University of West Florida
General Education Curriculum
2019-2020 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 2019-2020 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: 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 second 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.

Summary of current weaknesses of the program: The compliance rate for mandatory syllabus statements dropped from Fall 2019 to Spring 2020. Although improved from last year, many assessment reports still lack discussion of concrete, measurable actions that the department will take based on their results. There was a decrease (-11%) in the number of departments submitting complete and separate reports for each SLO and modality, an increase (+25%) in departments submitting incomplete reports, and an increase (+66%) in departments submitting no reports.

Summary of recommendations and proposed action plans: Based on feedback from a faculty survey, 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"; continue to distribute syllabus checklist to help faculty design their syllabi to include mandatory statements; incorporate feedback from college councils and finalize the revised Mission, Vision, and Values for General Education; if funding is available, assign a Graduate Assistant to the Department of English to assist with the administrative work associated with teaching and assessing 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 provides 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 Committee drafted a revised Vision, Mission, and Values, which has been shared with college councils for review. Once the revision has been finalized, the Director of General Education will distribute the update to all stakeholders and update the General Education website. 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.

General Education Course Enrollments, 2015*-2020
*New General Education Curriculum began in 2015
(Tableau, 2020)

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%
2019-2020	22,321	-189	-0.84%

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%
2019	1,196	+87	+7.8%

Table 3

Total Headcount in Online General Education Courses by 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%

| 2019-2020 | 6,924 | +1,904 | +37.9%* |

*Due to COVID-19, all Summer 2020 courses were administered online, which explains the large headcount increase for 2019-2020.

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 increasing percentage of admitted students enter with some dual enrollment credit hours.
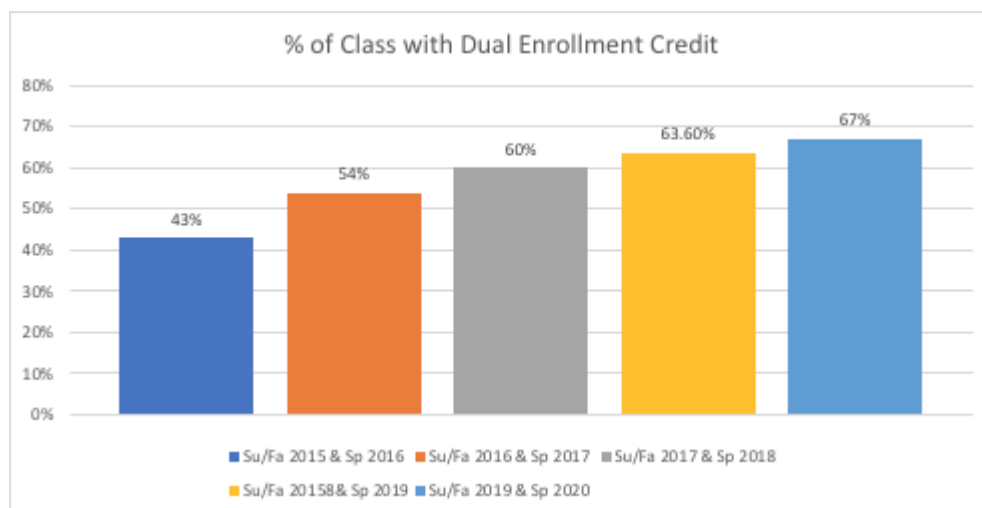
Figure 1. Percentage of Admitted Students With Dual Enrollment Credit

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 has remained below the Spring 2018 percentages for the most recent freshman cohorts. Therefore, the percentage of students with fewer than 30 hours, who constitute the population for most of our General Education classes, has continued to increase. 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).
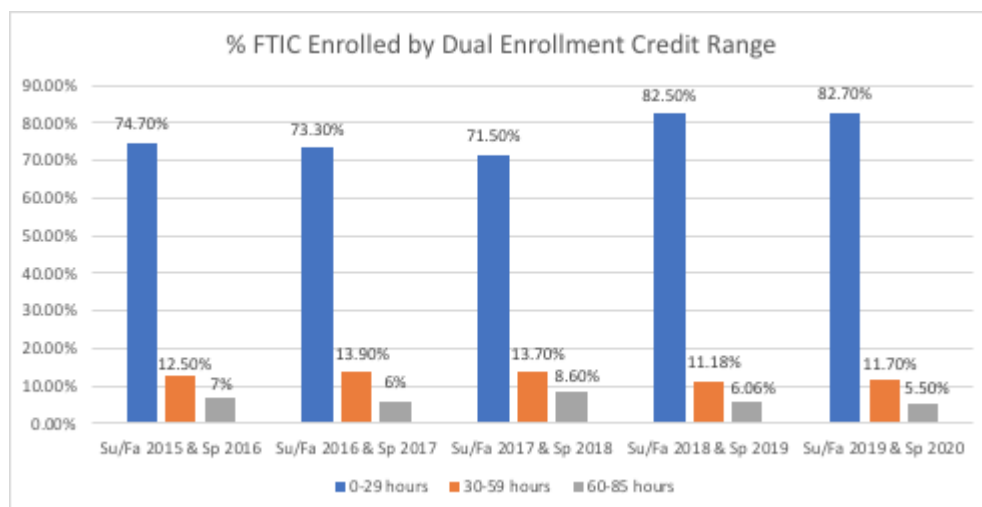
Figure 2. Percentage of FTIC Students Who Enter With Dual Enrollment Credit

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 2019 and instead offered admission either to the GRIT Program or for Spring 2020.
- Applicants with a GPA below 2.5 were denied regardless of ACT/SAT scores.

For the Fall 2019 semester, UWF admitted 1,197 FTIC students. The ACT average has remained consistent for the past four years while the average high school GPA and SAT scores have increased after a dip in Fall 2018.

- 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

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%

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 (CASSH) have begun experimenting with offering General Education courses during part of term (POT) 3 in the fall and spring semesters. Enrollments in these courses were low and some sections had to be cancelled.

