifies that every student must satisfy an institution's approved General Education Requirement, which for transfer students is usually certified by the A.A. Degree. Students transferring to UWF without this degree must therefore in any case meet UWF's General Education requirement. In our proposal, this requirement is identified as the indicated 40 semester hours normally taken during the first two years.

It is worth observing that, from the first day that the UWF lower division was added, the University has never complied strictly with this rule, using instead a generic 12-12-12 rule as a substitute for course-by-course check-off against the existing general education core.

In practice, an incoming transfer student without the A.A. would satisfy the same 40 hours of general education required of entering freshmen, with credit for equivalent courses at other schools being allowed as part of the admissions/transcript-evaluation process. On completing the prescribed courses, they would be certified as having met the UWF general education requirements and would be permitted to enter the upper division.

The proposed Core includes an additional 9 hours normally taken at the junior or even senior level. These--not part of the general education portion of the Core--would be required of all UWF students, transfer or not, A.A. degree or not:

- Economics and Society*
- Paradigms of Science*
- Non-Western Perspectives*

The annotated course descriptions detail possible departmentally-based substitutions for the first two of these courses.

III. LEARNING TOOLS

Writing skills and computing skills are indispensable to students. It is a goal of the Core curriculum that these skills be integrated into coursework at every level, so that they are not simply practiced in the abstract but rather serve as tools to assist in the entire learning process. The writing component, referred to as "Writing Across the Curriculum" (WAC), is in widespread use at many institutions. All of the courses in the proposed Core curriculum include significant writing experiences. These experiences may include term papers, daily journal exercises, and other writing challenges provided by the instructors. Training and ongoing support would be provided to the instructors in workshops and in the UWF Writing Lab.

The corresponding "Computing Across the Curriculum" (CAC) component integrates modern computer applications as learning aids into as many of the Core courses as is feasible. Short courses in wordprocessing applications would be made available to students several times in a semester, including classes during freshman orientation. The goal is to replace the "Take this course in wordprocessing, because you'll need it someday" approach with "The first draft of this Western Perspectives term paper is due in two weeks, and I want you to use a wordprocessor. If you need a short course in a wordprocessing program for a PC or a Mac, one begins tomorrow."

In the following portion of this report, a rationale for these two components of the Core curriculum is presented, along with detailed plans for implementing them in non-Core as well as in Core coursework.

A. WRITING ACROSS THE CURRICULUM

1. Rationale

Several years ago, Emig (1977) presented a cogent argument supporting the position that "writing represents a unique mode of learning-not merely valuable, not merely special, but unique" (p. 122). This assertion provides the foundation for the many Writing Across the Curriculum programs currently in operation (Fulwiler & Young, 1989). In addition, a properly implemented WAC program promotes another essential goal for writing: to present knowledge. When writing is viewed as a means both to discover and to present knowledge, the fallacious division between writing "content" and writing "form" can be transcended. Diverse faculties can embrace writing as a means of enhancing the learning of course content. At the same time, they can promote the minimal characteristics of writing meant to be shared with readers other than the composer: deliberate order, clarity and simplicity, conventional spelling, acceptable usage, and standard grammar.

2. Goals and Methods

A fully developed Writing Across the Curriculum program must be implemented in stages over several years. The first stage in implementing the program is for the General Studies Colloquium to identify, design, implement, and evaluate appropriate writing tasks in each of the Core courses. Further steps in implementation would require that

- A. A program of faculty training, assistance and evaluation be developed which will encourage faculty to introduce writing in all courses where such activity is appropriate.

- B. One or more writing-intensive courses be designated in every major. In these courses, writing would be a major means of promoting and assessing learning.

We propose three major programs to achieve these goals:

- A. Intensive training experiences for the General Studies Colloquium and other interested faculty before and during the first year of implementing the Core curriculum.
- B. A faculty development program for all disciplines supported by the General Studies Colloquium.
- C. A "Writing Fellows" program to provide assistance to faculty who assign writing tasks involving long papers which must be carefully revised and edited before completion.

The "Writing Across the Curriculum" program would not replace but complement the traditional two-course sequence in beginning composition. The requirement of additional specialized writing courses would of course remain a matter of choice for the individual departments.

3. Preparing for the Program

The General Studies Colloquium and other interested faculty will participate in an intensive training program before and during the first year of implementing the Core curriculum. A consultant from the University of Vermont or Carnegie-Mellon or some other institution where WAC is well established should be brought in to assist the faculty to identify and develop appropriate writing experiences and to explore ways to respond to students' writing.

The Task Force also endorses Ms. Mamie Hixon's proposal for a Writing Fellows program. (See Appendix A.) Individuals designated as Writing Fellows would be trained to work with students engaged in discipline-related writing tasks. While reading student papers for appropriate use of mechanics would be a task of the Writing Fellows, an equally important responsibility of the Fellows would be to assist students during the drafting and revising stages of the writing process. We suggest, therefore, that Ms. Hixon's proposal be modified to include greater emphasis upon the training of the Fellows to interact with students during all stages of the writing process.

The funding of the Writing Fellows proposal, as well as the initial and follow-up WAC workshops, must be a major priority of the Provost. We are also persuaded that sufficient publicity for the WAC program and active support by the deans and chairpersons will be needed to realize the potential of writing as both a learning tool and a means of communication for our students.

4. Implementation

Initially, the WAC program should be implemented in the Core courses. Faculty who teach these courses, as well as individuals who are already interested in using writing as a learning tool, would participate in the initial WAC workshops. These faculty also would be selected Writing Fellows who would attend the WAC workshops with the Core Faculty

A cadre of experienced WAC faculty would then be identified from the initial workshop participants to develop WAC workshops for other faculty. Over a period of time, all faculty would have opportunity to participate in these faculty development activities.

The Writing Fellows program can be expanded as the demand for it grows. At some time in the future when WAC becomes a widespread feature at UWF, we may need to establish criteria for assigning Writing Fellows to courses.

B. COMPUTING ACROSS THE CURRICULUM

1. Rationale

The routine use of the personal computer is perhaps the single most striking difference between the society and business of the 1990s and those of the 1970s. This tool has achieved its status because it increases personal productivity enormously and provides personal access to wide ranges of services, information, and analysis that were simply nonexistent a decade ago. One of the goals of the UWF Core Curriculum is to incorporate these new powers into its courses. The advantages of writing as a learning activity have been described earlier, and the use of wordprocessing programs invites multiple drafts and revisions--an essential component of critical thinking.

But wordprocessing is only part of this new technology. Spreadsheet modeling has become an important part of many classrooms, and database applications offer students experience in the assimilation and understanding of large data sets. Application programs aside, the personal computer opens up learning environment possibilities unknown a decade ago, among them hypertext, telecommunications, multimedia and CD-ROM. Merely having home access to the LUIS card catalogue of the State University System has significantly increased learning opportunities available to students. In order to use these opportunities to their best advantage, students must come to regard the personal computer as a routine partner in the learning process.

2. Goals and Methods

The UWF "Computing Across the Curriculum" (CAC) requirement is designed to enable every UWF student (a) to recognize academic situations in which the use of standard computer application tools is appropriate and (b) to have routine facility with those tools. These goals can be achieved not by requiring the completion of specific computer courses but rather by including computer applications as integral parts of most, if not all, Core courses. The writing requirement described above would be accomplished in part with wordprocessing programs chosen either by the instructor or the student. Perhaps some instructors will even require term papers and other writing assignments to be submitted on diskette. As many courses as possible would have other computing requirements built into them, perhaps including spreadsheet modeling, telecommunications, database retrieval, or other appropriate activities. Courses requiring such computing facility are annotated in the course listings.

Students would gain this computing facility through a multi-step approach:

- a. They would be clearly advised of the computing requirements during their freshman orientation and in the Academic Learning Strategies course.
- b. UWF would offer a non-credit one-day workshop on each of several popular wordprocessing applications as part of each orientation session. These courses would be repeated during the first weeks of each term. Student success in completing Core course assignments would depend partially on their facility in using this technology.
- c. Additional non-credit short courses should be scheduled regularly in non-wordprocessing applications, such as spreadsheet or database applications.

Completion of the appropriate short course, or passing an equivalent skills test, might be a prerequisite for enrollment in courses holding the <C> designation.

- d. Students who prefer to acquire these skills at a more leisurely pace can be invited to enroll in a 1000-level credit course similar to CGS 3570: Micro Packages.

Extensive faculty training in computer applications must be offered prior to the introduction of the Core Curriculum. Individual faculty teaching Core courses cannot ignore their responsibility for the computer skills of their students.

3. Equipment and Support

Major investments in equipment and training are necessary for the implementation of this program. For the purposes of this proposal, we can only assume that sufficient personal computer hardware can be made available. The Task Force believes strongly in the need for a variety of opportunities and environments, and it recommends that both Macintosh and IBM compatible hardware be supported in order to provide UWF students with facility in, and access to, both major platforms. Equipment should be provided at multiple locations on the campus.

IV. DELIVERY OF THE CURRICULUM

A. General Studies Colloquium

1. Rationale and Responsibilities

Maintaining a cohesive and integrated curriculum will require ongoing discussion, development, and oversight. The Task Force therefore believes it essential to establish a General Studies Colloquium composed of faculty who will teach some—but by no means all—of the Core courses. The major responsibilities of the General Studies Colloquium would be

- a. To identify and coordinate connections among the ideas and themes in Core courses, whether taught by members of the General Studies Colloquium themselves or not;
- b. To make these linkages explicit so that cross-referencing and reinforcement characterize the entire curriculum;
- c. To generate new ideas for course materials and content;
- d. To act as a curriculum development committee and oversight body for the Core; and
- e. To develop and promote effective pedagogical and assessment techniques.

These activities will require that faculty involve themselves in extensive background reading and that they meet frequently to engage in formal and informal discussion sessions with colleagues. In effect, the General Studies Colloquium would become what Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, has called a community of scholars who generate "a new generation of scholars through the powerful and demanding task of teaching" (quoted in Watkins, 1990, p. A11).

Members of the Colloquium would retain their positions in academic departments, but they would receive 50% assignment to General Studies, to include teaching the lead sections of their courses. Productivity generated in their Core courses would of course return 100% to

their home departments. The General Studies Colloquium, on the other hand, would not constitute a regular academic department, or a college, or even a division. Instead it would be a university body reporting directly to the Provost. The Colloquium would be an ongoing discussion group, a faculty seminar. This placement outside the ordinary chain of command is perhaps the most graphic sign of our conviction that general education is no more the special responsibility of a single department or college than writing or mathematical skills are the sole responsibility of English or of Mathematics.

In practice, the Colloquium would consist of colleagues chosen to represent the entire teaching faculty in accepting special responsibility for General Studies. They would decide the content of courses, negotiate with other faculty and with departments for their delivery, and oversee their implementation and evaluation. Curriculum course approval would proceed through the regular committee structure.

2. Composition and Term

In the long run the General Studies Colloquium should assume responsibility for recommending its own membership and its replacement procedures—subject of course to checks and balances of administrative and Senate concurrence. However, to form the first Colloquium, the Senate should accept applications in the form of syllabuses and statements of course philosophy from faculty interested in teaching the following courses or institutions:

<i>Western Perspectives</i>	<i>Humanities A group</i>
<i>Humanities B group</i>	<i>English Composition</i>
<i>Concepts In Mathematics</i>	<i>Paradigms of Science</i>
<i>Contemporary Science</i>	<i>Individual Behavior</i>
<i>Social and Political Behavior</i>	<i>Economics and Society</i>
<i>Course with non-Western linkage</i>	<i>Library</i>

The twelve faculty selected would constitute the Colloquium, with three-year, staggered terms, initially drawn by lot. The first task of each would be to develop the course(s) proposed. Each representative of a General Studies course or General Studies area would serve as the communication link to other faculty members teaching the General Studies course(s) in that area.

3. Method of Selection

As sketched above, we propose that the original General Studies Colloquium be selected by a committee appointed by the Faculty Senate. This Senate committee should actively seek faculty members who are committed to general education and who have strong reputations for excellent teaching. They must be willing to work day to day with other members of the Colloquium as well as with other faculty teaching General Studies courses to ensure that the courses are taught in ways that support the goals of the General Studies Core. The Senate committee should make its recommendations in consultation with deans and the Provost.

4. Administrative and Physical Plant Requirements

The Colloquium should elect a leader to report regularly to the Provost and to handle the necessary administrative chores. Because this group is neither a college nor a division nor an academic department, administrative paperwork should be kept to a minimum. Because the Colloquium leader is neither chair nor a head nor a director but rather a spokesman for a confederacy of equals, the position should rotate often and, specifically, the Colloquium leader should not be assigned the responsibility for the evaluation of his or her peers.

A conference room or similar space should be designated for the Colloquium's use. We envision this room to be a place where faculty may gather formally and informally to discuss matters related to General Studies. We hope that a suitable room can be found in a central campus location. The room should also be used to house books, a computer terminal and printer, and other supplies and materials which the group may require. The Colloquium should also be assigned an office with secretary and student assistants, as needed. Faculty members of the Colloquium should retain their offices in their "home departments."

5. Job Descriptions and Rewards

Membership on the Colloquium should be a rewarding, though demanding, experience. Designing new courses, coordinating with other faculty, working with Writing Fellows and computer support personnel, and maintaining ongoing discussions of ideas and pedagogical techniques while keeping contact with students will consume an extraordinary amount of time. Nonetheless, with released time from one course per term, the Colloquium faculty will be expected to maintain scholarly and creative activity as required by their respective academic discipline.

B. FUNDING AND SUPPORT

It is not, the members of the Task Force believe, our primary duty to work out the mechanisms for supporting the proposed system, beyond the mechanism of the General Studies Colloquium itself. We can only remark that success will require as much flexibility and inventiveness on the part of the academic administration as on the part of the Colloquium. Difficult funding choices will need to be made. Old ways of thinking about course delivery and financial support must be rethought. The academic administration will need to take the lead in persuading departments to reconsider their curricula and their staffing choices. The administration will surely be required to seek special outside funding to make possible our WAC and CAC initiatives, with the attendant demands for graduate assistantships in the Writing Fellows program and for computer hardware and computer support personnel in both programs.

We would be less than candid if we failed to admit that the Task Force spent many, many hours worrying that the University might be tempted to embrace our proposal "on the cheap," either (a) by purchasing computer hardware without providing matching, long-term support for that hardware or (b) by attempting to bankroll the staffing of Core courses out of the resources of individual departments. Considering the history of this university, the latter is of very great concern indeed. A destructive tension between the demands of the Core and of the departments will inevitably arise if resources are withdrawn from academic units without full and adequate compensation. Nothing could be more fatal to the acceptance of the proposed curriculum than the all-too-common past practice of withdrawing productive members from departments, with only adjunct support—if that—to take their place.

Special funding will also be needed for the Writing Across the Curriculum initiative and for the proposed Academic Learning Strategies course. WAC has no hope of being more than a token gesture without the hands-on support of the WAC associates; and the student initiation into the university setting and the teaching of learning strategies cannot be entrusted to paraprofessionals or to personnel without requisite backgrounds. On the other hand, with the development of proper training programs, both assignments could provide support for graduate assistants. Again, things just cannot be done on the cheap.

Continuing administrative leadership and support will also be needed in mediating between the "home" departments and the faculty chosen for the General Studies Colloquium. The administration must also ensure that members of the Colloquium are not displaced during their special service to the University as a whole. The office of the Provost, to whom the Colloquium would report, must be willing to champion the Colloquium as an institution standing

outside the normal channels of a rather traditional academic structure. Unconventional courses and unconventional structures will require unconventional thinking and careful nurturing from deans and from vice-presidents and even from the President.

Since the Core extends for four years, and since the very idea of the Core insists that courses build upon and cross-reference one another, special problems will be presented by A.A. transfer students, who would not be required to match our 40-hour General Education requirement on a course-by-course basis. The consequent need for feeder institutions to revamp their course offerings and their counseling efforts will demand creative, insistent, and politic efforts at articulation on the part of our upper administration.

V. PROGRAM EVALUATION

Continuing evaluation of the effectiveness of the proposed curriculum is crucial to its long-term health. Identification of specific evaluation strategies would be one of the first challenges facing the General Studies Colloquium. We recommend strongly

- A. That any evaluation be in terms of the description of the educated person and the list of goals given in the first section of this report; and
- B. That the success of the Core not be judged on the basis of isolated course evaluations or merely on the level of facts recalled.

