

University of West Florida
General Education Curriculum
2022-2023 Summary Report

Pamela Meyers - General Education Faculty Fellow

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General Education Committee Members

Dr. Adam Blood

Dr. Amany Habib

Dr. Lane Lambert

Dr. Meredith Marten

Dr. Katie Miller Wolf

Dr. Nicholas Mohlmann

Dr. Derek Morgan

Ms. Afsaneh Penton

Dr. Vanessa Rainey

Dr. Aletheia Zambesi

Executive Summary

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

Summary of current strengths of the program: Twenty two out of 26 departments (85%) submitted a complete assessment report. The number of departments who submitted complete reports increased by 4% from 2021-2022. We have begun to assess Gordon Rule writing classes with the goal of assessing 1/3 each year. In 2022-2023, we assessed 23 courses out of 34 offered (68%; note that some courses offered were assessed last year). Twenty-three faculty members representing twenty-one departments participated in the fifth annual Making Sense Meeting, where they shared areas to share strategies for teaching and learning in General Education. Students continue to meet the 70% benchmark for eight of the nine General Education student learning outcomes. The overall success rate for students has remained consistent for the past two years at 77% across all sections of General Education courses. The similar percentage of students who meet the SLOs across various modalities suggests that – regardless of modality – courses are being assessed in a comparable manner and the student populations share common traits.

Summary of current weaknesses of the program: While it is important to show continuous student improvement, some departments are resistant to trying out new assessment measures after a few years, especially if the results have been consistently high. Departments struggle maintaining consistency across multiple sections. Both new chairs and returning chairs may need additional outreach to ensure a successful assessment process.

Summary of recommendations and proposed action plans: Ensure communication regarding the importance as well as the process for assessment is communicated clearly and regularly to chairs. Create professional development opportunities using assessment results to implement strategies to improve student learning as well as assessment and pedagogical strategies to increase student engagement. Work with departments to determine ways to provide consistent experiences across sections, especially with courses that depend heavily on contingent faculty. Continue to share strong assessment examples with departments. Continue to modify the assessment reports to better capture data from departments. Continue to include the previous year's use of results on assessment reports as a reminder to “close the loop.”

Program Vision, Mission and Values

(General Education Committee, March 24, 2021)

Vision

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

Mission

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

Values

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

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

Due to the introduction of new Student Learning Outcomes and a revised domains matrix for the 2018-2019 academic year, the General Education Committee updated the Vision, Mission, and Values in March 2021 with input from each college council, Academic Council, and Faculty Senate. Although administratively housed in the College of Arts, Social Sciences, and Humanities, the General Education curriculum is a university-wide function, containing courses

from all five colleges. The revised version above reflects not only the new domains matrix but also considers recently revised strategic plans of all colleges.

General Education Course Enrollments and Student Populations, 2018-2023

(Course Offerings Tableau, 2023)

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

Table 1

Headcount in All General Education Courses by Academic Year

Academic Year	Total Headcount	Difference	% Difference
2018-2019	33,172	-522	-2.27%
2019-2020	22,321	-189	-0.84%
2020-2021	21,332	-989	-4.55%
2021-2022	22,250	918	+4.12%
2022-2023	21,577	-673	-3.03%

Table 2

Total Headcount of FTIC Cohorts

Cohort Year	Total FTIC Headcount	Difference	% Difference
2017	1,094	-	-
2018	1,109	+15	+1.3%
2019	1,049	-60	-5.4%
2020	1,029	-20	-1.9%
2021	1,041	+12	+1.2%
2022	1,019	-22	-2.2%

Table 3

Total Headcount in Online General Education Courses by Academic Year

Academic Year	Total Headcount	Difference	% Difference
2018-2019	5,020	+29	+0.58%
2019-2020	6,924	+1,904	+37.9%*
2020-2021	12,752	+5,825	+54.3%*
2021-2022	11,138	-1,614	-12.7%*
2022-2023	9,666	-1,472	-13/3%

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

Online Course Offerings

As of Fall 2023, UWF offered 19 online bachelor's programs, representing over 17 different departments. As the number of online programs increases, we will likely experience an increased demand for online General Education. While previous concerns about online offerings of General Education Courses did not materialize over the past year, we must remain diligent in observing online trends. The Director also plans to initiate conversations this year with appropriate stakeholders to increase communication between departments that require online General Education courses for their programs and departments that offer these General Education Courses.

Dual Enrollment

The percentage of First Time in College students entering with some dual enrollment credits has remained consistent over the past two academic years at 62% (Figure 1).

