

University of West Florida
General Education Curriculum
2018-2019 Summary Report

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Executive Summary

This assessment report details an analysis of the General Education curriculum, reporting cycle, and assessment data for the 2018-2019 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: The student learning outcomes matrix ensures all skills are assessed. We saw an increase in the assessment report response rate compared to 2017-2018, and the new format for the assessment report likely caused an increase in the quality of submissions. The new assessment cycle also allows departments to have flexibility as to when they assess. In addition, the General Education Committee review of the assessment provides departments with feedback for improvement. The headcount of online offerings of General Education courses continues to increase, and the majority of General Education classes are being taught by regular, full-time faculty.

Summary of current weaknesses of the program: Some assessment reports did not identify concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings. Some departments are not comparing student performance in face-to-face and online courses to identify differences or state why comparisons are not informative. Some student learning outcomes might need to be revised to align more effectively with course goals.

Summary of recommendations and proposed action plans: Review and revise, as needed, the mission, vision, and values of General Education based on feedback from faculty campus wide; pilot a new Graduate Assistant for General Education position in the Department of Mathematics and Statistics to help with the administrative work associated with teaching and assessing General Education courses; introduce an annual Making Sense Meeting to support cross-departmental discussion on teaching strategies and student learning specific to distribution areas; explore additional opportunities for professional development on using assessment results to implement strategies to improve student learning; revise assessment report template to include the previous year's use of results as a reminder to "close the loop"; continue to distribute syllabus checklist to help faculty design their syllabi to include mandatory statements; explore opportunities to integrate High Impact Practices into General Education courses; and, as funding permits, introduce an award for Faculty Excellence in General Education to be presented at the Honors Convocation.

Program Vision, Mission and Values

(General Education Assessment and Reform Committee, February 24, 2011)

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.

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 Vision, Mission, and Values will need to be revisited. 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. Therefore, the revision to vision, mission, and values must represent a joint effort across the colleges to ensure the curriculum maintains a strong connection with all stakeholders, including each College, the University, and the State University System (SUS).

General Education Course Enrollments, 2015*-2019

*New General Education Curriculum began in 2015

(Tableau, 2019)

Table 1

Headcount in All General Education Courses by Academic Year

Academic Year	Total Headcount	Difference	% Difference
2015-2016	25,268	--	--
2016-2017	23,631	-1,637	-6.48%
2017-2018	23,032	-599	-2.53%
2018-2019	22,510	-522	-2.27%

Table 2

Total Headcount of FTIC Cohorts

Cohort Year	Total FTIC Headcount	Difference	% Difference
2015	1,356	--	--
2016	1,301	-55	-4.05%
2017	1,094	-207	-15.9%
2018	1,109	+15	+1.3%

Table 3

Total Headcount in Online General Education Courses by Academic Year

Academic Year

Academic Year	Total Headcount	Difference	% Difference
2015-2016	4,548	--	--
2016-2017	4,684	+136	+2.99%
2017-2018	4,991	+307	+7.38%
2018-2019	5,020	+29	+0.58%

Areas of Note

(K. Condon, personal communication, September 13, 2018)

The large enrollment dip between 2016 and 2017 is indicative of the increase in the number of students entering with accelerated methods credit (i.e. AP, IB, and dual enrollment) as well as increased admission standards. These increased enrollment standards have had a positive effect on retention rates but may also affect the number of online courses that we should be offering.

Dual enrollment. An increased percentage of admitted students enter with some dual enrollment credit hours.

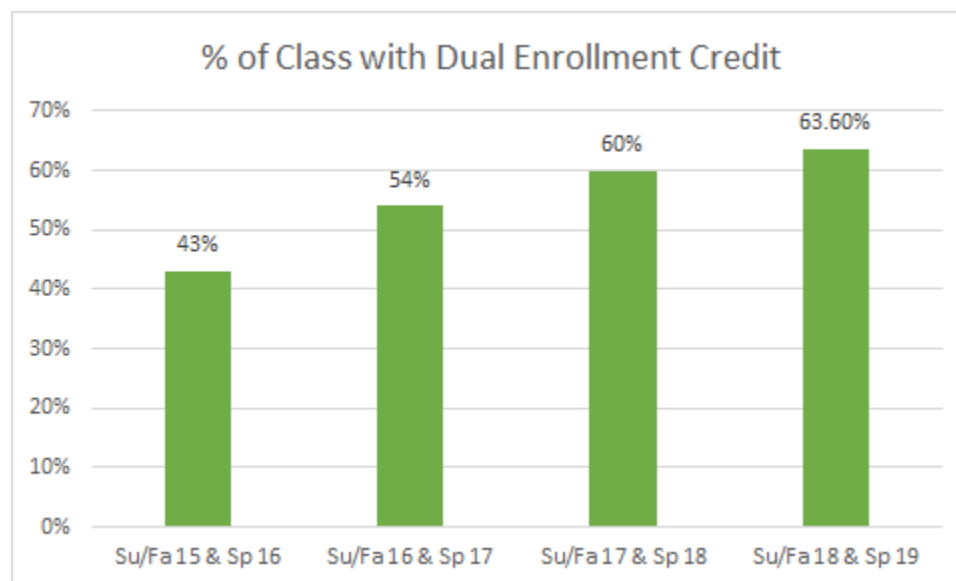


Figure 1. Percentage of Admitted Students With Dual Enrollment Credit

The percentage of First Time in College students who are entering with dual enrollment credits in the 30-59 hours and 60-89 hours ranges increased overall from Summer 2015 through Spring 2018, but decreased for the most recent freshman cohort. Therefore, the percentage of students with fewer than 30 hours, who constitute the population for most of our General Education classes, has recently increased. According to the Director of Admissions, UWF is admitting higher achieving students who take more International Baccalaureate (IB) or Advanced Placement (AP) courses at their high school than dual enrollment at state colleges or state universities. The course rigor of IB and AP is considered higher; therefore, as we increase the number of high achieving students, it would make sense to begin to see slight decreases in the number of transfer credits because we have fewer students pursuing dual enrollment credit (K. Condon, personal communication, October 23, 2019).

