

MEMORANDUM

TO: Winston Bridges  
Associate Dean  
USF St. Petersburg

DATE: January 14, 1993

FROM: Dan Wells, Coordinator *D.A.W.*  
College of Arts & Sciences  
USF St. Petersburg

SUBJECT: Appropriateness of Missions Statements and Assessment Plans

I have reviewed the attached assessment plan for the Department of English and have found that the Department decided to assess its success in meeting goals only in those areas not covered in St. Petersburg: the Professional and Technical Writing undergraduate major and the graduate programs. Obviously they have postponed the assessment of the undergraduate literature program, the only one we offer in St. Pete, for the next assessment go-round.

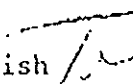
Mike Killenberg reviewed for me the assessment plan for Mass Communications and endorsed it as written. Copy attached.

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF ENGLISH

October 30, 1992

## MEMORANDUM

TO: Marilyn Myerson, Associate Dean

FROM: William T. Ross, Chairman, Department of English 

RE: Planned Assessment Activities for Semester I, 1992-93

As a partial and preliminary assessment exercise, the department proposes to do the following by December 31, 1992:

## I. For the Professional and Technical Writing undergraduate major:

- A. Conduct exit interviews of December graduates of the program.
- B. Analyze final projects from the Advanced Technical Writing class to determine if students have the professional skills necessary to compete for entry-level positions in the field. (This course should be a "capstone" for their professional training.)

## II. For the M.A. Program:

- A. Conduct exit interviews of December graduates.
- B. Survey professional activity (papers read and/or published).

## III. For the Ph.D. Program:

- A. Survey job placement record.
- B. Conduct exit interviews of 1992/93 graduates.
- C. Survey professional activity (papers read and/or published).

A full report on these activities will be submitted before 31 December 1992.

Enc.: Corrected version of Mission Statement

Copy: A. Bryant  
S. Deats  
G. Olson  
S. Rubin  
P. Sipiora

*Bracketed sections not applicable to St. Pete campus.*

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF ENGLISH

MISSION STATEMENT

The discipline of English is devoted to the study of the English language as a linguistic and rhetorical construct and to the study of English and American Literature from historical, formal, and theoretical perspectives.

The English department has multiple missions. As a so-called service department, it is charged with teaching composition to every incoming freshman. In recent years, that "service" function has been extended to provide advanced writing courses to almost 2,000 students per year. It also offers a number of non-major literature courses for those students seeking humanities--and, in some cases, Gordon Rule--electives.

The department also offers three different majors. The literature major concentrates on the traditional humanistic study of British and American literature. [The creative writing major combines an historical and formal examination of past literature with an emphasis on developing the student's competency to create either poetry or fiction. The Professional and Technical Writing major combines the traditional emphasis with practical writing training in the production of professional and technical documents.] Above-average students in any of these three majors should be well prepared for appropriate post-graduate studies.

In all three majors, the department's goal is to provide students with:

1. An ability to express themselves in intelligible prose.
2. A basic knowledge of English and American literature.

In addition, in the Literature major the department's goal is to provide students with a historical overview of British and American literature with a specialized knowledge of convention and form.

[In the Creative Writing major, it attempts to provide students with a knowledge of the basic conventions, forms, and strategies of fiction and poetry and facility in manipulating them.

In the Professional and Technical Writing major, its goal is to provide students with a knowledge of the basic conventions, formats, and strategies of professional and technical writing and a facility in manipulating them.

At the graduate level, the department's goals are to provide students with--

1. Advanced and current knowledge of historical and theoretical knowledge in the various areas of English and American Literature;
2. Ability to do independent research and prepare acceptable papers and scholarly articles;
3. Ability to teach composition and literature at the college level;

*Mike: Review these statements  
for applicability to St. Pete campus.*

*Dan*

UNIVERSITY OF SOUTH FLORIDA  
SCHOOL OF MASS COMMUNICATIONS  
MASTER OF ARTS DEGREE

*30 year schedule  
Fall 1993*

STATEMENT OF MISSION AND PHILOSOPHY

*Looks OK to  
me, D.*

The Master of Arts Degree in Mass Communications is designed to broaden students' understanding of the entire scope of mass media and how the mass media are an integral part of society. This is a broad-based media studies program that builds on basic theories of mass communication and accepted research methodologies to explore such areas as media behavior, history, ethics, economics, policy, international communications, law, public opinion, technology, and cultural studies.

This program aims to provide media professionals a deeper understanding of why they communicate, what they communicate, how they communicate and to whom they communicate. This understanding enhances the media professional's ability to detect impending changes and issues and to challenge their own professional, social and cultural perspectives on the media.

GOALS

1. To make students aware of the way media messages are processed and the psychological responses to such messages; and to force students to question many of their received notions about language, meaning and media.
2. To make students aware of the role mass media play in creating, changing and perpetuating culture; to understand cultural tensions among groups and how each attempts to express its own "meaning of things."
3. To make students aware of the integral relationship between media and politics and to understand political language, ethics, political writing and the shape of political life.
4. To make students aware of the vast literature of communications so they will understand the variety of theories available to explain the complexity of mass media.
5. To provide students with a set of quantitative and qualitative methodological tools to explore mass media.
6. To provide students a background in the history and law of mass media so they may understand how both shape the message and the messenger.

