

**University of West Florida  
General Education Curriculum  
2020-2021 Summary Report**

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Fall 2021

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## **General Education Committee Members**

Mr. Adam Blood  
Dr. Brian Crisher  
Dr. Amany Habib  
Dr. Caroline Sangeetha John  
Dr. Lane Lambert  
Dr. Meredith Marten  
Mr. Justin McCoy  
Dr. Derek Morgan  
Dr. Vanessa Rainey  
Ms. Aletheia Zambesi

## **Executive Summary**

This assessment report details an analysis of the General Education curriculum, reporting cycle, and assessment data for the 2020-2021 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 percentage of courses who completed all elements of the required assessment reports has remained consistent over the past year at 85%. A timeline has been set for Gordon Rule Writing courses to modify CCRs to include the chosen learning outcome and assess it no later than July 2023. We conducted the third annual Making Sense Meeting using Zoom breakout sessions, allowing faculty across distribution areas to share strategies for teaching and learning in General Education. Students continue to meet the 70% benchmark for eight of the nine General Education student learning outcomes. Further, the overall success rate for students is 79% across all sections of General Education courses. Feedback from college councils was incorporated and presented in the revised Mission, Vision, and Values for General Education

Summary of current weaknesses of the program: The attendance statement is the syllabus element that continues to have issues as many faculty do not include a link to the official policy. While the number of departments who submitted a complete report increased from last year, the number of departments that submitted no reports has remained consistent. The assessment reports may not have captured fully the data and story being told in each department, especially during a time still affected by Covid-19.

Summary of recommendations and proposed action plans: Create professional development opportunities including those using assessment results to implement strategies to improve student learning as well as assessment and pedagogical strategies to increase student engagement. 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." Continue to distribute and reevaluate content for the syllabus checklist to assist faculty in designing their syllabi to include mandatory statements. Update the General Education Web site so that it more easily highlights information needed by faculty who teach General Education classes. If funding is available, assign a Graduate Assistant to assist with the administrative work associated with teaching and assessing General Education courses. As funding permits, introduce an award for Faculty Excellence in General Education to be presented at the Honors Convocation.

**Program Vision, Mission and Values**  
(General Education Committee, March 24, 2021)



## **Vision**

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

## **Mission**

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

## **Values**

- Integration – Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.
- Caring – Providing a safe and dynamic learning environment that fosters the development of individual potential.
- Integrity – Demonstrating dedication to uncompromising excellence and doing the right thing for the right reason.
- 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 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, 2016\*-2020**

\*New General Education Curriculum began in 2015

(Tableau, 2020)

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

Table 1

*Headcount in All General Education Courses by Academic Year*

Academic Year	Total Headcount	Difference	% Difference
2016-2017	23,631	--	--
2017-2018	23,032	-599	-2.53%
2018-2019	22,510	-522	-2.27%
2019-2020	22,321	-189	-0.84%
2020-2021	21,332	-989	-4.55%

Table 2

*Total Headcount of FTIC Cohorts*

Cohort Year	Total FTIC Headcount	Difference	% Difference
2016	1,301	-55	-4.05%
2017	1,094	-207	-15.9%
2018	1,109	+15	+1.3%
2019	1,196	+87	+7.8%
2020	1,251	+55	+4.4%

Table 3

*Total Headcount in Online General Education Courses by Academic Year*

Academic Year	Total Headcount	Difference	% Difference
2016-2017	4,684	--	--
2017-2018	4,991	+307	+7.38%
2018-2019	5,020	+29	+0.58%
2019-2020	6,924	+1,904	+37.9%*
2020-2021	12,752	+5,825	+54.3%*

\*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.