Furthermore, we recommend that, for purposes of evaluation, the Core be regarded as an academic program in its own right and that it be subject to the same periodic external review process now applied to discipline-based programs. This process should involve, at a minimum, a self-study document to be produced by the General Studies Colloquium and visits by and a report from qualified external consultants. One of the primary duties of the members of the Colloquium themselves would be an ongoing, informal review of the Core as a whole and of the success of individual courses in achieving the synthesis and cohesiveness that are the Core's reason for being.

VI. CONCLUSION

The weaknesses in our policies and curricula that occasioned the charge to the Task Force are by no means unique to UWF. Across the nation study groups such as ours are concluding that the old departmentally dominated curriculum, with its steadily diminishing set of randomly chosen electives, has failed to educate students adequately. Calls for new definitions of the relationship between teaching and scholarship, new balances between education and training have moved from the Chronicle of Higher Education to the morning news and to the weekly news magazines. Whatever the diversity of offered solutions, everyone who thinks much about the subject of American higher education seems to agree that more of the same is not enough.

The Task Force is persuaded that UWF has a singular opportunity to act upon this common recognition. We are small enough that initiative and leadership can make headway against the natural tendency of organizations to maintain the status quo. Though our mix of programs is very far from that of a narrowly focused college, our size has given faculty in diverse fields years of experience in working with and trusting one another. The Task Force itself is a case in point: none of us thought of ourselves as representing the special interests of Education or Business or the sciences or the humanities; we were faculty trying to define the needs of students by (most often) lamenting to one another the limitations of our own educations. Moreover, UWF is fortunate in having an administration which is publicly committed to many of the ideals that have driven our proposal. In other words, if any diverse public university can focus its curriculum successfully, UWF ought to be able to do it.

Indeed, the Task Force believes that the presence of the General Studies Core in the context of our diverse professional programs could well become that special something that makes our university

unique. As Chancellor Reed remarked during his recent visit to our campus, UWF might well assume a special role as the liberal arts alternative to megaversities to the east--"liberal arts" not in the old St. John's or New College model, but "liberal arts" in terms of building specialized training on an intellectually liberating core.

Change, of course, is uncomfortable; and we are suggesting nothing less than fundamental change. Our major programs would need to be rethought, and almost certainly reduced, in the light of the materials covered by and the hours dedicated to the Core. Old habits of thinking about professional identity and about departmentally based course delivery must be overcome. Hard choices concerning the allocation of resources must certainly be made. In response to those who retort that "it can't be done," we can only say, first, that there would remain much to be accomplished in the University for those unsympathetic with the vision of the Core, and, second, that one of the primary jobs of education during the remainder of this century and during the next will be the preparing of students to adapt to change, and that therefore the process might well be begun by adapting ourselves.

APPENDIX A
PROPOSAL: WRITING FELLOWS

Mamie Webb Hixon

PURPOSE:

The Writing Fellows is a peer tutoring program in which eligible undergraduate [and graduate] students are selected to evaluate the writing of their peers in various disciplines.

SELECTION OF FELLOWS:

1. Fellows are selected annually by a screening committee consisting of faculty with training and expertise in evaluating students' writing.
2. Current fellows are invited to participate in the subsequent selection process.
3. Students wishing to serve as writing fellows apply to the English Department by writing a letter of application in which they include:
 - a) why they want to be a fellow;
 - b) how they would manage their time if chosen; and
 - c) what editing and/or grading experience they've had.

The applicants submit 3 writing samples and at least two letters of recommendation, one from a previous writing professor.

4. Applicants are interviewed by the screening committee
5. Applicants indicate their availability to enroll in a one-credit hour practicum on peer tutoring. [A one-year assistantship in the Writing Lab in addition to recommendation by the Lab Director will substitute for the practicum.]

RESPONSIBILITIES OF FELLOWS:

1. Each fellow selects any course across the curriculum in which students write papers.
2. Each fellow reads only 1 to 3 papers per student each term. [Each fellow grades all papers assigned during the term.]
3. Each fellow serves as the first reader of the students' papers. [Each fellow serves as the mechanics grader of the students' paper and provides students with a numerical weighting of errors chart for each paper.]
4. Each fellow meets with the class prior to a writing assignment being scheduled [, or the fellow meets with the professor.]
5. Each fellow writes detailed commentary about the style, organization and form of the paper only. Each fellow grades only the mechanics (specifically grammar, syntax, capitalization, spelling, punctuation, diction, and documentation format) of the papers, leaving the evaluation of content to the professor. It is also the professor who assigns the final grade and determines how to enter the mechanics grade into the students' records. The fellow may provide correction symbols only, or he/she may attach either an errors checklist or a weighting chart (with appropriate numerical deductions) to each student's paper.

6. Each fellow should return papers to students, [professors] and prepare and post a student conference schedule. Peers may opt to confer with writing fellows or not to.

WRITING FELLOW'S STIPEND:

\$400 a semester [amount to be determined by the number of students and the number of papers per student; the \$400 a semester at Brown University, for instance, is for 3 papers per student].

TRAINING OF FELLOWS:

Fellows enroll in a Teaching Composition Practicum. [Fellows enroll in a one-credit-hour Peer Tutoring and Grading Practicum (pass/fail) the semester prior to their being in the program. A one-year assistantship in the Writing Lab along with a recommendation from the Lab Director will substitute for the practicum.]

APPENDIX B

EVALUATION METHODS THAT FOSTER INTEGRATIVE THOUGHT

Bruce Dunn

Two traditional methods, term-papers and essay tests can be used effectively to compel the student to use integrative processes. Both of these traditional methods, however, require proper use and constructive feedback by the instructor.

Term Papers. The value of a term paper for nurturing integrative reasoning depends on the assigned topic. Clearly, some topics require more integration than others. They can range from the relatively narrow "write a paper describing the latest research findings concerning phenomenon X," to relatively broad "write a paper comparing the approaches of X and Y and evaluate the effectiveness of each." Clearly, through the judicious choice of topics and proper feedback, students can be "taught" some of the processes underlying integrative reasoning.

Essay Tests. The use of essay tests per se does not guarantee that students will be compelled to conceptualize rather than "regurgitate" memorized information. Many "essay-test" questions are, in fact, trivial, e.g., "What are Person X's four points concerning economic growth?". This is obviously an extended and slightly more difficult version of the multiple-choice question:

Which of the following points are Person X's concerning economic growth?

a. Point 2 b. Point 1 c. Point 3 d. Point 4 e. all of the above.

For a traditional essay test to be useful in generating integrative reasoning, integrative questions or instructions need to be given. For example, "Compare and contrast the theories of Person A, B, and C. Make certain that you stress the similarities as well as the differences in their theoretical positions." Obviously, an answer to this essay foil would require that student to utilize both analytic and integrative thought processes to construct an answer.

Two other methods have been examined (and used) by some of the Task Force members both of which appear to be particularly useful in fostering integrative reasoning. One is a modification and integration of the traditional multiple-choice and essay testing procedures (developed by Dr. Terry Prewitt of The University of West Florida) and the second is a technique termed Concept Mapping developed by Dr. Joe Novak and his colleagues from Cornell University and used extensively by several UWF faculty members.

Scaled Multiple Choice and Extended Essay Method

This method presents the student with a multiple choice question from which s(he) is to select the "best" answer of a set of correct answers based on his or her reading and the class discussion. All answers are more or less correct (thus the idea of a scaled-multiple choice). Some points are awarded for the student's selection of the "best" answer, but the majority of the points are assigned for justifying their answer in essay format.

In the scaled-multiple choice and extended essay method the multiple choice question serves as a starting point from which the student is asked to trace the development of his or her thought process, but guided exercises may also be used. In the extended essay component, the student is asked to start with a knowledge structure as s(he) knows it, and then be able to expand on it using other sources, and finally to critically evaluate his or her revised knowledge structure.

An advantage of this method is that it increases the students' awareness that education is for the process of finding out information and solving problems, and gives him or her practice in doing so.

Concept Mapping

Concept mapping is based on Ausubel's assimilation theory of cognitive learning (Ausubel, 1968; Ausubel, Novak, & Hanesian, 1978) which recognizes that prior knowledge held by the individual plays a key role in new learning. Concept-mapping was chosen as one of our methods of "promoting integration through evaluation" because it can tap or measure the student's conceptual (as contrasted with rote) memory processes. Thus, it is an excellent evaluation tool for measuring and scoring integrative reasoning.

Briefly, concept maps are two dimensional, external representations of a person's internal knowledge structure(s). Concept maps represent a person's knowledge structure in an hierarchical form, with the most general, most inclusive concepts at the top and most specific, least inclusive concepts at the bottom. Concepts are defined as a perceived regularity in events or objects, or records of events or objects, designated by a label. Concepts are related to one another in the form of propositions, which represent statements about how some piece of the universe appears or functions.

Concept maps are more than a mere hierarchical arrangement of concepts because the technique of concept mapping allows the student to describe relations that are common across different knowledge domains, and allows him or her to express specific relations between low-level concepts and higher-level concepts (that is concept-mapping is recursive). The structure of concept maps is dependent on the instructional context or topic to which they are applied. Therefore, the structure of maps having similar concepts can vary from context to context depending on which questions are asked. It is also important to remember that concept maps represent a given individual's cognitive organization of knowledge. Thus, the strength of concept maps from a pedagogical point of view is the ability to measure a particular person's knowledge structure about a given topic in a given context (Novak & Gowin, 1984). (Further elaboration of the method both as a teaching and evaluation tool can be found in Novak & Gowin's [1984] book, Learning How to Learn, published by Cambridge University Press.)

APPENDIX C

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Appendix E

Report of the Task Force on General Education (TFOGE)

Committee Members:

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 Suzette Doyon-Bernard
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September 20, 1995

(Revised by the Faculty Senate Change and Improvement Committee,
 September 22, 1995.)

A. Preliminary

At the beginning of the Fall Term in 1995, the Task Force on General Education (TFOGE) was appointed and charged by the University of West Florida's Faculty Senate Change and Improvement Committee (FSCIC) to submit a plan for a 36 semester hour General Studies Core Curriculum that would satisfy the legislative mandate contained in SB 2330. In addition to the specific parameters of that 36 sh General Studies Core Curriculum, this document contains 1) a brief description of the philosophy and methods that guided the TFOGE in its deliberations, and 2) a series of statements and recommendations that might provide a basic framework for both the implementation and the long-term governance of the proposed general education core.

B. Philosophy and Methods

As stated above, the TFOGE was charged by the FSCIC to "submit a plan for a 36 semester hour General Studies Core Curriculum that would satisfy the legislative mandate contained in SB 2330." In its work to accomplish that goal, the TFOGE adopted as its primary guiding principle the desire to design the best general education curriculum possible given the very narrow constraint of a 36 sh limit. Although the extremely short time frame imposed by the legislature on this University (and therefore on the TFOGE) did not allow the leisurely exchange of ideas and wide range of input that was enjoyed by the last faculty group to examine the general education core at UWF, the Task Force on Undergraduate Education (TFUE),

the TFOGE tried to follow many of the principles that has previously guided the TFUE in its task. Some of those principles are important enough to be repeated here.

In general, the TFOGE has labored to design a General Studies Core Curriculum that would satisfy 1) the legislative mandate that a general education core will be composed of courses drawn from the five specified areas (Communication, Mathematics, Social Sciences, Humanities, and Natural Sciences) and 2) the over-arching need of a general education core to provide students with the basic knowledge and skills they will need to succeed in their further studies in the sciences, social sciences, business, education, or the humanities. As first stated in the TFUE Final Report, students who complete the General Studies Core Curriculum at the University of West Florida should be able to attain:

- A. Specialized education in their fields;
- B. An understanding of the fundamental concepts behind and the historical development of various branches of learning;
- C. An appreciation for their own heritage and the heritage of other cultures;
- D. Skill in using the tools essential to their livelihood, no matter how their fields evolve or what occupations they may in the end pursue; and
- E. An ability to look upon their own field of specialization, the daily newspaper, and the details of their lives in a broader conceptual, cultural, and historical context.

(TFUE Final Report, p. 1)

In addition to the overall philosophy delineated above, the TFOGE also tried to keep in mind the following practical matters and the constraints they impose on grand designs:

1. That the General Studies Core Curriculum at UWF should allow students at our primary "feeder" institutions (PJC, OWCC, GCCC, and CJC) to transfer as many courses as possible from their general education experiences into the UWF General Studies Core Curriculum. However, given that there are significant differences in the general education requirements among those four institutions, the TFOGE recognizes that there is no way to design a curriculum in which each and every course taken to satisfy general education requirements at a feeder institution can be absolutely guaranteed to satisfy a UWF general education requirement.

Nevertheless, the TFOGE has striven to devise a curriculum that would maximize the transferability of general education courses from the local community colleges without rendering the overall purpose of our General Studies Curriculum moot. Therefore the TFOGE during its deliberations often consulted both the overall distribution of general education hours over the five specified categories at other institutions as well as the particular placement of specific courses within those distributions (e.g. is a course in Art History classified as a "Social Sciences" course, because of its historical focus, or as a "Humanities" course? Or into what category do the community college courses in "Nutrition" or "Wellness" go?). Although never an overriding factor that drove the composition of the proposed core, the distribution, placement, and transferability of courses at other institutions was a significant factor in the TFOGE's discussions. And a comparison of the general education requirements at the above listed schools with the general education requirements of the proposed core will reveal that students who have completed a substantial number (27+ sh) of the general education requirements at the local community colleges will typically be able to have most, if not all, of those semester hours count toward the fulfillment of the UWF general education requirements.

2. That grand general education curriculum revisions almost always break down when a "Blue Ribbon" faculty group emerges from a "think-tank" experience with a whole slew of brand-new general education courses that the rest of the institution is then supposed to teach. Such a process invariably creates resistance and resentment in the faculty as a whole and particularly in the ranks of those faculty members on whose shoulders the new curricular design is rudely shoved.

Hence the TFOGE has attempted--wherever possible--to stay within the confine of courses that are already being taught at UWF. This did require some guesswork as to what impact the state-wide Course Leveling Committees were likely to have on the level of some of the courses that are included in the proposed core (e.g. would the calculus courses continue to be 3000 level courses, or would they be dropped to the 2000 level?). However, the TFOGE believes that the University community should create some new General Studies courses for the proposed core; the TFOGE also recognizes that there will inevitably be some modification of existing courses as well. The TFOGE hopes that the University community will regard this component of the proposed core as an opportunity to improve the range and diversity of our present course offerings at the 1000 and 2000 level.

In its work, the TFOGE consulted a large number of items, including all documents pertaining to our present General Studies curriculum, the general studies curriculums of PJC, OWCC, GCCC, CJC, Miami-Dade CC, Tallahassee CC, USF, UCF, UNF, and UF, and the TFUE Final Report. Additionally, the TFOGE consulted accreditation statements from SACS, NCATE, AACSB, Mathematics, Electrical Engineering, Nursing, Medical Technology, Music, and Communication Arts.

C. The Proposed General Studies Core Curriculum

In order to clarify the objective which lies behind the creation of the categories listed below, the TFOGE has included a statement that broadly defines the purpose of each category. It is the TFOGE's intention and hope that any course which may subsequently be added to this list would be required to satisfy the stated purpose of the category.

(DELETED) Some of the courses which appear in the following paradigm reflect courses which the TFOGE believes would work well within the proposed General Studies Core Curriculum but which are not presently taught on this campus (the titles of these suggested courses come from courses listed in general education programs at other institutions). These courses are presented in italics. (END OF DELETION)

The General Studies Core Curriculum at UWF

The General Studies Core Curriculum is the basic program of undergraduate studies that provides the student with a broad educational foundation and is an essential requirement for the A.A. degree. All students must complete thirty-six general education credit hours as specified in the distribution listed below.

COMMUNICATION (6 sh)

I. ENGLISH COMPOSITION 6 sh

A traditional two-semester beginning composition sequence. The first course stresses mechanics, rhetorical design, and voice; the second provides practice in larger expository structures, requires library use and documentation, and involves readings in and writing about literary works. Courses in this category should be writing intensive experiences as defined by the Gordon rule.