However, during the 2019-2020 academic year, CASSH offered seven POT 3 courses: two in the fall and five in the spring. Enrollment percentages ranged from 83% to 100% for an average of 93% enrollment (173 enrolled of 186 seats), which suggests an increased need/demand for these courses. The college will continue to monitor the need for these course offerings and offer them as student demand and faculty availability allow.

Due to COVID-19, all Summer 2020 General Education courses were administered online, which explains the large headcount increase (+37.9%) for 2019-2020.

Multiple departments have recently launched fully online degree programs, including Accounting, General Business, and Criminal Justice. For this reason, we might experience an increased demand for online General Education. The Director of General Education will coordinate with the Directors of Advising in the College of Business and College of Education and Professional Studies in an effort to ensure online course availability.

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 two years--excluding the anomalous Summer 2020 semester--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
(Tableau, ACAD_General Studies, 2020)

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 2019-2020 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 .05% increase in the number of regular faculty teaching General Education courses compared to 2018-2019.

Table 4

Breakdown of Regular Versus Contingent Faculty for General Education Classes

Faculty Type	Fall 2019	Spring 2020	Summer 2020	Totals
Regular	154 (59%)	138 (64%)	70 (77%)	362 (63.6%)
Adjunct	100 (38%)	65 (30%)	21 (23%)	186 (32.7%)
Teaching Assistant	9 (3%)	12 (6%)	0	21 (3.7%)
Total Sections	263	215	91	569

Still, the percentage of contingent faculty remains high. While adjunct faculty at UWF provide high quality 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.

2019-2020 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 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). Further, due to COVID-19, we added a new field for faculty to report on the impact of the online transition, particularly for those who could not collect data during the Spring 2020 semester. The deadline for these reports was July 31, 2020.

Assessment during COVID-19

Together, the Director of Institutional Effectiveness, the Director of CUTLA, the Faculty Fellow for General Education, and the Director of General Education developed guidance for faculty to assess and report on General Education courses offered during the Spring 2020 semester. Considering the unprecedented move to put all courses online mid-semester and the following rearrangement of course activities, faculty were encouraged to make necessary adjustments to "typical" and "normal" with respect to assessment reporting. Although assessment remained vital, all stakeholders recognized that assessment would look different this year and that perfection was not the goal.

Assessment guidance stressed the importance of focusing on the most important learning outcomes in each course when revising course activities; holding faculty meetings virtually to discuss assessment results and/or the impact of COVID-19; and reporting on assessment findings. Based on when and whether or not assessment occurred, faculty could access flowcharts in Confluence to guide them through their assessment process. These included Data Collected Fall 2019 (Appendix C), Data Collected Spring 2020 (Appendix D), or No Data Collected (Appendix E). Each Confluence page included a set of guiding questions to assist faculty in their meetings when considering the impact of COVID-19 on teaching and learning in their General Education courses. Finally, each page linked to Having Faculty Discussions on Assessment in the Coronavirus Era (Appendix F), which aimed to provide practical advice on holding virtual discussions on assessment to help departments who typically hold meetings face-to-face.

The General Education website housed much of this guidance and linked to Confluence or the Institutional Effectiveness website, as needed.

Of the **79** General Education courses requiring reporting this year, we received all required reports for **67** courses; partial data for **8** additional courses; and no data for **4** courses. Five courses were offered only during summer 2020; therefore, their reports are due in the fall. 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. In an effort to support continuous improvement in student learning, we asked departments to speak to the changes from 2018-2019 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:

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 2019-2020 academic year, the Director of General Education worked with Institutional Effectiveness to build a Google Drive folder housing all report templates as Google Sheets. 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 monitored 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 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 entails the review of assessment findings from the current year and identifies 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 are informed by aggregated assessment evidence but 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 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 and 28 courses for the 2019-2020. The findings for the latter review are included below. The Committee will review the remaining one-third of the assessment reports next year to ensure all courses have been reviewed on a three-year cycle.

2019-2020 General Education Assessment Report Results
Twenty-five departments were required to submit a General Education Assessment Report. A total of 126 reports were submitted, plus 12 reports for Gordon Rule Writing.
- How many departments submitted complete and separate reports for each SLO and modality?
  - 16 out of 25 (64%)

- ○ A decrease of 11% from 2018-2019
- How many departments submitted incomplete reports (some reports missing an SLO or modality)?
  - ○ 8 out of 25 (32%)
  - ○ An increase of 25% from 2018-2019
- How many departments submitted no reports?
  - ○ 3 out of 25 (12%)
  - ○ An increase of 66% from 2018-2019
- Overall percentage of students who met expectations for each skill?
  - ○ Of those who submitted:

Table 5

Percentage of Students Who Met Expectations

	2018-2019			2019-2020		
Student Learning Outcome	# assessed	# met	%	# assessed	# met	%
Compose and revise a researched academic paper that adheres to discipline-specific conventions	458	365	80%	689	544	79%
Produce (through revision) effective written communications that support author intent and address a specific audience	291	235	81%	1,124	930	83%
Apply mathematical principles to determine a strategy for solving a problem	1,035	789	76%	1,936	1,456	75%
Execute appropriate mathematical techniques for solving a problem and interpret results of a solution	1,035	602	58%	1,936	1,078	56%
Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts	2,215	1,949	88%	2,224	1,901	85%
Identify the intrinsic value of culture and cultural artifacts	2,065	1,757	85%	2,269	1,978	87%

Solve problems using social science methods	2,141	1,797	84%	1,684	1,318	78%
Reason ethically in an appropriate disciplinary context	2,022	1,732	86%	1,891	1,662	88%
Evaluate scientific information using appropriate tools and strategies of the discipline	3,303	2,204	74%	2,370	1,857	78%
TOTALS	**14,565**	**11,430**	**78%**	**16,123**	**12,724**	**79%**

Results of General Education Committee Assessment Review, 2019-2020

The General Education Committee reviewed 47 reports across 28 General Education courses for the second cycle of review. The Committee reviewed courses from all distribution areas by choosing the second one-third of courses from an alphabetized list for each distribution area. This resulted in one Communication course; seven Humanities courses; four Mathematics courses; eight Natural Science courses; and eight 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 four courses, which ranged from three to six 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.