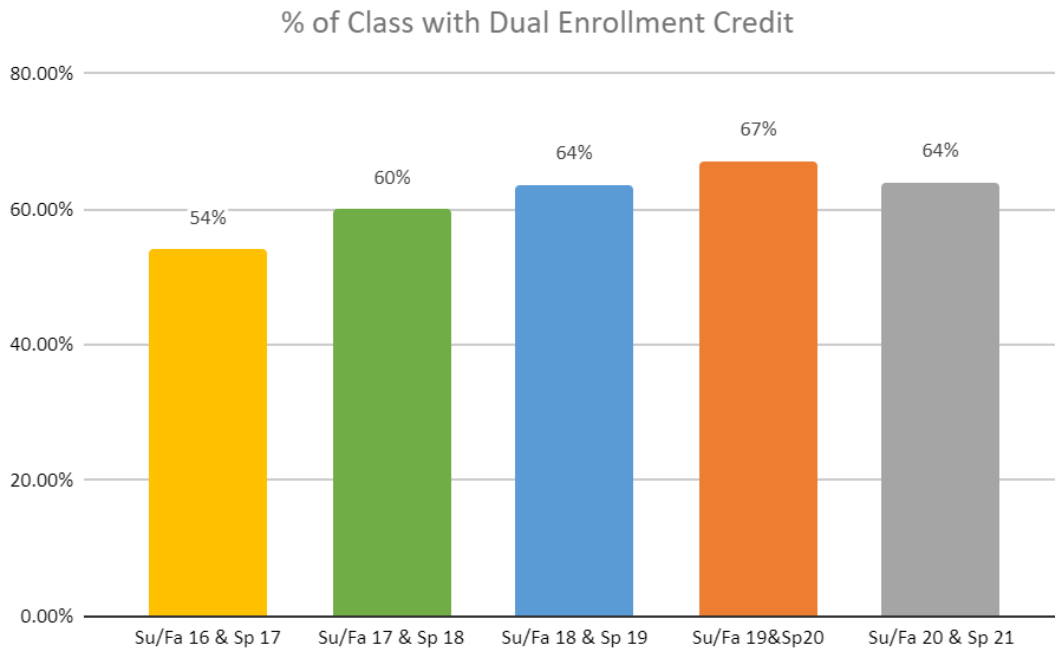
### **Online Course Offerings**

As of Fall 2021, UWF offered 15 online bachelor's programs, representing over 12 different departments. As the number of online programs increases, we will likely experience an increased demand for online General Education. In Spring 2021, the Director of General Education and General Education fellow met with assistant and associate deans who oversaw online programs to discuss a plan to ensure a wide range of online general education courses were regularly offered. During Summer 2021, the Director of General Education regularly reviewed the general education course offerings that were required by online programs and notified the departments who housed those courses when additional courses may be useful. Due to this correspondence, additional sections were added and/or caps on the courses were raised. A total of 16 students were purged from the waitlist for these online, general education courses, although it is unclear if any of those students took other classes. The Director of General Education will reach out to the assistant and associate deans before classes start for Summer 2022 to determine if this additional correspondence continues to be useful.

In anticipation of the continuing popularity of online learning, departments teaching General Education courses may want to consider offering even more sections online to meet the demand of students outside of our traditional recruiting area and recoup lost enrollments while at the same time respecting the vision of the University to be a primarily in-person institution.