ENC 1101 English Composition I (3 sh)

ENC 1102 English Composition II (3 sh)

MATHEMATICS (6 sh)

II. MATHEMATICS 6 sh

Investigations of and practice in the various facets and methods of mathematics ranging from algebra and geometry to calculus and statistics. Students may complete the General Studies Mathematics requirement by choosing one of the following two options.

OPTION 1

Take one of the courses in Group A (3-4 sh) plus one of the courses in Group B (2-4 sh). Students must achieve a total of 6 sh in Mathematics.

Group A

MAC 1103C College Algebra plus Lab (4 sh)

MAC 1104 College Algebra (3 sh)

MAC 1140 Pre calculus Algebra (3 sh)

Group B

MAC 1113 Trigonometry (2 sh)

*MAC 3233 Calculus with Business Applications (3 sh)

*MAC 3311 Analytic Geometry and Calculus I (4 sh)

*MAC 3312 Analytic Geometry and Calculus II (4 sh)

*MAC 3313 Analytic Geometry and Calculus III (4 sh)

(ADDITION)

*MAD 3104 Discrete Mathematics for Information Systems (3 sh)

(END OF ADDITION)

*STA 3023 Elements of Statistics (3 sh)

(ADDITION)*NOTE: These courses are acurrently at the 3000 level, but it is anticipated they will be lowered to 2000. (END OF ADDITION)

OPTION 2

For students with a strong mathematics background. Take 6 sh from the following courses.

MAC 1113 Trigonometry (2 sh)

*MAC 3233 Calculus with Business Applications (3 sh)

*MAC 3311 Analytic Geometry and Calculus I (4 sh)

*MAC 3312 Analytic Geometry and Calculus II (4 sh)

*MAC 3313 Analytic Geometry and Calculus III (4 sh)

(ADDITION)

*MAD 2104 Discrete Mathematics for Information Systems (3 sh)
(END OF ADDITION)

*STA 3023 Elements of Statistics (3 sh)
(ADDITION)

(ADDITION)*NOTE: These courses are acurrently at the 3000 level,
but
it is anticipated they will be lowered to 2000. (END OF
ADDITION)

SOCIAL SCIENCES (9 sh)

III. SOCIAL SCIENCES: (DELETED) HISTORY (END DELETION) 3 sh
(ADDITION) HISTORICAL PERSPECTIVES (END OF ADDITION)
Explorations of the geographical, cultural, political, religious, and
scientific environments of societies in order to understand the process
of their development. (ADDITION) Take one of the following courses.
(END OF ADDITION)

EUH 1000 Western Perspectives I (3 sh)
EUH 1001 Western Perspectives II (3 sh)

IV. SOCIAL SCIENCES: (DELETED) INDIVIDUAL BEHAVIORS (END OF DELETION)
(ADDITION) BEHAVIORAL PERSPECTIVES (END OF ADDITION) 3 sh
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. (ADDITION) Take one of the following courses. (END OF
ADDITION)

ANT 2000 Introduction to Anthropology (3 sh)
PSY 2013 Understanding Human Behavior (3 sh)
*DEP xxxx Human Development Across the Life Span

(ADDITION)*NOTE: CCR currently in process for the new lower
lower course. (END OF ADDITION)

V. SOCIAL SCIENCES: (DELETED) SOCIAL BEHAVIORS (END OF DELETION)
(ADDITION) SOCIO-POLITICAL PERSPECTIVES (END OF ADDITION) 3 sh
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. (ADDITION) Take one of the following
courses. (END OF DELETION)

(ADDITION)

ECO 2013 Principles of Economics Macro (3 sh)

(END OF ADDITION)

POS 1041 Political Institutions (3 sh)

SYG 2003 Introduction to Sociology (3 sh)

SYG 2010 Current Social Problems (3 sh)

HUMANITIES (8 sh)

VI. LITERATURE 3 sh

Investigations of literary texts from various nations and historical periods chosen to reflect either literary genres or literary traditions. Courses in this category should be writing intensive experiences as defined by the Gordon rule. (ADDITION) Take one of the following courses. (END OF ADDITION)

LIT 1110 Great Books I (3 sh)

LIT 1120 Great Books II (3 sh)

LIT 2010 Introduction to Prose Fiction (3 sh)

LIT 2030 Introduction to Poetry (3 sh)

LIT 2040 World Drama (3 sh)

LIT 2113 Western Literature I (3 sh)

LIT 2114 Western Literature II (3 sh)

VII. FINE ARTS 3 sh

Explorations of the nature of the fine arts, either through the practice of one of its disciplines or the study of its historical patterns. (ADDITION) Take one of the following courses. (END OF ADDITION)

ARH 1050 Introduction to Art History (3 sh)

ART 2003C Visual Arts Experience (3 sh)

MUS 2642 Music in Western Civilization (3 sh)

THE 2000 The Theatre Experience (3 sh)

VIII. CONTEMPORARY VALUES AND (DELETED) VIEWPOINTS (END OF DELETION)

(ADDITION) EXPRESSIONS (END OF ADDITION) 2-3 sh

Investigations of the frameworks, values, viewpoints, and expressions which provide guidance for contemporary living in a heterogeneous and multi-cultural society. (ADDITION) Take one of the following courses. (END OF ADDITION)

PHI 2010 Introduction to Philosophy (3 sh)

(ADDITION)

PHI 2200 Introduction to Logic (3 sh)

(END OF ADDITION)

PHI 2603 Ethics in Contemporary Society (3 sh)

REL 2000 Introduction to Religion (3 sh)

SPC 2300 Speaking and Interpersonal Communication (3 sh)

(DELETED) WST xxxx Introduction to Women's Studies

WST xxxx Gender Issues in Contemporary Society

XXX xxxx American Pluralism and the Search for Equality

XXX xxxx World Cultures

XXX xxxx Cross-Cultural Perspectives (END OF DELETION)

NATURAL SCIENCES (7 sh)

Students must take at least one science course with a lab from the course options listed in blocks IX and X.

IX. BIOLOGICAL/LIFE SCIENCES 3-4 sh

Investigations into and explorations of nature's organic creations in which systematic methods are used to discover the rules that govern nature. (DELETED) Non-laboratory experiences in the biological/life sciences are acceptable when labs are too dangerous or expensive, or in areas in which a well-developed theoretical foundation exists. (END OF DELETION)

BSC 1010 General Biology (3 sh) together with Lab
(ADDITION)

BSC 1010L General Biology Laboratory (1 sh)

(END OF ADDITION)

BOT 2010 General Botany with Lab (4 sh)

GEO 2xxx Environmental Science (3 sh)

ZOO 1010 General Zoology with Lab (4 sh)

X. PHYSICAL SCIENCES 3-4 sh

Investigations into and explorations of nature's inorganic creations in which systematic methods are used to discover the rules that govern nature. (DELETED) Non-laboratory experiences in the physical sciences are acceptable when labs are too dangerous or expensive, or in areas in which a well-developed theoretical foundation exists. (END OF DELETION)

*AST 3033 Modern Astronomy (3 sh)

CHM 1020 Concepts in Chemistry with Lab (4 sh)

CHM 2045 Chemistry I with Lab (4 sh)

CHM 2046 Chemistry II with Lab (4 sh)

GEO 1200 Physical Geography (4 sh)

*PHY 3048 University Physics I (3 sh) with or without Lab

*PHY 3048 University Physics I Laboratory (1 sh)

*PHY 3049 University Physics II (3 sh) with or without Lab

*PHY 3049 University Physics II Laboratory (1 sh)

OR

*PHY 3053 General Physics I (3 sh) with or without Lab

*PHY 3053 General Physics I Laboratory (1 sh)

*PHY 3054 General Physics II (3 sh) with or without Lab

*PHY 3054 General Physics II Laboratory (1 sh)

(ADDITION) NOTE: General Physics is non-calculus based and is usually recommended for non-science majors.

University Physics is calculus based and is usually recommended for science majors.

*NOTE: These courses are currently at the 3000 level, but it is anticipated they will be lowered to 2000.

(END OF ADDITION)

D. (ADDITION) Recommendations for (END OF ADDITION) Implementation and Long-term Governance of General Studies

The TFOGE recommends that the responsibility for both the immediate implementation and for long-term governance and oversight of the proposed General Studies Core Curriculum be entrusted to the Council on University General Studies (COUGS). The first item of the Charter for the Council on University General Studies (approved by the Faculty Senate on July 8, 1994) reads "Review and/or initiate recommendation on policies concerning University General Studies curriculum and policies. Review the curriculum and policies periodically to identify areas that need addressing" Charter, Council on University General Studies, p. 1). The TFOGE strongly recommends that the UWF General Studies Core Curriculum be given both the respect and the autonomy afforded any other program of study in this University.

Implementation

As is stipulated in SB 2330, the proposed General Studies Core Curriculum can be implemented in Fall term, 1996. There are two steps to implementation. The first is obvious: University-wide approval of the proposed core. The TFOGE strongly recommends that the University community consider first and foremost in its approval process the overall

structure and distribution of the stipulated 36 sh over the ten categories and NOT get bogged down in quibbles and territorial battles as to the position of any particular course in one or another category in the proposal. The TFOGE hopes that the University community will recognize that the proposed General Studies Core Curriculum is a dynamic program and not a list of immutable dicta carved in stone. There will obviously be--as there should be--modifications to the course offerings in each of the categories as individual departments decide how they can offer the best General Studies courses they can within the limits of the overall curriculum design. Hence the TFOGE strongly recommends that the FSCIC and the Faculty Senate confine their deliberations to discussion of the overall curriculum design. Additions to and modifications of the specific courses listed in the categories should be governed, both in the long-run and as quickly as possible (ideally by the beginning of November, 1995), by the elected faculty group whose charter gives it purview over the General Studies Core Curriculum: The Council on University General Studies.

Long-Term Governance

As stated above, the TFOGE believes that the responsibility for the long-term governance of the General Studies Core Curriculum be given as quickly as possible to the Council on University General Studies. The TFOGE recognizes that a wild and undisciplined proliferation of courses posed by departments hungry for a piece of the general education pie poses the greatest threat to any General Studies Core Curriculum. To that end, the TFOGE strongly recommends that all additions and modifications of the courses listed be intensely scrutinized by COUGS to determine if the proposed addition/alteration satisfies the purpose of both the overall General Studies Core Curriculum design and the stated purpose of category into which the additional/alterd course will go. This would, in effect, place COUGS into roughly the same position in the present University governance structure that is presently held by the Professional Education Council in regards to Education policy and curriculum. The TFOGE hopes that the Faculty Senate would see the wisdom of this structure and will treat COUGS recommendations on General Studies policy and curriculum with the same respect given to recommendations from the PEC.

If the proposed General Studies Core Curriculum is accepted, there will obviously be an immediate period of flux during which individual departments devise new courses or revise their present General Studies course offerings for the new core. That is as it should be. The TFOGE expects--and welcomes--input of this type from the faculty. Further, this type of course modification/creation should be the norm for the

long-term health of General Studies at UWF. The TFOGE would, however, like to offer three recommendations designed to smooth the transition to the new core. First, in an echo of the statements above, the TFOGE strongly recommends that COUGS be the faculty body given the primary responsibility of ensuring that modifications to existing courses and the creation new courses for the proposed core mesh with the overall design of the General Studies Core Curriculum. Second, the TFOGE recommends that this institution avoid the temptation to balloon each of the categories into a lengthy distribution, and to that end the TFOGE recommends that no individual category in the General Studies Core Curriculum ever list more than eight courses. Third, the TFOGE recommends that this institution begin a program in which the design of the General Studies Core Curriculum is evaluated at least once every 3 or 4 years by COUGS.

Appendix F

Survey of Florida State Regulations on Postsecondary General Education

State mandates from multiple sources (i.e., Florida Statutes, Florida Department of Education, Board of Governors, Florida Administrative Code) provide guidance and regulation to the articulation of postsecondary general education in the state universities of Florida. Florida Statute XLVIII s. 1007.25 (5) describes the governance of postsecondary education as being divided between the State Board of Education (community and state colleges) and the Board of Governors (state universities). Statute XLVIII s. 1007.25 (6) further identified the composition of all postsecondary general education programs as including “**36 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.**” The Florida Board of Governors (6.017) and preceding Board of Regents (Florida Administrative Code (FAC) 6A-10.024 (3)) reiterated the required content of university general education programs indicating the aforementioned components. FAC 6A-10.024 also regulates the acceptance of transfer credits within the domain of general education. All credits attained by students who completed the general education requirements prior to transfer (or received an A.A. Degree from a community or state college), will be accepted by the receiving institutions (for exceptions pertaining to specific degrees and programs see Florida Statute XLVIII s. 1007.23). Also, Chapter VII (c) of the Statewide Postsecondary Articulation Manual described awarding credit-by-exam (e.g., AP, Dual-enrollment). Up to 45 credits could be applied in this setting. For general education and Gordon Rule, the application of credit-by-exam should be treated no differently from any other credits awarded.

FAC 6A-10.030 established the college-level communication and computation skills requirement, commonly known as **Gordon Rule**. This rule explicitly stated requirements of **six semester hours of English coursework, six additional hours in which students are required to demonstrate college-level writing skills (designated by individual universities), and six semester hours of mathematics at the level of college algebra or higher**. In order to meet these requirements, the standard outcome was set at a grade of C or better. For the mathematics component, one course (3 credit hours) of computational coursework outside traditional mathematics (e.g., statistics) was acceptable to satisfy the requirement.

The **CLAS** regulations were defined in FAC 6A-10.0311, as well as Board of Governors Regulation 6.017. In addition to the CLAS requirements, FAC 6A-10.0316 identified specific skills related to CLAS (by the Articulation Coordinating Committee (ACC)). CLAS sought to measure college-level skill and competence in the four areas of **reading, English language, essay, and computation** through the completion of courses with a 2.5 grade point average or scores on standardized examinations (FAC 6A-10.0311; BOG 6.017). For reading, English language, and essay, students were expected to complete two courses (one with prefix ENC, and one Gordon Rule course exclusive of SPC courses) with a grade point average of 2.5. The same two-course requirement existed for computation. FAC 6A-10.0311 provided a list of acceptable courses. For the exam qualifications, refer to FAC 6A-10.0311. Board of Governors Regulation 6.017 respectively emulated these requirements.

Finally, the Florida Department of Education (also referred to as State Board of Education) addressed general education in the Statewide Postsecondary Articulation Manual. Chapter VI of this manual corresponded with the general education requirements established by both Florida Statute XLVIII s.1007.25 (6) and FAC 6A-10.024. An important note, Chapter VI addressed the issue of variety in course offerings across universities and colleges. While Gordon Rule (Chapter VII (a)) and CLAS (Chapter VII (b)) were mandated, the remaining 18 semester

hours were left to the discretion of the student and university, provided that the remaining 18 hours were distributed among the other core areas of general education (i.e., natural sciences, humanities, social sciences). At no point in the literature was this issue addressed further. In other words, there were no mandates imposed requiring a certain amount of humanity, social sciences, or natural sciences courses. Essentially, the only mandates were 36 hours within the aforementioned five areas of study and 18 hours satisfying Gordon Rule. The assumption was made that the composition of the remaining 18 hours of general education was left to the discretion of the institution and program curricula.

Required Instruction*

Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language. Two credits of American Sign Language can satisfy the foreign language requirement.