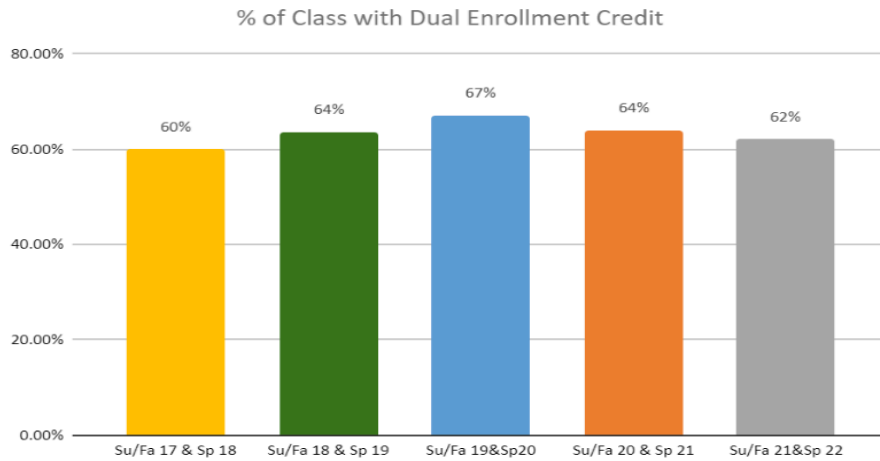


Figure 1. Percentage of Admitted Students With Dual Enrollment Credit

Similarly, students entered the University with a similar number of credits in 2022-2023 as they did in 2021-2022 (Figure 2).

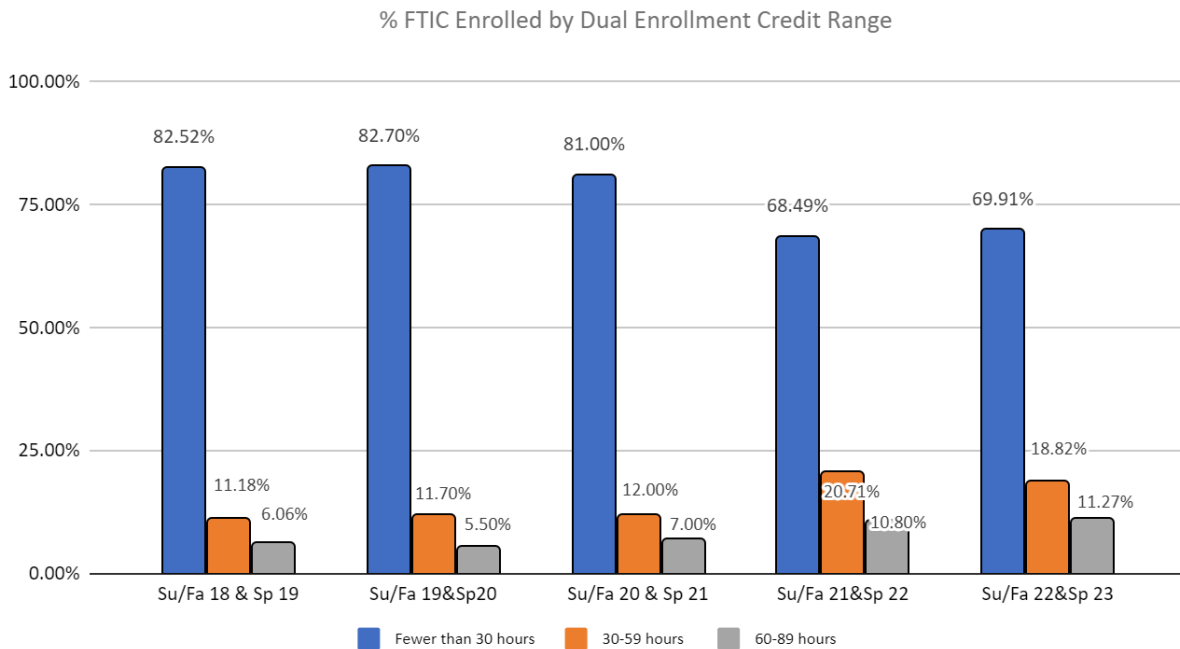


Figure 2. Percentage of FTIC Students Who Enter With Dual Enrollment Credit

FTIC Student Performance

For the Fall 2022 semester, UWF enrolled 1,183 FTIC students. For the Fall 2022 cohort, the average HS GPA was a 3.7. For those who submitted scores for the ACT or SAT, 24% of

students achieved a score above a 1200 on the SAT (composite) and 48% scored above a 24 on the ACT (composite).

Academic Progress Rate

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

- 2017 cohort = 79.8%
- 2018 cohort = 80.3%
- 2019 cohort = 82.2%
- 2020 cohort = 80.8%
- 2021 cohort = 83.5%*

*Latest available cohort information

General Education Course Section Counts by Faculty Type

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

During the 2022-2023 academic year, contingent faculty – including teaching assistants – taught the majority of General Education classes during the school year while regular faculty – including full-time instructors and lecturers – taught the majority of General Education course sections in the summer (Tableau 2023).