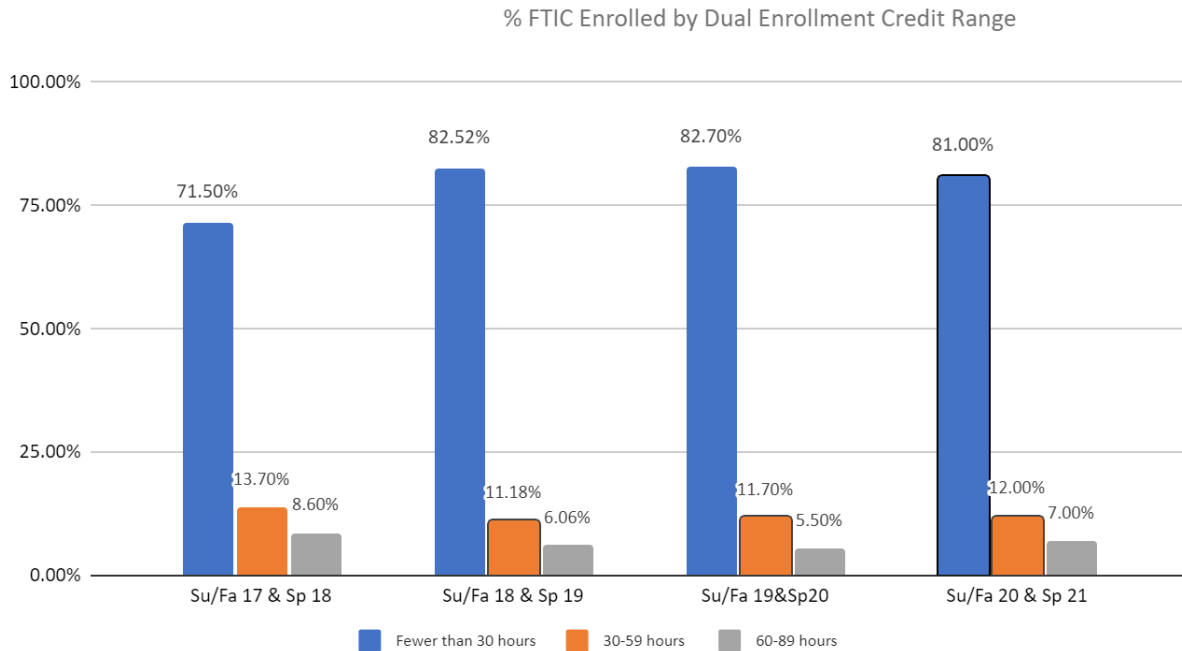
### **Dual Enrollment**

The percentage of First Time in College students entering with some dual enrollment credits has remained consistent over the past three years.



*Figure 1.* Percentage of Admitted Students With Dual Enrollment Credit

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

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 2020 semester, UWF admitted 1,265 FTIC students. The ACT average has remained consistent for the past five years while the average high school GPA and SAT scores have increased.

- 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
- Fall 2019 Cohort
  - Average HS GPA = 3.89
  - Average ACT = 25
  - Average SAT = 1180
- Fall 2020 cohort
  - Average HS GPA = 3.9
  - Average ACT = 25
  - Average SAT = 1190

### **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. Through early intervention systems like Early Warning and collaboration between First Year Advising and college advising offices, UWF has steadily improved freshman retention.

- 2015 cohort = 70.2%
- 2016 cohort = 74.6%
- 2017 cohort = 79.8%
- 2018 cohort = 80.3%
- 2019 cohort = 82.2%
- 2020 cohort = (unavailable at the time of this writing)

### **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 2020-2021 academic year, regular faculty--including full-time instructors and lecturers--taught the majority of General Education course sections in each of the three terms. There was a slight decrease in the number of regular faculty teaching General Education courses during Fall 2020 and Spring 2021.

Table 4

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

	Fall 2019	Spring 2020	Summer 2020		Fall 2020	Spring 2021	Summer 2021
Full-Time	78 (46%)	76 (50%)	53 (70%)		73 (45%)	73 (47%)	58 (71%)
Adjunct	73 (44%)	64 (42%)	23 (30%)		81 (49%)	72 (47%)	23 (28%)
Teaching Assistant	17 (9%)	11 (7%)	0 (0%)		10 (6%)	9 (6%)	1 (1%)
Total Sections	344	281	110		354	284	119

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

**2020-2021 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 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 Google Sheets to report their results. The Sheets required faculty to report quantitative data (students who did or did not meet expectations by modality) as well as qualitative data (use of results to improve student learning). In addition, the reporting sheets contained assessment data from the previous two years so that departments could address how they closed the loop on previous assessment reports. The deadline for these reports was July 31, 2020.

Of the 82 General Education courses requiring reporting this year, we received all required reports for 70 courses; partial data for 7 additional courses; and no data for 5 courses. 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. Beginning 2019-2020, reporting worksheets included data from the previous assessment cycle as a reference. To support continuous improvement in student learning, we asked departments 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. While some departments might still have General Education courses to assess after the spring semester, many have the opportunity to finish earlier. 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 G).

We recommended the department chair or assessment coordinator 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.

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 will monitor submissions made via Google Drive.

### **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 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.

### ***2020-2021 General Education Assessment Report Results***

Twenty-six departments were required to submit a General Education Assessment Report. A total of 118 reports were submitted, plus 11 reports for Gordon Rule Writing.

- Number of departments that submitted complete and separate reports for each SLO and modality
  - 19 out of 26 (73%)
  - The number of departments who submitted complete reports increased from 2019-2020.

- 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 decreased from 2019-2020.
- Number of departments that submitted no reports
  - 3 out of 26 (12%)
  - The number of departments who did not submit any reports remained consistent from 2019-2020.