Departments were particularly strong on the first four elements. For the criteria of "A clear benchmark of at least 70% is noted" and "Assessment samples include data from all modalities offered," 90% of the departments reviewed received full marks. Last year, we introduced reporting sheets that included the required benchmarks and a space for departments to break down achievement by modality. Given the high scores in this area, we will continue to include these criteria on the sheets and emphasize their importance. Six departments were also recognized by reviewers as showing evidence of Gold Star assessment efforts.

Similar to last year, the main areas for improvement relate to how the department plans to use their assessment results to improve student learning. This year, out of 48 reports, only 4 (8%) did not identify concrete measurable goals, and 15 (31%) only partially met this benchmark. We have improved in this area from last year, but we are still concerned with the results. It seems as though departments are discussing the results, but the reports often do not provide concrete, measurable actions that the department will take based on these results. Similarly, 5 reports (10%) did not include any information regarding how decisions were made that logically interpret assessment evidence, and 8 reports (17%) only partially met this benchmark. Again, these numbers are an improvement from last year, but the use of results for continuous improvement is an important aspect of assessment. As departments become even more familiar with these reporting sheets and as more departments and representatives participate in the Making Sense meetings, we hope that these numbers continue to improve.

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 a 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 the syllabus checklist to help faculty design their syllabi to include mandatory statements.

Making Sense Meeting
General Education Courses, 2019-2020

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 2, 2020, the second annual Making Sense Meeting occurred at which faculty discussed data reported for courses taught during the 2019-2020 academic year. The meeting opened with a brief overview of the aggregate quantitative data followed by break-out 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.

Table 6

Quantitative Results - Face-to-Face Courses

	# of Sections	# Assessed	# Met/Exceeded	% Satisfactory
Comp/GRW I	22	484	384	79%
Comp/GRW II	25	599	482	80%
Math CT I	58	1,746	1,309	75%
Math CT II	58	1,746	961	55%
Hum CT	50	1,469	1,261	86%
Hum I/V	53	1,509	1,344	89%
Soc Sci CT	28	996	810	81%
Soc Sci I/V	30	1,154	1,020	88%
Nat Sci CT	54	1,935	1,519	79%

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

Table 7

Quantitative Results - Online Courses

	# of Sections	# Assessed	# Met/Exceeded	% Satisfactory
Comp/GRW I	9	205	160	78%
Comp/GRW II	23	525	448	85%
Math CT I	8	190	147	77%

Math CT II	8	190	117	62%
Hum CT	24	755	640	85%
Hum I/V	24	760	634	83%
Soc Sci CT	20	688	508	74%
Soc Sci I/V	21	737	642	87%
Nat Sci CT	12	435	338	78%

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

In total, 16,123 students were assessed in General Education courses during the 2019-2020 academic year. Of that total, 11,638 were assessed in face-to-face courses and 4,485 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, were overall assessment results better in courses that were originally scheduled for the online campus in Spring 2020 and therefore less impacted by the mid-semester transition?

Some departments, in their assessment reports, highlighted specific strengths and weaknesses, which are listed in Table 8. Since the report focuses on how to *improve* student learning, departments are more likely to discuss weaknesses they detected and plan to improve in the next assessment cycle. Therefore, the table below is somewhat lop-sided when comparing strengths and weaknesses.

While some of these areas are discipline-specific (e.g. logs), 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. Because of the large number of General Education courses and the varied focus of learning activities, some assessment reports

list as a strength what others list as a weakness (e.g. employing strategies to speak to a specific audience).

Table 8

Qualitative Results - All Modalities

Strengths	Weaknesses
Composition/Gordon Rule Writing	
- Using quotes, paraphrases, and summaries appropriately - Developing logical and clear arguments/theses - Employing strategies to speak to a specific audience - Appropriately referencing primary and secondary sources	- Using appropriate documentation style - Demonstrating editing/proofreading in written assignments - Using specific, appropriate rhetorical terms to describe and analyze a particular rhetorical strategy - Missing assignments - Employing strategies to speak to a specific audience
Mathematics	
	- Logs - Cheating - Analyzing rational functions - Lower than normal workshop attendance - Not retaining information from prior math courses - Students tried using tricks/shortcuts to solve problems
Humanities	
- Almost 100% improvement using pre-/post-test model - Strong and professional engagement with difficult subject matter	- Procrastination - Students not completing assignments - Writing in creative style - Understanding historical context of literary works
Social Sciences	
Navigating methods in order to determine whether behavioral	Identifying and discussing legal barriers (e.g., tariffs), and their ensuing impact on

claims are justified ● Recognizing ethical constraints in academic integrity	consumers and businesses ● Crafting arguments and using appropriate disciplinary language ● Knowing when and where to cite, especially paraphrased material ● Low participation level
Natural Sciences	
● Providing thoughtful responses justified by data specific to the discipline	● Low participation level ● Procrastination ● Practical application of homeostasis ● Electrical conduction system of the heart and the cardiac cycle ● Implementing study skills

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 in February 2020 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
In ENC 1101, while essays were strongest in "Quotes, paraphrases, and summaries are used appropriately to develop the writer's argument," there was just one-point difference in results from "Paper demonstrates a logical and clear argument and thesis."

Essays were weakest in "Paper uses an appropriate documentation style."

For ENC 1102 F2F, essays were strongest in "Document employs strategies that speak to a specific audience." For ENC 1102 online, essays were strongest in "Document appropriately

references primary and/or secondary source material."

Essays were weakest in "Document demonstrates editing" for F2F.

In online classes, the lowest scored item was "The document uses specific, appropriate rhetorical terms to describe and analyze a particular rhetorical strategy."