Table 4

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

	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023
Full-Time	72 (42%)	72 (48%)	48 (65%)	62 (41%)	56 (38%)	49 (60%)
Adjunct	85 (51%)	71 (47%)	26 (35%)	80 (53%)	83 (55%)	33 (40%)

Teaching Assistant	11 (7%)	8 (5%)	0	8 (5%)	10 (7%)	0
Total Sections	361	285	108	335	286	110

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

Coherence of the General Education Curriculum

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

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

Criteria include the following:

- The course identifies the SLO(s) for the distribution area as course SLO(s) and describes these on the syllabus.
- The course syllabus describes required, graded student work that can function as an embedded assessment for the SLO(s).
- The course instructor provides a summary of assessment evidence for the SLO(s) to the assessment office.

- Course instructors participate in discussions of the assessment data within the distribution area (the Making Sense Meeting).

2022-2023 General Education Assessment Procedures

The current General Education student learning outcomes went into effect beginning in the 2018-2019 academic year. Following the implementation plan outlined in Appendix C, faculty made updates to their course syllabi as well as embedded assessments to align with the new outcomes. Faculty then gathered evidence and shared the results with their department for analysis and discussion on how to improve student learning. Department chairs and/or faculty then utilized Google Sheets to report their results. The Sheets required faculty to report quantitative data (students who did or did not meet expectations by modality) as well as qualitative data (use of results to improve student learning). In addition, the reporting sheets contained assessment data from the previous year so that departments could address how they closed the loop on previous assessment reports. The deadline for these reports was June 30, 2023.

Specific assessment procedures are outlined below.

Expectations for Course Assignments

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

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

Assessment Reporting Expectations

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

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

Assessment Cycle

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

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

Assessment Reporting

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

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

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

Assessment Procedures

The assessment model for General Education creates structures and processes that will allow the curriculum (including specific SLOs) to evolve over time, based on evidence from assessment data. The annual Making Sense Meeting for faculty who teach courses within a distribution area

will entail the review of assessment findings from the current year and identify strengths and weaknesses observed in student learning reflected in the embedded assessments. The goal for these discussions is to engage faculty in a meaningful conversation about effective practices for promoting student learning on the shared learning outcomes of the distribution area. The discussions will be informed by aggregated assessment evidence but will focus on effective strategies for teaching and learning. Outcomes of the discussions may include any of the following:

- Suggestions for learning activities instructors might adopt that have been effective in promoting learning on a shared SLO.
- Suggestions for common rubrics or other approaches for aggregating findings across multiple courses (emphasizing the impact of the collection of courses in the distribution area on student learning instead of the impact of a single course).
- Discussions of assignments, projects, and other student work that provide meaningful evidence about student learning on a shared SLO.
- Suggestions to revise language in the SLOs or to replace an existing SLO with a new outcome that better reflects the shared values and goals of the courses that define the distribution area.

2022-2023 General Education Assessment Report Results

Reports were required for 75 General Education courses in 2022-2023: 69 courses had complete reports, 2 courses were missing some data, and 4 courses had no data. The Directors of General Education and Institutional Effectiveness monitored submissions and contacted departments as needed in an effort to reach 100% compliance.

Twenty-six departments were required to submit a General Education Assessment Report, and all twenty-six departments submitted at least one report. A total of 141 reports were submitted, plus 21 reports for non-General Education Gordon Rule Writing courses.

- Number of departments that submitted complete and separate reports for each SLO and modality
 - 22 out of 26 (85%)
 - The number of departments who submitted complete reports increased by 4% since 2021-2022 and a total of 12% since 2020-2021.
- Number of departments that submitted incomplete reports (some reports missing an SLO or modality)
 - 3 out of 26 (12%)
 - The number of departments who submitted incomplete reports has been consistent since 2020-2021.
- Number of departments that submitted no reports
 - 0 out of 26 (0%)

- The number of departments who did not submit any decreased by 4% from 2020-2021

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

Table 5

Percentage of Students Who Met Expectations for Each SLO

Student Learning Outcome	2021-2022			2022-2023		
	# assessed	# met	%	# assessed	# met	%
Compose and revise a researched academic paper that adheres to discipline-specific conventions						
• F2F	266	216	81%	380	329	87%
• Online	582	420	72%	260	185	71%
• Hybrid*	72	43	60%	X	X	X
<i>Total</i>	920	679	74%	640	514	80%
Produce (through revision) effective written communications that support author intent and address a specific audience						
• F2F	447	381	85%	458	361	79%
• Online	454	375	83%	438	367	84%
• Hybrid	121	104	86%	X	X	X
<i>Total</i>	1022	860	84%	896	728	81%
Apply mathematical principles to determine a						

	2021-2022			2022-2023		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
strategy for solving a problem						
• F2F	726	516.00	71%	1214	929	77%
• Online	906	686.00	76%	578	408	71%
• Hybrid	0	0		X	X	X
<i>Total</i>	1632	1,202.00	74%	1792	1337	75%
Execute appropriate mathematical techniques for solving a problem and interpret results of a solution						
• F2F	726	343.00	47 %	1166	647	55%
• Online	906	596.00	66 %	432	263	61%
• Hybrid	0	0		X	X	X
<i>Total</i>	1632	939.00	57%	1598	910	57%
Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts						
• F2F	621	516	83%	745	624	84%
• Online	1171	914	78%	671	573	86%
• Hybrid	0	0		X	X	X
<i>Total</i>	1792	1430	80%	1416	1200	85%
Identify the intrinsic value of culture and cultural artifacts						
• F2F	577	456	79%	774	506	65%