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*

	2019-2020			2020-2021		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
Compose and revise a researched academic paper that adheres to discipline-specific conventions	689	544	79%	622	481	77%
● F2F	484	384	79	99	80	81%
● Online	205	160	78%	523	401	77%
Produce (through revision) effective written communications that support author intent and address a specific audience	1,124	930	83%	850	670	79%
● F2F	599	482	80	237	187	79%
● Online	525	448	85%	613	483	79%
Apply mathematical principles to determine a strategy for solving a problem	1,936	1,456	75%	1867	1337	72%

	2019-2020			2020-2021		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
• F2F	1,746	1,309	75%	0	0	0
• Online	190	147	77%	1867	1337	72%
Execute appropriate mathematical techniques for solving a problem and interpret results of a solution	1,936	1,078	56%	1867	1089	58%
• F2F	1,746	961	55%	0	0	0
• Online	190	117	62%	1867	1089	58%
Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts	2,224	1,901	85%	1643	1418	86%
• F2F	1,469	1,261	86%	314	277	88%
• Online	755	640	85%	1329	1141	86%
Identify the intrinsic value of culture and cultural artifacts	2,269	1,978	87%	1035	917	89%
• F2F	1,509	1,344	89%	278	252	91%
• Online	760	634	83%	757	665	88%
Solve problems using social science methods	1,684	1,318	78%	1970	1556	80%
• F2F	996	810	81%	242	215	89%
• Online	688	508	74%	1728	1361	79%
Reason ethically in an appropriate disciplinary context	1,891	1,662	88%	1289	1189	92%

	2019-2020			2020-2021		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
• F2F	1,154	1,020	88%	121	110	91%
• Online	737	642	87%	1169	1079	92%
Evaluate scientific information using appropriate tools and strategies of the discipline	2,370	1,857	78%	2659	2074	78%
• F2F	1,935	1,519	79%	357	215	60%
• Online	435	338	78%	2302	1859	81%
TOTALS	16,123	12,724	79%	13803	10751	79%
• F2F	11,638	9,090	78%	1648	1336	81%
• Online	4485	3634	81%	12155	9415	78%

In total, 13,803 students were assessed in General Education courses during the 2020-2021 academic year. Of that total, 1,648 were assessed in face-to-face courses and 12,155 in online courses. While the percentages of online and F2F students who successfully met the outcome shifted slightly from 2019-2020, it is worth noting that the number of online students increased significantly due to Covid-19. The fact that assessment results were able to remain stable even during this challenging time is a testament to the strength of our faculty and programs.

### **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 H) 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.

With the baseline review 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, 28 courses for the 2019-2020, and 32 courses for 2020-2021. The findings for the latter review are included below. Apart from new courses that may have not yet been offered (or courses that are on the purge list), all General Education courses have been reviewed over the past three-year period. The review will begin anew next year (2021-2022)

### ***Results of General Education Committee Assessment Review, 2020-2021***

The General Education Committee reviewed 53 reports across 31 General Education courses for the third cycle of review. The Committee reviewed courses from all distribution areas by choosing the final one-third of courses from an alphabetized list for each distribution area to complete the review of all General Education courses in a three-year period. This resulted in eleven Humanities courses, three Mathematics courses, ten Natural Science courses, and seven 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.

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

Reports were scored as complete, partial or ambiguous, or missing/NA for the seven criteria. The rubric also included a column for qualitative comments. Each committee member assessed two to four courses, which ranged from four 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.

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.

Out of the 53 reports, 8 were blank and provided no data to analyze. The results from the remaining 45 reports are found in Table 6.

Table 6

*Results of General Education Review of Submitted Assessment Reports*

	% Complete	% Partial/Ambiguous	% Missing/N/A
Direct measures used to assess student learning outcomes.	93.33	6.67	0.00
Direct measure(s) align with the SLO(s) assessed and reported.	82.22	17.78	0.00
A clear benchmark of at least 70% is noted	91.11	8.89	0.00
Assessment samples include data from all modalities offered.	88.89	11.11	0.00
Courses that assess multiple modalities of instruction make comparisons or clearly state why such comparisons will not be informative	53.33	8.89	37.78
Use of results identifies concrete, measurable decisions or changes that will be made to curriculum or pedagogy based on assessment findings	73.33	22.22	4.44

Similar to last year, departments are strong in the first four elements. While the fifth element (regarding courses that assess multiple modalities) suggests areas of concern, the reporting sheet itself also does not clearly state if the course was offered in more than one modality. This

information will need to be presented more clearly in the future so that the reviewers can accurately report on this element.