Closing the Loop
To address these issues, the composition program plans to address these areas:
- Citations and documentation style and integration of sources – lowest scored area in both F2F and online 1101. Faculty need to determine how to interpret and teach this category.
- Grammar and Style – continuous area that needs improvement – marked area of weakness in 1102 (consistently lower area across several years of assessment). Faculty will define how they teach grammar and build rhetorical grammar pedagogies into the classes. Writing instruction needs to be foreground alongside analysis in 1102.
- Development of a solid, logical argument remains a problem area. Argument and thesis tend to unravel; essays lack transitions and conclusions tend to summarize. Although this area showed some improvement from previous years, this was still an area listed, specifically, in faculty comments.
- Revision benefits all writers – and generally – makes for better final projects. Faculty will discuss methods for teaching revision.

Mathematics
General Education faculty met during the Spring 2020 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
Math faculty were pleased with the results for most of the 11 General Education Math courses, although student performance decreased in four courses.

Across the courses, faculty identified specific quiz/test questions for which students scored low and made plans to address these concepts in new and additional ways in future semesters.

Students struggled with log concepts, exponential functions, graphing rational functions, and finance and growth model topics.

In MGF 1106, faculty noted that the online students had better mastery perhaps because they were testing alone with fewer distractions and/or because they were used to the online environment.

The lab component in MAC 1105C is helping students perform on par with higher achieving students in MAC 1105, and lab sessions/workshops in general are helping students to perform better.

Some courses cover many sections of material over the course of the semester, which can make it difficult for students to grasp some of the more difficult concepts due to lack of time or they are fatigued by the time they work on the final sections of the semester.

The department discovered that one GTA had taught students "tricks" and shortcuts to solve problems; however, many students applied these tricks incorrectly.

Faculty discussed that Critical Thinking II is assessed as a secondary outcome and whether this was fair to students.

Closing the Loop
- In the 2020-2021 year, the Department of Mathematics & Statistics will be using a Pearson product to better support student learning while students are remote.
- They are going to assess students via frequent quizzes instead of exams in order to reduce cheating.
- On concepts students struggle with most, instructors will build additional practice opportunities into the course, including new WebWork questions and instructional videos.
- Faculty plan to create some questions designed to assess Critical Thinking II without the need to address Critical Thinking I.
- Lead faculty will meet with GTAs frequently in the fall to make sure that GTAs are teaching concepts and not shortcuts.
- Faculty will do more practice problem solving in their courses this year.
- In some courses, lab time will be dedicated to working with students in small groups to execute mathematical techniques for solving a problem.
- Some faculty have decided to include a review of prerequisite materials in their course and others will be incorporating more videos with step-by-step utilization of some of the more difficult formulas for fall.

Humanities

Faculty in attendance represented Departments of English, Music, Art, and Philosophy.

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

The group identified multiple gaps or challenges including

- Students often want to know what is the "right answer."
- They struggle with determining the "so what" of why we study an artifact.
- They have trouble seeing the connection between cultural contexts and how these contexts affect the creation of artifacts.
- They have difficulty with seeing an issue from many sides and not just their own vantage point.
- They lack historical reference points and an understanding of how history shapes culture.

Closing the loop

To address these issues, faculty plan to

- Scaffold assignments over a period of weeks. One suggestion was to use "connection chains," where students find elements that advance an idea or concept introduced by the professor.
- Use repetition. For example, students might be introduced to just one type of analysis and use that approach on multiple artifacts throughout the semester. They might repeat the same type of assignment (for instance, a journal response) on multiple artifacts throughout the semester.
- Use a representative text and then show examples of that type of text throughout the semester.
- Encourage ownership. Students gain more from assignments when they have a say in what they research.
- Use specific, time sensitive examples such as maps, newspapers, and magazines
- Show how multiple elements (such as artists, industry, and society) culminate in an artifact
- Use small group activities where students can practice these skills

Faculty also briefly discussed challenges that have arisen from the shift to online instruction due to Covid-19. Faculty reported difficulty in gauging student engagement in the course. Students tend to be more removed in their discussion board posts so they display unpredictable and perhaps more genuine reactions to a topic. Faculty also struggle with managing meaningful and

detailed assignments online, but they are learning how to use certain tools (such as rubrics) that help save time.

Social Sciences

Faculty in attendance represented Departments of Criminal Justice, Government, History, Communication, Management and MIS, and Administration and Law. 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

Tutorials made for all departments to use will not necessarily work for everyone. One department created their own integrity/values tutorial with specific questions about Chicago style citation, how and when to cite, and what plagiarism is. The department argues it helped students think more critically.

Utilizing pre- and post-tests have proved helpful in determining student learning gains across the semester. Students have shown great improvements from the beginning to the end of the semester based on this method of instruction.

Students struggle to identify peer-reviewed, scholarly resources, and when they do, they are not citing it correctly, which can lead to plagiarism.

When prompted with information regarding ethical dilemmas, students are successful in pointing out what the problem is but have trouble harnessing research to develop a solution. Instead, they rely on their opinion to make a case.

Because of COVID-19, it became increasingly more difficult to build community, stay connected, and engage students.

Students are still struggling with course technology, particularly understanding eLearning and virtual meeting programs, which has proved to be a challenge in the time of COVID.

Closing the Loop

To address these issues, the departments plan to

- Continue to use a departmentally developed tutorial to assess integrity/values.

- Use post-tests to identify areas where students are still struggling at the end of the semester and tailor next semester's instructional approach to fill in any gaps or elaborate more in specific areas.
- Scaffold assignments by starting with the basics and building throughout the semester in small steps.
- At the beginning of the semester, create an atmosphere in which students feel comfortable participating in discussion.
- Start with the basics. Review what is eLearning, what is an exam, and how to review for exams.
- Place students in groups and assign each one the responsibility to lead a discussion on a scholarly article, including providing an outline and developing a quiz. This will require them to work through the article and identify its main points and significance.
- Experiment with assigning specific articles for students to use for their writing assignments. This should help familiarize them with what quality research looks like. However, leave students the freedom to choose something different *by request*.
- Focus on how to use peer reviewed articles to support research taking a step-by-step approach.
- Supplement the textbook with recently published articles to maintain relevancy.
- Check in more regularly with students to ensure they are doing okay, particularly if they missed an assignment or have not been in touch. Using an extra credit opportunity to incentivize students to contact the instructor can help open the lines of communication.
- Continue to improve online learning by making Canvas courses as efficient and user-friendly as possible.