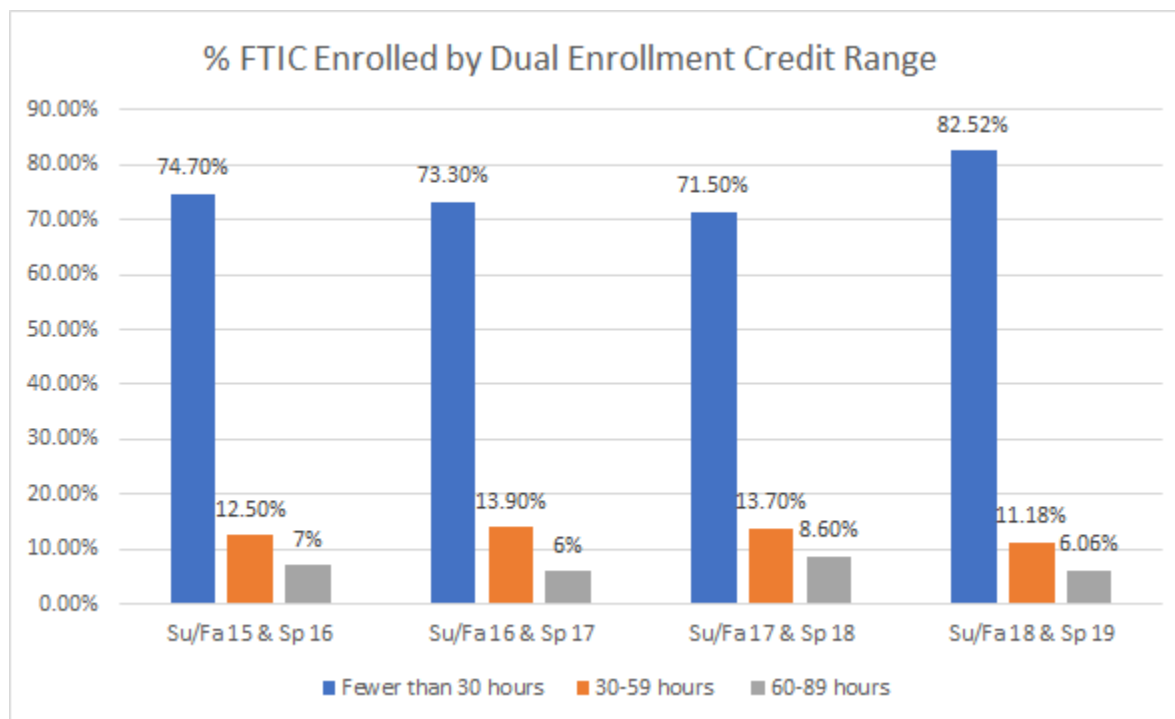


Figure 2. Percentage of FTIC Students Who Enter With Dual Enrollment Credit

Increased admission standards. In an effort to improve institutional retention rates, the UWF Office of Admissions examined first-year retention rates and found that the bottom 250 students had retention rates in the 60% range. Therefore, they use the GPAs and test scores (along with the dates of acceptance) for those with retention rates above 75% to develop minimums for fall acceptance.

- Admissions considers GPA and test scores on a sliding scale; students with a 2.5 to 2.9 GPA and a 21 ACT or below were not admitted for Fall 2018 and instead offered admission either to the GRIT Program or for Spring 2019.
- Applicants with a GPA below 2.5 were denied regardless of ACT/SAT scores.

For the Fall 2018 semester, UWF admitted 15 more freshmen students than it had in 2017. Although the high school GPA and SAT scores were slightly lower on average, their academic profile as a whole remained strong.

- 2016 Fall Cohort
 - Average HS GPA = 3.54
 - Average ACT = 24
 - Average SAT = 1100
- 2017 Fall Cohort
 - Average HS GPA = 3.87
 - Average ACT = 25

- Average SAT = 1180
- Fall 2018 Cohort
 - Average HS GPA = 3.78
 - Average ACT = 25
 - Average SAT = 1166

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. While the 2018 cohort increased by only 15 students, there was a slight decrease in retention (% of FTIC students who returned for fall semester of sophomore year with a 2.0 GPA or higher; 2018 cohort percentage is unofficial and drawn from tableau data).

- 2016 cohort = 74.6%
- 2017 cohort = 79.8%
- 2018 cohort = 78.8%

Online course offerings. Student enrollment in online General Education courses increased slightly (+0.58%) from 2017-2018 to 2018-2019. Departments in the College of Arts, Social Sciences, and Humanities have begun experimenting with offering General Education courses during part of term (POT) 3 in the fall and spring semesters. However, enrollments in these courses have been low and some sections had to be cancelled. They will continue to offer these courses during the 2019-2020 academic year to see if demand increases.

In anticipation of the continuing popularity of online learning, departments teaching General Education courses should consider offering even more sections online to meet the demand of students outside of our traditional recruiting area and recoup lost enrollments. Based on enrollments in the last year, online courses are offered most frequently during the summer terms and in high demand by students. When offered during the fall and spring semesters, enrollment is strongest when sections are offered during the entire 16-week term.

General Education Course Section Counts by Faculty Type Regular versus Contingent Faculty (FACS Faculty Nautical Roster, July 9, 2019)

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 2018-2019 academic year, regular faculty--including full-time instructors and lecturers--taught the majority of General Education course sections in each of the three terms.

Table 4

Breakdown of Regular Versus Adjunct Faculty for General Education Classes

Faculty Type	Fall 2018	Spring 2019	Summer 2019
Regular	165 (57.9%)	124 (58%)	58 (73.4%)
Adjunct	120 (42.1%)	90 (42%)	21 (26.6%)
Total Sections	285	214	79

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

2018-2019 General Education Assessment Procedures

New General Education student learning outcomes went into effect beginning in the 2018-2019 academic year. Following the implementation plan outlined in Appendix B, 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 either Qualtrics software or a newly developed Excel spreadsheet to report their results. Both reporting mechanisms 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). The deadline for these reports was July 31, 2019. Of the 80 General Education courses requiring reporting this year, we received all required reports for 74 courses; partial data for five additional courses; and no data for one course. The Directors of General Education and Institutional Effectiveness monitored submissions and contacted departments as needed in an effort to reach 100% compliance.