**SCHOOL OF MASS COMMUNICATIONS  
OUTCOMES ASSESSMENT PLAN**

**Implementation  
Time Table**

**Assessment Activities**

Fall 1992	<p><b>I. Pre-Assessment Evaluation:</b> The School's program objectives are relatively new, yet our stock of courses is fairly old. An initial assessment of all courses will be made to determine the "fit" of course content with the goals and objectives.</p> <p>The goal will be to 1. establish a new set of core courses for the School; 2. revise or purge old courses; and 3. create new courses that better meet goals of School.</p>
Spring 1993	
Create: Fall 1992	<p><b>II. Assessment Plans</b></p> <p><b>A. CAPSTONE COURSES:</b> Four sequences have capstone courses that pull together the students' professional skills, knowledge and attitudes. The Outcomes Assessment process will create a master tool for faculty to use in assessing students to determine what specific areas of weakness need to be attended to earlier in the student's work.</p>
Use: Spring 1993 in Adv. Campaigns	
Vis. Com: ongoing News/Mag.: Fall 93	<p><b>B. PORTFOLIO:</b> Three sequences (News-Ed., Magazine and Visual Communications) will use professional portfolios to evaluate student progress. The portfolios will be evaluated by one faculty in the sequence and randomly selected portfolios will also be evaluated by a local media professional (eg., reporter, photographer, magazine editor).</p>
Create: Fall 1992 Use: Spring 1993	<p><b>C. INTERNSHIPS/PRACTICA:</b> All students in the School have an opportunity to enroll in a professional practicum (1-hr. credit) or an Internship (3 hr. credit). All interns are evaluated at the end of the experience by their supervising professional. The Outcomes Assessment process will produce a single School-wide questionnaire for supervisors that will address students' professional skills, knowledge and professional attitudes.</p>
Ongoing	<p><b>D. TESTING:</b> There is no general field of knowledge test for mass communications. The school now tests all entering students with a Language Skills Diagnostic Test. The test is then repeated after completion of the School's core courses. Test scores provide good information on general language weaknesses. That information is "plugged into" a variety of writing/editing classes.</p>

- Ongoing We depend heavily on test scores in Mass Comm and Society, Communications Law, Research Methods and Ethics to assess general knowledge of the field.
- Create: Fall 1992  
Use: Spring 1993 E. EXIT INTERVIEW/QUESTIONNAIRE: A questionnaire will be created and administered to all students completing the program.
- Ongoing: Data avail.  
Spring '92 Exit interviews will be continued by the Director and the School's Advisor. Students are randomly selected from each sequence. Interview results are analyzed and fed back into the program.
- Spring 1994\* F. ALUMNI SURVEY: To be sent out every 3-5 years, seeking longitudinal data on job success and satisfaction of program.
- Create: Spring/Sum. 1993  
pre-test Fall 1993 G. ATTITUDE ASSESSMENT: The School is always conscious of its role in developing professional, civic and social responsibility in our students. This concern is heightened when graduates go to work in environments where such values are not so highly prized. We will create a "Attitudes Assessment" instrument which will be given to all entering students in their first Mass Comm. course at USF, and again as apart of the exit questionnaire. Results will be analyzed to help identify where and how the program can become more involved in developing the attitudes and values of students.
- III. Impact on Accreditation: The School's accrediting body already requires a great deal of assessment information. However, accreditation is not an on-going process with annual reports and updates. Instead, it occurs every six years, at which time programs gear up for a self-study. It is the hope of the School that the above Outcomes Assessment plan will result in a more continuous program of assessment that will provide valuable data not just for ourselves, but also for the accreditation process.

\*The late date is chosen to coincide with next big alumni survey required for accreditation.

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF ENGLISH

sketch statements apply to St. Pete

MISSION STATEMENT

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In the Professional and Technical Writing major, its goal is to provide students with a knowledge of the basic conventions, formats, and strategies of professional and technical writing and a facility in manipulating them.

At the graduate level, the department's goals are to provide students with--

1. Advanced and current knowledge of historical and theoretical knowledge in the various areas of English and American Literature;
2. Ability to do independent research and prepare acceptable papers and scholarly articles;
3. Ability to teach composition and literature at the college level;
4. (For those in Rhetoric and Composition program) knowledge of advanced and current scholarship in Rhetoric and Composition theory and research.

OUTCOMES ASSESSMENT  
USF AT ST. PETERSBURG  
CAMPUS HONORS PROGRAM

1. MISSION

- A. To expose the students to seminar courses with a strong orientation to interdisciplinary liberal arts.
- B. To permit these students to meet the demands of research and writing substantial honors theses or projects.
- C. To provide undergraduate students with an opportunity to work closely with faculty members in planning, researching and writing honors theses or projects.
- D. To provide distinction to outstanding students.

2. GOALS

- A. Recruitment of students transferring to USF with superior academic records prior to their junior year.
- B. Retention of superior students by providing challenging interdisciplinary work at the upper level.
- C. Establishment and maintenance of close academic relations between honors students and involved faculty.
- D. Exposure of honors students to numerous resident and visiting scholars in a wide variety of disciplines.
- E. Employment of private funding sources for scholarships for students in the Campus Honors Program.
- F. Establishment of an associated program of cultural opportunities to enrich both the experience and knowledge of these students.

3. EXPECTED RESULTS AND ASSESSMENT

The campus expects that the quality and number of students successfully completing the program will provide the most measurable indication of its achievements. The Campus Honors Program Committee will assess both the students and the program on a regular basis. That committee will be responsible for ensuring the program's success.

4. PROJECTED UTILIZATION OF ASSESSMENT RESULTS

Assessments by the program committee will be directed to the chair of the committee who will be responsible for implementing measures designed to meet the mission and goals of the program.






