



University of
West Florida

General Education



University of
West Florida

General Education and ***Retention***

PURPOSE?





Learning to reason carefully and clearly is the essence of what it is to be a human being, and so to live the best possible life for us we must be able to master this ability.

Sean D. Kelly



General Education

Higher education is more about acquiring skills than assimilating an inert body of knowledge. To that end, General Education prepares students for lifelong learning, equips students with research skills, and builds competence in evaluating information and constructing knowledge in multiple ways.



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Fundamental to all these skills is the ability to think critically.



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Names

The old: General Studies

The new: General Education

A New Paradigm

The mandated Florida Common Core

A large, faint, light green decorative graphic in the bottom right corner, consisting of overlapping circular and leaf-like shapes.

A New Paradigm

The mandated Florida Common Core

Five areas:

Communication

Mathematics

Humanities

Social Sciences

Natural Sciences

Specific courses:

Communication



Specific courses:

Communication

English Composition 1



Specific courses:

Mathematics





Specific courses:

Mathematics

College Algebra

Calculus 1

Math for Liberal Arts 1

Math for Liberal Arts 2

Elements of Statistics

Specific courses:

Humanities





Florida Common Core

Specific courses:

Humanities

Art Appreciation
Introduction to Literature
Music Appreciation
Introduction to Philosophy
Theatre Appreciation

Specific courses:

Social Sciences





Specific courses:

Social Sciences

US History Since 1877

Introduction to Anthropology

Principles of Macroeconomics

American Politics

General Psychology

Introduction to Sociology

Specific courses:

Natural Sciences (1)





Specific courses:

Natural Sciences (1)

Descriptive Astronomy
General Biology for Non-majors
General Biology 1
Anatomy and Physiology 1
Concepts in Chemistry
General Chemistry 1

Specific courses:

Natural Sciences (2)



Specific courses:

Natural Sciences (2)

Introduction to Earth Science
Introduction to Environmental Science
Concepts in Physics
University Physics 1
General Physics 1



A reconfigured Governance Committee:

The General Education Committee

Composed of both widely elected faculty as well as faculty who have a primary responsibility for teaching General Education courses in each of the 5 areas.

The Board of Governors Performance Metrics

#5

**Academic Progress Rate
2nd Year Retention with a GPA above 2.0**



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Academic Progress Rate
2nd Year Retention with a GPA above 2.0

UWF's 2015 score:
65%

Year 1 to Year 2 Retention: General Studies

Term	Grade	Count: Year 1	% Returned Spring 1	% Returned Fall 2	% Returned Fall 3	% Returned Fall 4	% Returned Fall 5	% Returned Fall 6
Fall 2008	Grade of A	1555	91.5%	79.4%	64.1%	42.5%	23.8%	12.4%
Fall 2009	Grade of A	1884	93.2%	80.3%	63.4%	42.5%	19.6%	11.5%
Fall 2010	Grade of A	2010	92.0%	76.9%	60.2%	38.6%	19.2%	
Fall 2011	Grade of A	2099	92.0%	75.1%	57.4%	38.9%		
Fall 2012	Grade of A	2257	92.4%	77.0%	60.0%			
Fall 2013	Grade of A	2238	91.5%	75.6%				
Fall 2014	Grade of A	2139	91.0%					
Grade A Average			91.9%	77.4%	61.0%	40.6%	20.8%	12.0%