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

Assessment reports for Institutional Effectiveness are now available at all times. Instructors can report data gathered from their students at the end of the term when the course was offered. Departments should consider any differences in student performance by modality. For example, if a course is offered online and in face-to-face formats, departments should compare student performance in the two modes of delivery to determine if the quality of learning is equivalent in both formats.

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. While some departments might still have General Education courses to assess after the spring semester, many have the opportunity to finish earlier:

- A. Departments offering courses only in the fall can submit all of their reports in the spring, after faculty discussion.
- B. Departments offering courses only face-to-face or only online and offered in the fall can submit all of their reports in the spring, after faculty discussion.

- C. Departments offering courses only face-to-face in the fall with additional sections online in the spring (or vice-versa) can submit the face-to-face reports in the spring semester and submit the online assessment reports in the summer, after faculty discussion.
- D. Departments offering courses (or a single, separate modality) only in the summer semester can submit the assessment reports the following academic year, preferably in the fall, after faculty discussion.

Assessment Reporting

For the 2018-2019 academic year, departments had the option to submit their General Education assessment results using Qualtrics software or Excel worksheets. Regardless of the submission method, departments followed the guidelines outlined in the Step-by-Step Assessment Cycle (Appendix C).

We recommended the department chair or assessment coordinator distribute the Excel 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 (or Qualtrics report) per SLO for each course. For example:

- English composition courses only assess one of the two Communication SLOs and one report should be submitted per course.
- Natural Science courses only assess Critical Thinking and only one report should be submitted per course.
- All other courses assess two SLOs and should submit two assessment reports per course (one for each SLO).

NOTE: Gordon Rule Writing courses should also assess one of the two Communication SLOs and should therefore submit between one and three reports per course.

The Director of General Education monitored submissions made via Qualtrics and sent as Excel forms to the assessment@uwf.edu email address.

Coherence of the General Education Curriculum

The structure of learning outcomes proposed for General Education ensures coherence in the curriculum. 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 new 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.

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.

Review of Assessment for General Education Assessment

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 D) 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).

Further, starting with 2017-2018 reports, the 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.

Now that the baseline review is complete, the General Education Committee began a staggered annual review of one-third of the General Education course assessment reports. They reviewed 26 courses for the 2018-2019 academic year, and the findings are included below. The Committee will review one-third of the assessment reports each for 2019-2020 and 2020-2021 to ensure all courses have been reviewed on a three-year cycle.

2018-2019 General Education Assessment Report Results

Twenty-five departments were required to submit a General Education Assessment Report. A total of 131 reports were submitted. Many issues that were discovered in the previous year's submissions were addressed by updates made to the assessment forms. In particular, all departments successfully included the number of students assessed and included the number of students who met the benchmark. All departments separated modalities in their reports (although not all reported on any differences in results between modalities).

- How many departments submitted complete and separate reports for each SLO and modality?
 - 18 out of 25 (72%)
 - An increase of 18% from 2017-2018
- How many departments submitted incomplete reports (some reports missing an SLO or modality)?
 - 6 out of 25 (24%)
 - A decrease of 18%
- How many departments submitted no reports?
 - 1 out of 25 (4%)
- Overall percentage of students who met expectations for each skill?
 - Of those who submitted:
 - Compose and revise a researched academic paper that adheres to discipline-specific conventions: $365/458 = 80\%$
 - Produce (through revision) effective written communications that support author intent and address a specific audience: $235/291 = 81\%$
 - Apply mathematical principles to determine a strategy for solving a problem: $789/1035 = 76\%$
 - Execute appropriate mathematical techniques for solving a problem and interpret results of a solution: $602/1035 = 58\%$
 - Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts: $1949/2215 = 88\%$
 - Identify the intrinsic value of culture and cultural artifacts: $1757/2065 = 85\%$
 - Solve problems using social science methods: $1797/2141 = 84\%$
 - Reason ethically in an appropriate disciplinary context: $1732/2022 = 86\%$
 - Evaluate scientific information using appropriate tools and strategies of the discipline: $2204/3303 = 74\%$

Results of General Education Committee Assessment Review, 2018-2019

The General Education Committee reviewed 45 reports across 26 General Education courses for the first cycle of review. The Committee reviewed courses from all distribution areas by choosing the first one-third of courses from an alphabetized list for each distribution area. This resulted in one Communication course; four Humanities courses; four Mathematics courses; six Natural Science courses; and eleven Social Science courses. The Committee developed a rubric, adapted from CUTLA's annual peer review rubric, to score each assessment report based on the quality of evidence provided. Possible scores included 2 for a complete response; 1 for a partial or ambiguous response; and 0 for missing or not applicable responses. The rubric also included a column for qualitative comments. Each committee member assessed two to three courses, which ranged from three to five reports each depending on the distribution areas and submissions for each course. The Director of General Education organized all reports and blank rubrics in a Google Drive folder allowing each committee member easy access, and it now serves as a repository for completed assessment rubrics.

This analysis considered seven criteria from each assessment report:

1. Direct measures used to assess student learning outcomes
2. Direct measure(s) align with the SLO(s) assessed and reported
3. A clear benchmark of 70% is noted
4. Assessment samples include data from all modalities offered
5. Use of results identifies concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings
6. Courses that assess multiple modalities of instruction make comparisons or clearly state why such comparisons will not be informative
7. Decisions made are logically related to interpretation of assessment evidence

Reviewers also had the option to comment on assessment reports showing evidence of “Gold Star” assessment efforts:

1. Department has assessed a new initiative implemented in a previous cycle and evaluated the impact of the change (e.g. adopting a new teaching strategy, creating new courses, revised programs, etc.). Clear reflection on assessment data associated with a change made in response to previous assessment work.