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St. Petersburg Campus  
University of South Florida  
140 Seventh Avenue South, DAV 258  
St. Petersburg, Florida 33701-5016  
(813) 893-9156  
FAX (813) 893-9610

1 February 1993

1993 FEB -1 PM 12:57

## MEMORANDUM

To: Winston Bridges  
Associate Dean, St. Petersburg Campus

From: Darryl Paulson   
Coordinator, College of Arts and Sciences

Subj: Mission Statements and Assessment Plans

I have reviewed the mission statements for the Criminology, Geography, History, and Psychology Departments. While of varying quality and specificity, they do provide the basic mission and goals. I found no assessment plan for Geography or Government.

DP/kb

Attachments

## SACS OUTCOME ASSESSMENT PLAN

Department of Criminology  
University of South Florida  
Tampa, Florida

### MISSION STATEMENT

Criminology is defined as the interdisciplinary scientific study of crime, criminal behavior, and the institutional responses thereto. The Department of Criminology provides a scientific, philosophical, and humanistic approach to the understanding of these subjects in contemporary society. The Department is committed to a liberal arts education, believing that this pedagogy best prepares students for whatever choices they might make upon graduation. Accordingly, faculty strive to achieve excellence in the dissemination of knowledge, to be at the cutting edge of advances in the field, and to participate with both public and private agencies involved in the prevention and control of deviant behavior. The faculty are dedicated to insuring that the perspectives of the academic criminologist, the criminal justice professional, the offender, and society are each critically examined within a value-oriented framework.

The Department operates both undergraduate (B.A.) and graduate (M.A.) programs. The B.A. is available on each of USF's five campuses. The M.A. is continuously available on the Tampa campus, and available via block programs on each of the other four.

### UNDERGRADUATE PROGRAM

Objectives, outcome measures, data sources/instrumentation, and time tables specific to the Undergraduate program in criminology are:

Objective 1: Students will gain an understanding of the nature of the total criminal justice system, including law enforcement, law, the judiciary, juvenile justice, and corrections.

Outcome Measures: (1) Percent of students receiving As and Bs in the core courses  
(2) Grade point averages obtained in the core courses.  
(3) Score on undergraduate test of basic knowledge in criminology.

Data Source/Instrumentation: (1) Grade sheets.  
(2) Grade sheets.  
(3) Test of basic knowledge in criminology.

Time Table: Every other year once implemented.

## GOVERNMENT AND INTERNATIONAL AFFAIRS

### MISSION STATEMENT

The Department of Government and International Affairs includes programs in International Studies, Political Science and Public Administration. Its goal is to provide students the opportunity to study the nature of government and politics at the local, national and international levels, the interdisciplinary nature of the international system, and the political ideas and theories necessary for a thorough understanding of political life. The major concerns of the Department are to provide students with the knowledge, background and perspective to assume positions of leadership and responsibility in the public and private sphere, to further their educational goals in professional and graduate schools and to be able to critically assess the current developments in contemporary political and international systems.

Objective 2: Students will gain a fundamental understanding of the complex factors related to crime and criminal behavior including the principle theories and major patterns of offender behavior.

Outcome Measures: Percent of students receiving As and Bs in the theory, typology, and/or abnormal behavior courses.

Data Source/Instrumentation: Grade sheets.

Time Table: Every other year once implemented.

Objective 3: Students will achieve an understanding of the knowledge generating processes in criminology as well as ways in which that knowledge can be assessed.

Outcome Measures: (1) Percent of grades of C or better in Research Methods I and II over the four year period 1988-1992.  
(2) Number of papers undergraduate students have presented before an audience outside the classroom to include papers presented at professional meetings.  
(3) Number of students involved in collaborative research involving undergraduate students and faculty members.

Data Source/Instrumentation: (1) Grade sheets.  
(2) Faculty survey to this end.  
(3) Faculty survey to this end.

Time Table: To be implemented in the Fall 1992, using the four year period 1988-1992. Every four years thereafter.

Objective 4: Students will be provided with a basic understanding of the gender, ethnic, age-related, sexual orientation-related, international and ethical issues (as appropriate) associated with the prevention and control of crime and deviant/criminal behavior.

Outcome Measures: (1) A list of courses taught specifically addressing one or more of the above topics (i.e., female criminality, minority crime, etc.).  
(2) Undergraduate courses which do not totally concentrate on those specific topics, but which do include them as issues within a broader context (e.g., Corrections courses with sections dealing with incarcerated females and minorities; Typology courses

with sections dealing with frequency of offenses as a function of age; Research Methods courses wherein one or more of these are used as confounding/intervening variables or as independent or dependent variables).

Data Source/Instrumentation: Faculty survey to this end.

Time Table: Spring 1993 using the four year period 1988-1992 and every four years thereafter.

Objective 5: Students will be able to think critically about major issues and problems in the field, including problems related to people, agency/institutions, and the law.

Outcome Measure: Proportion of students who attain a B or better in senior seminar.

Data Source/Instrumentation: Grade sheets.

Time Table: Annually once implemented.

Objective 6: The greater University community will be served by providing non-major students with a basic understanding of major issues in the field of criminology/criminal justice.

Outcome Measures: (1) The number of non-major students taking courses in criminology.  
(2) The number of minors.

Data Source/Instrumentation: (1) Grade sheets.  
(2) Enrollment data.

Time Table: Annually beginning Fall 1992.

Objective 7: Students will gain ethical sensitivity by having the opportunity to take courses dealing with ethical issues, and by being held to standards of academic honesty. Students will perceive that they have gained ethical sensitivity and have been held to standards of academic honesty.

Outcome Measures: (1) Enumeration of courses dealing with ethical issues.  
(2) Departmental policy on academic dishonesty.  
(3) Student perception of ethical sensitivity and a recognition of the academic honesty standards of the Department.