While the last element is the weakest area, we are making slow improvements from year to year. The assessment process at UWF continues to grow, and as more and more departments become involved with conversations surrounding assessment, we feel confident that we will continue to make gains in this area. Eight departments were also recognized by reviewers as showing evidence of Gold Star assessment efforts.

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. Further, based on feedback from faculty survey, we will aim to create professional development opportunities focused on using assessment results to implement strategies to improve student learning; continue to include the previous year's use of results on assessment reports as a reminder to "close the loop"; and continue to distribute syllabus checklist to help faculty design their syllabi to include mandatory statements.

### **Making Sense Meeting General Education Courses, 2020-2021**

Beginning in the 2019-2020 academic year, University-wide discussions on student learning in General Education courses transitioned out of the annual Peer Review of Assessment and occurred instead in the Making Sense Meeting. On October 22, 2021, the third annual Making Sense Meeting occurred at which faculty discussed data reported for courses taught during the 2020-2021 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. We concluded with a final debrief during which each facilitator highlighted major topics of discussion. 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.

On the assessment reports, departments noted both areas that are working and areas when students continue to struggle, and these results are presented in Table 7.



Table 7

*Qualitative Results - All Modalities*

Strengths	Weaknesses
Composition/Gordon Rule Writing	
<ul style="list-style-type: none"> <li>● Over the past few years, students have consistently been stronger in online courses in meeting the goal of edited writing than in F2F courses. This may be because of additional practice and feedback offered in online sections.</li> <li>● Students gain a great deal from visiting the Writing Lab, and the use of it as a resource should continue to be encouraged.</li> <li>● Faculty have a wealth of information and resources available on the Teacher Resources site.</li> <li>● Continual conversations have led to implemented and possible pedagogical changes (including the possible incorporation of an eportfolio requirement)</li> </ul>	<ul style="list-style-type: none"> <li>● Students continue to struggle with documentation; workshops and conversations are planned to discuss these areas</li> <li>● More students seem to struggle with grammar in ENC 1102 than ENC 1101.</li> <li>● Both students and faculty find the rhetorical analysis a difficult topic</li> </ul>
<i>Mathematics</i>	
<ul style="list-style-type: none"> <li>● MathLab was a useful and helpful tool for the students</li> <li>● Additional practice exercises benefit the students</li> </ul>	<ul style="list-style-type: none"> <li>● Students struggled with online courses. Both the number of absences and number of cheating instances increased from previous years when classes were F2F</li> <li>● Students struggle with taking advantage of all resources available to them</li> <li>● Student do not always take the assessment seriously</li> </ul>
Humanities	
<ul style="list-style-type: none"> <li>● Student do better with choice of topics</li> </ul>	<ul style="list-style-type: none"> <li>● Students struggle more in online versus F2F Gen Ed classes</li> </ul>

<ul style="list-style-type: none"> <li>● Students do better when they have time to practice over the semester</li> <li>● Students do better when they build to more complex theories</li> </ul>	<ul style="list-style-type: none"> <li>● Students who are more engaged in the class do better</li> <li>● Students struggle with applying feedback from earlier assignments to later ones</li> </ul>
Social Sciences	
<ul style="list-style-type: none"> <li>● Students who complete just the library quiz do well</li> <li>● Students do better when they work with material more than once a semester</li> <li>● Working in groups as well as individual feedback assists students with learning this SLO</li> </ul>	<ul style="list-style-type: none"> <li>● Students struggle with citations and paraphrases</li> <li>● Students struggle with plagiarism</li> <li>● Students struggle with how to incorporate evidence and discerning facts</li> <li>● Students struggle with creating thesis statements</li> </ul>
Natural Sciences	
<ul style="list-style-type: none"> <li>● Students are strong at interpreting individual datum</li> <li>● Scaffolding and group projects help students learn</li> <li>● Case students may provide more useful results than exam questions</li> </ul>	<ul style="list-style-type: none"> <li>● Students struggle with drawing conclusions about data presented</li> <li>● Students struggle with thinking critically about data</li> </ul>

### **Distribution Area Breakout Session Highlights**

During the breakout sessions, faculty further elaborated on successes and struggles they have encountered when teaching these SLOs. Some common themes emerged in the sessions, including the following observations:

- Challenges with consistency. A lack of consistency in the rigor and how SLOs are taught can occur when the course has multiple sections, especially when sections are taught by both full-time and adjunct instructors.
- Use of rubrics. While the use of a common rubric can provide consistency to how assignments are assessed, some faculty expressed concern regarding how one rubric could be used across multiple sections.
- Multiple assignments. A few departments discussed measuring student learning by using multiple assignments or pre- and post-tests rather than just assessing one assignment. In

addition, a number of faculty noted that scaffolding assignments gave students the ability to practice a skill and to build on previous knowledge.