Most departments scored well on criteria 1 through 4, which demonstrates faculty have developed assignments that not only serve as appropriate direct measures of student learning but also that the assignments align well with the distribution area student learning outcomes. Further, the introduction of a new reporting sheet with required fields for the assessment benchmark and the percentage of students by modality meeting expectations has helped guide departments to include the necessary information in their reports. Three courses showed evidence of “Gold Star” efforts for the assessment of a new initiative and evaluation of how it impacted student learning.

The main areas for improvement relate to how the department plans to use their assessment results to improve student learning. Across the 45 reports, 16 (or 38%) did not identify concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings. Of these 16 reports, 11 did not include evidence that decisions made were logically related to the interpretation of assessment evidence. Finally, 11 (or 26%) reports lacked comparisons between face-to-face and online assessment results. How departments use their results is the most important component of annual assessment as it demonstrates a commitment to continuous improvement of student learning. For this reason, communication regarding 2019-2020 General Education assessment will include a renewed focus on how departments can use their results to make decisions about course or program pedagogy and/or curriculum, beginning with the first annual Making Sense Meeting.

Making Sense Meeting General Education Courses, 2018-2019

During the 2018-2019 academic year, the Director of General Education--in collaboration with the Faculty Fellow for General Education, CUTLA, and Institutional Effectiveness--worked with General Education departments and faculty to highlight the importance of departmental discussion of assessment results and how to use those results to enact improvements to student learning. On September 14, 2018, CUTLA and Institutional Effectiveness hosted a workshop entitled, "Making Assessment Work: How to Make Assessment Work for You Instead of You Working for Assessment." The workshop focused on creating a culture of assessment and providing tools and best practices for assessment planning and reporting. As part of the New Chairs Development Series in February 2019, the Director of General Education and Faculty Fellow presented on the General Education curriculum, the implementation of new student learning outcomes, and guidelines for assessment, including the focus on faculty discussion. Finally, the Director and Faculty Fellow worked with departmental representatives at the 2018 Peer Review to discuss their current assessment practices for General Education courses and made recommendations as appropriate. While Peer Review has proven to be a valuable opportunity for General Education faculty to discuss student learning, these discussions have been across distributions areas which assess different learning outcomes. In an effort to improve and expand conversations by grouping faculty by distribution area and learning outcomes, faculty attended the first Making Sense Meeting in October 2019.

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. Faculty discussed data reported for courses taught during the 2018-2019 academic year. The meeting opened with a brief overview of the quantitative and qualitative data followed by break-out 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.

Table 5

Quantitative Results - Face-to-Face Courses

	# of Sections	# Assessed	# Met/Exceeded	% Satisfactory
Comp/GRW I	28	615	490	80%
Comp/GRW II	26	606	514	85%
Math CT I	27	969	747	74%
Math CT II	27	969	568	57%
Hum CT	52	1472	1287	87%
Hum I/V	53	1498	1258	84%
Soc Sci CT	33	1314	1128	86%
Soc Sci I/V	30	1276	1102	86%
Nat Sci CT	43	2515	1835	73%

Note. GRW = Gordon Rule Writing, CT = Critical Thinking, I/V = Integrity/Values. See Appendix E for a detailed definition.

Table 6

Quantitative Results - Online Courses

	# of Sections	# Assessed	# Met/Exceeded	% Satisfactory
Comp/GRW I	8	161	136	84%
Comp/GRW II	16	299	260	87%
Math CT I	4	66	42	66%
Math CT II	4	66	34	52%
Hum CT	19	743	662	89%
Hum I/V	19	567	499	88%
Soc Sci CT	29	827	669	81%

Soc Sci I/V	25	746	630	84%
Nat Sci CT	13	488	369	76%

Note. GRW = Gordon Rule Writing, CT = Critical Thinking, I/V = Integrity/Values. See Appendix E for a detailed definition.

In total, 14,162 students were assessed in General Education courses during the 2018-2019 academic year. Of that total, 10,265 were assessed in face-to-face courses and 3,897 in online courses. Since students take courses across the curriculum, some students are likely represented multiple times, but each assessment is unique. In all but one distribution area, students met the 70% benchmark for satisfactory or higher performance. Although Mathematics & Statistics reported results below the benchmark for both modalities, the results proved helpful in deciding how to move forward to improve student learning. It is important for faculty teaching in General Education to recognize that low performance results do not reflect poorly on their teaching as long as they are making efforts to improve learning in areas students perform below expectations.

In multiple areas, online students performed stronger on average. The meeting facilitator encouraged participants to consider any differences in student performance between the modalities in their discussions by distribution area and with their departments. For instance, one department whose online students significantly outperformed their face-to-face students wondered if the online platform might have served as a more sophisticated or at least natural tool with which students engaged in audience analysis. For this reason, faculty will test out more survey instruments, including tools available through Canvas, in order to test this theory.

Some departments, in their assessment reports, highlighted specific strengths and weaknesses, which are listed in Table 7. While some of these areas are discipline-specific (e.g. trig functions), the majority represent skills that apply across the General Education curriculum. Faculty elaborated on and added to these lists during the distribution area break-out sessions and discussed strategies to address some of the common weaknesses evident in their students' performance.

Table 7

Qualitative Results - All Modalities

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Finding values of trig functions and matching trig graphs ● Creating a plan to solve problems successfully 	<ul style="list-style-type: none"> ● Executing a strategy to solve a problem ● Extemporaneous speaking ● Procrastination ● Proper citation/plagiarism

<ul style="list-style-type: none"> ● Students perform better with a greater quantity of smaller assignments, as opposed to a single term-length project ● Compare/Contrast essay ● Ethos, logos, pathos ● Online, POT 3 students demonstrated better analysis capacity 	<ul style="list-style-type: none"> ● Discrepancy in performance on academic integrity module between F2F and online (the latter performing more poorly) ● How to read a document ● Creating and supporting a thesis statement ● Offering solutions to identified problems ● Improvement needed in ability to connect values to ethical behavior ● Basic composition skills ● Low participation rate ● Understanding certain content: tissues, endocrine system ● Remaining engaged in course material (actual understanding over memorization)
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Finally, faculty reviewed the most common responses from 2018-2019 assessment reports detailing how they would use the collected data to improve student learning. Responses fell into nine categories. The top four most common responses included new or revised course materials; new or revised course activities; no changes; and new or revised course content/topics. Table 8 details the nine areas as well as specific examples of responses. Since the new learning outcomes went into effect for the 2018-2019 academic year, many departments instituted new content, assignments, or assessment procedures, so it is unsurprising that many chose not to make any changes for 2019-2020. The Director and Faculty Fellow will monitor these responses for the next few years to ensure that departments are continuing to analyze their data and making changes as needed, which may include raising the benchmark or revising course or assessment practices.