Data Source/Instrumentation: (1) Schedule of classes and a faculty

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- (3) An exit/alumni survey and the undergraduate test of basic knowledge in criminology.

- Time Table: (1) Spring 1993.  
 (2) Fall 1992.  
 (3) Annually once implemented.

Objective 8: Students will gain a sound academic basis for their post-graduate professional development, should that involve additional graduate work or professional service in one or more of the specialized areas comprising the modern urban criminal justice system.

- Outcome Measures: (1) Number of students admitted to law schools.  
 (2) Number of students admitted to graduate schools.  
 (3) Number of students employed after graduation.  
 (4) Job performance.  
 (5) Internship performance.

- Data Source/Instrumentation: (1) Alumni survey.  
 (2) Alumni survey.  
 (3) Alumni/employer survey.  
 (4) Employer survey.  
 (5) Internship supervisor survey and Department data.

- Time Table: (1) Every three years after implementation.  
 (2) Every three years after implementation.  
 (3) Every three years after implementation.  
 (4) Every three years after implementation.  
 (5) Annually, beginning in Fall 1992.

### GRADUATE PROGRAM

Objectives, outcome measures, data sources/instrumentation, and time tables specific to the Graduate program in Criminology are:

Objective 1: Students will achieve a sense of enhancement with respect to their career and professional goals.

Outcome Measure: Student expectations with regard to career goals upon entry to the program and their satisfaction with the program relative to achieving these goals at the end of the program.

Data Source/Instrumentation: Entry and exit surveys.

Objective 2: Students will achieve proficiency in the core areas of criminological theory, research methods, law, and in area of specialization.

Outcome Measures: Proportion of students achieving As and Bs in the required core curriculum.

Data Source/Instrumentation: Grade sheets.

Time Table: January 1993 and annually thereafter.

Objective 3: Students will gain a sound academic basis for their professional development, should that require additional graduate work or professional service in one or more of the specialized areas comprising the modern urban criminal justice system.

Outcome Measures: (1) Admission to Ph.D. programs.  
 (2) Admission to law schools.  
 (3) Number of students employed in criminology or related fields after graduation.  
 (4) Number of students promoted after graduation or given salary increases.  
 (5) Theses presented/published.  
 (6) Area Projects implemented by agency.

Data Source/Instrumentation: (1) Alumni surveys.  
 (2) Alumni surveys.  
 (3) Alumni surveys.  
 (4) Alumni surveys.  
 (5) Departmental data and faculty survey to that end.  
 (6) Alumni surveys.

Time Table: (1) Annually after implementation.  
 (2) Annually after implementation.  
 (3) Annually after implementation.  
 (4) Annually after implementation.  
 (5) Spring 1993.  
 (6) Annually after implementation.

Instrumentation to be developed.

1. Undergraduate test of basic knowledge in criminology.

We propose the creation of an exit exam for undergraduates to be administered to all graduating seniors each Fall and Spring semester. This exam would consist of approximately 50 items and

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the curriculum. Additionally, it would ask questions on cultural and ethnic issues, ethics, and related and relevant topics. The objective of the survey is purely informational. Data would permit an ongoing and systematic evaluation of the Department.

2. Faculty Survey

We propose development of one or more faculty surveys which will provide information not ordinarily available from the annual reports of faculty activities.

3. Alumni and Employer Survey

We propose the development of a procedure which will allow us to receive feedback from both alumni and employers concerning the extent to which their experience/education from USF/Criminology is/was valuable/valued.



DEPARTMENT OF HISTORY  
COLLEGE OF ARTS AND SCIENCES  
MISSION STATEMENT

History is an encompassing discipline that examines the connection between historical events and human experiences. By studying the causes, contexts, and chronologies of individual events and larger historical developments, history provides an understanding of the nature of continuity and change in human experiences. History also seeks to place contemporary issues, ideas, and relationships in historical perspective. A historical perspective gives a sense of both the chronological ordering of events and the relationship of diverse events at a given moment. It also involves sensitivity to cultural differences and awareness of conflicting interpretations of the same occurrences.

The Department of History serves undergraduate and graduate students, the profession, and society in general. The undergraduate curriculum is designed to provide both majors and nonmajors with (1) an appreciation of the nature and importance of a historical perspective, (2) an understanding of the development of specific peoples and societies, and (3) an awareness of conflicting interpretations of the past. Additional goals for majors at the undergraduate and graduate level include achievement of (1) an understanding of the nature of the discipline of history, and (2) the research, writing, and analytical skills to pursue professional careers or to continue their education in graduate and professional schools. Graduate students are also expected to attain competence in one specific field of historical study. The department also has a strong commitment to the professional development of its faculty through the production of scholarly publications and participation in the programs and offices of professional associations. Finally, the department seeks to serve the community at large through work with local historical and professional organizations, lectures to local groups, and publications focusing on the history of the immediate area. In all these activities the Department of History seeks to maintain the integrity of history as a scholarly discipline within the liberal arts and to promote the highest professional standards.