Natural Sciences
Faculty in attendance represented Departments of Biology, Chemistry, Physics

SLO

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

Findings
The group identified multiple gaps or challenges including
- A conceptual understanding does not necessarily translate into a mathematical understanding (especially when students are asked to conceptualize math symbolically)
- Lack of problem-solving skills
- Lack of connecting previously learned material to current concepts
- Inability to recognize when to apply specific approach (algebra versus trigonometry, for instance)

- Struggle with mathematical formulas, although critical thinking skills have been improving

Closing the Loop
To address these issues, faculty plan to
- Add execution exercises to help students see when they did not really "get" a concept
- Scaffold assignments
- Teach students how to highlight skills learned in classes to future employers
- Mix practices and change gears to teach flexibility and versatility in solving problems
- Implement problem-solving templates
- Bring back a problem that everyone struggled with in previous chapters. Reviewing this problem shows the students they have learned something. Sometimes students do not learn material until after the test. Student recognition of having learned something is a skill in itself.
- Integrate optional "exam autopsies" to help students figure out their mistakes
- Incorporate more self-reflective assignments

Faculty also briefly discussed challenges that have arisen from the shift to online instruction due to COVID-19. Faculty noted that office hour attendance was much lower than pre-COVID-19, and meeting face-to-face may be a barrier. At the same time, email has been the least productive channel of communication, and students seemed overwhelmed with all of the communication channel options.

Feedback from Making Sense Meeting Participants

After the conclusion of the Making Sense Meeting, the Director of General Education distributed a survey to the 15 participants to gather feedback on their experience. Seven participants provided feedback.

Most respondents agreed that the format and length were appropriate considering the current situation with COVID-19, although a face-to-face format might be preferred. We will reevaluate next year to decide if a face-to-face meeting will be possible or if we will once again need to rely on using Zoom and breakout sessions.

Some participants might have been unclear on the purpose of the discussion and would like to focus more on quantitative data. Prior to the meeting, we distributed a Google Doc providing an overview of the meeting, which included an explanation of purpose as well as the aggregate quantitative data for each General Education distribution area. Next year, we can send additional reminders to participants to review this information to ensure they are aware of the expectations and are prepared for the meeting. Further, during the breakout sessions, facilitators might

consider calling on each participant to ensure everyone has the chance to discuss their assessment strategies, results, and plans for continuous improvement.

In the final regroup, each distribution facilitator reviewed a couple discussion topics from their breakout session. The Natural Sciences group discussed using "exam autopsies" to help students figure out their mistakes. Multiple respondents noted learning about this strategy in the meeting and at least one participant plans to use it in future courses.

Annual Report 2019-2020

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.
- The revisions will be presented to the college councils for review and approval.

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 does not have the financial resources to continue the position for the Fall 2020 semester, but we will reevaluate for the Spring 2021 semester for placement in the Department of English.

Assessment

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

- Viewing data for the Syllabus Checklist shows 124 views for the Fall 2019 semester and 92 views for the Spring 2020 semester. Faculty are required to include four elements: an SLO statement; the full Gen Ed SLOs; a description of the embedded assignment used for assessment; and the FTIC attendance policy. In Fall 2019, the percentage of inclusion in order was 92%, 76%, 79%, and 85%. In Spring 2020, the results were 80%, 85%, 82%, and 81%, which showed a large drop in syllabi including the SLO statement and a small decline in attendance policy inclusion. For the latter, many faculty members included partial attendance statements and commonly left out the link to the University policy.
- At the Making Sense Meeting in October 2019, faculty ultimately decided not to make any changes to the existing SLOs. This will help us to compare data across years.
- We will continue to distribute Syllabus Checklist and audit syllabi each semester to encourage compliance.

Goal 2 - Implement and streamline assessment practice and reporting
- Reporting sheets included assessment results from the 2018-2019 year to encourage faculty to consider successes or areas that need to be readdressed this year. Next year's reports will include data from 2019-2020 as well in order to document longitudinal General Education assessment results.
- Further, due to COVID-19, we expanded the reporting options for departments assessing in Spring 2020 to allow qualitative-only reports. Although only a handful of departments utilized this option, it made it easy for them to report on the impact COVID-19 had on teaching and student learning, particularly if they experienced disruption to their planned assessment.
- We will continue to encourage chairs and assessment coordinators to review previous year's data in order to emphasize SACSCOC's focus on continuous improvement.

Faculty Development

Goal 1 - Clarify the Process for Course Inclusion in General Education
- A subcommittee of the General Education Committee developed specific criteria for the Multicultural requirement to elaborate on the broad definition included in the UWF Catalog. However, work stalled when two members of this subcommittee left the University. More progress has been made on Gordon Rule Writing. 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.
- Revisit the Multicultural requirement with the General Education Committee to determine if this should be made a priority. 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 first annual Making Sense Meeting in October 2019. 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 last year's report.
- The General Education Committee distributed a survey mid-spring to gather information from faculty about what kinds of training activities they might be interested in. The Committee reviewed preliminary results in April but extended the deadline into the

summer to provide faculty more time to respond. In the preliminary discussion, survey comments suggested it would be helpful for the General Education office to send an overview at the beginning of the semester about syllabus, attendance, and assessment requirements. The Committee agreed, and the Director of General Education distributed the reminder to chairs--asking them to share with any General Education Faculty--in early August.

- We will hold the next Making Sense Meeting in October or November 2020 for the same three distribution areas and collect conclusions from Composition and Mathematics assessment coordinators regarding their discussions on 2019-2020 data.
- The Committee will discuss the final results of General Education Training Survey in Fall 2020 and decide on next steps.