Table 8

Use of Results to Improve Student Learning From Most to Least Common Response

Use of Results	Specific examples
New or revised course materials	<ul style="list-style-type: none"> ● Create more examples for students to practice ● Shorten/lengthen writing assignments ● Test survey instruments to test consistency across modalities ● Revise exams—replace outdated questions, use pre/post testing, more focused testing ● Replace textbook
New or revised course activities	<ul style="list-style-type: none"> ● Integrate additional active learning

	<p>activities / hands-on practice</p> <ul style="list-style-type: none"> ● Additional review sessions for assignments/exams ● Incorporate more group work/discussions ● Additional in-class or out-of-class practice ● Introduce flipped classroom strategies
No changes	<ul style="list-style-type: none"> ● Recently made changes and need more data to make determination ● Might need to raise the benchmark if students continue to exceed expectations ● Monitor differences between F2F and online to see if there is a trend
New or revised course content/topics	<ul style="list-style-type: none"> ● More instruction on specific topics, particularly in writing ● Ensure consistency across sections ● Revise order of topics presented throughout the semester
Integrate use of student support services	<ul style="list-style-type: none"> ● Integration of Writing Lab, tutoring, or workshop attendance into course curriculum
Additional emphasis on course policies	<ul style="list-style-type: none"> ● Establish reminders to enhance completion ● Highlight the value of working with the Writing Lab ● Increase incentive for students to complete the assessment activity
Faculty development	<ul style="list-style-type: none"> ● Develop workshop on effective ways to integrate analysis and writing
Program curriculum change	<ul style="list-style-type: none"> ● Build out focus on citation and research process
Additional monitoring	<ul style="list-style-type: none"> ● Monitor student performance during assessment and intervene as needed to help students improve

Distribution Area Break-Out Session Highlights

Faculty elaborated further on student learning in their distribution area Making Sense Meeting as outlined below.

Composition

Faculty who teach Composition I and/or Composition II (ENC 1101 or ENC 1102) met during Spring 2019 to discuss assessment findings and ways of addressing any underperforming areas.

SLOs

Communication: Compose and revise a researched academic paper that adheres to discipline-specific conventions (ENC 1101 College Composition I)

Communication:: Produce (through revision) effective written communications that support author intent and address a specific audience (ENC 1102 College Composition II)

Findings

For ENC 1101, papers were strongest in meeting the element of “demonstrates a logical and clear argument and thesis” For ENC 1102, papers were strongest in meeting the element of “Document employs strategies that speak to a specific audience”

For both ENC 1101 and 1102, citations and documentation style and integration of sources were areas of weakness. The development of a solid, logical argument remains a problem area. Students struggle with opinion versus argument. The argumentative analysis that students create tend to have the following problems: the arguments and thesis tend to unravel; the essays lack transitions; and conclusions tend to summarize. In addition, for ENC 1102, grammar and style were marked areas of weakness. Faculty struggle with foregrounding writing instructions alongside analysis in ENC 1102

Closing the Loop

To address these issues, the composition program plans to

- Utilize the textbook to mainstream new creative pedagogies and showcase lessons that work
- Implement pedagogical workshops/professional development on topics that stem from assessment findings
- Focus on in-class pedagogies --- Workshops and conferences as well as process pedagogies and ePortfolios help students produce better final products. The lowest scoring essays came from students who missed workshops/classes and did not complete drafts and revisions.
- Create faculty training on assessment procedures. We might consider a holistic scoring session to determine how we all work with and interpret the rubrics.

Mathematics

General Education faculty met during the Spring 2019 semester to review alignment of assessment tools with student learning outcomes, to review areas of weak student performance, and to revise assessment tools based on discussion.

SLOs

Critical Thinking I: Apply mathematical principles to determine a strategy for solving a problem.

Critical Thinking II: Execute appropriate mathematical techniques for solving a problem and interpret results of a solution.

Findings

Across the ten General Education mathematics courses, faculty identified exam questions to keep, change, or reject based on student performance, paying attention to questions that students frequently missed.

Lab leaders for courses can impact how well students are performing.

The revised General Education SLOs could not be assessed with the current exam in MAC 1105 College Algebra.

In STA 2023 Elements of Statistics, sections taught without graphing calculator usage show the highest assessment percentages.

Closing the Loop

- Faculty discussed graduate student-led workshop implementation to help students practice key skills. These workshops should be held in the same building as courses, and they will survey students to determine best times. They are considering providing extra credit points to provide incentive for attendance.
- Faculty will continue to highlight the utility of tutoring services to students.
- Faculty will place a renewed focus on training GTAs leading the labs.
- The department will redesign the exam for MAC 1105 to align with the SLO.
- Faculty are considering whether or not to eliminate graphing calculator usage in STA 2023 Elements of Statistics. They will compare how students perform by allowing heavy usage in some sections and not in others, then revisit the conversation.

Humanities

Faculty in attendance represented Departments of Art, Communication, English, and Philosophy as well as the Kugelmann Honors Program.

SLOs

Critical Thinking - Humanities: Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts.

Integrity and Values - Humanities: Identify the intrinsic value of culture and cultural artifacts.

Findings

While students can identify and recognize tools of communication as well as recognize a value in artifacts, they struggle with using critical thinking skills to translate this knowledge beyond the classroom. They lack the historical knowledge to conceptualize the value of an artifact and see its relevance in the current society. They struggle with providing analysis and articulating their ideas.

