

Academic Learning Compacts, Updates: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”



Academic Learning Compacts ENGLISH (LITERATURE AND CULTURAL STUDIES)

2013 – 2014

Due: July1, 2014

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC

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Signature Page for Academic Program

Academic Program: ENGLISH (LITERATURE AND CULTURAL STUDIES)

Chair/Coordinator: Thomas Hallock (Verbal and Visual Arts)

Date: September 26, 2014

Summary Statement – Academic Program Performance in 2013-14

Provide a summary statement about academic program performance over the previous year including high points and low points.

On the whole, students in Literature and Cultural Studies demonstrate success with the ALCs in their course-specific portfolios.

High Points: Students successfully created electronic portfolios via Google Sites in Introduction to the English Major and refined and revised those portfolios in individual classes and in the Senior Portfolio class. We continue to revise and refine our curriculum and assessments to match, and we are working to meet the needs of our majors. The major has increasing coherence, and as we close out the transition period, a continuity of courses will become more clear to students: from Introduction to the Major, to 3000 level introductory courses, to upper-level courses, to the Senior Portfolio. This structuring of the major will facilitate tracking of student progress, but more importantly, provides a logical path for their own intellectual advancement.

Low Points: Shortage of full-time faculty, on site, to complete assessment in Literature and Cultural Studies. Because there was only one full-time faculty member on campus, the task of assessment fell to a visiting assistant professor, who was not contractually obliged to complete the assessment -- and whose term ended before the report could be prepared. The 2012 External Review for English Studies emphasized the dire need for additional faculty to monitor programmatic/administrative needs. The faulty data at the basis of the LIT report testifies to the accreditation risks that come with this continued neglect.

Improvements to be made for next assessment cycle:

- Encourage students to include work done for other courses and their own chosen works in the portfolios; include more types of writing in portfolios to reflect diversity of genres and issues—introduce this practice in the Introduction to the English Major course and encourage throughout the major courses.
- Encourage students to work on portfolio design to better reflect/display their work.
- Have students self-identify in portfolios/assignments which concentration of the major they are working toward and self-identify the ALCs in their portfolio texts and reflections.
- Identify LIT and WS students in intro course; compare LIT to LIT intro/senior portfolios; WS to WS intro/senior portfolio.
- Literature and Cultural Studies has not kept pace with colleagues in Writing Studies in gathering, organizing and assessing data; we need a dedicated coordinator to assist with the process, and may also shift the platform of portfolio building from Google Sites to one of students' individual choosing.
- Dedicate full-time, tenure/tenure-line faculty specifically to assessment, to ensure accurate data collection, but more importantly, thoughtful responses to the data that does get collected.

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Summary Statement – Impact of Changes Made in 2012-13

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2011-12 and the positive/negative impact of the changes that were made.

In 2013-14, the Literature and Cultural Studies Programs took a step backwards in assessment. The department was already short-handed from an administrative perspective, as teaching needs for VVA's thriving programs were increasingly filled by adjuncts and visiting faculty. Because of the shortage of faculty in tenure/tenure-track lines, the department was short-handed in matters of assessment. Of the three literature faculty members, one member was forced for medical reasons to take a family-medical leave, and a second was on sabbatical, followed by an extramural research appointment. The task of data collection fell to a visiting assistant professor, who generously filled the gap, but an analysis in retrospect suggests deeply flawed data. In 2014-15, Literature and Writing Studies will coordinate and rethink strategies for data assessment in their joint programs. ALC's in both departments, forged before SACS accreditation, will be simplified. Lastly, weeks before submitting this report, VVA was instructed to provide a report for its Creative Writing Certificate. Because this program had not been asked to frame ALCs from its onset, it has no rubric for measurement; because the program is staffed primarily by adjuncts, with no papers collected over the academic year, the program will have no data to assess. In AY2014-15, the English Programs will establish an administrative role for the Creative Certificate, which will involve the establishment of ALCs and strategies of assessment.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program: English—Literature and Cultural Studies

Person Responsible: Assessment Committee representative

Mission of Academic Program (include URL): <http://www.usfsp.edu/coas/vva/> The undergraduate program in Literature and Cultural Studies prepares students to be excellent communicators and researchers, whether they move forward into careers or into graduate and professional schools. The program highlights three areas of study – American, British, and World Literatures – focusing on specific kinds of skills: reading deeply and analytically, writing critically and creatively, thinking conceptually and contextually, and using multiple research tools from the archives to the Internet. Literature and Cultural Studies considers how language works in a variety of historical, rhetorical, and artistic contexts. Students who graduate from this program are both well situated and expected to be excellent, multifaceted users of language in the global communities they inhabit.