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.
- Coordinate with the CASSH Dean and Office of the Provost for possible inclusion in the 2021 Honors Convocation Awards. If approved, work with the General Education Committee to organize a subcommittee to review applications.

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 New Faculty Orientation in August 2019 and the New Chairs Development series in February 2020 to discuss General Education, specifically assessment requirements.
- Continue to participate in New Faculty Orientation and the New Chairs Development Series. Develop webinar trainings 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 Ms. 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.

<div align="center">

Goals and Objectives, 2020-2021

</div>

Organization

Goal 1 - Review mission, vision, and values
- Distribute revised mission, vision, and values to college councils for review. Solicit feedback and review any recommended changes with the General Education Committee.
- Finalize mission, vision, and values

Goal 2 - Clarify the roles and organizational structure of General Education
- Reevaluate the possibility of hiring a Graduate Assistant for General Education in the Department of English for Spring 2021.
- If funds are available, we will hire a GA to assist with General Education assessment in the Department of English. We will debrief in the spring to analyze effectiveness of the GA for assessment.

Assessment

Goal 1 - Continue to assess General Education SLOs with faculty input and support
- Distribute syllabus checklist, perform syllabus audit, 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 in order to encourage faculty to review results over the course of a few years to determine if their students are continuously improving.
- 2020-2021 reports will include data reported for 2019-2020 and 2018-2019.

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.

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 October 2020 for three distribution areas and collect conclusions from the assessment coordinators for Composition and Mathematics regarding their discussions on 2019-2020 data.
- The Committee will discuss the final results of the General Education Training Survey in Fall 2020 and decide on next steps.
- The 2019-2020 Summary Report on General Education will include the conclusions from the Making Sense Meeting and the Committee's decision(s) regarding faculty training for General Education.

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 2021 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 2020-2021 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

Director of General Education	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
Faculty Fellow for General Education	1. Assists Director in analyzing and reporting on the completed General Education assessment data each year 2. Maintains active involvement with making evidence-based decisions for continuous improvement of General Education courses and Student Learning Outcomes (SLOs) 3. Liaises between the General Education Committee and the General Education departments and faculty at large 4. Assists Director with General Education compliance monitoring, e.g. assessment reporting and syllabi statements
Center for University Teaching, Learning, and Assessment	1. Provides guidance on best practices for General Education assessment

	2. Coordinates with Director of General Education to support and promote professional development activities which contribute to the continuous improvement of the General Education
Institutional Effectiveness	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	1. Establishes and periodically reviews Student Learning Outcomes for General Education 2. Reviews best pedagogic practices for General Education courses 3. Coordinates and oversees General Education curricular design 4. Annually reviews one third (1/3) of the General Education curriculum in a three-year cycle and makes appropriate recommendations for course changes and improvements 5. Annually reviews General Education assessment plan and makes appropriate recommendations for change and improvement 6. Annually reviews General Education

	assessment reports
	7. Hears appeals to General Education requirements:
	a. Gordon Rule writing
	b. Gordon Rule math
	c. Multicultural courses
	d. SAR appeals in coordination with UWF Center for Academic Success
	e. Other related General Education items
	8. Reviews all General Education CCRs
	9. Presents a Summary Report of the General Education Committee to the Faculty Senate on an annual basis

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

Assessing General Education: Collected Data Fall 2019

Assessing General Education: Collected Data Fall 2019 Overview

This page outlines guidance for departments who collected data in their General Education courses in Fall 2019 for the 2019-2020 annual assessment. Be sure to review the general guidance for assessment during COVID-19 on the Institutional Effectiveness website.

Instructions

Data Collection

- Have you aggregated the data?
  - **If yes**, move on to faculty discussion
  - **If no**, see example from the Department of English for ideas: Having Faculty Discussions on Assessment in the Coronavirus Era

Faculty Discussion

- Have the faculty discussed the data? Faculty can meet virtually and/or asynchronously to discuss results.
  - **If yes**, move on to General Education Assessment report
  - **If no**, consider meeting format options
    - Video conferencing: Google Hangouts Meet, Cisco Webex, Zoom, etc.
    - Google Docs: create a document with guiding questions, including use of results to improve student learning, on which faculty can comment
    - Email thread
    - Slack channel for the department or assessment committee
  - Consider some of the guiding questions below.

Report Assessment Findings

- Compile qualitative and quantitative data in the assessment report and distill faculty discussion on use of results into final decisions.
  - Reports are available in a Google Team Drive and data can be entered directly into individual course sheets without having to download and re-upload.

- o NOTE: Each course sheet has three tabs. If you were unable to collect data this year, we recommend utilizing the third tab (COVID-19 (Qualitative)) to document faculty response.
  - ▪ Departments might use this tab exclusively--if they were unable to collect data this year--or in addition to the 2019-2020 Reporting Worksheet.

Year of Record

The 2019-2020 academic year is a year of record for UWF's [Fifth Year Report](#) to SACSCOC. This makes assessment reporting particularly vital this year, but it does not mean that assessment reporting must be perfect. Please allow yourself to make necessary adjustments to "typical" and "normal" with respect to assessment reporting. The assessment process is still of vital importance, but ***how we complete the process allows for considerable flexibility***.

Guiding Questions*

- How is assessment different because of the shift online?
- Did you utilize new technologies? How did it support or not support student learning?
- If you had to change your teaching strategies, were you able to collect the data you needed?
- When the transition occurred, what learning outcomes and/or assignments did you prioritize? Does this reflect what is most important for students to learn?
- How well were students able to learn and able to demonstrate learning while dealing with the many things going on in their lives?
- Did students make progress on the most important learning outcomes for the course?
- What did students struggle with?
- What sorts of resources and support do faculty need for this discipline?
- What can be done to improve if this modality becomes the norm?