(Revised, 10/30/92)

**DEPARTMENT OF HISTORY**  
**PROPOSAL FOR OUTCOMES ASSESSMENT**

I. For B.A. program in history:

- A. Existing Assessment Mechanisms
  - 1. Two capstone courses required of all majors
- B. Planned Assessment Mechanisms (with proposed date of implementation)
  - 1. GRE scores and placement in M.A. programs (1992-93)
  - 2. Exit interviews of a sample of graduating seniors (1993-94)
  - 3. Alumni survey (1994-95)

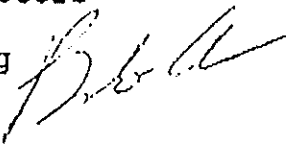
II. For M.A. program in history:

- A. Existing Assessment Mechanisms
  - 1. Two core courses required of all students
  - 2. Comprehensive written examination at the end of all course work
  - 3. Placement of M.A. students in Ph.D. programs
- B. Planned Assessment Mechanisms (with proposed date of implementation)
  - 1. Exit interviews of graduating students (1992-93)
  - 2. Alumni survey (1993-94)

UNIVERSITY OF SOUTH FLORIDA  
GEOGRAPHY DEPARTMENT

DATE: July 20, 1992

TO: Associate Dean Meyerson  
College of Arts & Letters

FROM: Robert T. Aangeenbrug   
Chair & Professor  
Geography Department

RE: DEPARTMENTAL MISSION STATEMENT - July, 1992 DRAFT

Geography explains the variable character of the earth's surface. Its two major divisions are physical and human. Physical geography includes the study of earth/sun relationships, weather, climate, and natural features of the landscape, such as landforms, soils, vegetation, and hydrology. Human geography is the study of people, their various cultures, levels of technology, and economic activities that operate differentially to alter the natural landscape and built environment. Geography's overriding purpose is to understand the earth as the home of humankind. A major concern of geography is the wise use of natural, human, and economic resources. Therefore, ecological and environmental considerations are central to the study of geography.

Our program serves as an integral part of the liberal arts curriculum and provides specialization in our discipline for majors which may include practical [field] experience gained in course work and internships. Our undergraduate program supports and is integrated with our masters level geography program which permits specialization in human geography, physical geography and geographic techniques including cartography, geographic information systems, and statistical methodology.

Our specific goals for the geography undergraduate program are:

1. to educate our students and colleagues about the global adjustment to the inevitable conflicts between humankind, physical resources and human resistance to change.
2. to teach student information about geographic theory and research findings.
3. to provide students with current information about geographical analysis and the geographic techniques and methodology.

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DEPARTMENTAL MISSION STATEMENT, MAY 1992 DRAFT  
July 20, 1992

4. to develop our students as intelligent consumers of geographic research findings.
5. to prepare students who have the desire and aptitude for postgraduate work in geography.
6. to provide undergraduate students outside our major a view of the fragile earth as the home of humankind.

Our specific goals for the geography graduate program are:

1. to educate our students about the role of geography in the transdisciplinary assessment of human survival on our crowded and fragile planet.
2. to prepare our students for entry in Ph.D. program in Geography or a related discipline.
3. to provide students with current information about spatial analysis and the geographic techniques and methodology.
4. to develop articulate and productive graduates gainfully employed as geographers or as specialists contributing in spatial analysis of human and physical phenomena.
5. to encourage our students to act as professional spokespersons for global, national, local and other spatial concerns and issues.
6. to provide graduate students outside our major a perspective on the fragile earth as the home of humankind.

RTA:ck  
147

cc: Dean Richmond  
Geography Faculty

Staff circulation

## Mission Statement

### Department of Psychology University of South Florida

Psychology is typically defined as the scientific study of behavior and of mental processes in both humans and animals. The Psychology Department has a teaching, a training, a research, and a service mission. With regard to the first three of these, it strives to achieve excellence in the dissemination of knowledge about Psychology and to be in the forefront of increasing the knowledge base in Psychology and closely related disciplines. The Department attempts to carry out its service mission by providing psychological services and expertise to individuals and groups inside and outside the University. There are separate goals for the Department's undergraduate and graduate programs.

A. Undergraduate Program - The general mission of the Psychology Department's undergraduate program is to disseminate "state-of-the-art" knowledge about the substance and methods of contemporary psychological theory and research. It is designed to: (a) give students who wish to pursue a career in Psychology the background and foundation they would need to continue their education in Psychology or closely related disciplines, and (b) give students who will not pursue such a career an understanding of psychological theory and research that is far beyond that of the typical layperson. Because a professional career in Psychology requires postgraduate training, our undergraduate program is not intended to prepare students directly for such a career, but rather to give them a foundation in the discipline. The knowledge which is imparted to the students is based on empirical research findings and is not restricted to any particular ethnic or cultural perspective.

The specific goals for the Psychology undergraduate program are:

- (1) To provide students with current information about psychological theory and research findings.
- (2) To teach students how knowledge about psychological processes is generated and can be evaluated.
- (3) To make students intelligent consumers of psychological research findings.
- (4) To prepare students, who have the desire and aptitude, for postgraduate work in Psychology.
- (5) To provide students who have other career goals with useful and valuable information about the discipline of Psychology.

B. Graduate Program - The general mission of the graduate program is to provide postgraduate education to highly talented, carefully selected individuals who want to pursue a career as a Ph.D.-level psychologist. We seek to train people who will serve as basic researchers and/or as scientist-

Mission Statement  
Department of Psychology  
Page 2

practitioners. These graduates will be prepared to approach basic and applied problems from an empirical, scientific perspective that is not restricted by any particular cultural or ethnic point of view. Further, they will be aware of their ethical responsibilities as professional psychologists.

The overall goals for the Psychology graduate program are:

- (1) To provide students with advanced training in psychological theories, research findings, and the methods that are used by both basic and applied psychologists.
- (2) To produce graduates who will use their training as research scientists to contribute substantially to the body of knowledge in Psychology.
- (3) To produce graduates who will use their training as scientist-practitioners to contribute substantially to the solution of practical problems.
- (4) To produce graduates who are aware of and practice the ethical principles of their profession.

The Department offers graduate programs of study in Clinical Psychology, Experimental Psychology and Industrial/Organizational Psychology. Although all three graduate programs share certain goals in common, their specific training goals differ somewhat.