Attachments with Web Links

- **Florida Board of Governors**
 - Board of Regents
 - Florida Administrative Code
 - 6A-10.024
 - Articulation Coordinating Committee
 - (3) General Education
 - <https://www.flrules.org/gateway/RuleNo.asp?title=MISCELLANEOUS&ID=6A-10.024> (Click Final 10.024)
 - 6A-10.030
 - College-Level Communication and Computation Skills (Gordon Rule)
 - <https://www.flrules.org/gateway/RuleNo.asp?title=MISCELLANEOUS&ID=6A-10.030>
 - 6A-10.0311
 - CLAS
 - <https://www.flrules.org/gateway/RuleNo.asp?title=MISCELLANEOUS&ID=6A-10.0311>
 - 6A-10.0316
 - CLAS Desired Skills
 - <https://www.flrules.org/gateway/RuleNo.asp?title=MISCELLANEOUS&ID=6A-10.0316>
 - Board of Governors Regulations
 - 6.017
 - Criteria for Awarding the Baccalaureate Degree
 - http://www.flbog.org/documents_regulations/regulations/6_017_Criteria_for_Awarding_Baccalaureate.pdf
- **Florida Department of Education**
 - Statewide Postsecondary Articulation Manual
 - Chapter VI
 - General Education Guidelines
 - <http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf> (Click Chapter VI from Table of Contents)
 - Chapter VII
 - Assessment
 - (a) Gordon Rule
 - (b) CLAS
 - (c) Credit-by-exam
 - <http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf> (Ch. VII TOC)
- **Florida Statutes**
 - XLVIII (48)
 - 1007.23 (Statewide Articulation Agreement)
 - http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.23.html

- 1007.25 (General Education)
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1007/Sections/1007.25.html

Appendix G

A Review of General Education Programs in the
Member Institutions of the State University System of Florida

Summary of SUS Report

As a general trend, the General Education Programs of the SUS institutions similarly emphasized the outcomes of communication, mathematical computation, and social and natural sciences. With the exception of the program at New College of Florida, which allows students to contract their areas of study without a core curriculum (i.e., general education), all SUS institutions utilized a distribution-driven system of course offerings. In each of the SUS General Education Programs, students could suffice each SLO, whether mandated by state regulations (e.g., communication, mathematics, social sciences, humanities, natural sciences) or incorporated by the university (e.g., fine and performing arts, cultural and diversity skills, project management), by selecting and completing the required credit hours from available courses. As the SUS institutions follow a state-mandated numbering system for courses, the only visible difference among the institutional catalogs was the number of courses offered for each SLO. Nonetheless, this disparity was slight. In addition to the SLOs mentioned above, each institution included other SLOs that attended specifically to the vision of the institution. The most common addition to the mandated outcomes was a cultural and/or diversity outcome. This outcome was usually met through the completion of seminar courses, social sciences (e.g., sociology, anthropology), and humanities. Although, cultural awareness and diversity were not identified as state-mandated outcomes, most institutions emphasized these outcomes in the General Education Program. Although not addressed explicitly in the catalog, the project management domain of outcomes was specific to UWF. Overall, the General Education Programs were quite similar, except New College of Florida, in terms of outcomes and course offerings.

List of Web Links

1. **UWF** Catalog 2011
 - a. <http://uwf.edu/catalog/cat2010/Undergrad/documents/10-11Catalog.pdf>
 - b. Pg. 77 in document (93 in document viewer)
2. **FAMU** School of General Studies
 - a. <http://www.famu.edu/index.cfm?generalStudies&AboutUs>
3. **FAMU** Gordon Rule Compliance
 - a. <http://www.famu.edu/index.cfm?Registrar&GordonRuleCompliance>
4. **FAU** Catalog 2011
 - a. <http://www.fau.edu/academic/registrar/catalogRevs/> (Follow: General Information>Degree Requirements>Intellectual Foundations Program)
5. **FGCU** Catalog 2011
 - a. <http://www.fgcu.edu/Catalog/genedreq.asp>
6. **FIU** Undergraduate Education Catalog 2011
 - a. http://catalog.fiu.edu/2010_2011/Undergraduate/Admissions%20and%20Registration%20Information/Undergraduate%20Education.pdf
 - b. Pg. 2 UCC

7. **FSU** Bulletin General Requirements
 - a. http://registrar.fsu.edu/bulletin/undergrad/pdf/2010_gen_bulletin.pdf
 - b. Pg. 63

8. **New College of Florida** General Catalog 2011
 - a. <http://www.ncf.edu/online-general-catalog#General%20Education%20Requirements> (Click General Education Requirements)

9. **UCF** Undergraduate Catalog 2011
 - a. <http://www.catalog.sdes.ucf.edu/UCFUGRDCatalog1011.pdf>
 - b. Pg. 51

10. **UF** Catalog 2011
 - a. <http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

11. **UNF** Catalog 2011 (General Education Overview)
 - a. <http://www.unf.edu/catalog/catalog.aspx?ldistribution=489&ban2=15173&id=15032403651>

12. **UNF** Catalog 2011 (General Education Requirements)
 - a. <http://www.unf.edu/catalog/catalog.aspx?ldistribution=489&ban2=15173&id=15032403653>

13. **USF** Undergraduate Catalog 2011
 - a. <http://www.ugs.usf.edu/pdf/cat1011/20102011.pdf>
 - b. Pg. 64

Appendix H

General Education Curricula of Peer and Peer Aspirant Universities

Summary of Findings

Purpose

The goal of this survey of curricula at peer and peer aspirant universities, determined by UWF Academic Affairs, was to compare and contrast the general education programs (GEP) of those respective institutions to the current GEP at UWF.

Peer Universities

Throughout these universities, the GEP curricula were distribution-driven. In other words, similar to the UWF GEP, students were given the opportunity to choose from a list of courses in each domain or outcome. Overall, the required number of credit hours for GEP ranged 31-48. The two universities in Georgia, University of West Georgia and Valdosta State University, included upper-level courses within the student's major as general education courses. This was determined by the University System of Georgia. Nonetheless, 31-48 was the range of hours required by the GEPs, with one exception. Indiana State University (ISU) required a set number of courses (10), not hours, for a student to complete the GEP. Specifically, ISU required 9 courses across six disciplinary domains. The final course was a capstone course of the student's choosing. Essentially, the options were upper-level courses pulled from several disciplines (e.g., business, psychology, music, criminal justice, sociology). ISU was the only caveat among the peer universities. The other peer universities administered the GEP similar to UWF.

Peer Aspirant Universities

The peer aspirant universities incorporated GEPs that were very similar to the peer universities and UWF. All GEPs were distribution-driven. The required number of credit hours ranged 41-48. Yet, in this group of universities, there were two institutions that differed. First, Montclair State University required a certain number courses (17). Similar to ISU, from the peer universities, the majority of the course requirements came from typical core disciplines (e.g., humanities, natural science, social science, English), yet Montclair State University differed by requiring one seminar course for freshman and a physical education course (e.g., beginning swimming, golf, beginning tennis). The survey of Boise State University revealed a current reformation of the GEP. In fact, there were no links to the current GEP requirements found on the web-site. Instead, all GEP links filtered to the Core Reform Task Force web-site. The proposal from this task force was included in this report. The task force's proposal included a summary of new University Learning Outcomes across three domains (i.e., Intellectual foundations, civic and ethical foundations, distribution requirements/ disciplinary clusters). As stated in the proposal, the current core credit load ranges 41-43 credit hours, where the proposed GEP would require 38-42 credit hours across more specific learning outcomes.

Conclusion

Overall, the UWF GEP shared many more similarities to the peer and peer aspirant universities than disparities. Excluding the three aforementioned universities (i.e., ISU, Montclair State University, Boise State University), the peer and peer aspirant universities incorporated a distribution-driven system of course offerings in the GEP. The grand range of credit hours was 31-48. In their respective GEPs, several institutions required freshman seminar courses and a couple institutions even mandated wellness and physical fitness courses.

Web Links

Peer Universities

University of Arkansas-LR <http://ualr.edu/academics/uploads/2008/06/2009-10%20UG%20Catalog-final.pdf>

University of West Georgia <http://www.westga.edu/undergrad/1819.htm>

Valdosta State University <http://www.valdosta.edu/academic/VSUCore.shtml>

East Tennessee State University http://www.etsu.edu/gened/requirements_10.htm

Indiana State University <http://catalog.indstate.edu/content.php?catoid=5&navoid=89>

Rowan University <http://www.rowan.edu/provost/registrar/forms/GenEdREcurrentweb.pdf>

Steven F. Austin State University

<http://laa.sfasu.edu/resources/documents/advising/BA%20Core%20Curriculum%20requirements.pdf>

UMASS-Lowell <http://www.uml.edu/gened/courses.html>

University of South Dakota <http://www.usd.edu/academics/academic-affairs/upload/Assessment-System-General-Education-Requirements-SGR-Course-Map-Web.pdf>

Western Carolina University http://www.wcu.edu/WebFiles/PDFs/LS_CROSSWALK.pdf

Peer Aspirant Universities

Boise State University Proposal March 2010

<http://academics.boisestate.edu/provost/files/2010/05/foundations-march-2010.pdf>

Georgia Southern University <http://students.georgiasouthern.edu/registrar/2009-2010Catalog/index.htm>

James Madison University http://www.jmu.edu/gened/wm_library/Checklist_2010.pdf

Appalachian State University

<http://www.checksheets.appstate.edu/sites/default/files/Gen%20Ed%20Checksheet%2010-11%20FALL%20.pdf>

Indiana University of Pennsylvania <http://www.iup.edu/registrar/catalog/default.aspx>

Montclair State University http://www.montclair.edu/catalog/requirements/gen_ed.html

Appendix I
Faculty Survey Form

Dear colleagues,

I am writing to you on behalf of the General Education Assessment and Reform (GERA) Committee. The GEAR Committee is composed of faculty members from all three colleges who have been given the charge to conduct a Program Review of General Education at UWF and to recommend revisions to our General Education curriculum based on the results of the Program Review.

Since faculty members are the major stakeholders in curriculum matters, the Committee is seeking your input in the process. The link provided below will take you to a 15-20 minute Faculty Survey of General Education, the results of which will be used in the Program Review process. The Committee greatly appreciates your time and effort in sharing your thoughts and opinions regarding General Education. It is important that you complete the Survey as soon as possible, but no later **than 5:00 pm on Friday, December 10, 2010**. Of course, the results of the Survey will be shared with the faculty. Thank you in advance for your input.

Dr. Chula King
Provost

GEAR Committee

Faculty Survey
General Education at UWF

The GEAR Committee (General Education Assessment and Reform) was formed in the summer of 2010 with the charge from the Provost and Faculty Senate of performing a Program Review of General Education at UWF. Based on the results, the additional charge was given to appropriately revise our General Education curriculum.

The GEAR Committee is interested in your opinion about the University of West Florida's current General Education curriculum. The opinion and information gathered in this survey will help the Committee address concerns with the current curriculum. Participation is voluntary, and all survey responses will remain anonymous. No identifying information will be used in the data collection and analysis. By completing the survey, you are giving consent for the GEAR Committee to use all data collected as needed. The survey should take approximately 15 - 20 minutes to complete. The Committee sincerely appreciates your time and effort in assisting with this critical task. If you have any questions or concerns, please feel free to contact me directly.

Tom Westcott, Chair
850-474-3178
twescot@uwf.edu

FACULTY SURVEY: GENERAL EDUCATION at UWF

1. What is your college affiliation?

- Arts & Sciences
- Business
- Professional Studies

2. What is your rank?

- Full Professor
- Associate Professor
- Assistant Professor
- Instructor
- Adjunct
- Graduate Teaching Assistant

3. How often do you teach General Education courses?

- Each semester
- Once a year
- Very rarely
- Never

4. What is your understanding of the current purpose of General Education at UWF?

In this section of the survey we are interested in how you feel about UWF's current General Education curriculum. Below you will find a listing of the organizational categories used by UWF and their formal definitions. Where necessary, example courses are included. Please use the following scale to respond to the statement following each description.

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Category/Description				
5.	Communication (English Composition): A traditional two-semester beginning composition sequence. The first course stresses mechanics, rhetorical design, and voice; the second provides practice in larger expository structures, requires library use and documentation, and involves readings in and writing about literary works. Communication courses should be included in the UWF General Education curriculum.			
6.	Mathematics: Investigations of and practice in the various facets and methods of mathematics ranging from algebra and geometry to calculus and statistics. Mathematics courses should be included in the UWF General Education curriculum.			
7.	Fine Arts (Art, Music, Theatre): Explorations of the nature of the fine arts, either through the practice of one of its disciplines or the study of its historical patterns. Fine Arts courses should be included in the UWF General Education curriculum.			
8.	Literature: Investigations of literary texts from various nations and historical periods chosen to reflect either literary genres or literary traditions. Literature courses should be included in the UWF General Education curriculum.			
9.	Values (Basic Communication Skills, Philosophy, Religion): Investigations of the frameworks, values, viewpoints, and expressions which provide guidance for contemporary living in a heterogeneous and multi-cultural society. Values courses should be included in the UWF General Education curriculum.			
10	Behavioral (Anthropology, Criminal Justice, Psychology): 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. Behavioral courses should be included in the UWF General Education curriculum.			
11.	Historical (American & European History): Explorations of the geographical, cultural, political, religious and scientific environments of societies in order to understand the process of their development. Historical courses should be included in the UWF General Education curriculum.			

<p>12. Socio-Political (Government, Economics, Sociology):</p> <p>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.</p> <p>Socio-Political courses should be included in the UWF General Education curriculum.</p>					
<p>13. Natural Sciences:</p> <p>Investigations into and explorations of nature's organic and inorganic creations in which systematic methods are used to discover the rules that govern nature.</p> <p>Natural Sciences courses should be included in the UWF General Education curriculum.</p>					
<p>14.</p> <p>A Natural Science Lab should be included in the UWF General Education curriculum</p>					

General Education at UWF has student learning outcomes in a variety of areas. Please use the following scale to tell us if you believe the listed current learning outcomes in each area should continue to be included in General Education at UWF.

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Learning Outcome	SD	D	N	A	SA
15. Critical Thinking and Evaluation should be a Learning Outcome in General Education					
16. Creativity should be a Learning Outcome in General Education					
17. Writing should be a Learning Outcome in General Education					
18. Speaking should be a Learning Outcome in General Education					
19. Using Mathematics to assist in solving problems should be a Learning Outcome in General Education					
20. Using Technology effectively should be a Learning Outcome in General Education					
21. Academic Integrity should be a Learning Outcome in General Education					
22. Developing Personal Values should be a Learning Outcome in General Education					
23. Ethical Reasoning should be a Learning Outcome in General Education					
24. Diversity should be a Learning Outcome in General Education					
25. Problem Solving should be a Learning Outcome in General Education					
26. Developing Disciplined Work Habits should be a Learning Outcome in General Education					
27. Team Work should be a Learning Outcome in General Education					

28.	Civic Engagement should be a Learning Outcome in General Education					
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General Education at UWF may be revised in the near future. Bearing in mind that Florida state statutes limit General Education to 36 semester hours, we'd like your opinion on the importance you place on inclusion of the following items in UWF General Education. Please use the following scale:

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Item for Inclusion	SD	D	N	A	SA
29. A Foreign Language should be included in UWF's General Education					
30. Personal Financial Planning should be included in UWF's General Education					
31. Wellness (physical fitness and mental health) should be included in UWF's General Education					
32. Freshman Seminar (Adjustment to college course) should be included in UWF's General Education					
33. Public Speaking should be included in UWF's General Education					

34. If there are any additional items you feel should be included in General Education at UWF, please include them here:

Please indicate your opinion on the following seven statements using the scale below:

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

	SD	D	N	A	SA
35. The current General Education curriculum adequately prepares our students majoring in my college for more advanced courses.					
36. The current General Education curriculum offers students the opportunity for personal development.					
37. I consider myself to be familiar with the UWF General Education curriculum.					
38. Community Service (Volunteering) should be included as a learning outcome in UWF's General Education.					
39. Undergraduate Research should be included as a learning outcome in UWF's General Education.					
40. Experiential Learning (hands-on, participatory learning activities) should be included as a learning outcome in UWF's General Education.					
41. An online course format is appropriate for General Studies.					

42. Please list what you believe to be the two main strengths of the UWF General Education curriculum.

43. Please list what you believe to be the two main weaknesses of the UWF General Education curriculum.

Thank you very much for completing this important survey. We sincerely appreciate your time and effort in assisting with this critical task.

Appendix J
Student Survey Distribution List
and Form

GEAR COMMITTEE

STUDENT SURVEY DISTRIBUTION

ENC 1101 – 1 section, ENC 1102 – 1 section
MAC 1105 – 1 section, MAC 2311 – 1 section, STA 2023 – 1 section
AMH 2020 – 1 section
PSY 2012 – 1 section
ECO 2013 – 2 sections
MUH 2930 – 1 section, THE 2000 – 1 section
LIT 2100 – 2 sections
PHI 2010 – 1 section, PHI 2603 – 1 section
BSC 1005 – 1 section, CHM 2045 – 2 sections
SLS 3990 – 1 section
SGA members

GEAR Committee
Student Survey
General Education at UWF

State law in Florida requires that every community college, state college and university have a 36 semester hour General Education curriculum. The General Education Assessment and Reform (GEAR) Committee was formed in the summer of 2010 to study UWF's current General Studies curriculum. Based on the results of the study, the Committee may recommend revisions to the curriculum.