- Concerns about workload. While using multiple assignments for assessment may present a better overall picture of the students' skills, faculty worry about the additional grading workload. In addition, students themselves seem to be working more hours than in the past, which leaves them fewer hours to focus on schoolwork.
- Case studies/practical examples. Departments noted that students seem to perform better when faced with "real world" examples.
- Challenges of online classes. Many classes were still online during 2020-2021 due to the ongoing pandemic, and faculty noted that students seemed less engaged in these classes. Faculty struggled with assigning enough weight to assignments to ensure that they were taken seriously, while at the same time not overburdening themselves or their students. Some sections were quite large, and it was difficult to manage that number of students in a purely online environment.
  - Some advice regarding online classes that came up in discussion included being active and involved in the course as much as possible, moving away from discussion boards and incorporating time in the class for group work, offering incentive for students to come to office hours or workshops, and setting up quizzes or tests that can be answered only if the recorded lectures are viewed.

### **Feedback From Making Sense Meeting Participants**

After the conclusion of the Making Sense Meeting, the Director of General Education distributed a survey to the 23 participants to gather feedback on their experience. Four participants provided feedback. The feedback is summarized below with the understanding that the respondents represent only a small percentage of those who attended.

The respondents appreciated having the questions ahead of time and felt that they were broad enough to allow for meaningful dialog, even if the respondent couldn't speak to specific figures from an assessment report. They enjoyed the cross-disciplinary discussion and small breakout rooms. Overall, they felt as though they learned a lot of useful techniques, although one felt the summaries at the end were not useful.

Based on these results as well as feedback from the General Education Committee, we plan to incorporate workshop(s) in the spring that focus on assessment practices, including the use of a common rubric and scaffolding exercises.

## Annual Report 2020-21

### Organization

#### Goal 1 - Review mission, vision, and values

- A subcommittee of the General Education Committee reviewed and revised the mission, vision, and values for General Education.
- This version was sent to college and academic councils for feedback and revision. The Faculty Senate approved the updated version. The updated statement has been published to Web site

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

- 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.

### Assessment

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

- Faculty are required to include four elements on syllabi for a General Education Course: an SLO statement; the full Gen Ed SLOs; a description of the embedded assignment used for assessment; and the FTIC attendance policy. Over 80% of the syllabi from 2020-2021 met compliance for the first three elements, ranging from a high of 94% of syllabi including the SLO statement in Fall 2020 to a low of 82% including the full Gen Ed SLOs in Spring 2021. The FTIC attendance policy continues to remain the lowest performer, with 68% compliance in Fall 2020 and 77% in Spring 2021. Many faculty members included partial attendance statements and commonly left out the link to the University policy.
- We will continue to distribute the Syllabus Checklist. We will also work with the Center for Teaching, Learning, and Technology to determine if common required elements could be housed on a Web site that syllabi could link to and thus avoid accidental omissions.
- We will re-evaluate the Gen Ed Web site to determine if additional clarity or resources are needed.

#### Goal 2 - Implement and streamline assessment practice and reporting

- Reporting sheets are housed in Google sheets and will include assessment results from previous year(s) to encourage faculty to consider successes or areas that need to be readdressed this year.

- We will continue to encourage chairs and assessment coordinators to review previous year's data to emphasize SACSCOC's focus on continuous improvement.

## Faculty Development

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

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

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

- Faculty representatives from 15 departments across three distribution areas participated in the second annual Making Sense Meeting in October 2020. 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.
- We will hold the next Making Sense Meeting in October or November 2021 for the same three distribution areas and collect conclusions from Composition and Mathematics assessment coordinators regarding their discussions on 2020-2021 data.
- We will conduct follow-up meetings/workshops to address common issues of concern that arise during the Making Sense Meeting.