Closing the loop

To address these issues, faculty plan to

- Use contemporary examples to help students see the connection to historical examples and allow them to see the significance of the work.
- Focus in a discipline-specific manner on how different readers and audiences might view a particular issue. For example, students might write a speech to one audience and then write a speech on the same topic to a different audience.
- Build more writing instruction that focuses on how to interpret complex text to another reader into the course.
- Show how cultural artifacts had an impact on their contemporary society but also in our current society (an example was Dr. King's "I Have a Dream" speech).
- Focus on the creative, subjective process to highlight the value of the humanities.
- Lead by example and show students how culture and cultural artifacts affect the lives of professors.

Social Sciences

Faculty in attendance represented Departments of Accounting & Finance, Administration & Law, Anthropology, Criminal Justice & Criminology, History, Management & MIS, and Psychology. Discussion revolved around specific guiding questions regarding strengths and weaknesses in student learning identified in their General Education courses.

SLOs

Critical Thinking: Solve problems using social science methods.

Integrity and Values: Reason ethically in an appropriate disciplinary context.

Findings

The group identified multiple areas of weakness including low attendance and/or engagement; not reading assignment instructions or partially completing assignments; incorrect citations despite having clearly outlined expectations; lack of support for thesis statements; and writing skills.

Positive gains have been made in courses by focusing on skills development, such as writing and critical thinking. However, it results in the loss of course content.

More and more, students entering college are “digital natives” and prove to be tech savvy. Students are registering for more online or hybrid courses, and they appreciate the incorporation of technology in the class, like clickers or the Kahoot! app.

After leaving their courses, faculty agreed students still need to learn/improve their writing, research skills, and understanding of the discipline. Students often leave introductory classes without overcoming misconceptions about particular majors or disciplines.

The group discussed revising the Critical Thinking SLO but ultimately decided to leave it as is for now. They might revisit the discussion after a few years.

Closing the Loop

- Faculty agreed it can be helpful in some situations to remove unprepared students from class to encourage out-of-class preparation in future class sessions.
- Creating an instructions checklist for students to follow might improve student performance on assignments or test questions with multiple parts.
- Learning students’ names (or at least trying to!) can help make students feel more accountable for class attendance.
- Asking students to reflect on readings and lessons in class through discussion or use of clickers or apps like Kahoot! can help improve engagement and information retention.
- Introductory classes can be used to enculturate students on being a student and developing strong work habits as well as an introduction to the discipline.

Natural Sciences

Faculty in attendance represented Departments of Biology, Chemistry, and Physics.

SLO

Critical Thinking: Evaluate scientific information using appropriate tools and strategies of the discipline.

Findings

The group identified multiple gaps or challenges including

- Society has changed and student skill set has changed
- Math preparation is not sufficient
- UWF enrolls many non-traditional students who work 30-35 hours per week
- Students are stressed
- Transfer students coming in with AP or dual enrollment credit that did not sufficiently prepare them for upper-division coursework in the majors

Students would be better prepared when entering natural science courses by understanding the reality and rigor of STEM fields.

Although students are tech savvy, they need to work on their ability to solve technical- and computer-related problems.

There are concerns about not having enough tenured/tenure-line faculty teaching General Education courses.

Closing the Loop

- The group agreed that students need more practice and preparation for their courses.
 - Some departments are experimenting with tutoring and workshops facilitated by outstanding senior-level students in the major.
 - Another department is considering grading homework rather than assigning participation points to ensure students are getting the needed practice.

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. Ten of 17 participants responded. All but one participant agreed or strongly agreed that the length and location of the meeting were appropriate, and all but one participant agreed or strongly agreed that the materials provided prior to the meeting helped them to prepare. In response to “what new knowledge or skills did you learn from your colleagues,” several participants shared they liked the idea of using Kahoot! quizzes for testing student knowledge and preparation. Others commented that it was beneficial to discover common cross-departmental values, such as an emphasis on translating and transforming curricular knowledge to other coursework and the workplace, while some simply liked learning about what kinds of assessments other departments are using.

Participants also responded to questions regarding changes or improvements as well as what did not work well. One response included an appreciation for the peer review format in which faculty meet across departments and distribution areas as it can help make the “view from the outside more clear.” Another responded that the brief overview of assessment results could have

been cut and that two meeting locations (one for the overview and one for each distribution area) may not have been necessary. Further, another respondent noted that the space was too small for the group overview session. Lastly, one participant responded that a quick wrap-up session with the entire group would be beneficial to hear reports from each distribution area with highlights from their discussion.

Next year, we will consider this feedback to identify another space that might be able to accommodate everyone more comfortably without creating hearing issues. Further, we will consider the exclusion of the overview, which could be accomplished by distributing the material ahead of time, and potentially replacing it with a wrap-up for each area to share highlights.

Annual Report 2018-2019

Organization

Goal 1 - Review mission, vision, and values

- Based on the approval of the Summary Report on General Education for 2017-2018 by Academic Council and Faculty Senate, faculty are supportive of revisiting the mission, vision, and values for General Education to ensure they align with each College, the University, and the SUS.

Goal 2 - Clarify the roles and organizational structure of General Education

- The organization chart is nearly complete and outlines the roles and responsibilities for the Director of General Education, Faculty Fellow, as well as the role that the Center for University Teaching, Learning, and Assessment, the General Education Committee, and Institutional Effectiveness play in General Education

Goal 3 - Implement Changes to General Education Committee charter

- Changes to the General Education Committee charter included:
 - Clarifying specific responsibilities and establishing a three-year cycle for reviewing General Education course assessment
 - Updating the institutional unit responsible for oversight of General Education from University College to the Director of General Education housed in the College of Arts, Social Sciences and Humanities
 - Updated ex-officio committee membership
 - Added clause regarding the review of academic appeals when quorum is not met, e.g., during the summer semester
- Charter approved by Academic Council (3/5/19) and Faculty Senate (4/12/19)
- In order to ensure the General Education Committee's recommendations are implemented, we
 - updated the Course Inclusion Criteria;
 - developed memos to send to departments found not in compliance;
 - created spreadsheets to monitor assessment reporting and appropriate inclusion of required syllabus elements;
 - updated the General Education website with additional guidance for chairs and faculty; and
 - sent regular updates to chairs and assessment coordinators.