Year 1 to Year 2 Retention: General Studies

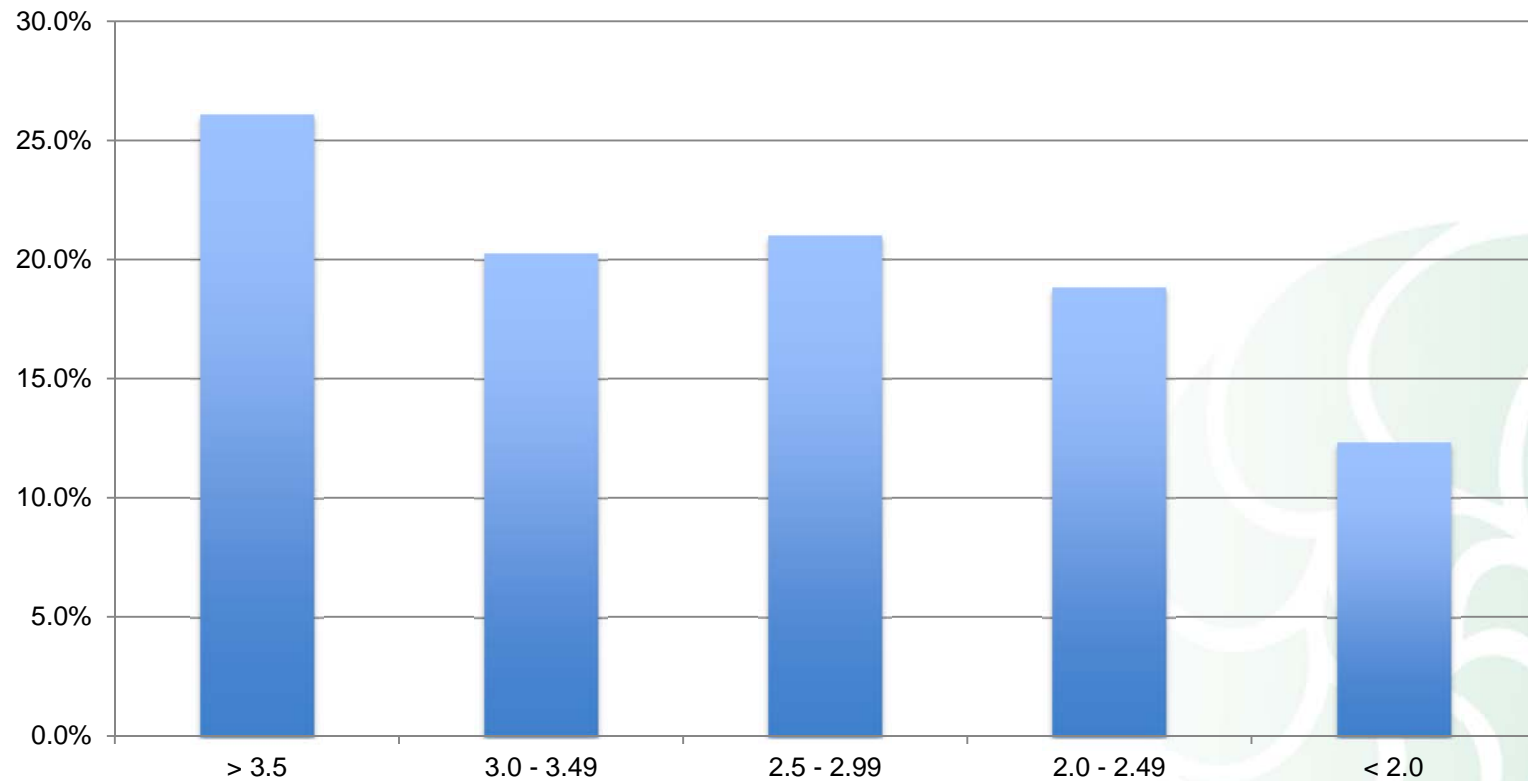
Term	Grade	Count: Year 1	% Returned Spring 1	% Returned Fall 2	% Returned Fall 3	% Returned Fall 4	% Returned Fall 5	% Returned Fall 6
Fall 2008	Grade of B	1960	92.7%	79.0%	63.5%	43.0%	22.9%	12.1%
Fall 2009	Grade of B	2082	92.7%	79.0%	61.5%	42.7%	22.2%	10.9%
Fall 2010	Grade of B	2173	93.4%	77.0%	61.7%	41.8%	21.4%	
Fall 2011	Grade of B	2331	92.3%	75.6%	58.3%	40.0%		
Fall 2012	Grade of B	2660	91.5%	75.7%	59.2%			
Fall 2013	Grade of B	2640	91.8%	76.1%				
Fall 2014	Grade of B	2625	92.0%					
Grade B Average			92.3%	77.1%	60.8%	41.9%	22.2%	11.5%