Student input is critically important to us, so the GEAR Committee is interested in your opinion about the University of West Florida's current General Education curriculum. The information gathered in this survey will help the Committee with its study. Participation is voluntary, and all survey responses will remain anonymous. No identifying information will be used in the data collection and analysis. By completing the survey, you are giving consent for the GEAR Committee to use all data collected as needed. The survey should take approximately 15 - 20 minutes to complete. We sincerely appreciate your time and effort in assisting with this critical task.

Dr. Tom Westcott, Chair
General Education Assessment
And Reform Committee

Mr. Josh Finley, President
Student Government Association

STUDENT SURVEY: GENERAL EDUCATION at UWF

1. Approximately how many semester hours of credit had you already completed before coming to UWF? Please include AP, IB, dual enrollment and transfer work.
 - a. 18 Semester hours or less
 - b. More than 18 semester hours

2. Current college of major
 - Business (Accounting; Economics; Finance; Marketing; Management)
 - Professional Studies (Teacher Ed; Social Work; Criminal Justice; Health Leisure and Exercise Science; Engineering and Computer Technology)
 - Arts & Sciences (All others)
 - Undecided

3. Current class standing
 - Freshman (0 - 29 semester hours completed)
 - Sophomore (30 – 59 semester hours completed)
 - Junior (60 - 89 semester hours completed)
 - Senior (90 + semester hours completed)

4. What is your age?
 - a. 16 – 18
 - b. 19 - 21
 - c. 22+

5. What is your approximate GPA?
 - a. 0.00 – 0.99
 - b. 1.00 – 1.99
 - c. 2.00 – 2.99
 - d. 3.00 – 4.00

Please proceed to the next page.

Please respond to the statements below using the following scale:

a	b	c	d	e
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Statement					
6.	I understand why there are General Education requirements.	a	b	c	d	e
7.	I understand my General Education requirements.	a	b	c	d	e
8.	I have been satisfied with the quality of teaching in the General Education courses.	a	b	c	d	e
9.	The General Education requirements have helped me in my major courses.	a	b	c	d	e
10.	I believe General Education requirements are important for my development as I prepare to enter my professional career.	a	b	c	d	e
11.	I believe General Education Requirements are important for my development as a person.	a	b	c	d	e

Please proceed to the next page.

In this section of the Survey we are interested in how you feel about UWF's General Education Curriculum. Below you will find a series of statements regarding the General Education categories used by UWF with some examples of courses in each category. We'd like to know the importance you attach to each category (not course). Please use the following scale to respond to the statements.

a	b	c	d	e
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Category	Example Courses					
12.	Communication courses (English Composition) should be included in UWF's General Education.		a	b	c	d	e
13.	Mathematics courses (Algebra, Calculus, Statistics) should be included in UWF's General Education.		a	b	c	d	e
14.	Fine Arts courses (Art History, Art. Music, Theatre) should be included in UWF's General Education.		a	b	c	d	e
15.	Literature courses (Literature, Poetry, Great Books) should be included in UWF's General Education.		a	b	c	d	e
16.	Values courses (Religion, Philosophy, Ethics, Logic) should be included in UWF's General Education.		a	b	c	d	e
17.	Behavioral courses (Psychology, Criminal Justice, Anthropology) should be included in UWF's General Education.		a	b	c	d	e
18.	Historical courses (American & European History) should be included in UWF's General Education.		a	b	c	d	e
19.	Socio-Political courses (Government, Economics, Sociology, Mass Communication, Law) should be included in UWF's General Education.		a	b	c	d	e
20.	Natural Science courses (Biology, Chemistry, Physics, Astronomy, Geology, Computer Science) should be included in UWF's General Education.		a	b	c	d	e
21.	A science lab should be included in UWF's General Education.		a	b	c	d	e

Please proceed to the next page.

The skills that UWF thinks you should develop in your General Education courses are listed below. We would like to know how important you think they are. Please use the following scale in response to the statements below:

a	b	c	d	e
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

22.	Thinking and evaluation skills are important to my personal and professional growth.	a	b	c	d	e
23.	Creativity is important to my personal and professional growth.	a	b	c	d	e
24.	Writing is important to my personal and professional growth.	a	b	c	d	e
25.	Speaking is important to my personal and professional growth.	a	b	c	d	e
26.	Math skills are important to my personal and professional growth.	a	b	c	d	e
27.	Using technology effectively is important to my personal and professional growth.	a	b	c	d	e
28.	Academic Integrity is important to my personal and professional growth.	a	b	c	d	e
29.	Developing personal values is important to my personal and professional growth.	a	b	c	d	e
30.	Ethical Reasoning is important to my personal and professional growth.	a	b	c	d	e
31.	Diversity Skills are important to my personal and professional growth.	a	b	c	d	e
32.	Problem solving is important to my personal and professional growth.	a	b	c	d	e
33.	Developing disciplined work habits is important to my personal and professional growth.	a	b	c	d	e
34.	Team Work is important to my personal and professional growth.	a	b	c	d	e
35.	Civic Engagement (community involvement) is important to my personal and professional growth.	a	b	c	d	e

Please proceed to the next page.

General Education at UWF may be revised next year. We'd like your opinion on the importance you place on including the following items in any revision. Please use the following scale:

a	b	c	d	e
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Example					
36.	A foreign language should be included in UWF's General Education.	a	b	c	d	e
37.	Diversity/Multicultural Competency should be included in UWF's General Education.	a	b	c	d	e
38.	Personal Financial Planning (Managing your personal finances) should be included in UWF's General Education.	a	b	c	d	e
39.	Wellness (physical fitness and mental health) should be included in UWF's General Education.	a	b	c	d	e
40.	Community Service (Volunteering) should be included in UWF's General Education.	a	b	c	d	e
41.	Freshman Seminar (Adjustment to college course) should be included in UWF's General Education.	a	b	c	d	e
42.	Public Speaking should be included in UWF's General Education.	a	b	c	d	e
43.	Undergraduate Research should be included in UWF's General Education.	a	b	c	d	e

You're done with this part of the Survey. Now please fill out the open-ended questions on the single sheet of paper. Thanks!

**GEAR Committee
Student Survey
General Education at UWF**

Please tell us the two things that you have liked most about General Education.

1.

2.

Please tell us the two things you have liked least about General Education.

1.

2.

Appendix K

Student Survey: Academic and Demographic Data

Student Respondents Current College of Major

College	N	%
Business	66	11.3%
Arts & Sciences	232	39.8%
Professional Studies	215	36.9%
Undecided	70	12.0%
Total	583	100.0%

Student Respondents Current Class Standing

Class Standing	N	%
Freshman	348	59.7%
Sophomore	194	33.3%
Junior	27	4.6%
Senior	14	2.4%
Total	583	100.0%

Student Respondents Current Age Range

Age Range	N	%
16-18	279	47.9%
19-21	279	47.9%
22+%	24	4.2%
Total	582	100.0%

Student Respondents Current Cumulative GPA Range

GPA Range	N	%
0.00 - 0.99	31	5.3%
1.00 - 1.99	22	3.8%
2.00 - 2.99	166	28.6%
3.00 - 4.00	362	62.3%
Total	581	100.0%

Appendix L

Student Degree of Agreement/Disagreement
with Six Statements Regarding General Education

Statement	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I understand why there are General Education requirements.	23	3.9%	38	6.5%	93	16.0%	261	44.8%	168	28.8%
I understand my General Education requirements.	16	2.7	52	8.9%	106	18.2%	255	43.7%	154	26.4%
I have been satisfied with the quality of teaching in the General Education courses.	23	3.9%	62	10.6%	147	25.2%	248	42.6%	103	17.7%
The General Education requirements have helped me in my major courses.	45	7.7%	99	17.0%	255	43.9%	126	21.6%	57	9.8%
I believe General Education requirements are important for my development as I prepare to enter my professional career.	31	5.3%	91	15.6%	146	25.1%	217	37.3%	97	16.7%
I believe General Education requirements are important for my development as a person.	36	6.2%	78	13.4%	189	32.4%	185	31.8%	95	16.3%

Appendix M

Student Degree of Agreement/Disagreement with
Inclusion of Current Categories in UWF General Education

Category	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%			N	%			N	%
Communication	31	5.3%	36	6.2%	93	16.0%	227	39.1%	194	33.4%
Mathematics	32	5.5%	59	10.2%	95	16.4%	223	38.5%	170	29.4%
Fine Arts	69	11.9%	125	21.6%	123	21.6%	153	26.5%	108	18.7%
Literature	58	10.0%	112	19.4%	171	29.6%	151	26.1%	86	14.9%
Values	56	9.7%	98	17.0%	144	24.9%	179	29.9%	101	17.5%
Behavioral	31	5.4%	77	13.3%	151	26.1%	209	36.0%	111	19.2%
Historical	42	7.2%	70	12.1%	143	24.7%	209	36.0%	116	20.0%
Socio-Political	40	6.9%	72	12.4%	137	23.7%	217	37.5%	113	19.5%
Natural Sciences	53	9.2%	76	13.1%	124	21.5%	206	35.6%	119	20.6%
Science Lab	92	15.9%	117	20.2%	144	24.8%	133	22.9%	94	16.2%

Appendix N

Student Opinions of UWF General Studies Student Learning Outcomes

Importance to Their Personal and Professional Growth

Learning Outcome	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Thinking and evaluation skills	10	1.7%	15	2.6%	34	5.9%	206	35.9%	310	53.9%
Creativity	18	3.1%	17	3.0%	69	12.0%	211	36.6%	261	45.3%
Writing	18	3.1%	33	5.7%	100	17.4%	217	37.8%	207	36.0%
Speaking	13	2.3%	16	2.8%	89	15.4%	202	35.0%	257	44.5%
Math skills	36	6.2%	46	8.0%	122	21.1%	213	36.9%	160	27.8%
Using technology effectively	15	2.6%	19	3.3%	76	13.2%	211	36.6%	256	44.3%
Academic Integrity	10	1.7%	11	1.9%	72	12.5%	213	37.0%	270	46.9%
Developing personal values	13	2.3%	17	2.9%	53	9.2%	194	33.6%	300	52.0%
Ethical Reasoning	13	2.3%	22	3.8%	93	16.2%	234	40.9%	211	36.8%
Diversity Skills	15	2.6%	20	3.5%	90	15.6%	226	39.2%	225	39.1%
Problem solving	15	2.6%	17	3.0%	37	6.5%	223	38.9%	281	49.0%
Developing disciplined work habits	13	2.3%	9	1.6%	48	8.4%	206	36.0%	296	51.7%
Team Work	16	2.8%	26	4.5%	73	12.8%	235	41.1%	222	38.8%
Civic Engagement (community involvement)	20	3.5%	52	9.1%	144	25.1%	217	37.7%	141	24.6%

Appendix O

Student Degree of Agreement/Disagreement
with Including Various New Items in General Education

Items for Inclusion	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%			N	%			N	%
Foreign Language	108	18.9%	127	22.2%	147	25.7%	99	17.3%	91	15.9%
Diversity/Multicultural Competency	47	8.2%	119	20.9%	211	37.1%	113	19.8%	80	14.0%
Personal Financial Planning	27	4.7%	66	11.6%	143	25.1%	202	35.6%	131	23.0%
Wellness	33	5.8%	74	13.1%	164	28.9%	176	31.0%	120	21.2%
Community Service	74	13.1%	133	23.5%	179	31.6%	113	19.9%	68	12.0%
Freshman Seminar	120	21.3%	110	19.6%	170	31.2%	88	15.7%	74	13.2%
Public Speaking	41	7.3%	95	17.0%	172	30.7%	140	25.0%	112	20.0%
Undergraduate Research	56	10.5%	76	14.2%	222	41.5%	111	20.7%	70	13.1%

Appendix P

Categorized Student Likes and Dislikes

Student Survey
Summary of "Likes" Comments

<u>Instructor Variables</u>	<u>Curriculum Variables</u>	<u>Other Variables</u>
Instructor Competency (55)	Expands Knowledge (158)	Courses Are Easy (54)
Personable Instructors (22)	Narrows Down Interest (101)	Availability of Classes (24)
Organization of Classes (3)	Variety in Course Offerings (101)	Gen. Ed. Requirements are Clear (16)
Youthful Instructors (1)	Develops Skills (88)	Level of Difficulty Right (15)
	Prepares you for Major (68)	Dual Enrollment (4)
	Comprehensiveness (50)	Online classes (3)
	Diversity Studies (49)	Inexpensive (1)
	English (32)	
	Review of Prior Knowledge (29)	
	Psychology (28)	
	Arts (21)	
	Math (13)	
	Class Size (10)	
	History (9)	
	Sciences (9)	
	Freshman Seminar (8)	
	Values (7)	
	Courses Are Same for Everyone (7)	
	Group Work (5)	
	Comm Arts (3)	

Student Survey

Summary of "Dislikes" Comments

Instructor Variables

1. Teacher Competency (52)
2. Heavy Work Load (52)
3. Boring (42)
4. Too Easy (18)
5. Low Degree Level of Instructor (16)
6. Confusing (11)
7. Class Attendance Requirements (7)
8. Lack of Required Study Material (6)
9. Language Barrier (2)
10. Lack of Extra Credit (2)
11. Grading Scale (2)
12. Favoritism (1)
13. Test Taking (1)

Curriculum Variables

1. Courses Don't Count Toward Major (199)
2. Forced to Take Undesired Courses (100)
3. Number of Required Courses (92)
4. Math Requirements (43)
5. Lab Science Requirements (38)
6. English Requirements (32)
7. Repetitive Material (22)
8. Too Broad (13)
9. Arts/Humanities (13)
10. History (9)
11. Values Courses (9)
12. Different Requirements for Different Students (7)
13. Speech Courses (3)

Other Variables

- Too Expensive (31)
- Classes Too Large (27)
- Lack of Course Availability (22)
- Gordon Rule (14)
- Freshman Seminar (12)
- Advising (9)
- Foreign Language (6)
- Peers Behavior (5)
- Summer Requirements (3)
- Not Enough CLEP (2)
- Online Courses (1)
- Too Much Walking (1)

Appendix Q

Faculty Survey: Academic Profile Data

College Affiliation of Faculty Respondents

College	N	%
Arts & Sciences	84	62.8%
Business	19	14.1%
Professional Studies	31	23.1%
Total	134	100.0%

Academic Rank of Faculty Respondents

Academic Rank	N	%
Full	32	24.2%
Associate	41	31.1%
Assistant	41	31.1%
Instructor	18	13.6%
Total	132	100.0%

Faculty Respondents Frequency of Teaching General Education Courses

Frequency	N	%
Each Semester	31	22.8%
Once a Year	14	10.3%
Very Rarely	22	16.2%
Never	69	50.7%
Total	136	100.0%

Appendix R

Faculty Opinion of the Inclusion of Current

General Studies Categories in UWF General Education Curriculum

Category	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Communication (N = 128)	1	0.8%	1	0.8%	4	3.1%	21	16.4%	101	78.9%
Mathematics (N = 128)	2	1.6%	1	0.8%	6	4.7%	26	20.3%	93	72.6%
Fine Arts (N = 127)	2	1.5%	8	6.3%	17	13.4%	41	32.3%	59	46.5%
Literature (N = 128)	2	1.6%	3	2.3%	12	9.4%	47	36.7%	64	50.0%
Values (N = 128)	5	3.9%	3	2.3%	12	9.4%	44	34.4%	64	50.0%
Behavioral (N = 127)	4	3.1%	9	7.1%	21	16.5%	50	39.4%	43	33.9%
Historical (N = 128)	1	0.8%	2	1.6%	17	13.2%	44	34.4%	64	50.0%
Socio-Political (N = 128)	1	0.8%	2	1.6%	12	9.4%	64	50.0%	49	38.2%
Natural Sciences (N = 128)	1	0.8%	2	1.6%	10	7.8%	51	39.8%	64	50.0%
Science Lab (N = 127)	6	4.7%	7	5.5%	27	21.3%	40	31.5%	47	37.0%