	2021-2022			2022-2023		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
• Online	1162	950	82%	664	588	89%
• Hybrid	0	0		X	X	X
<i>Total</i>	1739	1406	81%	1438	1094	76%
Solve problems using social science methods						
• F2F	662	570	86%	719	602	84%
• Online	1300	983	76%	1066	770	72%
• Hybrid	125	115	92%	X	X	X
<i>Total</i>	2087	1668	80%	1785	1372	77%
Reason ethically in an appropriate disciplinary context						
• F2F	763	693	91%	669	615	92%
• Online	1115	1019	91%	1087	908	84%
• Hybrid	113	103	91%	44	40	91%
<i>Total</i>	1991	1815	91%	1800	1563	87%
Evaluate scientific information using appropriate tools and strategies of the discipline						
• F2F	1456	1090	75%	1974	1520	77%
• Online	825	658	80%	513	440	86%
• Hybrid	328	235	72%	X	X	X
<i>Total</i>	2609	1983	76%	2487	1960	79%

	2021-2022			2022-2023		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
TOTALS	15,424	11,982	77%	13,848	10,572	77%
• F2F	6244	4781	76%	8099	6133	76%
• Online	8421	6601	78%	5709	4502	79%
• Hybrid	759	600	79%	44	40	91%

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

In total, 13,848 students were assessed in General Education courses during the 2022-2023 academic year, an almost 10% decrease from 2021-2022. Of that total, 8,099 were assessed in face-to-face courses and 5,709 in online courses. This year, faculty also had the option to choose “hybrid” as the modality. The large increase in number of F2F students assessed from previous academic years (from 1,648 in 2020-221 to 6,244 in 2021-2022 and to 8,099 in 2022-2023) shows that the campus continues to return to its pre-pandemic modality of course offerings, though it seems likely that the number of online and hybrid courses will continue to remain at higher levels than we saw pre-pandemic.

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

Review of Assessment for General Education Assessment

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

With the baseline review complete, the General Education Committee began a staggered annual review of one-third of the General Education course assessment reports. With the exception of new courses that may have not yet been offered (or courses that are on the purge list), all General Education courses have been reviewed over the past three-year period. During the 2023 review, the committee reviewed 32 courses. The findings for the latter review are included below.

Results of General Education Committee Assessment Review, 2022-2023

The General Education Committee reviewed 42 reports across 27 General Education courses for this review cycle. The Committee reviewed courses from all distribution areas by choosing the one-third of courses from an alphabetized list for each distribution area. This resulted in five Humanities courses, four Mathematics courses, ten Natural Science courses, one Communication course, and seven Social Science courses.

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

This analysis considered six criteria from each assessment report:

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

Reports were scored as meeting the requirement, not meeting the requirement, or containing ambiguous information. The rubric also included a column for qualitative comments. Each committee member assessed two to three courses, which ranged from five to six reports each depending on the distribution areas and submissions for each course. The Director of General Education created and shared a Google form with committee members to capture their responses. Results from the reports are found in Table 6.

Table 6

Results of General Education Review of Submitted Assessment Reports

	% Met		% Unclear		% Did Not Meet	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
A clear explanation of the activity used to assess each SLO	90	98	4	2	5	0
Clear statement regarding how departments determined if a student were successful in meeting an SLO	84	76	11	6	4	10
Instrument used to measure SLO is clearly identified	83	88	7	2	9	10
Courses that assess multiple modalities of instruction make comparisons or clearly state why such comparisons will not be informative	71	62	10	14	19	24
Use of results identifies concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings	85	86	13	10	2	4
An explanation of how departments “closed the loop” (addressed changes they planned to implement)*	72	60	7	14	19	7

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

Similar to last year, departments are strong in providing a clear explanation of the activity used to assess each SLO and naming the instrument used to measure the SLO. There was a large drop in the percentage of departments that provide a clear statement regarding how they determine if students were successful in meeting an SLO. Noting this concern, the General Education Committee updated the language on the rubrics in hopes of clarifying what information is needed for this element. The element (regarding courses that assess multiple modalities) continues to remain a bit low. Departments may not be explicit in describing any differences between assessment results across difference modalities and exploring why such differences may exist

An area that continues to be a concern is an explanation of how departments close the loop. The reporting sheets last year included a link to assessment results in previous years in hopes including that information will make it easier for departments to reflect on those results. While departments expressed appreciation for this additional information, it did not seem to make a difference in how they explained how they “closed the loop” in the sampled reports. Additional training and workshops may be necessary to help departments recognize how to record both small and large changes that they make to their curriculum and pedagogy throughout the year.