### 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.

## Outreach

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

- The Director and Faculty Fellow of General Education participated in CUTLA's Virtual New Faculty Orientation in August 2020 and the New Chairs Development series in February 2021 to discuss General Education, specifically assessment requirements.
- Continue to participate in New Faculty Orientation and the New Chairs Development Series. Develop training webinars for General Education and the Associate of Arts to offer for academic advisors.

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

- CASSH launched a living learning community (CORE) in the Fall of 2020 with 22 students in Martin Hall sharing 2 of 3 courses in common at the General Education level. These three courses include: ANT 2000 Introduction to Anthropology with Dr. John Worth, ENC 1101 English Composition I with Jasara Norton, and REL 1300 World Religions with Dr. Jack Giddens. These students also take an SLS together with Dr. Brian Hood.
- CASSH led a pilot project embedding e-portfolios across the curriculum, including ENC 1101 and 1102 in the general education program.
- The Kugelman Honors program incorporated undergraduate research in its FYE core sequence, with students in IDH 1041 working on student learning outcomes related to data literacy, that stem from the Critical Thinking, Analysis/Evaluation domain. All students presented the results of their research to stakeholders or in the Student Scholar Symposium.
- CASSH will evaluate the success of these projects during the 2020-2021 academic year and determine if any changes are needed.

### **Goals and Objectives, 2021-2022**

#### Organization

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

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

#### Assessment

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

- Distribute syllabus checklist, perform syllabus audit as needed, and email department chairs regarding any issues
- Discuss teaching and learning strategies in General Education courses at the Fall Making Sense Meeting

## Goal 2 - Implement and streamline assessment practice and reporting

- Continue using Google sheet for assessment reporting. The sheet will include data from the most recent assessment cycles to encourage faculty to review results over the course of a few years to determine if their students are continuously improving.
- 2021-2022 reports will include data reported for 2020-2021

## Faculty Development

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

- Monitor Gordon Rule Writing courses to ensure that each one identifies one of the two Communication SLOs and that each course is assessed no later than July 2023.
- All Gordon Rule Writing courses will include the associated SLO on its CCR and will be assessed no later than July 2023.
- Coordinate with the registrar's office to ensure 990 courses with a Gen Ed, multicultural, or Gordon Rule attribute are reviewed by the General Education Committee.

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

- We will hold the next Making Sense Meeting in Fall 2022 for three distribution areas and collect conclusions from the assessment coordinators for Composition and Mathematics regarding their discussions on 2021-2022 data.
- We will use feedback from the 2020-2021 follow-up survey to make any necessary changes to the format of the meeting.

### 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. We will need to coordinate with the CASSH Dean and Office of the Provost for possible inclusion in the 2022 Honors Convocation Awards. If approved, the General Education Committee will organize a subcommittee to review applications.
- If approved, eligible faculty will be able to submit applications to receive one of two \$1,000 awards.

## Outreach

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

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

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

- Work with CASSH Associate Dean to evaluate the success of HIP projects during the 2021-2022 academic year and provide support as needed.
- Initiatives include CORE Living Learning Community and associated General Education courses; e-portfolios; and First Year Experience courses for Kugelman Honors.



## Appendix A

### General Education Division of Responsibilities

## General Education Division of Responsibilities

<p>Director of General Education</p>	<ol style="list-style-type: none"> <li>1. Supervises the assessment of UWF's General Education program in consultation with the University stakeholders</li> <li>2. Liaises between the General Education Committee and the General Education departments and faculty at large</li> <li>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</li> <li>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</li> <li>5. Supervises and delegates responsibilities to faculty</li> <li>6. Primary point of contact for academic advisors regarding the General Education</li> </ol>
<p>Faculty Fellow for General Education (when available)</p>	<ol style="list-style-type: none"> <li>1. Assists Director in analyzing and reporting on the completed General Education assessment data each year</li> <li>2. Maintains active involvement with making evidence-based decisions for continuous improvement of General Education courses and Student Learning Outcomes (SLOs)</li> <li>3. Liaises between the General Education Committee and the General Education departments and faculty at large</li> <li>4. Assists Director with General Education compliance monitoring, e.g., assessment reporting and syllabi statements</li> </ol>