*Many of the questions above come from a webinar hosted by the National Institute of Learning Outcomes Assessment (NILOA) on March 26, 2020, [“Community Check-Ins and Updates”](#)

Appendix D

Assessing General Education: Collecting Data Spring 2020

Assessing General Education: Collecting Data Spring 2020

Overview

This page outlines guidance for departments who are collecting data in their General Education courses in Spring 2020 for the 2019-2020 annual assessment. Be sure to review the general guidance for assessment during COVID-19 on the [Institutional Effectiveness](#) website.

Instructions

Data Collection

- Was the originally planned embedded assignment completed or not completed?
    - o **If completed**, move on to aggregating the data
    - o **If not completed**, can you use a previously completed assignment or identify one from after the transition to use?
        - ▪ Previously completed assignments might be utilized for assessment, even if it does not cover all SLOs originally planned.
        - ▪ Are there any assignments, discussions, experiences students completed after the transition that can be used to assess student learning?
            - ▪ These might be more qualitative, such as student perspectives on how the public health emergency impacted their ability to learn.
- Have you aggregated the data?
    - o **If yes**, move on to faculty discussion
    - o **If no**, see example from the Department of English for ideas: [Having Faculty Discussions on Assessment in the Coronavirus Era](#)

Faculty Discussion

- Have the faculty discussed the data? Faculty can meet virtually and/or asynchronously to discuss results.
    - o **If yes**, move on to General Education Assessment report
    - o **If no**, consider meeting format options
        - ▪ [Video conferencing](#): Google Hangouts Meet, Cisco Webex, Zoom, etc.
        - ▪ Google Docs: create a document with guiding questions, including use of results to improve student learning, on which faculty can comment
        - ▪ Email thread
        - ▪ [Slack channel](#) for the department or assessment committee

o   Consider some of the guiding questions below.

Report Assessment Findings

- Compile qualitative and/or quantitative data in the assessment report and distill faculty discussion on use of results into final decisions.
    - o   Reports are available in a [Google Team Drive](#) and data can be entered directly into individual course sheets without having to download and re-upload.
    - o   NOTE: Each course sheet has three tabs. If you were unable to collect data this year, we recommend utilizing the third tab (COVID-19 (Qualitative)) to document faculty response.
        - ▪   Departments might use this tab exclusively--if they were unable to collect data this year--or in addition to the 2019-2020 Reporting Worksheet.

Year of Record

The 2019-2020 academic year is a year of record for UWF's [Fifth Year Report](#) to SACSCOC. This makes assessment reporting particularly vital this year, but it does not mean that assessment reporting must be perfect. Please allow yourself to make necessary adjustments to "typical" and "normal" with respect to assessment reporting. The assessment process is still of vital importance, but *how we complete the process allows for considerable flexibility*.

Guiding Questions*

- How is assessment different because of the shift online?
- Did you utilize new technologies? How did it support or not support student learning?
- If you had to change your teaching strategies, were you able to collect the data you needed?
- When the transition occurred, what learning outcomes and/or assignments did you prioritize? Does this reflect what is most important for students to learn?
- How well were students able to learn and able to demonstrate learning while dealing with the many things going on in their lives?
- Did students make progress on the most important learning outcomes for the course?
- What did students struggle with?
- What sorts of resources and support do faculty need for this discipline?
- What can be done to improve if this modality becomes the norm?

*Many of the questions above come from a webinar hosted by the National Institute of Learning Outcomes Assessment (NILOA) on March 26, 2020, ["Community Check-Ins and Updates"](#)

Appendix E

Assessing General Education: No Data Collected

Assessing General Education: No Data Collected
Overview

This page outlines guidance for departments who were unable to collect assessment data in their General Education courses in Spring 2020 for the 2019-2020 annual assessment. Be sure to review the general guidance for assessment during COVID-19 on the [Institutional Effectiveness](#) website.

Instructions

Faculty Discussion

- Have a faculty discussion on the issues and challenges to teaching strategies and the consequences for student learning as a result of COVID-19. Faculty can meet virtually and/or asynchronously to discuss results.
    - o Consider meeting format options:
        - ▪ [Video conferencing](#): Google Hangouts Meet, Cisco Webex, Zoom, etc.
        - ▪ Google Docs: create a document with guiding questions, including use of results to improve student learning, on which faculty can comment
        - ▪ Email thread
        - ▪ [Slack channel](#) for the department or assessment committee
    - o Consider some of the guiding questions below.

Report Assessment Findings

- Notes on the faculty response (highlights only or meeting minutes) can be submitted as the assessment report.
    - o Reports are available in a [Google Team Drive](#) and can be edited directly in the individual course sheets without having to download and re-upload.
    - o NOTE: Each course sheet has three tabs. If you were unable to collect data this year, we recommend utilizing the third tab (COVID-19 (Qualitative)) to document faculty response.
        - ▪ Departments might use this tab exclusively--if they were unable to collect data this year--or in addition to the 2019-2020 Reporting Worksheet.

Year of Record

The 2019-2020 academic year is a year of record for UWF's [Fifth Year Report](#) to SACSCOC. This makes assessment reporting particularly vital this year, but it does not mean that assessment reporting must be perfect. Please allow yourself to make necessary adjustments to "typical" and "normal" with respect to assessment reporting. The assessment process is still of vital importance, but ***how we complete the process allows for considerable flexibility***.

Guiding Questions*

- How is assessment different because of the shift online?
- Did you utilize new technologies? How did it support or not support student learning?
- If you had to change your teaching strategies, were you able to collect the data you needed?
- When the transition occurred, what learning outcomes and/or assignments did you prioritize? Does this reflect what is most important for students to learn?
- How well were students able to learn and able to demonstrate learning while dealing with the many things going on in their lives?
- Did students make progress on the most important learning outcomes for the course?
- What did students struggle with?
- What sorts of resources and support do faculty need for this discipline?
- What can be done to improve if this modality becomes the norm?