Appendix S

Faculty Opinions Regarding Continuation of Current Learning Outcomes from the Domain Matrix

Learning Outcome	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Analysis/ Evaluation	1	0.8%	1	0.8%	7	5.5%	25	19.7%	93	73.2%
Creativity	4	3.2%	6	4.8%	31	24.8%	43	34.4%	41	32.8%
Writing	0	0.0%	0	0.0%	4	3.1%	15	11.8%	108	85.1%
Speaking	1	0.8%	6	4.7%	22	9.4%	42	33.1%	66	52.0%
Quantative Reasoning	1	0.8%	1	0.8%	9	7.1%	43	33.9%	75	57.4%
Technical Literacy	5	4.0%	5	4.0%	21	16.7%	34	27.0%	61	48.3%
Academic Integrity	2	1.6%	1	0.8%	11	8.7%	27	21.3%	86	67.6%
Personal Values	9	7.1%	13	10.3%	25	19.8%	38	30.2%	41	32.6%
Ethical Reasoning	4	3.2%	1	0.8%	16	12.7%	42	33.3%	63	50.0%
Diversity	14	10.9%	8	6.3%	9	7.1%	49	38.7%	42	32.8%
Problem Solving	1	0.8%	1	0.8%	8	6.4%	27	21.3%	78	62.4%
Disciplined Work Habits	2	1.6%	6	4.7%	20	15.6%	36	28.3%	54	42.2%
Team Work	5	3.9%	0	0.0%	36	28.1%	40	31.3%	37	28.9%
Civic Engagement	9	7.0%	5	3.9%	38	29.7%	45	35.2%	21	16.4%

Appendix T

Faculty Extent of Agreement/Disagreement for the

Inclusion of New Items in UWF General Education

New Item	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Foreign Language (N = 128)	4	3.1%	14	10.9%	26	20.3%	38	29.8%	46	35.9%
Personal Financial Planning (N = 129)	7	5.4	23	17.8%	44	34.2%	35	27.1%	20	15.5%
Wellness (N = 128)	11	8.5%	21	16.3%	37	28.7%	40	31.0%	20	15.5%
Freshman Seminar (N = 128)	10	7.8%	18	14.1%	29	22.7%	45	35.1%	26	20.3%
Public Speaking (N = 129)	5	3.9%	11	8.5%	29	22.5%	47	36.4%	37	28.7%

Appendix U

Verbatim Faculty Comments to Open – Ended Survey Questions

Participant	If there are any additional items you feel should be included in General Education at UWF, please include them here: Open-Ended Response	Please list what you believe to be the two main strengths of the UWF General Education curriculum. Open-Ended Response	Please list what you believe to be the two main weaknesses of the UWF General Education curriculum. Open-Ended Response	What is your understanding of the current purpose of General Education at UWF? Open-Ended Response
1	Writing and basic algebra skills should be demonstrated before a student can be classified a junior. These skills impact the other areas.	The learning outcome should be structured so that undergraduate research or community service are required.	Too many juniors and seniors in my classes have major problems writing paragraphs and/or performing simple algebra calculations (one-variable equations).	To provide a broad, well-rounded foundation by including requirements for course studies in mathematics/statistics, physical sciences (with at least one laboratory requirement), social sciences, English, history, foreign languages, the arts, business, and ethics/society/philosophy/religion. complete lower division courses
2		Freshman seminar is good.	There is no reinforcement of asking students to take the general education courses in a proper sequence. The GE then becomes an empty achievement. Not much hand-on experience and/or undergraduate research.	To have students received all basic knowledge and be equipped for more advanced subjects.
3		1. Some flair has emerged in how to meet gen ed goals (e.g., Math's transformation approach). 2. We have responded to the distribution requirement elements to the letter.	1. Composition philosophy is problematic both in outcomes produced and constraints on registration. 2. We are overrun with courses that reflect more faculty interest than explicit link to gen ed purposes.	To provide a foundation in cognitive skills that will support any major.
4		Variety & consistency	lack of high expectations. I think we cater too much to the B/C student and not to the A students.	achieve an adequate level of general education requirements appropriate for a liberal arts education
5		It's teachers	The General Education curriculum is not sufficiently related to a set of goals.	To give students a broad foundation before specializing in their major. just what it says
6		I like the mix of perspectives (i.e., Historical, Behavioral, etc.) I like the Math requirement; I find that many students graduate from the public school system incapable of doing the simplest calculations.	I am strongly in favor of the English Composition requirement, but in my opinion it is not being taught effectively; students earn top grades in these courses, but apparently still have little idea of how to write clearly, coherently and correctly.	To encourage students to broaden their educational horizons beyond what is required for their narrowly defined career paths. To expose them to ideas, values, and perspectives that will shape their post-academic lives and prepare them to be informed, effective, and productive citizens. A well-informed and educated individual is better equipped to make sound and reasonable judgements about current issues.
7				
8				

9	An exploration of careers and identification of personal strengths and preferences should be included with an emphasis on the variety of programs/majors available at UWF to meet a variety of needs/interests.	What I percieve to be a focus on the individual student is the major strength. The second area of strength is the indepth background of the faculty in these classes. Full time faculty should teach the majority of Gen Ed classes.	Number of sections taught by adjuncts and some classes that are too large.	Gen Ed has a focus on building and assessing basic academic skills as well as provision of the foundation of a broad liberal arts background for our students.
10				
11	While this should have been a part of any undergraduate's high school education, I feel that a "Civics" component should be included within General Education, perhaps as a component of the Socio-political requirement.	Generally broad enough to provide a good foundation for all university students. Provides a good introduction to university studies prior to specializing.	Really ought to incorporate foreign languages. Too much emphasis on vague and ambiguous terms such as "diversity" or "personal development" instead of concrete content which achieves the same end but only indirectly and implicitly.	To provide a common basic core-set of diverse courses that all undergraduates must take prior to specializing in a major field.
12				
13				To refresh information that may have been offered in high school so that students are better prepared once they move into higher level courses. In addition, this provide a foundation for students that will enable them to be more confident and knowledgeable when deciding their major.
14				
15		most classes are small enough for students to be seen as individuals	many classes fill up and students cannot get into them. Big example is Intro to literature.	Unclear Every graduate of the institution should have an understanding and appreciation of the many disciplines, so they can be an informed citizen.
16				
17				
18				
19				
20		Dedicated faculty Variety	Minimal life skills Ineffective written communication outcomes	Broad based exposure to varying disciplins plus skill building in critical thinking, written communication, higher mathematics, and life (personal self-management) skills.
21	As indicated previously by all those marked Strongly Agree: composition, public speaking, basic math, literature, academic integrity, etc.	experience with math experience with English composition	some adjunct instructors do not seem to be closely supervised students need to be sold on the value of the requirements	To give students a solid founding in basic liberal arts courses, which will benefit them in subsequent study.

22			Lack of opportunity for students in the wellness domain: physical, social, environmental, emotional, spiritual, and intellectual health.	To provide students with a broad educational experience during undergraduate studies.
23				
24	Problem solving & preparation		Online courses & community service	To provide a foundational comprehension & implementation of basic educational requirements and practices.
25				educate a whole person.
26				
27	All students have the same exposure to the basics. All students get a little of everything in order to make informed decisions regarding their major.		too many choices in some areas	Broad overview of liberal arts in the state of Florida and to allow students to sample and select a major.
28				I have no idea
29				To provide a common ground of liberal arts and science education for all students
30	I believe there should be a university-wide sophomore-level course that ties together themes of the general education courses, and gives faculty the opportunity to team-teach with colleagues from other disciplines. Modern education must prepare students for interdisciplinary conversation and collaboration	I believe we have a strong writing center, which helps students to recover from the poor preparation in writing they're receiving in high school and our feeder schools. The Honors program still preserves some sense of the interdisciplinary nature of a substantive general education, and could serve as a model for university-wide reform in gen ed and freshman retention.	Resources have been allocated in such a way as to disadvantage the humanities, which will always remain at the heart of general education. We have no foreign language program of consequence.	To ensure that all graduating students have received training in the elements of a humane education.
31				
32	Foreign Culture	Small class size Proximity between students and instructors	Less fair play in some somes (not all) 'Government' work mentality that results in less service to students/customers	Excellent
33				

34	<p>In addition to using technology effectively, information literacy needs to be included. This should be integrated across the curriculum. All sources are not created equal; Everything on the internet is not true, Students need to be able to research a topic, separate the information "wheat from the chaff", and then how to integrate the various sources.</p>	<p>Currently, students do not learn adequate skills in GenEd: math, writing, critical thinking, ethical behavior, practical economics. Too many make it through GenEd and cannot write and cannot use math to solve problems. What is "Math for Liberal Arts" anyway but a way to reduce the expectations for students to learn. There needs to be a core set of GenEd courses that everyone takes and there needs to be assessment of everyone as to the effectiveness of the education in that core set of courses. GenEd needs to prepare students for further work, not be a cornucopia of nice sounding but unfocused alternatives. A capstone course based on that core set of courses would be a great idea; a course where the students must demonstrate they can integrate the learning from the core set of GenEd courses.</p>	<p>Borrowing heavily from the purposes of general education as found at other highly respected educational institutions: GenEd prepares students with a strong foundation of skills that link arts, sciences, and business with the information intense, 21st century world that students will face so that the students are able to reason clearly, communicate effectively (both written and oral) and become involved as an active participant in society. GenEd supports 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.</p>	
35				
36				
37		<p>Prepares student for what they need to function in the workplace.</p>	<p>Provide students a quality education</p>	
38	<p>Debate - more than politically charged shouting from extreme positions. Actual, reasoned, studied debating of topics in any discipline.</p>	<p>Seems to capture some of the hallmarks of a "traditional" liberal education, with a broad range of subjects potentially taken by students.</p>	<p>No evidence of cross-disciplinary ties. A common "theme" or goal would serve to make subjects in widely varying disciplines more "relevant" to students who might otherwise fail to see how everything they're learning is important.</p>	<p>Provide a broad, common base level of understanding that all students regardless of major are to achieve.</p>
39	<p>To give our students a strong and well-balanced academic foundation.</p>			
40		<p>adequate variety committed instructors</p>	<p>insufficient rigor large courses should have recitation opportunities that should include paying a TA and/or instructor to help students in the course.</p>	<p>provide a well-rounded education that includes topics outside the students' majors.</p>

41	<p>No additional items, but some of these seem misplaced. For example, Communication Basics does not belong under "Values," but under "Communication."</p>	<p>It offers students a broad range of opportunities (both a strength and a weakness). I also like the (as yet optional) freshman experience courses designed to engage students civically and help them succeed as students. I think that should be a core requirement for all students.</p>	<p>1. The majority of students in their junior and seniors years still cannot write adequately. 2. There is a disconnect between General Education and the rest of the university, almost as if we are a junior college and senior college that happen to share a campus. Students feel the disconnect. They're not sure what GenEd has to do with their intended fields of study, and many of them are at UWF for years before they get to know faculty in their main interest areas-- heck, before they get to know tenure-track faculty of ANY sort. It's terrible for retention. At the same time, most faculty aren't knowledgeable about GenEd or involved in it. Their feelings range from indifference to a vague uneasiness to anger that students aren't better prepared by their junior years. But all of these feelings exist in a general haze of ignorance. I continually emphasize to students that the world is made of inter-related, interdependent people and phenomena, but we don't teach that way at UWF. 3. As eluded to, we rely MUCH too heavily on GAs and adjuncts to teach foundational courses at UWF. It sends a message that these courses are less important than others, it puts our entry-level students at a disadvantage, and it means that our most highly qualified faculty members have limited exposure to students as they mature and build skills.</p>	<p>To prepare students to succeed as university students and to help them become happy, productive, successful citizens throughout their lives.</p>
42	<p>[Redacted content]</p>			
43			<p>In my opinion, students in their first two years in college should not be allowed to take online classes. This is a critical time for acclimating to college life, developing interpersonal communication skills, study skills and appropriate behavior in classroom settings. There needs to be</p>	<p>To provide educational diversity beyond the major</p>

			a unified goal to the general education classes where critical thinking and problem solving skills are better developed.	
44		Standardized curricula and outcomes assessments.		Providing basic education in the fundamentals academic disciplines.
	The freshman seminar does not seem to accomplish much, so it might be good to drop it in favor of more content courses. Public speaking can be part of specific courses but should not be a required course. Languages should be required, even if a student had languages at the high-school level. We can not speak of globalization and preparing students for graduate school and professional programs without languages. Graduating students in international economics, international business, fine arts, history, international relations (international studies), archaeology, and other fields without language abilities is irresponsible, misleading the student, and diminishing the value of their degree.	Students receive an introduction to various disciplines and they practice necessary skills.	Students still emerge from general studies without the proper reading and writing skills. Let me take this opportunity to state my opinion about a few matters on this page: 1) Undergraduate research is a gimmick, even though there might be a handful of students every decade who qualify for such a program. Students generally lack the necessary skills for meaningful research in anything but a classroom setting. 2) Community service should be something that students do voluntarily. The university should provide such opportunities, but they should not appear as a requirement or even an option for credit.	The stated purpose might be lofty, but the reality is that general education is at once a remedial program to complete high school competency and to give students some basic notions about their selected major and other fields.
45				
46		1) Gen Studies provides all students with a minimal introduction to a broad spectrum of disciplines 2) Gen Studies courses may facilitate the development of a sense of community by allowing first- and second-year students to take multiple courses together	1) Gen Studies courses provide only an introduction and do not allow students to pursue in some depth their interests outside of a major 2) Gen Studies are too constrained by credit-heavy major requirements; students do not have the opportunity to take a diverse course of study at UWF	Provide all UWF students with some basic content and skills in each component of higher education curriculum
47				

48		1. Math department pays a lot attentions to students learning. Its facultys are there all tiem to help students.	Wish other departments do the same as math department. If you go to SSE, only the 3rd floor where math is has live.	By successfully completed the courses, students should master the basic skills and knowledge to advance them to job market or advanced study.
49		Broadens students' perspectives, provides foundational knowledge for other courses	Tries to do too much for too many (multiple conflicting constituencies), lacks focus and consistency	To provide a limited liberal arts education and to cover topics that are foundational for many different disciplines.
50				
51		Small class sizes. Plenty of options.	Too many online classes; academic integrity is compromised. Different departments do not work together enough, more comprehensive work should be explored.	To provide a basic platform of information needed for students to dive into their chosen fields from.
52				To provide a solid foundation for engaging in critical thought, and to provide a solid basis for further study in a wide variety of fields.
53	Ethics should be a required course and should emphasize critical thinking skills and the importance of a social contract of ethical behavior in society.	1. Comprehensive and includes a broad base of general subjects 2. requires a foreign language	1. seems to fail students in terms of preparing them to write. Students are beginning upper level courses without the necessary research, writing skills. 2. isn't demanding enough. A's are the new C's.	a broad based education to give students the tools for participation in a liberal democratic society as well to prepare them for the rigor of their chosen major (in terms of writing skills, project management skills, critical thinking skills, liberal arts, etc)
54				Provide a well rounded basis for students to succeed in their major area of study.
55		1. Strongly grounded in language arts and sciences 2. Knowledgeable and well prepared faculty.	I am not aware of any weaknessess at this time.	Provide students with resources and skills in the arts and sciences needed to advance and be successfull in upper level coursework.
56		broad array of classes	need to enhance writing over use of assessment. This survey is the perfect example. Multiple areas listed above as "learning outcomes" are not outcomes they are properties of a person or a process, not an outcome.	provide broad background
57				
58		I do not know the curriculum well enough to say.	I do not know.	I understand it to be the courses that provide a basic educationally foundation for entering undergrad's.
59	This is higher education, not vocational education.	Humanities Courses, Science Courses	Weak Languages, Silly Assessment	To provide students with a well-rounded lower-division education that teaches skills and content that any college-educated student should have.
60				
61				Provide a basic understanding of a wide variety of subjects
62	#'s 18 & 11 seem to be the same. I would eliminate # 18 and keep 11.	1. the faculty 2. previous planning	1. large classes	To give each student a framework of cultural reference and background in the information that an educated

63			person should have.
64	Philosophy and the history of ideas. At least 3 hrs in philosophy ought to be mandatory	One department -- English - teaches 1/3 of the entire gen ed program. Is that really general education or 'specific' education?	Provide students with a broad range of academic studies. Prevent an over specialized and narrow education.
65			Broad-based education so that our graduates are enlightened member of society.
66	Broad based education Course Variety	Lack of strategic direction or theme	Provide a liberal arts and sciences foundation.
67			
68	diversity of subjects covered (I cannot include a second)	lack of a public speaking requirement problematic categorization of courses under current thematic tracks	To fulfill the university's mission of providing a broadly based education at the lower division (with a particular focus on critical skills such as public speaking, writing and critical thinking). Although, I do not believe our current approach achieves that mission.
69	Unsure	1. Essential growth through learning is shortchanged by the absolute need to limit it to a certain number of courses. 2. Too many students seem to be prepared because their gen ed courses from a community college were accepted (part of their AA), when they are poorly prepared as transition students for courses at UWF.	To provide a basic, well-rounded, general education in the core subjects required of college students for bachelor or associate degrees.
70		not primarily a problem with UWF but transfer students from junior or community colleges often lack basic skills for upper level courses. No real emphasis given to students as to why they need to take such a range of courses	to provide a wide range of experiences and to create a minimum level of skills that reach across all majors.
71	It appears, from what I see in the classroom, that students are adequately prepared to use technology to enhance their oral presentations. In addition, they are fairly competent at presentation. But see weaknesses with respect to content.	General education is not preparing students adequately to write effectively. I am appalled at how poorly our students express themselves in writing. And these are students who have reached the junior and senior level at the University. Are we teaching students that writing matters in composition courses and never again? In addition, students seem to have NO IDEA how to evaluate sources of information. Any printed/online source is considered equally valuable.	I believe that general education is designed to provide students with a broad general background in the liberal arts and social sciences. Technical education, if the student chooses this route, should build upon a good basis of a liberal education.

