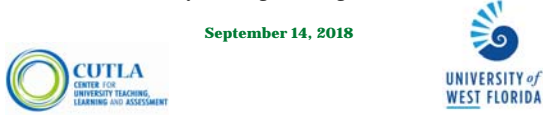


Building a Culture of Continuous Improvement at UWF: Where We've Been, Where We Are Now, and Where We Want to Be

Plans for General Education

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Where we started: SACSCOC Reaffirmation (2005)

Six recommendations


Two years of monitoring reports based on deficiencies in the assessment of academic programs, including general education

First Monitoring Report: Reduced problems to two recommendations

Second Monitoring Report: Cleared up final assessment problems

Subsequent SACSCOC Reviews Fifth Year Interim Report (2010)

- Included review of assessment of academic programs, including general education
- Approved with no recommendations



Reaffirmation of Accreditation (2015)

- Cited by the off-site for educational programs
- Cleared at the on-site

General Education Assessment 1.0

Academic Year 2009/10
Student Learning Outcomes from Annual Reports
General Studies Curriculum
University of West Florida

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analytic Evaluation ASC 1000 PLS 2003 CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Writing ASC 1006 PLS 2001 PLS 2002 PLS 2003 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Academic Integrity ASC 1008 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Project Skills CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012
Problem Solving ASC 1000 CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Speaking CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Personal/Cultural Values ASC 1006 PLS 2001 PLS 2002 PLS 2003 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Self-Regulation (deadline skills) CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012
Creativity ASC 1000 ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Quantitative Reasoning ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Ethical Reasoning ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Team Work Skills ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012
Info Literacy ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Tech/Visual Literacy ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Diversity Skills ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012	Service Learning/Civic Engagement ASC 1001 ASC 1002 ASC 1003 ASC 1004 ASC 1005 ASC 1006 ASC 1007 ASC 1008 ASC 1009 ASC 1010 ASC 1011 ASC 1012

General Education Assessment 1.0

Academic Year 2012/13
Student Learning Outcomes from Period Syllabi +
General Studies Curriculum
University of West Florida

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY	PROJECT MANAGEMENT
Analytic Evaluation ASC 1000 PLS 2003 CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Writing ASC 1006 PLS 2001 PLS 2002 PLS 2003 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Academic Integrity ASC 1008 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Project Skills CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012
Problem Solving ASC 1000 CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Speaking CYS 2001 CYS 2002 CYS 2003 CYS 2004 CYS 2005 CYS 2006 CYS 2007 CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012	Personal/Cultural Values ASC 1006 PLS 2001 PLS 2002 PLS 2003 PLS 2004 PLS 2005 PLS 2006 PLS 2007 PLS 2008 PLS 2009 PLS 2010 PLS 2011 PLS 2012	Self-Regulation (deadline skills) CYS 2008 CYS 2009 CYS 2010 CYS 2011 CYS 2012
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General Education Assessment 1.5

GE Assessment 1.75

New ALC/ALP policy eliminated Project Management Domain and related SLOs

Academic Foundations Domains - General Studies Curriculum
University of West Florida

CRITICAL THINKING	COMMUNICATION	VALUES/INTEGRITY
Analytic Evaluation Exhibit discipline-based higher-order thinking skills	Writing Communicate effectively and persuasively in multiple writing modes	Academic Integrity Practice appropriate standards related to respect for intellectual property
Problem Solving Solve discipline-based problems using conventional strategies	Speaking Communicate effectively and persuasively in multiple speaking modes	Personal/Cultural Values Articulate one's own values and describe how they influence personal decisions
Creativity Develop novel approaches in disciplinary contexts	Info Literacy Select credible evidence to support arguments	Ethical Reasoning Develop and maintain defensible ethical positions in moral challenges
Quantitative Reasoning Use mathematics to assist in solving problems	Tech/Visual Literacy Use technology effectively for a variety of purposes	Diversity Skills Interact effectively with individuals who do not share your heritage

• Red areas in the matrix represent the four Academic Foundations Domains.
• Each domain includes four student learning outcomes that are blue listed in the matrix cells.

Hudson, J. S., Wainoff, Y. B., & Stanny, C. J. (2007). Strategies for assessing student learning in General Education: The Academic Foundations Model. Paper presented at the meeting of the Association of American Colleges and Universities, Miami, FL.

Persisting problems with the “bingo matrix”

“Orphaned” SLOs
 Concerns about program coherence
 Students could select courses to meet GE requirements while avoiding learning experiences on some GE SLOs

Solution:
 Focus groups of faculty within each area
 Articulated common GE SLOs for their courses

General Education 2.0 SLOs implemented in Fall 2018

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

Communication	Critical Thinking	Integrity / Values
<p>Camp I and some Non-Composition Gordon Rule Writing*</p> <p>Compose and revise a research academic paper that adheres to discipline-specific conventions. (Rubric Elements: Gather information from credible sources; use appropriate citation style for an audience; formulate a coherent argument; and maintain academic integrity.)</p>	<p>Mathematics</p> <p>Apply mathematical principles to determine a strategy for solving a problem.</p> <p>Evocate appropriate mathematical techniques for solving a problem and interpret results of a solution.</p>	<p>Humanities</p> <p>Identify the intrinsic value of culture and cultural artifacts.</p>
<p>Camp II and some Non-Composition Gordon Rule Writing*</p> <p>Produce (through revision) effective written communications that support author intent and address a specific audience.</p> <p>Genre: 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.</p>	<p>Humanities</p> <p>Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts.</p> <p>Argumentary genre: Form refers to media used for communication (art, music, film, film, images, etc.) Content refers to time, place, or people involved in the cultural communication.</p> <p>Social Sciences</p> <p>Solve problems using social science methods.</p> <p>Natural Sciences</p> <p>Evaluate scientific information using appropriate tools and strategies of the discipline.</p>	<p>Social Sciences</p> <p>Reason ethically in an appropriate disciplinary context.</p>

* 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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Support for implementing the new GE assessment plan

Dee Fink workshops on backward design (October, 2017)
 Consultations with GE Committee (October, 2017)

General Education Assignment Design Project

- 10 Faculty Awards
- Workshop on backward design (May 17 & 22)
- Assignment Charrettes (June 11, 12, & 13)
- Implement assignments and report assessment evidence (Fall 2018)
- “Making sense” meetings (Spring 2019)
- Share findings with campus (Spring 2019)

Assignment Design Workshop: April 19, 2019

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General Education assessment is based on assignments embedded in courses

Courses in each distribution area will:

- **Identify GE SLOs** for distribution area on the syllabus
- Syllabus describes **required, graded, student work** that functions as embedded assessment for the SLO(s)
- Course instructor provides a **summary of findings** for the SLO to Office of Institutional Effectiveness and the Assistant Dean in CASSH (for General Education)
 - Assessment DATA
 - Use of Results to Improve Student Learning

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General Education assessment is based on assignments embedded in courses

Use of Results (Assessment Findings) for Improvement of Student Learning (Annual Process):

- Department faculty will discuss assessment findings and make action plan for improvement
 - Discuss assessment data
 - Propose improvements to pedagogy, textbooks, resources, etc. that can improve student learning
 - Not about improving assessment
- Department representative(s) participate in discussions of the assessment findings within the distribution area and discuss strategies to improve student learning

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