*Many of the questions above come from a webinar hosted by the National Institute of Learning Outcomes Assessment (NILOA) on March 26, 2020, [“Community Check-Ins and Updates”](#)

Appendix F

Having Faculty Discussions on Assessment in the Coronavirus Era

Having Faculty Discussions on Assessment in the Coronavirus Era
Overview

Regarding the General Education assessment process and ways of discussing results remotely, here is an example from the Department of English.

Instructions
Step 1

As necessary, the assessment coordinator works with the assessment committee to create a modified version of the General Education Assessment Report Sheets.

These sheets might be modified to incorporate additional programmatic assessment elements (outside of what Gen Ed requires), or they might be modified in the way they ask questions if faculty find the format confusing (for example, some faculty may prefer filling out a Word document or Google Form).

A vital section on the GE reporting sheet essentially asks "How will we use these results to improve student learning?" While a cumulative answer will ultimately be noted on the GE Assessment sheet, it might be good to ask individual instructors for their responses on the departmental level sheets, especially if the department has numerous sections of a particular Gen Ed class. Asking all faculty ensures that everyone's voice is heard and it avoids the "I don't remember" issue when this question comes up later in faculty discussions.

Modifying the sheets is not required; assessment coordinators can simply make copies of the sheets and ask the faculty to send them directly to him or her. We just want to be careful that we don't have 25 different instructors filling out one sheet for one course.

Step 2

The assessment coordinator collects all of the sheets (via a shared Google folder, via e-mail, or via some other electronic means) and aggregates the results.

Step 3

The assessment coordinator shares the aggregated results with the faculty (perhaps via e-mail or in a shared Google doc). The aggregated numerical data is straight forward. For the responses to "use of results," the coordinator may want to share all individual responses or provide an overall summary of the responses (in either situation, leaving the final decision for this area open until after faculty discussions).

    a) If the coordinator shares with the faculty all individual responses to "use of results," the coordinator might ask the faculty to review all of the responses and then summarize what seem to be the 1 or 2 overall actions that those who teach this course should take to improve student learning. The coordinator can emphasize that faculty themselves can make additional changes. Trying to limit these changes to just a couple of changes (rather than 25 different changes that reflect 25 different sections) is a challenging aspect and requires quite a bit of communication between the assessment coordinator and the faculty.

    b) If the assessment coordinator provides just an overall summary of the responses, he or she may want to ask for additional feedback and to ensure that this summary reflects what

the faculty feel are the main changes that should occur overall (again, emphasizing that individual faculty can make additional changes to their own sections).

Step 4
Once the faculty have the aggregated results, the coordinator may want to give them some time to review the results. Then, the faculty can meet either through a Web conferencing program or through a shared Google doc. Meeting through a shared Google doc is a good option when faculty are unable to all meet live at the same time. On the Google doc, the coordinator can ask faculty to respond to specifics about the results, especially in regard to use of results.

Step 5
Once that discussion has concluded, the assessment coordinator can document and share the final decisions with the faculty (through email, Web conferencing, or on a shared Google Doc).
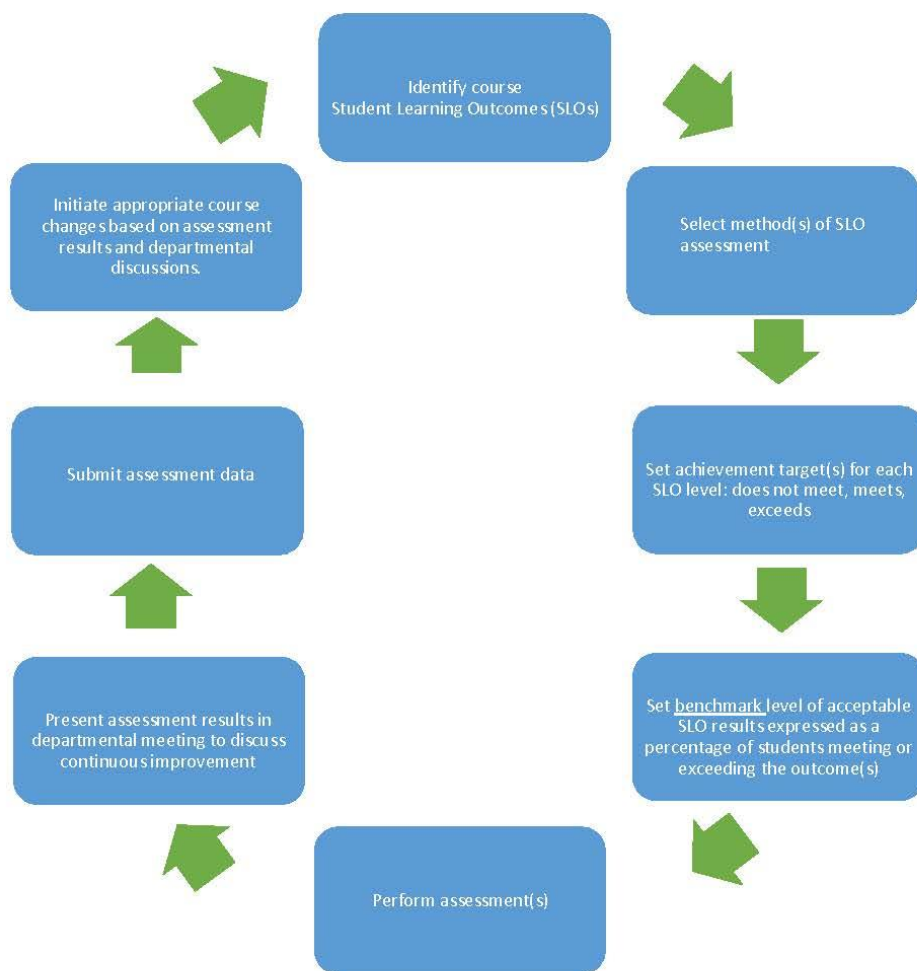
Step 6
The assessment coordinator would then complete and submit the official General Education Assessment Report Sheets.

Appendix G

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 H

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 I

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: *Forms* refers to media used for communication (art, music, theatre, dance, language, etc.). *Contexts* 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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