The training goals of the Clinical Psychology Program are:

- (1) To provide a thorough grasp and understanding of the scientific foundations of Psychology.
- (2) To provide a thorough understanding of research methodology and the necessary skills of data analysis.
- (3) To provide the best possible training in the delivery of clinical services to individuals who need such services.
- (4) To insure the full integration of the science and practice components of clinical psychology.
- (5) To prepare individuals to assume positions as teachers, researchers and practitioners of Clinical Psychology in university and nonuniversity settings.

The graduate program in Experimental Psychology has the same first two goals as does the Clinical Program. Its other training goals are:

- (1) To provide the best possible training in understanding the basic processes and mechanisms responsible for the phenomena psychologists study.
- (2) To prepare individuals to assume positions as researchers and teachers of Experimental Psychology in university and nonuniversity settings.

The Industrial/Organizational graduate program has the same first two goals as do the other two programs. Its other training goals are:

- (1) To provide the best possible training in understanding human behavior in the work environment.
- (2) To insure the full integration of the scientific and practice components of Industrial/Organizational Psychology.
- (3) To prepare individuals to assume positions as teachers, researchers and practitioners of Industrial/Organizational Psychology in university and nonuniversity settings.

OUTCOMES ASSESSMENT PLAN  
Department of Psychology  
University of South Florida

This outcomes assessment plan attempts to assess the specific goals of both the undergraduate and graduate programs of the Department in a way that is both conceptually sound and cost efficient. To this end, we have focused our plan on only some of our specific goals. To include an assessment of all our goals would be impossible given the limited resources at our disposal and the large number of majors and graduate students.

The specific goals of our undergraduate program which we plan to assess and the method of assessment are:

- (1) To provide students with current information about psychological theory and research findings. To access this goal we plan to compare our curriculum with other similar universities. We will compare both our course offerings and major requirements. In addition, we plan to examine the courses our majors actually completed for their degrees. To attain this goal students need to successfully complete the major and graduate, the major aim of our advising system. Therefore, the Department will monitor the percentage of its majors who apply for graduation and actually graduate during that semester.
- (2) To teach students how knowledge about psychological processes is generated and can be evaluated. To access this goal we will query our Honors students as to what they learned in doing their theses and to count the number of students enrolled in Independent Study, an individualized research experience. In addition, we will ask students who participated in Independent Study to describe their experiences as part of an exit survey.
- (3) To prepare students, who have the desire and aptitude, for postgraduate work in Psychology. The Department will participate in the College exit survey which will ask whether or not a student plans to attend graduate school. In addition, the Department will add questions concerning the programs to which students plan to apply (e.g., clinical psychology, school psychology, social work, experimental psychology). The Department will also attempt to follow our Honors students and have them comment on how well the program prepared them for graduate school.

The assessment of our graduate program focuses on the applicant pool, the curriculum, research and, where applicable, practice experience and employment of our graduates.



- (1) To provide postgraduate education to highly talented, carefully selected individuals who want to pursue a career as a Ph.D.-level psychologist. To assess this objective the Department will obtain the average GRE scores and GPAs for all applicants, accepted applicants, and enrolled applicants.
- (2) To provide a thorough grasp and understanding of the scientific foundations of Psychology. To assess this objective we will compare our core curriculum to that of other major doctoral programs, in terms of how our students satisfy the American Psychological Associations requirements for core knowledge in psychology.
- (3) To provide a thorough understanding of research methodology and the necessary skills of data analysis. This objective will be assessed in two ways. First, our methodological and statistical requirements will be compared to other major doctoral programs. Second, we will ascertain the extent to which our students author works presented at scientific meetings and published in refereed journals.

Finally, we will look at the employment of our graduates in terms of both employment rate and the type of organization in which they are employed.

For our Clinical students, we will ascertain the percentage that obtained their first choice as to internship placement. These data provide valid indices of the quality of our program and students as students compete nationally for these placements.

October 23, 1992

To: Marilyn Myerson, Outcomes Assessment Committee Resource Person  
From: Department of Women's Studies

The Department of Women's Studies sees as its goals, broadly stated as:  
Knowledge and collaborative learning  
Multiculturalism  
Critical Thinking  
Student Empowerment (personal growth and student voice)

In terms of the future, the department chooses to work on the notions of portfolio and capstone course to assess these learning outcomes. Alumnae surveys will also be implemented every three to four years.

In the short term, the department will assess the goal of multiculturalism by examining course syllabi for evidence of inclusion of issues which relate to race, class, ethnicity, and international perspectives.  
Course evaluations will be examined to assess student empowerment.

**DRAFT****UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF WOMEN'S STUDIES****MISSION STATEMENT AND GOALS**

WOMEN'S STUDIES AT THE UNIVERSITY OF SOUTH FLORIDA OFFERS A DISCRETE INTERDISCIPLINARY FIELD OF STUDY WHICH EXAMINES WOMEN'S EXPERIENCES THROUGHOUT HISTORY AND ACROSS CULTURES, RACES AND CLASSES. OFFERING THE ONLY DEGREE GRANTING PROGRAM IN THE FLORIDA STATE UNIVERSITY SYSTEM, THE WOMEN'S STUDIES DEPARTMENT OFFERS A MAJOR AND A MINOR AS WELL AS A CONCENTRATION IN WOMEN OF COLOR STUDIES.

**GOALS**

TO PREPARE STUDENTS FOR THE DIFFICULT TASK OF CREATING A HARMONIOUS MULTI-ETHNIC WORLD.