Year 1 to Year 2 Retention: General Education

Term	Grade	Headcount Fall Year 3	Total Degrees in 6 Years	% Degrees	Year 3 Headcount Loss	% Year 3 Headcount Loss	6-yr Headcount Loss	% 6-yr Headcount Loss
Fall 2008	Grade of A	996	1004	64.6%	559	35.9%	551	35.4%
Fall 2009	Grade of A	1195	1202	63.8%	689	36.6%	682	36.2%
Fall 2010	Grade of A	1210	1138	56.6%	800	39.8%		
Fall 2011	Grade of A	1204	763	36.4%	895	42.6%		
Fall 2012	Grade of A	1355	430	19.1%	902	40.0%		
Fall 2013	Grade of A		227	10.1%				
Fall 2014	Grade of A		69	3.2%				

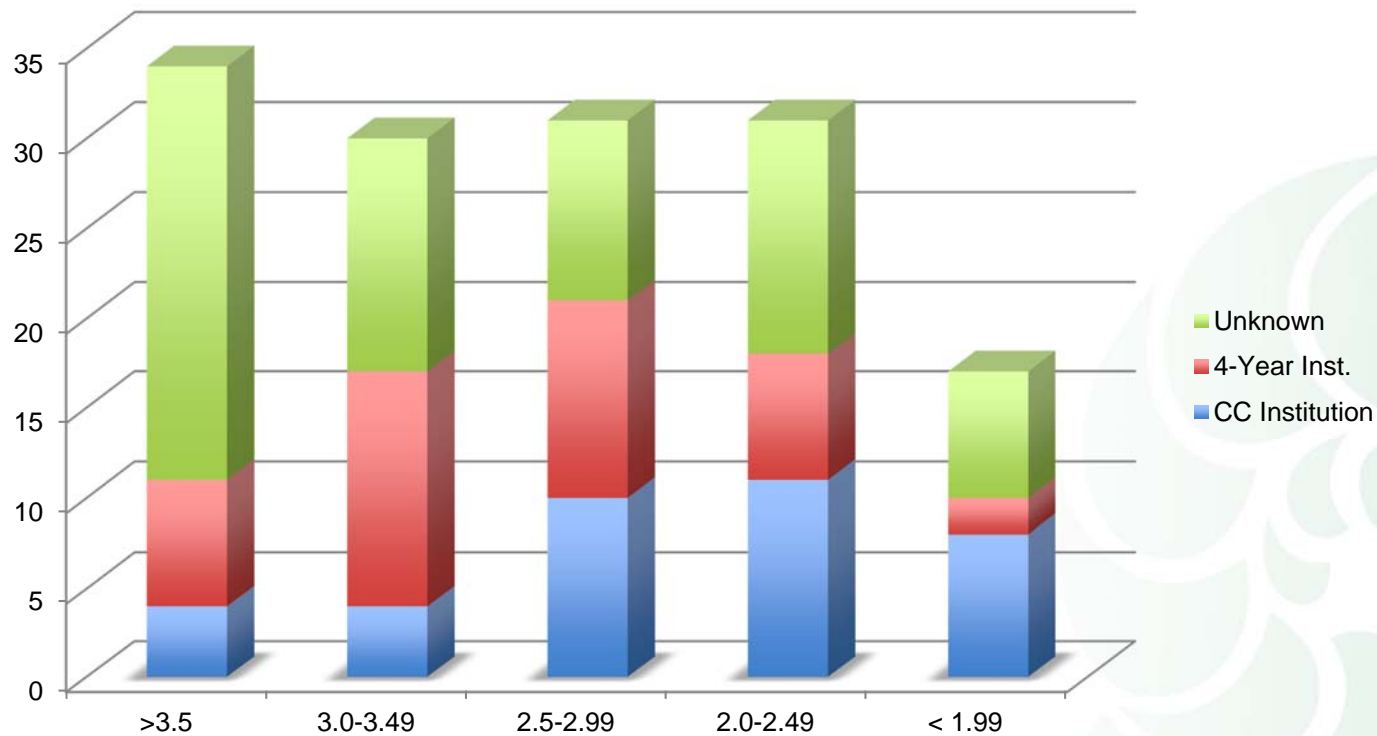
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA