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2011-2012 assessment]

Fall 2012 is the first semester of our significantly revised English major that includes two concentrations. In addition to changing the major, we changed our assessments

to add assessment of an entering course, ENG 3445, Intro to the English Major and an exiting course, ENG 4590, Portfolio, where we can track student progress over time in both English majors in addition to course-level, instructor determined ALC assessment. Sandwiched between the Introduction and capstone course are 3000 and 4000 level classes, which move the students from surveys to more advanced/specialized courses, and provide students with flexibility on one hand, and on the other coherence in their academic development. Finally, we now offer a Creative Writing Certificate, which requires 15 hours (credits can double) from courses in the Lit/Writing Studies tracks, plus three CRW courses.

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement

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1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
1A Demonstrate knowledge of genre in a range of historical periods through critical engagement with diverse modes of expression, including traditional literature, film, and new media.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios	42 students completed the Intro course in AY 13-14; the average score of 1.a in the Intro portfolio was 2.83 13 students completed ENG 4950. Portfolios were scored for both WS ALCs and LIT ALCs. The average for LIT students was 4.38.	When the ENC 3445 course was taught by WS faculty, the ALC assessment yielded higher averages for WS than when ENC 3445 was taught by visiting faculty. Need to identify and track WS students vs. Lit students at the beginning of the program so that we can better track student performance
1.B Demonstrate knowledge of the literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios	42 students completed the Intro course in AY 13-14; the average score of 1.b in the Intro portfolio was 1.94. 13 students completed ENG 4950. The average LIT scores for 1.b. was 3.46.	ENC 3345 and ENG 4950 classes need to focus on helping students identify and demonstrate WS content and writing processes in their portfolios

<p>1C. Demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 1.c in the Intro portfolio was 2.43</p> <p>13 students completed the ENC 4950 Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT score for 1.c was 4.38.</p>	<p>Scores show we are meeting this expectation, partially thanks to instruction in this area; a renewed asst. professor line will assure continued success.</p>
<p>1D Demonstrate a knowledge of a diverse range of literatures, including not only canonical but also non-canonical works, literature by historically marginalized groups (such as women, ethnic minorities), as well as texts not initially written in English.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 1.d in the Intro portfolio was 1.65</p> <p>13 students completed ENG 4950. The portfolios were scored for both WS ALCs and LIT ALCs. The average LIT scores for 1.d were 4.15.</p>	<p>A majority of students appear to be meeting this objective. However, the disparity of WS and LIT numbers is cause for skepticism. Coordination of data-gathering practices needed.</p> <p>LIT will pursue an asst. professor position with a background in British literature with abackround in postcolonial studies.</p>
<p>1E. Demonstrate knowledge of historical and cultural movements, particularly before 1800, including British and American traditions along with major movements in world literature.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 1. in the Intro portfolio was 1.05.</p> <p>13 students completed the ENG 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT score for 1.e was 3.46.</p>	<p>A majority of students appear to be meeting this objective. However, the disparity of WS and LIT numbers is cause for skepticism. Coordination of data-gathering practices needed. In LIT specific classes, students should continue to be reminded of the importance of historically-based literary study.</p> <p>ENC 3345 and ENG 4950 classes need to focus on helping students identify and demonstrate LIT content and writing processes in their portfolios</p>

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<p>1F. Analyze how language works in a variety of historical, rhetorical, and artistic contexts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 1.f in the Intro portfolio was 3.35.</p> <p>13 students completed the ENG 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT scores average was 4.54.</p>	<p>The numbers show the majority of students are meeting this objective. The disparity between WS and LIT students, however, suggests that the data is unreliable. LIT data was not collected by a full-time faculty member (due to staffing shortages) and not gathered in full dialog with WS faculty. LIT assessment suffers in accuracy, in short, due to a shortage of full-time tenure-line faculty.</p>
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<p>2A. Write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision. (Shared with WS).</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 2.a in the Intro portfolio was 3.61</p> <p>13 students completed ENG 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average WS scores for 2a were 3.50; those in LIT were 4.85.</p>	<p>A majority of students appear to be meeting this objective. However, the disparity of WS and LIT numbers is cause for skepticism. Coordination of data-gathering practices needed.</p>
<p>2B Access and evaluate library holdings, develop a research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); assess the quality of traditional as well as non-academic sources; conduct research that involves relevant primary materials; and identify the terms of an ongoing critical argument and situate writing within that dialogue.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 2.b in the Intro portfolio was 1.925.</p> <p>13 students completed ENG 4950. Portfolios were scored for both WS ALCs and LIT ALCs. The average LIT score for 2b was 4.31</p>	<p>A majority of students are meeting this objective</p>