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

Making Sense Meeting General Education Courses, 2022-2023

Beginning in the 2019-2020 academic year, University-wide discussions on student learning in General Education courses transitioned out of the annual Peer Review of Assessment and occurred instead in the Making Sense Meeting. On October 27, 2023, the fifth annual Making Sense Meeting occurred at which faculty discussed data reported for courses taught during the 2022-2023 academic year. Twenty-three faculty members from 21 different departments attended the meeting. The meeting opened with a brief overview followed by breakout sessions by distribution areas, including Humanities, Social Sciences, and Natural Sciences. Composition and Mathematics faculty discussed their results during the spring term and reported the results of their discussions to the Director of General Education for inclusion in this report. These results are presented in Table 7.

Table 7

Qualitative Results - All Modalities

Composition/Gordon Rule Writing	
Areas Working Well	Areas to Improve
<ul style="list-style-type: none"> ● Allowing students to practice and develop writing skills through scaffolded assignments assisted students in reaching the outcomes. ● UWF resources (such as the Writing Lab) and class resources (such as time for peer review and 	<ul style="list-style-type: none"> ● Even with additional resources, students continue to struggle. Faculty struggle with how to ensure students are using the resources. ● It can be difficult to determine if students are reading and digesting feedback on papers. It might be useful to include more reflection.

<p>workshops) are beneficial to the students.</p> <ul style="list-style-type: none"> • Students respond well to flexible writing assignments and being able to write about their own experiences. • Providing ample and specific feedback benefitted students 	<ul style="list-style-type: none"> • Additional time to practice and develop skills would be useful
Mathematics	
Areas Working Well	Areas to Improve
<ul style="list-style-type: none"> • MyLab continues to be a useful tool for students. • Additional practice exercises benefit the students. • Creating standard course notes to use across multiple sections provides consistency with instruction 	<ul style="list-style-type: none"> • Allowing more time for students to work on problems in class may be helpful. • Faculty plan to incorporate problems/assignments that look at the bigger picture. • Additional resources may be necessary, especially in online classes. • Employing the flipped classroom may benefit students.

Distribution Area Breakout Session Highlights

For this year's Making Sense meeting, participants were asked to reflect on three questions. Participants were provided these questions ahead of time, and the facilitators used these questions to guide the discussion. Since Mathematics and English Composition are self-contained units (no one outside of their departments teach General Education mathematics or English composition courses, respectively), they hold their own internal Making Sense discussions. Their responses are also included.

Highlights for each question and distribution area are found below:

1. Based on the assessment results for each SLO, what is one teaching technique you or your department plan to continue? Why?
 - a. Composition
 - Instructors will continue to focus on writing as a reflective process. Students are scoring higher in creating strong arguments and thesis, and this strength may be a result of programmatic attention to how argument is defined and taught. In ENC 1102, the rhetorical analysis assignment aligns to the programmatic outcomes and

General Education outcomes in a meaningful way that allows students to learn criteria and skills that are transferrable to their future classes and professional goals.

b. Mathematics

- Consistent practice opportunities work well as well as being consistent with course notes and homework across multiple sections. Having workshops closer to class times has increased attendance. Learning Catalytics has worked well in large lecture classes, and continued work with student success leaders has also improved student success. While students want exact problems, it is important for them to develop conceptual understanding, and faculty will continue to work with students on how to think through problems. Some classes are including videos for both F2F and online students to view.

c. Humanities

- Departments are proud of their emphasis on asking students to question and think critically about material. Some departments feel they gain more value from assessing students from across the semester rather than one-point-in-time assessments. In addition, having students write critically about content helps them to better retain the material learned in each class.

d. Natural Sciences

- Being able to maintain consistency across sections with different instructors leads to better results. Part of this consistent comes with using the same textbook and similar assessments. Departments also find assessments where students need to show their thought process useful. Some departments that use peer review sessions found they helped students succeed. Some departments found using pre- and post-tests better captured how well students learned over a semester rather than using one point-in-time assessment.

e. Social Sciences

- Using the same topics in all modalities helps in being able to compare results across modalities. Departments are working on including more writing intensive projects in the courses, and the courses that are already writing intensive generally find the writing projects useful in determining how well students meet the SLOs. Departments are reflecting on the best ways to help students succeed, which may include more instructional videos or re-evaluating how (or if) students are using all tools available to them (such as student-centered rubrics).