Students who will not return to UWF. N = 137



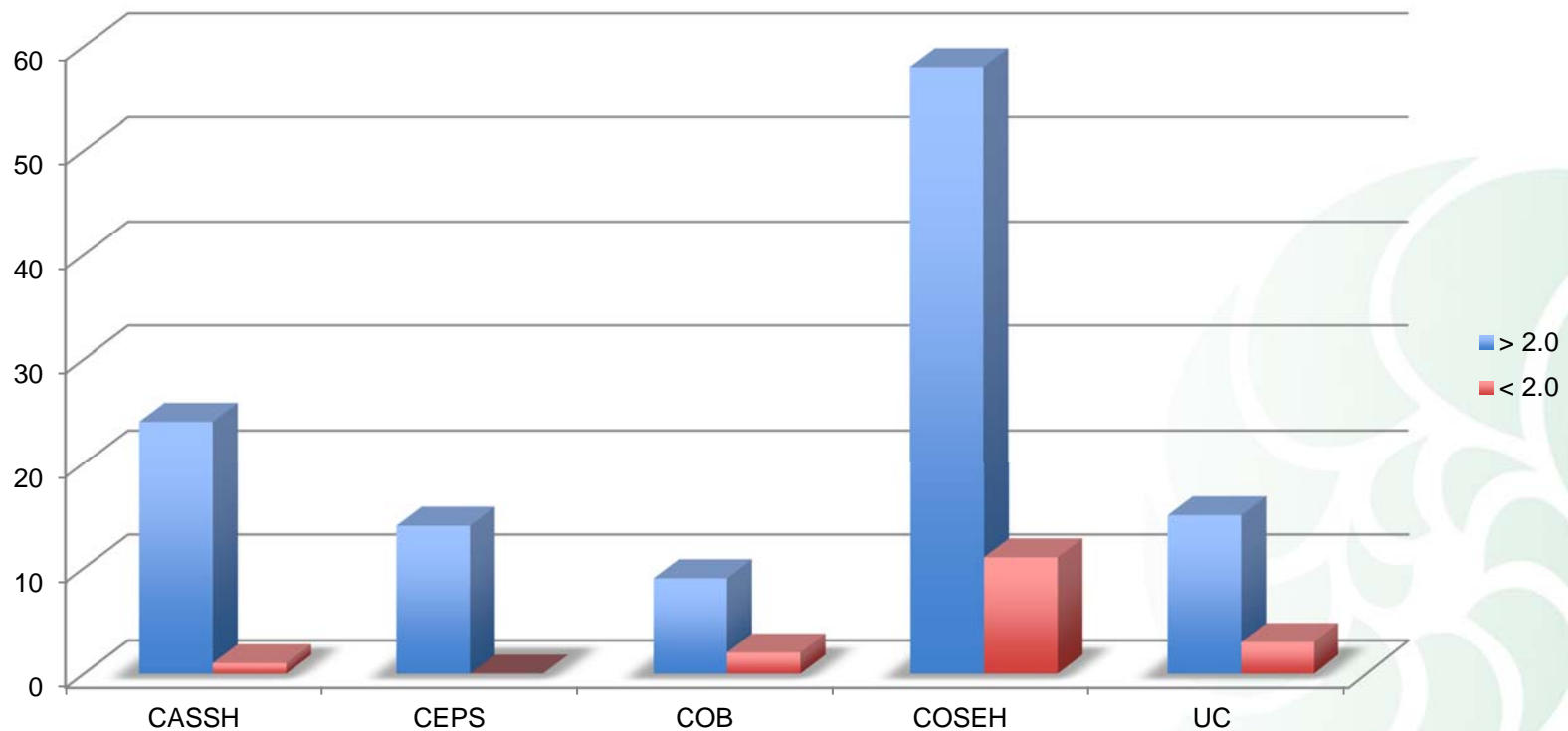
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by Destination and GPA