			This inability to critically evaluate information sources is very distressing. It will lead to individuals with educational credentials but no real education.	
72				I understand General Education to have a twofold purpose: (1) to provide students with a foundational liberal education, and (2) to prepare them for the more complex work to be done in their upper-division major classes.
73		1. Great that students have choices in categories of study	1. Not aware of enough emphasis on current trends and issues that young adults encounter.	Provide breadth in learning and thinking as well as expose/introduce students to a breadth of fields of study.
74				To meet a state requirement of 36 hours of general studies. To give the CAS a reason to exist.
75		Required Composition. Required History.	No foreign language. Some courses permissible for General Education are more introductory courses for potential majors than courses for the general education of the student.	To provide the intellectual substructure for our graduates to be productive citizens of the nation and professionally adept.
76	I feel strongly that languages should be included in the Gen Ed Curriculum. I think that every UWF student should be required to take 1 semesters of a foreign language BEYOND the high school level. I also feel strongly that all students should have an understanding of both human and physical geography to understand the world in which we live.	Unknown	1. Lack of foreign language requirement. 2. Lack of emphasis on human and physical geography.	To provide all students with a common basic knowledge set.
77	Professionalism	Breadth of coverage and opportunities/flexibility for students	Grade inflation and faculty who are afraid to fail students	Provide minimum but broad, liberal arts education for all of our students
78	To reinforce the notion of learning to learn would be useful as would a focus on social media and the rights and responsibilities of participating in on line conversations and linking to others worldwide via electronic means of			Setting expectations on what every student should be learning, How and why this is to be done is not crystal clear.

	information sharing.		No one person in charge of the program.	The current "program" is more like a Chinese distribution than a General Education Program. From the student's perspective, it's just a bunch of courses that are required. What it really should be is a program that gives an overall preparation for the student to be able to handle the coursework in their Major.
79				
80		1. Many course choices in a variety of areas 2. Begins to develop an interesting, educated person	1. Watered down courses in some areas 2. Easy grades in some courses	Provide foundation for upper division study and develop a well rounded student
	Although the diversity area might address this, I think an orientation to interacting in the global community is important in the 11st century.	On paper it covers a breadth of important content areas.	Today's students are arriving on college campuses poorly prepared for the demands of college level education in the area of academic skills required for success and in the area of acculturation of a challenging academic community. The General Education (GE) curriculum, as a result, is unfairly expected to remediate the failures of the primary and secondary education system and just has not been able to do this consistently. A large proportion of students are emerging from the GE curriculum with significant academic skills deficits and deficits in internalizing the broad values of the academic community.	To provide a solid foundation of the academic skills necessary to pursue advanced or specialized education across the broad range of bachelor's level academic degrees as characterized by traditional liberal arts education.
81				
82	Respectfulness	Caring and Effectiveness	Respectfulness and long-term development	lifelong learning
83		Diversity of offerings	Too many adjuncts and grad students teaching Uneven assessment	To provide students with a broad-based education in preparation for life and further academic work.
84		Distribution of courses provides a broad overview to academic disciplines and basic skills embedded in those disciplines.	Used by departments to generate FTE and recruit majors without serious or responsible contribution to addressing GE learning outcomes. No organized oversight for the curriculum and no systematic plan for improvement.	Current purpose is not clear. GE meets State requirements regarding GE.
85		Good balance of math/sci, humanities and behavioral sciences Curricula of Gen Ed courses are generally satisfactory	Students' reading comprehension is still weak after completion of Gen Ed courses Students' problem-solving (especially quantitative problem-solving) skills are still weak after completion of Gen Ed courses	These are foundational courses, primarily in the core curriculum of a student's major and secondarily in a liberal arts education.

86	1. Does provide broad subject area exposure to students.	1. Senior level students do not exhibit basic skills in library research and scholarly writing. 2. Articulation agreement with Florida Community Colleges whose standards are not equal to University competencies (i.e., Gordon Rule Writing equivalencies and Multicultural requirements are difficult to meet as a transfer student without the AA degree)	Provides a broad based liberal arts background; supposed to ensure minimal competencies in writing and math skills
87			
88	Small student - faculty ratio. Campus activities		Foundation courses required of all majors to assure quality, well rounded education for all majors
89	1) Availability of face-to-face courses as part of General Education curriculum. 2) Proportion of tenure-earning faculty teaching General Education courses.	1) Availability of online courses as part of General Education (or any) curriculum. 2) Same as (1).	Provision of foundational skills and knowledge across a broad spectrum of disciplines. Demonstration of the main themes of various disciplines to facilitate the process of selecting major fields of study for first- and second-year students.
90			
91	The subjects listed in the survey above a fairly general. There is no description as to any level of competency in any of these subjects, nor is there any definition as to how these requirements will be met. It is difficult to opine without more descriptive information. How about including a general education requirement for global environmental sustainability?	1) the size of the student population allows a decent amount of instructor attention. The goal is not to simply grow the student body, fill seats, and make money. The University is appropriately sized and could accommodate modest growth. 2) The curriculum is arguably focused more on teaching than it is on research. This should carry over into the classroom.	1) In a way, general education is a way for students to find themselves. Although this is not necessarily a limitation of the general education program specifically, some student come to find themselves mat UWF, only to realize that they are at the wrong University for what they really want to do. So, the problem sometimes lies beyond what is considered general education; there is no point in completing the GE requirements, only to find out you want to be an engineer and want to transfer to another school. 2) I would say that the quality of the education can always be improved. If GE requires only writing competency, we ought to strive for excellence.
92		Modern Languages	

93	Research Writing rather than the "Composition" courses. The students arrive in my class with no idea how to use the required style manual, no concept of "acceptable" sources versus "unacceptable," and no idea how to develop a thesis statement from which to write research-based reports/papers. The Composition courses should be restructured and expanded to include the type of writing that is actually required in today's classrooms.	Multiple options from which students can choose.	Curriculum offerings are based on a 20th century model and no longer appropriate for today's workplace and society. Specific courses are not as relevant to today's world (history offerings should include Eastern, Latin, and Middle-Eastern history).	To provide students with a broad (and common) foundation in preparation for, and as part of, A.A. and baccalaureate degree programs.
94				
95				To provide students with a broad background for critical thinking and creative skills in a complex world.
96				
97		Good variety.	Too many courses... Most programs have 12-15 credits of humanities/social sciences. We have 18. There has to be a way to merge some of the requirements	To make well rounded students.
98				
99		variety of areas covered mostly face to face classes	students' writing skills are not up to par when they begin their major students' critical thinking skills are not well-developed	provide student with a well rounded liberal arts education that will provide with the skills (writing, math, critical thinking, etc.) necessary to complete courses in their specific major.
100		Course Offerings Availability of online and offline courses		To provide a broad base of content knowledge to prepare students for focusing in a major area.
101	The list of student learning outcomes should include outcomes related to the content of courses such as history and natural science. The outcomes should help clarify the purpose of inclusion of such courses in general education.	- Multiple ways (i.e., variety of courses) to satisfy the general education requirements. - Satisfies state requirements.	- Students don't see or appreciate that there is an underlying purpose and organization to general education; students see the requirement more as a check-off of courses that have to be taken rather than a set of knowledges, skills, and values to be acquired for life-long learning. - Curriculum has big holes (e.g., how do we guarantee that student have the opportunity to develop	Provide information, skills, and approaches to learning that either cut across all disciplines and professions and/or are deemed essential for a well-educated person.

			effective oral communication skills)	
102	Respect for the faculty.	None exist.	expanding online programs.	The installation of absolute mediocrity.
103				
104				
105				
106		Preparation for more advanced work Orientation to university life It covers all areas.	Not enough emphasis on writing skills More emphasis on academic integrity None	Preparatory-oriented as well as goal of broadening the educational foundation for students. It's comprehensive as it should be and comparable to the requirements of other universities.
107				Educate students to be a fully developed persons
108				To give the student a broad Liberal Arts background.
109		It is balanced and gives students a choice, except in the areas of math and science, the opportunity to choose courses appropriate to their major.	The math and science requirements should be specialized according to a student's major.	
110				to provide a broad knowledge base for students in order that they might become well-rounded individuals, critical thinkers, and educated citizens.
111	No	N/A	N/A	Necessary requirements
112	Not that I can think of at this time.	I'm not sure of the strengths of the curriculum here at UWF. It seems to in line with other universities.	Freshman comp! I mainly teach the upper division courses and it is rare that my students are able to write at a level consistent with undergraduate study. It is very disturbing. More professors need to teach these courses.	I would assume is to provide a consistent foundation of knowledge moving into major courses.
113				
114	Effective use of technology.	None come to mind.	It employs a cookbook approach with little or no cohesion. It is not forward thinking to take into account the current and future environments that students will be expected to operate in.	To comply with state requirements.
115	Things that will help graduates be successful after graduation should be in a General Education degree at UWF. What type of jobs do General Education majors get? Maybe the answer to this question should drive what is being taught.	We have alot of students who can use this degree as a place to get started.	One weakness could be the program being used as a vehicle to "catch students up" after high school. Maybe the general education curriculum should also suggest to students to think about the "trades" or being able to do what would make them happy. College was not set up for everyone....I see too many students not able to compete on a university-level.	Assist students who want to have more control over their education

116	Not sure, other than I believe the math skills students get here are great.	Writing and Communication. I don't think these weaknesses are unique to UWF, though. I realize we have a writing lab and the students who use it do benefit.	Common body of knowledge-- breadth, not depth
117			
118	online options which are enormously convenient for students and expose them to a format that is growing in popularity across our society and a wide range of options.	some credits counting for science are not, and too much fluff and not enough substance focusing on writing and speaking skills that show up as weaknesses in upper division courses.	To provide a solid background upon students can build their work toward a degree
119			
120			To meet the minimum requirements
121	RELATIVELY SMALL CLASS SIZE	The most expert and enthusiastic professors SHOULD be teaching in gen ed; this is not the case.	To provide students and OVERVIEW of general education perspectives - natural sciences/mathematics, social sciences, humanities, DIVERSITY and selections into possible majors.
122	Most of what is suggested are things that cannot be taught (creativity) or should have been learned before entering a university - if our goal is to be remedial high school, then load up on those learning outcomes - otherwise, maybe we should stick to teaching subject material		
123	I answered Neutral on the question regarding history because the only aspects of history identified in the question were American history and European history. World History, to include history of the Asian and African continents should be a part of the required history. As far as diversity is concerned: many of the courses presently identified as meeting the multicultural requirement are	Breadth of courses available Variety of times courses offered	Insufficient number of foreign language courses available Many of the courses that currently meet the multicultural requirement focus on a single ethnic or racial group.
			To broaden the perspective of students at the lower division level in order to prepare them for focused critical thinking at the upper division level specialized courses.

courses that focus on specific ethnic groups. A course that meets the multicultural requirement should be one that is inclusive, and does not limit the content to one specific cultural group.

124		I often see the results of the current on line writing courses. They are close to worthless.	Writing skills, Writing skills	To provide basic math and writing skills and to the extent possible to provide the student with a "broadening" experience to allow them to view the world in context.
125	Geography or Global Awareness. Also Environmental Awareness.	1. broad range of course offerings 2. the math requirement	1. too many easy courses to choose from 2. related to point 1, students don't take the Gen Ed courses as seriously as they do courses in their own majors	To offer a broad cross-section of fundamental courses in arts, sciences, and techniques (e.g., math). In the sciences, these should include lab courses.
126		critical thought and the tools to express it-- in words, numbers, or products	no language requirement no language requirement At least one language should be mastered through the intermediate level.	To provide a base of knowledge and skills enabling students to complete advanced studies.
127		committed adaptive faculty, most courses focused on impt learning outcomes.	"Silos", redundancy.	Education that isn't skill-based as found in the core, but rather supports development of skills. Foundation courses.
128				Form the basis for advanced study in any discipline and create an educated individual beyond one who is trained in a narrow skill set of a single discipline.
129		Flexibility	The current instruction in writing is horrible. Students need to learn the basics of grammar and composition, not BS about political rhetoric. Too many "dumbed down" offerings in the sciences, eg. concepts of Physics, etc.	To provide a liberal arts based basis for understanding.
130		This just about covers it all. We have students from UWF undergraduate programs coming to graduate programs who cannot write or apply critical thinking. Communications skills are severely deficient. I am glad to see that the Provost is evaluating these elements and		Very limited

	seeking ways to improve their emphasis.			
131		1) focus on traditional liberal arts subjects. 2) better prepared than AA transfers	1) Too much emphasis on trendy touchy-feeley "learning outcomes", for example, question # 9 why is it "values" instead of just philosophy, which really should be geared to teaching people how to think, not how to feel. 2) too much diversion of \$, time, valuable effort into assessment BS instead of teaching.	provide a broad academic base for further specialized study in a chosen major.
132		Options for choices (although there could always be more) Availability of online courses to meet student needs	Integration of concepts across courses Skills needed for 21st century workforce	Prepare students to meet needs of programs (skill preparation) and to provide a broad perspective of a liberal arts education.
133				
134	ssssssssssssssssss	wwwwwwwwwwwwwwww	wwwwwwwwwwwwwwwwww	xxxxxxxxxxxxxxxxxxxx
135		Breadth. Relatively small class sizes.	Reliance on adjuncts and non-terminal degree faculty. Lack of experiential and/or problem-centered courses.	To prepare well-rounded students who have solid skills in critical thinking, writing and reasoning. Also to provide a liberal education that exposes students to "the world of ideas" and arguments.
136		Diversity of offerings and organization of curriculum	Not enough participation by senior faculty and lack of assessment	
137	Writing and basic algebra skills should be demonstrated before a student can be classified a junior. These skills impact the other areas.	The learning outcome should be structured so that undergraduate research or community service are required.	Too many juniors and seniors in my classes have major problems writing paragraphs and/or performing simple algebra calculations (one-variable equations).	To provide a broad, well-rounded foundation by including requirements for course studies in mathematics/statistics, physical sciences (with at least one laboratory requirement), social sciences, English, history, foreign languages, the arts, business, and ethics/society/philosophy/religion. complete lower division courses
138				
139		Freshman seminar is good.	There is no reinforcement of asking students to take the general education courses in a proper sequence. The GE then becomes an empty achievement. Not much hand-on experience and/or undergraduate research.	To have students received all basic knowledge and be equipped for more advanced subjects.
140		1. Some flair has emerged in how to meet gen ed goals (e.g., Math's transformation approach). 2. We have responded to the distribution requirement elements to the letter. Variety & consistency	1. Composition philosophy is problematic both in outcomes produced and constraints on registration. 2. We are overrun with courses that reflect more faculty interest than explicit link to gen ed purposes.	To provide a foundation in cognitive skills that will support any major.
141			lack of high expectations. I think we cater too much to the B/C student and not to the A students.	achieve an adequate level of general education requirements appropriate for a liberal arts education