2. Based on your assessment results for each SLO, what is one teaching technique you or your department plan to modify or curriculum change you plan to make? Why?
 - a. Composition
 - For ENC 1101, faculty plan on more discussions on how to define an academic research submission. Since this is the standard assessment assignment, it is vital that faculty define it in the same light so they are looking for similar attributes in students papers. For ENC 1102, the faculty discussed the need to for additional revision processes and how revision looks in an online versus F2F class.
 - b. Mathematics
 - Students would benefit with additional reviews and more one-on-one attention. One suggestion is to help students develop time management skills and emphasize using office hours. Some courses will focus on incorporating applications that are more applicable to some majors (for example, those in the College of Business). Adding scaffolded tests may also help student success. Faculty plan to continue implementing project-based learning in certain classes.
 - c. Humanities
 - Some more repetition across courses may be useful to help engrain concepts in students' minds and to show the connection across courses and disciplines. Having more examples for students to follow can help remove the mystic of some assessment practices. In addition, taking advantage of UWF resources (such as the Writing Lab) can help students develop their writing skills. Some departments found that group work helped students better digest material. All departments emphasized the need to connect the students' passions with their course content to create more meaningful engagement and learning.
 - d. Natural Sciences
 - As with other distribution areas, some departments struggle with maintaining consistency across courses as well as emphasizing the importance of General Education assessment. One department recognized that students were lacking in some foundational math skills necessary to succeed in their course and incorporated more reviews on mathematical concepts. One department pointed out the importance of having students explain their thought process rather than just focusing on providing an answer.
 - e. Social Sciences

- There are some challenges in maintaining consistency across sections, especially with multiple instructors teaching multiple sections. Departments are looking at ways to have more conversations about how they collect assessment results as well as sharing rubrics and assignments, and bringing adjuncts into the conversation also helps with this consistency. Some departments are looking at revamping how they collect data to better capture what students are learning (for instance, moving away from using just the library integrity quiz or having students just self-report on their learning). Departments continue to look for ways to use class time to address questions that students have and to clarify concerns on grading rubrics.
3. What, if anything, is not being captured on this report regarding how your students learn or how your faculty teach?
- a. Composition
 - Students seem to lack a sense of belonging on campus and in the classroom, a feeling that may be related to the post-Covid 19 culture.
 - b. Mathematics
 - Students seem to lack motivation and have difficulty completing the work. Large lectures are a challenging and make it more difficult to see where students are struggling.
 - c. Humanities
 - While departments are supportive of group work, how to best incorporate that practice in an online environment remains a challenge. As with other disciplines, how to incorporate and approach AI (especially ChatGPT) is a concern with no easy answers.
 - d. Natural Sciences
 - ChatGPT is a challenge as departments try to create questions that cannot easily be answered by AI.
 - e. Social Sciences
 - The challenge of maintaining consistency across multiple sections, multiple modalities, and multiple instructors for the same course. It's also challenging trying to focus on covering the necessary content while also helping students develop into strong writers. Some departments have moved away from longer writing assignments and focus on students creating condensed arguments. Some departments are struggling with what type of assessment to

use to best capture useful data without overwhelming the faculty members. Some departments discussed the importance and success of peer mentors.

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

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

Feedback From Making Sense Meeting Participants

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

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

I was able to share my ideas or express my concerns (five responses – 83%)

The discussions in the breakout rooms were productive (four responses – 67%)

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

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

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

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

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Organization

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

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

Assessment

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

- Due to SB 7044, all General Education syllabi will be reviewed for the foreseeable future.
- During 2022-2023, 98% of General Education were submitted by the deadline with no issues noted
- Chairs of departments that house General Education courses are notified early in the semester of the 60-day Gen Ed syllabi requirement.
- The Director of General Education reviews each submission and reaches out to the IOR or chair as necessary regarding any changes that need to be made before the official submission deadline (45 days before the semester begins).
- The Director and Center for Teaching, Learning, and Technology (CTLT) collaborate to create a common core syllabi that contains all required General Education elements and is housed on the CTLT Confluence page

Goal 2 - Implement and streamline assessment practice and reporting

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

assessment. The layout was also modified to allow more room for comments in hopes of encouraging greater discussion regarding assessment results.

- The format seemed to work well and will be continued in the future.

Faculty Development

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

- The Director has continued to reach out Chairs to remind them about adding Gordon Rule Writing (GRW) SLO to their non-General Education courses
- A review of all non-General Education GRW classes has begun. 60% of Gordon Rule Writing courses we assessed in 2022-2023.
- The Director will monitor the assessment of all non-General Education GRW classes to ensure each course is assessed at least once every three years

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

- Making Sense meeting was held virtually in Fall 2022 where faculty shared specific areas of pedagogical concern.
- A workshop on the use of ChatGPT in the Writing Classroom was offered in Spring 2023 with around 11 F2F attendees and 30 online attendees.
- CTLT and the Director remain in conversations about additional faculty development opportunities.

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

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

Outreach

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

- The Director serves on the Academic Processing Technology Team and University Academic Advising Council to address any concerns related to General Education

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

- Digital Badging for Gen Ed courses (ENC 1101/1102 in Fall 2022) were awarded in Fall 2022 with no issues noted. The Director will continue to work with Career Development and Community Engagement as well as the register to address any issues and to add badging to future courses

Goals and Objectives, 2022-2023

Student Learning

Goal 1 - Develop syllabi that are transparent regarding aspects that may affect student success (such as grading policy, attendance policy, textbooks required, etc.)