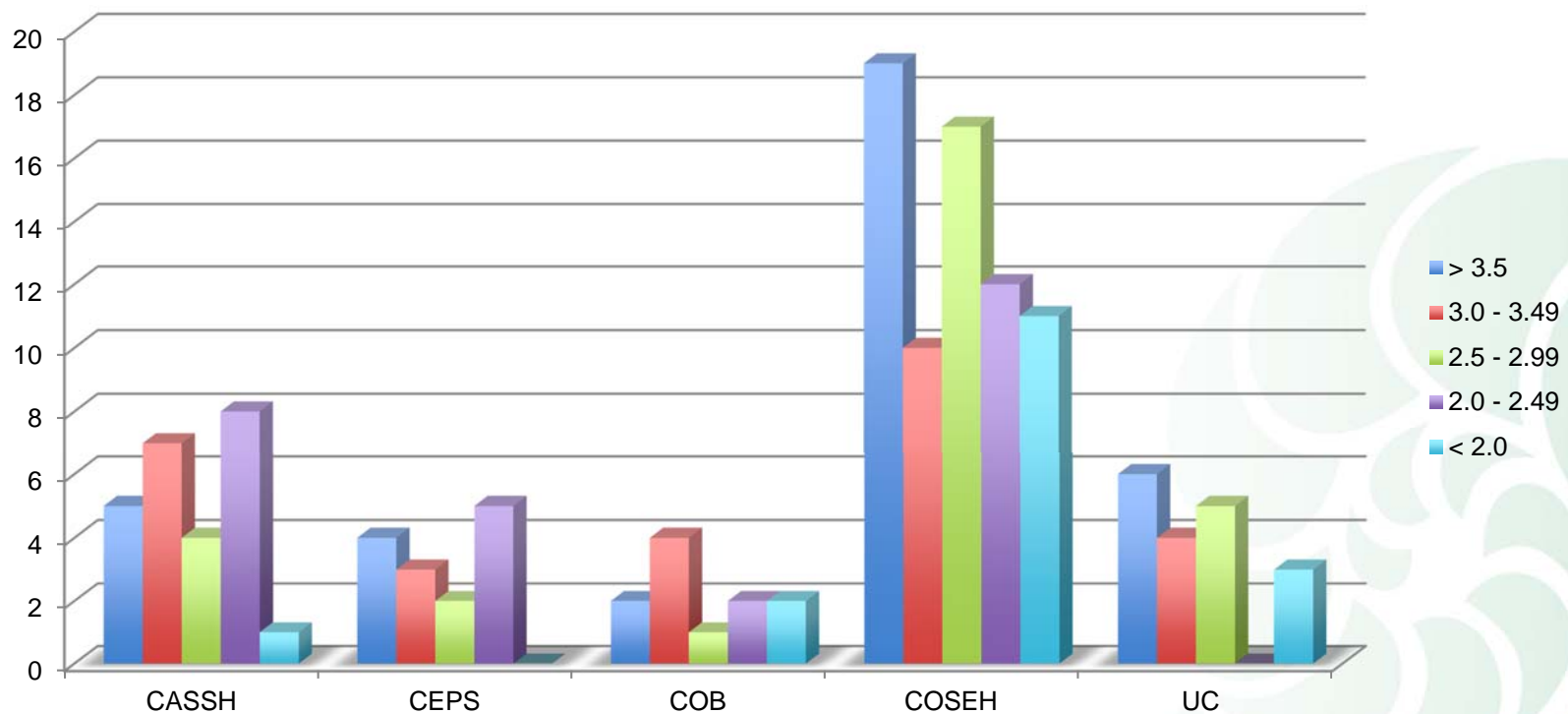
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by APR Metric and College