142		It's teachers	The General Education curriculum is not sufficiently related to a set of goals.	To give students a broad foundation before specializing in their major.
143				just what it says
144		I like the mix of perspectives (i.e., Historical, Behavioral, etc.) I like the Math requirement; I find that many students graduate from the public school system incapable of doing the simplest calculations.	I am strongly in favor of the English Composition requirement, but in my opinion it is not being taught effectively; students earn top grades in these courses, but apparently still have little idea of how to write clearly, coherently and correctly.	To encourage students to broaden their educational horizons beyond what is required for their narrowly defined career paths. To expose them to ideas, values, and perspectives that will shape their post-academic lives and prepare them to be informed, effective, and productive citizens. A well-informed and educated individual is better equipped to make sound and reasonable judgements about current issues.
145	An exploration of careers and identification of personal strengths and preferences should be included with an emphasis on the variety of programs/majors available at UWF to meet a variety of needs/interests.	What I perceive to be a focus on the individual student is the major strength. The second area of strength is the indepth background of the faculty in these classes. Full time faculty should teach the majority of Gen Ed classes.	Number of sections taught by adjuncts and some classes that are too large.	Gen Ed has a focus on building and assessing basic academic skills as well as provision of the foundation of a broad liberal arts background for our students.
146				
147	While this should have been a part of any undergraduate's high school education, I feel that a "Civics" component should be included within General Education, perhaps as a component of the Socio-political requirement.	Generally broad enough to provide a good foundation for all university students. Provides a good introduction to university studies prior to specializing.	Really ought to incorporate foreign languages. Too much emphasis on vague and ambiguous terms such as "diversity" or "personal development" instead of concrete content which achieves the same end but only indirectly and implicitly.	To provide a common basic core-set of diverse courses that all undergraduates must take prior to specializing in a major field.
148				
149				To refresh information that may have been offered in high school so that students are better prepared once they move into higher level courses. In addition, this provide a foundation for students that will enable them to be more confident and knowledgeable when deciding their major.
150				Unclear
151		most classes are small enough for students to be seen as individuals	many classes fill up and students cannot get into them. Big example is Intro to literature.	Every graduate of the institution should have an understanding and appreciation of the many disciplines, so they can be an informed citizen.

Appendix V

Faculty Opinions on Specific Statements Regarding General Education at UWF

<u>Statement</u>	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Neither Agree nor Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>		<u>TOTAL</u>
	N	%	N	%	N	%	N	%	N	%	
The current General Education curriculum adequately prepares our students majoring in my college for more advanced courses.	6	4.7%	26	20.5%	44	34.6%	43	33.9%	8	6.3%	127
The current General Education curriculum offers students the opportunity for personal development.	1	0.8%	15	11.9%	67	53.1%	36	28.6%	7	5.6%	126
I consider myself to be familiar with the UWF General Education curriculum.	1	0.8%	19	14.7%	26	20.2%	57	44.2%	26	20.2%	129
Community Service (Volunteering) should be included as a learning outcome in UWF's General Education.	13	10.2%	34	26.6%	36	28.0%	34	26.6%	11	8.6%	128
Undergraduate Research should be included as a learning outcome in UWF's General Education.	12	9.3%	27	20.9%	31	24.0%	43	33.4%	16	12.4%	129
Experiential Learning (hands-on, participatory learning activities) should be included as a learning outcome in UWF's General Education.	6	4.7%	15	11.7%	28	21.9%	46	35.9%	33	25.8%	128
An online course format is appropriate for General Studies.	42	33.3%	25	19.8%	37	29.4%	15	11.9%	7	5.6%	126

Appendix W

General Studies Remaining Seats

(Fall Semester 2010)

General Studies Remaining Seats Fall Semester 2010

There were 70 General Studies courses offered in the Fall of 2010. Forty of the courses (57%) had no remaining seats when classes began. Fifty seven courses (81%) had five or fewer seats. The addition of 300 more freshmen in the Fall of 2011 will require in excess of 1,000 additional seats in General Studies courses. Clearly these are seats we currently do not have, but must anticipate for next Fall.

The following is a summary of the remaining seats in General Studies courses as of 5:00 pm the last business day before the start of classes in the Fall of 2010. The five areas of General Studies will be briefly reviewed with a primary focus on high demand courses. High Demand courses are defined as those that are either very popular with the students or are designated as prerequisites for various majors, or both. In either case, high demand courses generally fill up quickly and are often the target of requests for additional seats or sections. A complete listing of all General Studies courses and remaining seats can be found in the attachment.

I. Communication:

There were zero remaining seats in either English Composition I or II, both of which are high demand courses.

II. Mathematics:

There were three seats remaining in high demand mathematics courses, and only one seat total in key courses with high freshman demand (College Algebra, Trigonometry, Pre-calculus Algebra, Math for Liberal Arts I and II).

III. Social Sciences:

Historical: There were no remaining seats in any General Studies history course, all of which are high demand courses.

Behavioral: There were only fourteen remaining seats in this category, thirteen of which were online. There were no seats in Anthropology and only one in General Psychology.

Socio-Political: Neither of the two high-demand courses (Macro Economics and Sociology) had any available seats.

IV. Humanities

Fine Arts: High demand courses in this area are Intro to Art History, and Theatre. There were no available seats remaining in these courses..

Literature: Intro to Literature had zero remaining seats.

Values: It is very difficult to identify high-demand courses in this area. Course enrollments are fairly well distributed and demand is usually met. With the exception of PHI2100 (which is a Gordon Rule Math and really misplaced), there were only three remaining seats in this category.

V. Natural Sciences

High demand courses include General Botany, General Biology, Anatomy and Physiology I, Fundamentals of Chemistry, General Chemistry I, and General Zoology. All of these courses, except the two Chemistry courses, had a total of four remaining seats. The Chemistry courses had excess seats due to the extraordinary lengths to which the Department went to accommodate students.

In closing it is important to note the excellent cooperation displayed by the academic departments, the Chairs and faculty in terms of adding seats to classes and adding new sections of courses. The situation would have been unworkable without their cooperation throughout the registration and Orientation processes.

Appendix X

General Studies Committee Charter

General Studies Committee

PURPOSE:

As a subcommittee of the Faculty Senate's Academic Council, the General Studies Committee recommends to the Academic Council and advises the Administration regarding matters that pertain to General Education at the University of West Florida.

SPECIFIC RESPONSIBILITIES:

1. Hear appeals to general education requirements.
2. Review all lower division CCRs.
3. Make recommendations for selection of faculty and teaching methods for lower division.

MEMBERSHIP REPRESENTATION

Six elected faculty members, voting, four from the College of Arts and Sciences, one from the College of Business, and one from the College of Professional Studies.

In the College of Arts and Sciences, one member shall be elected from each of the following broadly defined areas:

1. Arts and Humanities
2. Social Sciences
3. Natural and Physical Sciences
4. Computational Sciences

In the College of Business and the College of Professional Studies, all members shall be elected at large

College of Arts and Sciences Associate Dean, non-voting, ex officio

Director of the University Advising Center, non-voting, ex officio

Chair of the Faculty Senate Academic Council, non-voting, ex officio

MEMBERSHIP AND MEETING POLICIES

Meetings will be conducted under the most current edition of Robert's Rules of Order.

Ex officio members shall not serve as committee Chairperson

The Chairperson shall be elected at the beginning of the academic year, by the voting members from among the non-ex officio, voting membership and shall serve a two-year term.

The Chairperson shall be responsible for calling meetings, setting agendas, relaying all necessary information relating to specific responsibilities and time lines, conducting meetings, and reporting outcomes.

The Chairperson shall vote only in the case of a tie.

Any member who misses more than two regularly scheduled consecutive meetings without cause shall be asked to resign.

The outgoing chairperson, or designee, shall be responsible for calling the first meeting of the next academic year, at which time there shall be election of a chairperson.

MEETING SCHEDULING, AGENDAS, AND MINUTES

The Committee shall meet a MINIMUM of once each Fall and once each Spring Semester.

Agendas should be distributed in advance of meetings, and written minutes of meetings should be prepared. The Committee must forward to the Faculty Senate Office an electronic copy of all documents, including all meeting schedules, agendas, minutes, and reports. The Faculty Senate Office Secretary will be responsible for posting these documents to Nautical.

TERMS OF APPOINTMENT

Faculty Members:	Three-Year Staggered Terms
Others:	Continuous

Terms begin with the next academic year, unless otherwise noted.

REVIEW

The Charter shall be reviewed annually by the Committee, and recommendations for changes submitted to the Faculty Senate.

LEGAL REFERENCES

N/A

RECOMMENDATIONS REPORTED TO

Faculty Senate Academic Council, with appeals decisions additionally being reported to the proper Administrative committee or individual for appropriate action.

Dates Prepared/Modified by the Governance Committee

October 10, 1997
February 4, 2004

Dates Approved by the Faculty Senate

November 14, 1997
February 13, 2004

Approved by the Administration

/s/ John C. Cavanaugh
University President

3/9/2004
Date

Appendix Y

Descriptive Study of General Studies Online and Face-to-Face Course Sections

By Cohort and Instructor Type

**Descriptive Summary of Number of General Studies Online and Face-to-Face Course Sections
by
Cohort and Instructor Type**

		ONLINE COURSES			FACE-TO-FACE			TOTAL
		LECTURE	LAB	TOTAL	LECTURE	LAB	TOTAL	
2006-2007	Regular Faculty	21	2	23	209	30	239	262
	Adjunct	24	2	26	136	50	186	212
	Teaching Assistant	2	2	4	34	52	86	90
	Total	47	6	53	379	132	511	564
-								
2007-2008	Regular Faculty	57	5	62	166	27	193	255
	Adjunct	26	0	26	139	48	187	213
	Teaching Assistant	5	6	11	41	48	89	100
	Total	88	11	99	346	123	469	568
-								
2008-2009	Regular Faculty	56	4	60	158	27	185	245
	Adjunct	42	1	43	117	58	175	218
	Teaching Assistant	2	4	6	47	50	97	103
	Total	100	9	109	322	135	457	566
-								
2009-2010	Regular Faculty	57	4	61	198	30	228	289
	Adjunct	41	2	43	138	91	229	272
	Teaching Assistant	4	4	8	54	30	84	92
	Total	102	10	112	390	151	541	653
GRAND TOTAL		337	36	373	1437	541	1978	2351

Appendix Z

Program Review Team

Program Review Site Visit Schedule

The University of West Florida
Academic Program Reviews

PROGRAM REVIEW PLANNING



Key Questions to Be Addressed by the Program Review

1. See attached _____
2. _____
3. _____
4. _____
5. _____
6. _____

Program Review Team Members – Appointment Recommendation Form

Section 1 to be completed by the Department Chair and submitted to the Dean
 Section 2 to be completed by the Dean and submitted to the Provost
 Section 3 to be completed by the Provost and copies sent to the Dean, Department Chair,
 and Vice Provost for Academic Affairs

Section 1: Names recommended by the Program Department

Program(s): General Education

Listed below are the names of three potential external (non-UWF) members of the Program Review Team for consideration. External reviewers must not have a pre-existing working relationship with the University of West Florida program and program personnel. Vitas for each individual are attached for review.

- (1) Name: Dr. Helen Chen, Stanford University
- (2) Name: _____
- (3) Name: _____

Listed below are the names of three potential internal (a discipline not closely related to the program and not in the same college) members of the Program Review Team for consideration.

- (1) Name: Dr. Felicia Morgan, College of Business
- (2) Name: Dr. Kimberly Tatum, College of Professional Studies
- (3) Name: _____

Listed below are the names of three potential internal (related discipline in the same college) members of the Program Review Team for consideration.

- (1) Name: Dr. Phil Darby, Biology Department
- (1) Name: Mr. Kevin Kern, Theatre Department
- (3) Name: _____

Signature of Department Chair: T. Whitatt Date: 2/16/11

Section 2: Names recommended by the Dean

External member: Helen Chen
 Internal member (different college): Felicia Morgan (CoB) Kimberly Tatum (CoPS)
 Internal member (same college): Phil Darby, Kevin Kern
 Signature of Dean: Jane Halonen Date: 2/15/11

Section 3: Names approved by the Provost for appointment as members of the Review Team

External member: Dr. Helen Chen
 Internal member (different college): Dr. Felicia Morgan; Dr. Kimberly Tatum
 Internal member (same college): Dr. Kevin Kern; Dr. Phil Darby
 Signature of the Provost: Chuek... Date: 2/16/11

PROGRAM REVIEW QUESTIONS
GENERAL EDUCATION
THE UNIVERSITY OF WEST FLORIDA

1. Does General Education at UWF align well with institutional goals and objectives?
2. What administrative structure(s) might be developed to allow for effective faculty and administrative oversight of General Education?
3. What structures and policies need to be developed to assure adequate assessment of General Education?
4. Is the current General Education Domains Matrix adequate and reflective of desired learning outcomes?
5. What criteria should be used for inclusion of courses in General Education?
6. Do students who complete General Education at UWF have the skills and competencies articulated in the Domains Matrix?
7. How might the institution address general education resource challenges associated with University growth?
8. What should be the role of contingent faculty (adjuncts and graduate teaching assistants) in General Education?
9. What role should online delivery of courses play in General Education?
10. What are the specific curricular and pedagogical components of general education that should be considered for reform?

General Education Program Review Team Schedule

March 28 – 30, 2011

Monday, March 28th

- | | |
|--------------------|---|
| 8:00 – 8:45 a.m. | Dr. George Ellenberg and Dr. Tom Westcott (10/224) |
| 9:00 – 9:30 a.m. | Team organizational time (11/219) |
| 9:30 – 10:15 a.m. | Dr. Claudia Stanny (11/219) |
| 10:30 – 11:30 a.m. | Associated Programs and Services (Nautilus Chamber)

<div style="text-align: center; padding-left: 100px;"> Ms. Kathy Wilson, University Advising Center
 Dr. Greg Lanier, Honors Program
 Dr. Fernandra Ferguson, Student Success Programs
 Mr. Bob Dugan, John C. Pace Library
 Ms. Mamie Hixon, Writing Lab
 Dr. Kuiyuan Li, Math Lab </div> |
| 11:45 – 1:15 p.m. | Lunch with General Education Assessment and Reform Committee (Nautilus Chamber) |
| 1:30 – 2:15 p.m. | General Education Department Chairs (Nautilus Chamber) |
| 2:30 – 3:15 p.m. | General Education Faculty (Nautilus Chamber) |
| 3:30 – 4:15 p.m. | Student Government Association and Students (Nautilus Chamber) |
| 4:15 – 5:00 p.m. | General Studies Committee (Nautilus Chamber)

<div style="text-align: center; padding-left: 100px;"> Dr. Joanne Curtin, Anthropology
 Dr. Phil Darby, Biology
 Dr. Sally Ferguson, Philosophy
 Ms. Susan Harrell, Criminal Justice and Legal Studies
 Dr. Jia Liu, Mathematics
 Dr. Esmail Mohebbi, Management </div> |

Tuesday, March 29th

9:00 - 9:45 a.m. Dr. Jane Halonen (11/219)

10:00 – 10:45 a.m. Academic Deans (11/219)

Dr. Jane Halonen, College of Arts & Sciences
 Dr. Ed Ranelli, College of Business
 Dr. Karen Rasmussen, Associate Dean, College of Professional
 Studies

11:00 – 12:00 p.m. Tour of Facilities (optional)

12:00 - 2:45 p.m. Lunch and open Team time (11/219)

3:00 – 4:00 p.m. Exit Interview (10/131)

Dr. Chula King, Provost
 Dr. George Ellenberg, Vice Provost
 Dr. Jane Halonen, Dean, College of Arts and Sciences
 Dr. Tom Westcott, Associate Dean, College of Arts and Sciences

Wednesday, March 30th

8:00 – 11:00 a.m. Breakfast and Team Time as needed (11/219)

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