Assessment

Goal 1 - Implement new General Education SLOs with faculty input and support

- All General Education syllabi were reviewed during the fall 2018 and spring 2019 semesters to ensure the following were included (compliance percentages included in parentheses):
 - Student Learning Outcomes specific to General Education (95% in fall, 83% in spring)
 - Student Learning Outcomes statement (87% in fall, 96.5% in spring)
 - Description of the embedded assignment used for assessment (64% in fall, 68% in spring)
 - General Education FTIC Attendance Statement (94% in fall, 91% in spring)
- All faculty received the General Education Student Learning Outcomes survey on April 16, 2019, to solicit feedback on the new SLOs, including suggestions for rewording SLOs, as well as general perceptions of the General Education curriculum.
 - 69 faculty responded by the May 10, 2019, deadline.

Goal 2 - Implement and streamline assessment practice and reporting

- In collaboration with Institutional Effectiveness, we developed a new assessment report using Microsoft Excel.
- Both the new Excel worksheet and Qualtrics surveys were available for faculty to utilize for 2018-2019 General Education assessment reporting cycle.
 - Beginning this year, the number of students assessed, including the number who met expectations and the number who did not, is now required.
 - Sampling is no longer allowed, per SACSCOC 8.2.b.
 - There is an increased focus on the use of results to improve student learning, which is important evidence of seeking improvement, rather than detailing the assessment process.
- Department chairs received regular communication clarifying the expectations for the scope of assessment work, including the recommendation to shift assessment to the fall semester, discuss in the spring, and report in the spring, when possible.
- The Excel worksheet itself includes instructions for completing the report.
- The General Education website now includes additional information regarding the recommended assessment cycle and information about how to report.

Faculty Development

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

- Solicited feedback from faculty via department chairs and college councils
- Changes to the Course Inclusion Criteria in General Education included:
 - Updated language to reflect new title of “General Education”
 - Added clause warning that if criteria were not met, the General Education Committee would refer the matter to the respective college dean and possibly the Provost

- Updated to reflect the new Student Learning Outcomes
- Edited select distribution area descriptions based on feedback from faculty
- Changes approved by Academic Council (10/26/18), Faculty Senate (11/9/18), and the Office of the Provost (11/26/2018)
- Anyone who initiated a CCR proposal to add a General Education, Gordon Rule, or Multicultural attribute to a new or existing course received an email requesting a draft syllabus.
 - Those adding the Gordon Rule Writing attribute were additionally asked to identify which of the two Communication SLOs they would be using.
- The updated General Education curriculum for 2019-2020 was distributed to advising directors on April 18, 2019, to share with their advising teams. This sheet reflected any CCR changes set to go into effect for the next academic year.

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

- On March 5, 2019, a coach from the National Institute for Learning Outcomes Assessment (NILOA) visited the campus to meet with faculty and discuss General Education assessment.
 - The coach met with faculty from the summer 2018 General Education assignment redesign workshop for a “making-sense” meeting.
 - The coach gave a presentation entitled, “How to Make Assessment Accessible,” which was open to the campus community
- The survey administered on April 16, 2019, included a question regarding the types of professional development faculty are interested in, which will guide our development for activities for the 2019-2020 academic year.

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

- After reviewing the SACSCOC Principles of Accreditation and consulting with the Office of Institutional Effectiveness, we learned that there is no specific ratio of regular to contingent faculty recommended by SACSCOC.
- During the 2017-2018 academic year, regular faculty taught 60% of General Education course sections while adjuncts taught 40%. During the 2018-2019 academic year, there was no change in the proportion of regular (347 of 578 sections) to contingent faculty (231 of 578 sections).
 - Although the proportion of regular faculty did not increase, we are pleased to see that regular faculty continued to teach the larger share of General Education course sections and will continue to monitor the faculty ratio into the next year.

Outreach

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

- The Director of General Education sits on the Academic Processing and Technology Team to ensure University business processes align with the mission and goals of General Education.
- The Director of General Education sits on the University Academic Advising Council-- which includes representatives from college advising centers, Admissions, Financial Aid, Argo Central, and the Registrar--to develop relationships and support the mission and goals of General Education, the colleges, and the University.
- The Director of General Education met with each college advising team to review the General Education curriculum as well as Gordon Rule Writing, Multicultural, and Civic Literacy requirements and answer any questions.
 - College of Arts, Social Sciences and Humanities: since the Director also serves as the Director of Advising in CASSH, she met monthly with academic advisors in this college.
 - College of Business: November 30, 2018
 - College of Education and Professional Studies: November 20, 2018
 - Hal Marcus College of Science and Engineering: May 4, 2018
 - Usha Kundu MD College of Health: March 28, 2018, and October 24, 2018
- Further, the Director managed the General Education email account and served as the main contact for academic advisors with questions related to General Education, Gordon Rule Writing, Multicultural, and Civic Literacy requirements.

Goals and Objectives 2019-2020

Organization

Goal 1 - Review mission, vision, and values

- The next steps will include establishing a process to review followed by collecting feedback from faculty regarding elements that should be added, modified, and/or deleted, and finalizing changes through formal approval process.

Goal 2 - Clarify the roles and organizational structure of General Education

- We originally planned to hire a Graduate Assistant for General Education and still need to determine the number of assistants needed, their placement (e.g. in the college or assigned by distribution area), and the job description.
- Due to the approach of the Fifth Year Report followed by the Decennial visit, we will need to outline more clearly the role each area plays in SACSCOC compliance.

Assessment

Goal 1 - Implement new General Education SLOs with faculty input and support

- We will prepare a syllabus checklist to send to chairs/faculty in August to ensure all required elements are included.
- Instead of sending a general email to all department chairs with the overall results of the audit, we will send specific emails to each chair outlining any non-compliance.
- Chairs will be responsible for working with faculty to make any necessary updates to syllabi as soon as possible.
- The General Education Committee will review the results from the General Education Student Learning Outcomes survey and determine if any changes are needed, e.g., revision of SLOs, additional professional development opportunities, or hiring a graduate assistant for General Education instructors.