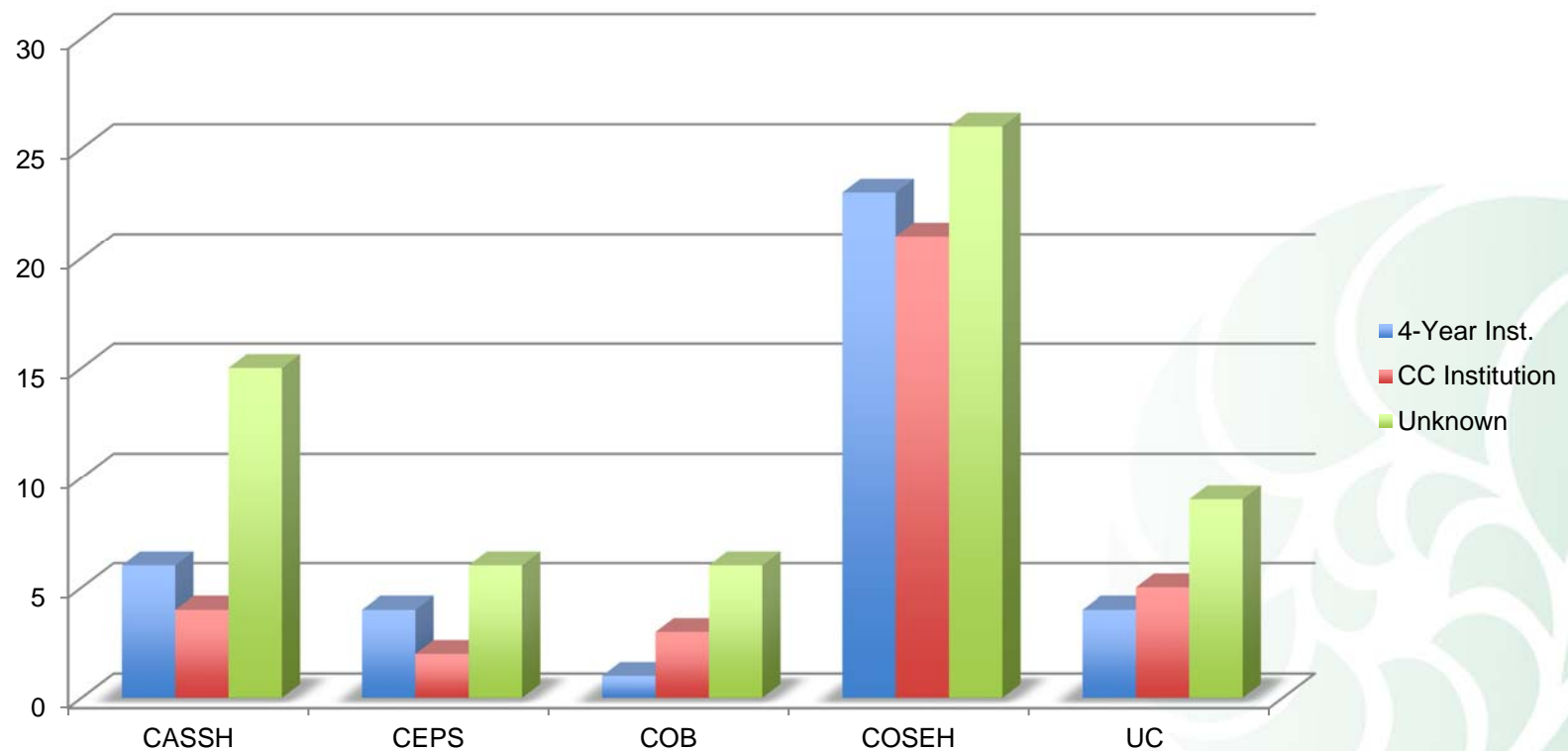
Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by College and GPA