- Syllabi must now be submitted 60 days before the start of the semester. Coordinate with Chairs to achieve this goal.
- Create a template syllabus in conjunction with CTLT that contains elements required by the University and state

Assessment

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

- Survey Humanities faculty regarding current wording of SLOs. Begin conversations to make modifications as necessary
- Discuss teaching and learning strategies in General Education courses at the Fall Making Sense Meeting
- Continue to review non-General Education Gordon Rule Writing courses to ensure that each one identifies one of the two Communication SLOs and that each course is assessed at least once every three years.

Goal 2 - Implement and streamline assessment practice and reporting

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

Goal 3 - Begin 3 year review of all non-Gen-ed Gordon Rule writing classes

- Monitor Gordon Rule Writing courses to ensure that each one identifies one of the two Communication SLOs. Remind Chairs to submit CCR updates
- Develop a 3-year review cycle of all Gordon Rule Writing courses (excluding General Education Gordon Rule Writing courses, which are assessed every year)

Faculty Development

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

- Include a space on assessment forms for chairs/assessment coordinators to describe areas of faculty development requested by their departments
- Incorporate space in Making Sense meetings to talk about faculty development concerns as well as common pedagogical issues
- Coordinate with CTLT to offer faculty development focuses specifically on the needs of General Education faculty

Goal 2 - Increase involvement of full-time faculty in General Education instruction

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

Outreach

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

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

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

- Continue conversations with the General Education committee for ways of making General Education classes more relevant for our students.

Appendix A

General Education Learning Outcomes

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

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

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

Appendix B

General Education Course Inclusion Criteria

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

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

1. General Education courses must be open to all students with the exception of courses with an IDH prefix (specifically designated as Honors).
2. General Education courses must be offered on a regular basis, defined as a minimum of once per academic year.
3. Course syllabi must annually identify student learning outcomes for assessment. Departments must assess and report assessment findings and specific decisions related to course improvement for all General Education courses taught. Assessment findings must include a definition of “competent” and the extent to which students in the class met the level of competency, usually expressed as a percentage.
 - Courses designated as Gordon Rule Writing must select one of the Communication SLOs for their contribution to the assessment of writing.
 - Courses designated as Gordon Rule Math must assess Critical Thinking.
4. All sections of General Education courses are required to include in their syllabi a variation of the following statement, amended to reflect their particular courses and the student learning outcomes selected.

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

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

5. Each fall and spring semester every instructor in all sections of General Education courses are required to respond to the call for feedback on attendance and academic progress by the deadline(s) indicated.

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

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

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

GENERAL EDUCATION DISTRIBUTION AREA DESCRIPTIONS

I. Communication (6sh)

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

II. Mathematics (6sh)

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

III. Social Sciences (at least 6sh)

- Explorations of the geographical, cultural, political, and religious environments of societies in order to understand the process of their development -OR-
- Investigative surveys of the current knowledge and theory which places human beings at the intersection of their own reasoning and language abilities, biological forces, genetic heritage, and environmental contexts -OR-
- Investigations of modern theories concerning the social and political systems created by human beings and the influence of those systems on human thought and action.

IV. Humanities (at least 6 sh)

- Investigations of literary texts from various nations and historical periods chosen to reflect either literary genres or literary traditions -OR-
- Explorations of the nature of the fine arts, either through the practice of one of its disciplines or the study of its historical patterns -OR-
- Investigations of the frameworks, values, viewpoints, and expressions, which provide guidance for contemporary living in a heterogeneous and multicultural society.