Academic Learning Compacts, Updates: 2013 – 2014

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<p>2C. Communicate ideas, support interpretations, and/or explore the oral or theatrical traditions of literature effectively through oral presentations, debates, or performances.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 2.c in the Intro portfolio was 1.7</p> <p>13 students completed ENC 4950. Portfolios were scored for both WS ALCs and LIT ALCs. The average LIT scores for 2c were 3.85.</p>	<p>A majority of LIT student in appear to be meeting this objective. Student portfolios could explore further multimedia options to assess these skills.</p>
<p>2D. Apply rhetorical knowledge of grammatical systems in writing and oral communication.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 2.d in the Intro portfolio was 3.04.</p> <p>13 students completed ENC 4950. Portfolios were scored for both WS ALCs and LIT ALCs. The average LIT scores for 2d were 4.62.</p>	<p>A majority of LIT students appear to be meeting this objective.</p>

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<p>3A Actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 3a in the Intro portfolio was 3.95</p> <p>13 students completed ENC 4950. Portfolios for that class were scored for both WS ALCs and LIT ALCs. The average WS scores for 3a were 4.5.</p>	<p>Young philosophers already, our students apparently started the program somewhere between "mastery" and "distinction." Our courses brought them closer to this distinction (or the starting data is skewed).</p>
<p>3B. Interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 3b in the Intro portfolio was 3.86.</p> <p>13 students completed the Intro course in AY 13-14; the average score for 3b was 4.23.</p>	<p>A majority of students are meeting this objective, which is expected, given this skill is a core skill of literary study.</p>
<p>3C Examine the manner in which power is embedded in language and literature (and in the field of literary study itself) by analyzing literary and artistic texts within their historical/cultural contexts, including that of their own production, and by examining the ways in which intellectual, political, cultural, and social forces shape oral and written texts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 3c in the Intro portfolio was 4.15</p> <p>13 students completed ENG 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT scores for 3c were 4.69.</p>	<p>A majority of WS students in WS classes appear to be meeting this objective, although once more, the data could be skewed.</p>

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<p>3D. (Shared outcome with Writing Studies): Generate ideas and questions; pose problems; gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways suitable to broader academic conversations.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 3d in the Intro portfolio was 4.07</p> <p>13 students completed ENG 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT score for 3d was 4.85. VVA chair once lived in an apartment 3d.</p>	<p>A majority of WS students in WS classes are meeting this objective</p> <p>The average WS scores for 3e were 3.83. The disparity in common core goals, with students who take a number of equivalent courses, suggests skewed data.</p>
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4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<p>4A. (Shared outcome with Writing Studies): Demonstrate awareness and/or advocacy of social justice, civic, or community concerns.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>42 students completed the Intro course in AY 13-14; the average score of 4a in the Intro portfolio was 2.35.</p> <p>13 students completed the ENC 4950. Those portfolios were scored for both WS ALCs and LIT ALCs. The average LIT score 4.23.</p>	<p>Need to find additional ways to incorporate this optional ALC into specific course objectives.</p>
	<p>Assessment of individual student portfolios at the course level by the instructor</p>	<p>Students score a three or better have met expectation</p>	<p>Over three semesters, 42 out of 68 students (62%) of students were assessed on and met this ALC</p>	

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Academic Program: Literature and Cultural Studies

Person Responsible: Thomas Hallock

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2014 – 2015

Mission of Academic Program (include URL): <http://www.usfsp.edu/coas/vva/> The undergraduate program in Literature and Cultural Studies prepares students to be excellent communicators and researchers, whether they move forward into careers or into graduate and professional schools. The program highlights three areas of study – American, British, and World Literatures – focusing on specific kinds of skills: reading deeply and analytically, writing critically and creatively, thinking conceptually and contextually, and using multiple research tools from the archives to the Internet. Literature and Cultural Studies considers how language works in a variety of historical, rhetorical, and artistic contexts. Students who graduate from this program are both well situated and expected to be excellent, multifaceted users of language in the global communities they inhabit.

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

Please Complete this Section

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
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<p>Students will identify methods for selecting and describing audience, purpose, and genres</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

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<p>Students will design and compose oral, written, and digital compositions that support claims based out of disciplinary conversations in rhetoric and composition.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
<p>Demonstrate competence in creating digital, print, oral, and visual communication</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

Academic Learning Compacts, Updates: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16

<p>3.a Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>3.b Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>3.c Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

Academic Learning Compacts, Updates: 2013 – 2014

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<p>3.d Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>3.e (shared outcome with Literature and Cultural Studies) Generate ideas and questions; pose problems; gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate discoveries in ways suitable to broader academic conversations.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16

4.a Participate in and document client-based or service-based work	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
4.b Analyze ethical concerns in client-, work-, and/or service-based experiences	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
4. c (shared outcome with Literature and Cultural Studies) Demonstrate awareness and/or advocacy of social justice, civic, or community concerns.	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

5. Multiculturalism / Diversity::

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
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Academic Learning Compacts, Updates: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

<p>Analyze written and spoken language practices for use of inclusive language in written, digital, textual, visual compositions</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>Students will demonstrate how to document and revise to eliminate biased language practices from written, digital, textual, visual compositions.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

Academic Learning Compacts, Updates: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community