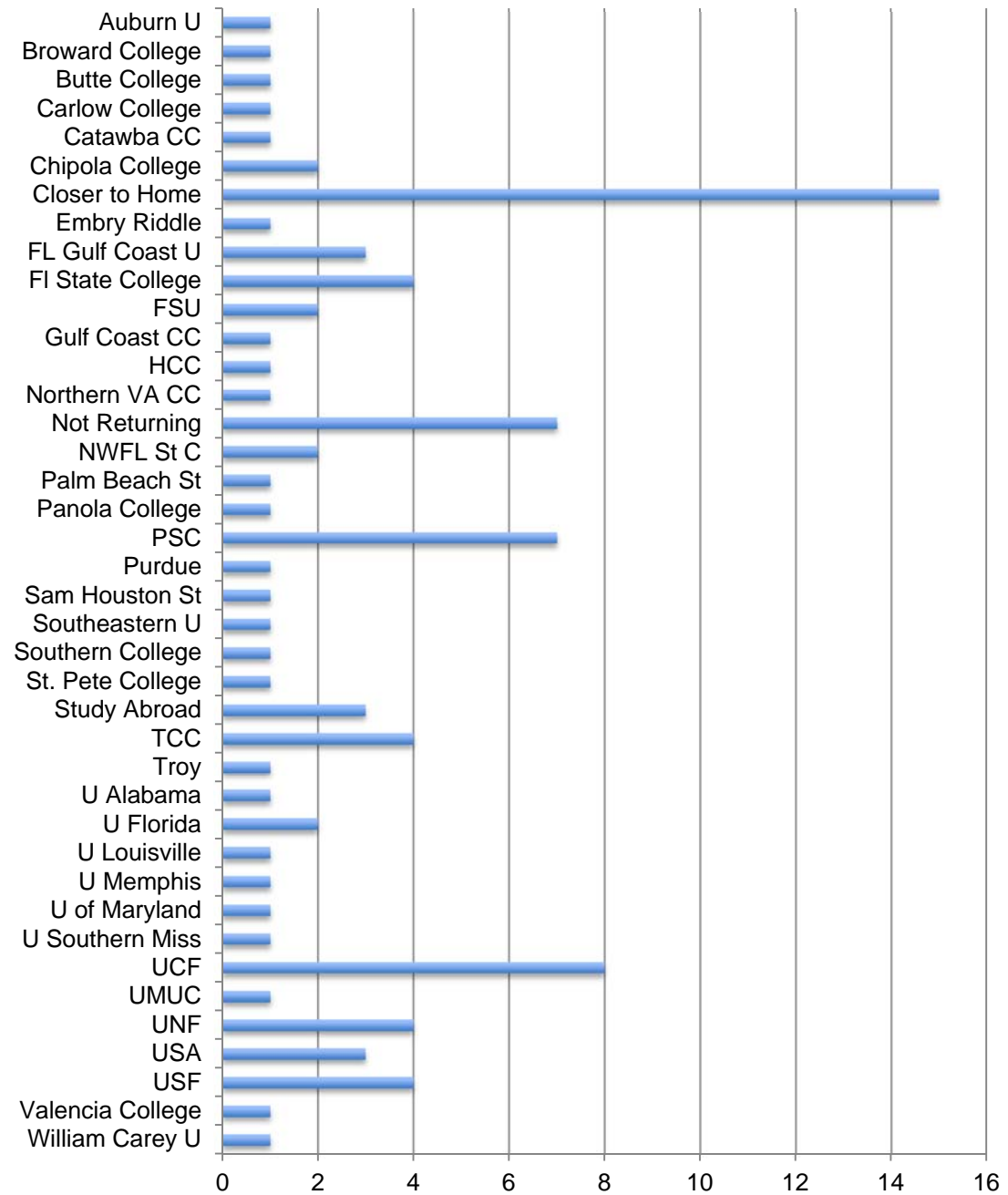


Year 1 to Year 2 Retention: 2014 FTIC Cohort: by GPA/Destination

Students who will not return to UWF by College and Destination



Where Are They Going?





FTIC General Education Attendance Policy

An Attendance Policy must be clearly presented in each and every syllabus for each and every General Education Course.

Each syllabus must contain:

- A statement that regular attendance for FTIC students is expected and will be documented.
- A statement about the role of attendance for the disbursement and continuation of financial aid.

Each syllabus must contain:

- Criteria the instructor uses to define an excused or unexcused absence. (Note: criteria must comply with the university-wide Class Attendance Policy noted above and provide a link to this policy.)
- A description of how attendance affects a student's grade in the course and specific consequences of unexcused absences for the final grade.

What can I do to help?

Learn the names of all your students.

Give them a very early (2nd week, if possible) assignment that will be graded.

Arrive at the classroom early and stay late and talk to the students.

What can I do to help?

Make connections between the class and things that are relevant to the students and their lives.

Remember that not all of them are absolutely enthralled with the subject like you are.

Devise High-Impact Learning opportunities.

What can I do to help?

Devise short writing/sharing assignments.

Get them out of the classroom for something.

Identify the top seven students in your class.

I'll be asking for their names.