TO ENCOURAGE STUDENTS TO BECOME ADVOCATES FOR INCREASED OPPORTUNITIES FOR ALL WOMEN BY EXPANDING AWARENESS OF WOMEN'S ABILITIES, CONTRIBUTIONS AND CONCERNS

TO ENHANCE THE INDIVIDUAL DEVELOPMENT OF STUDENTS BY ENCOURAGING THEM TO STRENGTHEN THEIR SELF-IMAGES AND TO SUPPORT THEIR CAREER DEVELOPMENT BY ENCOURAGING THEM TO DEVELOP THEIR CRITICAL SKILLS AND CREATIVE POTENTIAL

TO PROMOTE TEACHING , RESEARCH AND ACADEMIC PROGRAMMING ON WOMEN'S ISSUES, FEMINIST PERSPECTIVES, AND GENDER STUDIES(INCLUDE WOMEN'S STUDIES RESEARCH THROUGHOUT THE CURRICULUM)

TO PREPARE STUDENTS FOR GRADUATE WORK AND /OR PROFESSIONAL CAREERS IN A WIDE VARIETY OF FIELDS(EG , SOCIAL WORK, LAW, HEALTH AND EDUCATION, INTERNATIONAL RELATIONS, THE CREATIVE ARTS, GOVERNMENT AND PUBLIC POLICY ; THE SOCIAL SCIENCES, AND COMMUNITY ORGANIZATION)

TO ENCOURAGE AND SUPPORT FACULTY IN RESEARCH, AND CREATIVE AND SERVICE ACTIVITIES FOR THE DISCIPLINE AS WELL AS FOR SOCIETY


TO WORK WITHIN THE UNIVERSITY AND WITH COMMUNITY ORGANIZATIONS TO ADVANCE KNOWLEDGE ABOUT WOMEN AND TO AFFECT SOCIAL CHANGE

Myerson

UNIVERSITY OF SOUTH FLORIDA  
DEPARTMENT OF ENGLISH

September 29, 1993

TO: Marilyn Myerson, Associate Dean  
FROM: William T. Ross, Chairman, Department of English  
RE: Outcomes Assessment Plan Update



Listed below are the answers to the questions posed in your recently distributed handout.

**PART I**

1. We have not made any changes in our stated goals and expected results.
2. We have not made any changes in our unit's assessment process.

**PART II**

3. We have surveyed graduate students and talked to officers of the Graduate Student Association on numerous occasions to get feedback on the graduate program.
4. In response to surveys mentioned in item 3, the department has radically revised the English graduate program in the following ways:
  - (1) Changed the areas of examination at both the M.A. and Ph.D. levels for student specializing in Rhetoric and Composition to conform to the procedures of leading Rhetoric and Comp programs throughout the nation.
  - (2) Changed the areas of examination at the M.A. level (for both Literature and Rhetoric and Comp tracks) to encourage the study of comparative literature, culturally diverse literature, and critical theory.
  - (3) Streamlined the guidelines for the doctoral dissertation to encourage students to write a publishable manuscript.
  - (4) Instituted required graduate courses in Writing for Publication to help students to compete more effectively in the job market.

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*Government and International  
Affairs*

Outcomes Assessment Plan Update  
October 1, 1993

Part I: Changes in Outcome Assessment Plan

1. Describe any changes that have been made in your unit's stated goals and expected results.

NONE

2. Describe any changes that have been made in your unit's assessment process.

NONE

Part II. Assessment Findings and Program Improvement

3. Describe assessment results you have obtained in the past five years that have been used in your unit level planning.

The Department has been in existence for only the past three years. During that time, the only assessment results that have been obtained in the past five years are the results of the annual evaluation process.

4a. Academic Units: Describe any modifications made in teaching, research and service activities over the past five years that were based on planning and evaluation efforts.

The Department Chair has used the annual evaluation process to adjust assigned duties with respect to teaching, research and service. In addition, the following changes have been implemented regarding the programs in Government and International Affairs:

International Studies: Revision of the core requirements for the major in International Studies including the development of three new courses, INR 3003 Introduction to International Studies, INR 3080 Actors in the International System, and INR 3082 Issues in the International System.

Public Administration: Revision of the major requirements in the MPA degree to allow for a comprehensive examination option in place the problem report.

Political Science: Addition of ENC 3310 Expository Writing to the non-political science requirements for the undergraduate degree in Political Science.

OUTCOMES ASSESSMENT PLAN UPDATE: DEPARTMENT OF HISTORY

October 1, 1993

Part I. NO changes.

Part II. Assessment Findings and Program Improvement

3. The Department of History regularly uses student evaluations of instructors to assess the quality of courses, especially core courses required of all undergraduate and graduate majors. Written comments by students have been particularly helpful in spotting problems and rethinking both the content and staffing of core courses.
  
- 4a. Since 1989, several courses have been modified. Based on qualitative data gathered over several years from student evaluations of instructors, the Department of History has changed the staffing of two core courses--HIS 4104 (Theory of History) and HIS 4112 (Analysis of Historical Knowledge). The assignment of new instructors has led to revisions in the content of the courses and the techniques used to teach them. In addition to more and different required reading, the new instructors have introduced the use of student journals, group projects, and more discussion. The changes in these two courses produced an immediate and dramatic improvement in the degree of student satisfaction as expressed on anonymous evaluation forms.

Data to be collected this semester: In addition to continuing exit interviews this semester, the department is conducting a survey of all graduates of the M.A. program with a view toward fine-tuning the program.

## OUTCOMES ASSESSMENT PLAN UPDATE

### Part I

1. No changes have been made in the Psychology Department's goals and expected results.
2. No changes have been made in the Psychology Department's assessment process.