Goal 2 - Implement and streamline assessment practice and reporting

- During the summer 2019 semester, we will develop a method to present the previous year's use of results so that chairs consider this information when reporting the next year (closing the loop on each assessment cycle)
- The current Excel worksheets do not have a space to report on indirect assessments. We might need to revisit this to include this option.
- Institutional Effectiveness plans to phase out the use of Qualtrics for assessment reporting purposes and utilize only the Excel worksheets beginning in the 2019-2020 academic year.
- Modifications to assessment method will occur based on feedback from faculty and IE.

Assessment

Goal 1 - Implement new General Education SLOs with faculty input and support

- Distribute syllabus checklist, perform syllabus audit, and email department chairs regarding any issues
- Determine if any revisions/clarifications to SLOs are necessary at fall Making Sense Meeting

Goal 2 - Implement and streamline assessment practice and reporting

- Update Excel sheet for assessment reporting to include previous year's data and add meeting date field

Faculty Development

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

- We are still determining how to update the CCR system to determine what changes can be made to clearly define the requirements for General Education, Gordon Rule, and Multicultural course proposals.

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

- Currently, the annual Peer Review conducted by the Center for Teaching, Learning, and Assessment, includes representatives from undergraduate, graduate, and certificate programs in addition to representatives from departments teaching General Education courses. However, we would like to spin-off the General Education discussions into their own peer review.
 - This would allow us to break representatives into five groups based on the different distribution areas and facilitate conversations among faculty who are assessing the same student learning outcomes.
 - At the end of the session, the whole group can discuss best practices for General Education courses.

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

- As noted above, we are exploring the possibility of hiring one or more graduate assistants to help with the administrative work associated with teaching and assessing General Education courses.
 - Having this extra help could serve as an incentive for regular faculty to teach more General Education courses.
- We are exploring the possibility of presenting an award at Honors Convocation for Faculty Excellence in General Education, which would be awarded to a faculty member who has excelled at teaching and assessment in General Education.

- Participation in professional development activities will be included as part of the criteria, which we hope will encourage faculty to engage in more professional development events related to General Education.

Outreach

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

- We did not focus as much attention on this goal in 2018-2019 as we had intended and will therefore place a renewed focus on it for 2019-2020.
- Faculty expressed interest in High Impact Practices in response to our SLO survey, and now that the University has chosen to focus on HIPs for Metric 10 (all students will complete at least two HIPs during their tenure at UWF), we have an opportunity to see how General Education can help with this initiative.

Appendix A

General Education Division of Responsibilities

General Education Division of Responsibilities

<p>Director of General Education</p>	<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 University Teaching, Learning, and Assessment (CUTLA) 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
<p>Faculty Fellow for General Education</p>	<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
<p>Center for University Teaching, Learning, and Assessment</p>	<ol style="list-style-type: none"> 1. Provides guidance on best practices for General Education assessment

	<ol style="list-style-type: none"> 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

	<p>assessment reports</p> <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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Appendix B

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.

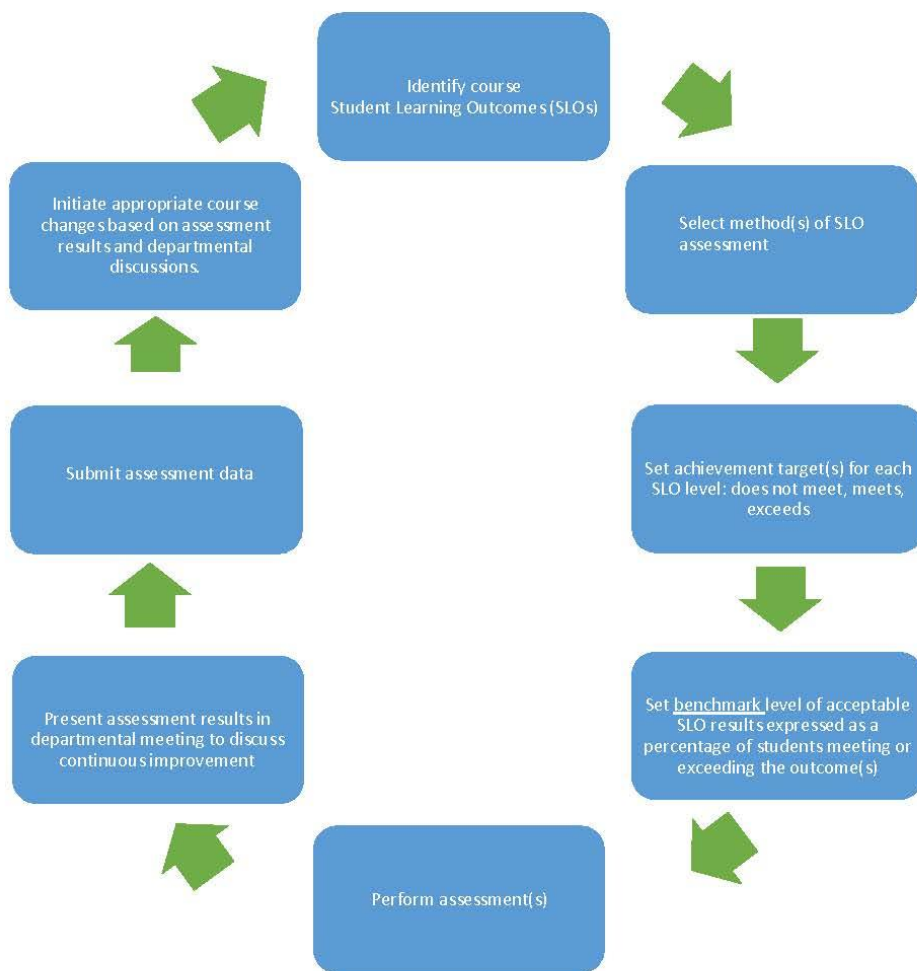
2019-onward Continuous Evaluation of the General Education Curriculum

- 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 C

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 D

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 E

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.

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