<p>Center for Teaching, Learning, and Technology</p>	<ol style="list-style-type: none"> <li>1. Provides guidance on best practices for General Education assessment</li> <li>2. Coordinates with Director of General Education to support and promote professional development activities which contribute to the continuous improvement of the General Education</li> </ol>
<p>Institutional Effectiveness</p>	<ol style="list-style-type: none"> <li>1. Provides guidance on annual planning for General Education</li> <li>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</li> <li>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</li> <li>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</li> </ol>
<p>General Education Committee</p>	<ol style="list-style-type: none"> <li>1. Establishes and periodically reviews Student Learning Outcomes for General Education</li> <li>2. Reviews best pedagogic practices for General Education courses</li> <li>3. Coordinates and oversees General Education curricular design</li> <li>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</li> <li>5. Annually reviews General Education assessment plan and makes appropriate recommendations for</li> </ol>

	<p>change and improvement</p> <ol style="list-style-type: none"><li>6. Annually reviews General Education assessment reports</li><li>7. Hears appeals to General Education requirements:<ol style="list-style-type: none"><li>a. Gordon Rule writing</li><li>b. Gordon Rule math</li><li>c. Multicultural courses</li><li>d. SAR appeals in coordination with UWF Center for Academic Success</li><li>e. Other related General Education items</li></ol></li><li>8. Reviews all General Education CCRs</li><li>9. Presents a Summary Report of the General Education Committee to the Faculty Senate on an annual basis</li></ol>
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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.

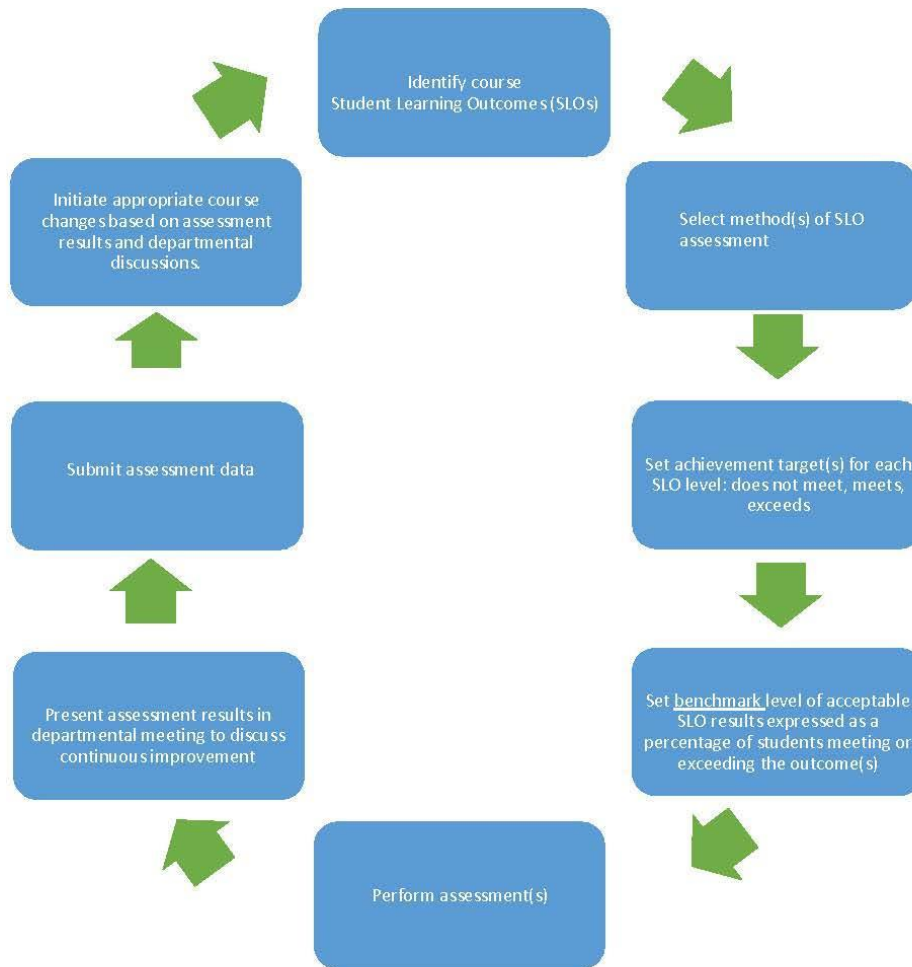
2019-onward Continuous Evaluation of the General Education Curriculum

- 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 is 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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