V. Natural Sciences (at least 6 sh)

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

Appendix C

Guidelines and Procedures

Implementing and Assessing General Education Student Learning Outcomes

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

2017-2018 Planning for Implementation

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

2018-2019 Implementation

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

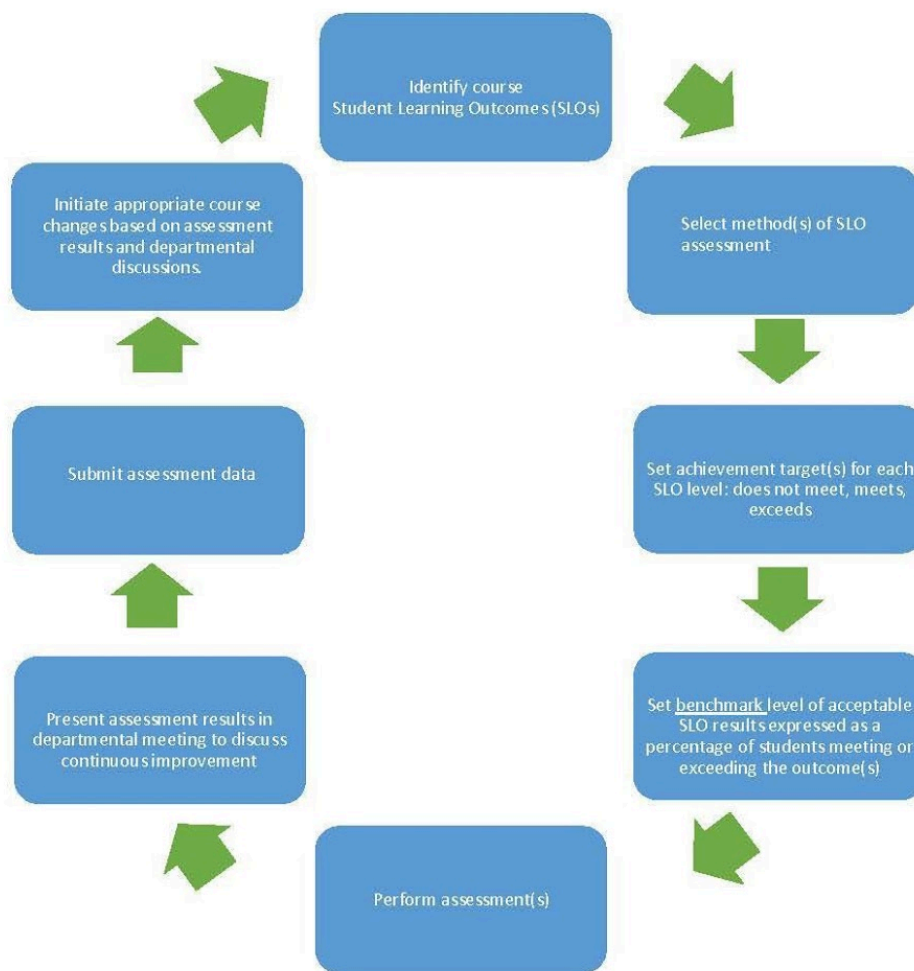
2019-onward Continuous Evaluation of the General Education Curriculum

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

Appendix D

Step-by-Step Assessment Cycle

University of West Florida
General Education Curriculum
Continuous Improvement Assessment Guide



The Assessment Cycle Step-by-Step

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

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

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

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

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

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

- All sections of the same course must utilize the same SLOs and assessment method, regardless of presentation format (face-to-face, online, or study abroad).
2. Select type and method(s) of assessment. There are two types of assessment:
 - Direct assessment (required): Method usually involves either pre- or post-test or a single assessment

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

3. Set achievement targets for each SLO.

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

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

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

5. Perform your assessment.

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

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

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

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

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

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

Appendix E

General Education Division of Responsibilities

General Education Division of Responsibilities

Director of General Education	<ol style="list-style-type: none"> 1. Supervises the assessment of UWF's General Education program in consultation with the University stakeholders 2. Liaises between the General Education Committee and the General Education departments and faculty at large 3. Coordinates with UWF's Office of Institutional Effectiveness to ensure the General Education curriculum aligns with UWF's mission as well as SACSCOC principles 4. Coordinates with UWF's Center for Teaching, Learning, and Technology (CTLT) to support and promote professional development activities which contribute to the continuous improvement of the General Education 5. Supervises and delegates responsibilities to faculty 6. Primary point of contact for academic advisors regarding the General Education
Faculty Fellow for General Education (when available)	<ol style="list-style-type: none"> 1. Assists Director in analyzing and reporting on the completed General Education assessment data each year 2. Maintains active involvement with making evidence-based decisions for continuous improvement of General Education courses and Student Learning Outcomes (SLOs) 3. Liaises between the General Education Committee and the General Education departments and faculty at large 4. Assists Director with General Education compliance monitoring, e.g. assessment reporting and syllabi statements
Center for Teaching, Learning, and Technology	<ol style="list-style-type: none"> 1. Provides guidance on best practices for General Education assessment 2. Coordinates with Director of General

	Education to support and promote professional development activities which contribute to the continuous improvement of the General Education
Institutional Effectiveness	<ol style="list-style-type: none"> 1. Provides guidance on annual planning for General Education 2. Provides guidance on best practices for assessment reporting and use of data for continuous improvement to faculty, departments, Director of General Education, and the General Education Committee 3. Coordinates with Director of General Education to ensure the General Education curriculum aligns with UWF's mission, BOG requirements, and SACSCOC principles for General Education 4. Provides an assessment reporting system for collecting reports of general education assessment data and use of results and makes these reports available to constituent groups, the Director of General Education, the General Education Committee, and external reviewers such as SACSCOC
General Education Committee	<ol style="list-style-type: none"> 1. Establishes and periodically reviews Student Learning Outcomes for General Education 2. Reviews best pedagogic practices for General Education courses 3. Coordinates and oversees General Education curricular design 4. Annually reviews one third (1/3) of the General Education curriculum in a three-year cycle and makes appropriate recommendations for course changes and improvements 5. Annually reviews General Education assessment plan and makes appropriate recommendations for change and improvement 6. Annually reviews General Education assessment reports

	<ol style="list-style-type: none">7. Hears appeals to General Education requirements:<ol style="list-style-type: none">a. Gordon Rule writingb. Gordon Rule mathc. Multicultural coursesd. SAR appeals in coordination with UWF Center for Academic Successe. Other related General Education items8. Reviews all General Education CCRs9. Presents a Summary Report of the General Education Committee to the Faculty Senate on an annual basis
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