### Part II

3. During the past five years the Department has been involved in a number of assessment activities. These include a review of our undergraduate curriculum every five years, periodic review of our graduate core curriculum and the American Psychological Association's accreditation of our doctoral program in clinical psychology.
- 4a. Based upon our review of our undergraduate curriculum we have tried to add additional electives and laboratory courses but lack of funds and space have prevented us from implementing the changes we deem necessary. The Department has begun to develop a neuroscience component (two faculty have been hired) in response to change in the field and the needs of both our graduate and undergraduate programs. At the graduate level, we have added a course in cultural diversity specifically for our clinical students. In response to recommendations of the accreditation site visit committee, we are attempting to keep the Psychological Clinic open year around and make the Clinic Director a 12 month position. Finally, to improve our advising capability we have added a graduate assistant who spends 20 hours a week in this activity.

OUTCOMES ASSESSMENT PLAN UPDATE

OCTOBER 1, 1993

Part I: Changes in Outcomes Assessment Plan (if applicable)

1. We have no changes in our stated goals and expected results. However, a faculty committee is reviewing our graduate curriculum to assess its relevance and effectiveness to our goals.
2. None.

Part II: Assessment Findings and Program Improvement

3. Our assessment instrument is new. Since the 1988-89 Statewide Program Review, we have replaced four (4) faculty and one of three earlier faculty [2976-77] lines was restored. Our department generated a goal and objective statement. Our graduate students population rose from 12 to 32 in 1992. Our majors increased from 97 to 134 in 1992. Initial feedback from our questionnaire is positive.
- 4a. Our teaching faculty has been active in current learning theory and practice as well as the general studies curriculum. Our teaching load has increased, we have revised our undergraduate major and increased accessibility to students in pedagogic activities including field work, joint research and student research presentations. Research productivity has improved substantially from 0 to 3-4 grants per year, with a significant increase in publications.

Our service profile is slowly growing as our new faculty (4 new Assistant Professors) join community based research and service activities. Examples include:

- The Congregation Schaarai-Zedek - Project Cemetery Restoration
- The Centro Asturian Cemetery Restoral Project
- Tampa Bay Cleanup
- Advisory Board of the Tampa Bay Regional Planning Council
- Faculty is active in the Association of American Geographers. Most have presented papers and are active in various specialty groups.
- President of the World Computer Graphics Foundation
- Advisory Boards of Editorial Committee (6)
- Board, Florida Geographical Alliance
- Etc.

outcome.a



**SCHOOL OF MASS COMMUNICATIONS**  
Outcomes Assessment Plan Update  
October 1, 1993

Part I: Changes in Outcomes Assessment Plan

1. Describe any changes that have been made in your unit's stated goals and expected results.  
**NONE**
2. Describe any changes that have been made in your unit's assessment process  
**Dates have changed: schedule has been moved back by one semester on all assessment projects. We are also discussing whether or not to use student portfolios to the extent noted in our original plan.**

Part II: Assessment Findings and Program Improvement

3. Describe assessment results you have obtained in the past five years that have been used in your unit level planning.

a. From our entrance Language Diagnostic Test, we learned that students transferring from community college journalism classes were not prepared well enough in basic language usage and grammar skills to skip our core Media Writing class.

b. From exit interviews we learned that our better students would like to have had an Honors Program in the School

c. From overall curriculum assessment we learned that our School's two core courses were probably not sufficient to give all students the basic information/skills that they needed to proceed into their sequences.

- 4a. Academic Units: Describe any modifications made in teaching, research and service activities over the past five years that were based on planning and evaluation efforts.

From the findings above, we have modified or are in the process of modifying our curriculum to include:

a) requirement that all students, no matter what level of journalism classes they have had at community college or elsewhere, must take and pass our core Media Writing class.

b) we are studying the possibility of adding an Honors component to our program.

c) we are presently considering a revision of our core curriculum.

Department of Criminology  
OUTCOMES ASSESSMENT PLAN UPDATE

October 1, 1993

Part I: Changes in Outcomes Assessment Plan (if applicable)

1. Describe any changes that have been made in your unit's stated goals and expected results.

The Department of Criminology has made no changes or revisions in its Mission Statement or Objectives.

2. Describe any changes that have been made in your unit's assessment process.

The Department of Criminology has made some minor modifications in its Outcomes Assessment procedures for data collection.

- a. Objective 6 of the Undergraduate Program is to provide non-major students with a basic understanding of prominent issues in criminology. It was to be measured by the number of non-majors taking criminology courses and the number of declared minors.

MODIFICATION: Since data from CAS was uncertain, we are now keeping track of declared minors through our advising office.

- b. Objective 8 of the Undergraduate Program is to provide a sound basis for post-graduate professional development. One measure is to assess student performance in internships through employer surveys.

MODIFICATION: Because response rates to employer surveys was low in our initial assessment of Fall 1992 interns, we have devised an easier-to-complete instrument and instituted new procedures which require employer surveys to be returned before a grade is submitted for the student.

- c. Objective 3 of the Graduate Program is to provide students with a sound academic basis for professional development. One measure is to enumerate the number of theses that have been published or presented at professional meetings.

MODIFICATION: We have expanded this measure to include student presentations or publications of papers other than the thesis, as well as students' collaborative research with faculty.

## Part II: Assessment Findings and Program Improvement

3. Describe assessment results you have obtained in the past five years that have been used in your unit level planning.
  - a. The data collected for the Spring 1993 Outcomes Assessment Report demonstrated strong support for the achievement of our objectives. Thus far, we have found no deficiencies in our programs which require any major modifications. We are currently planning additional data collection for this academic year as part of our ongoing Outcomes Assessment Plan.
  - b. In 1991 we conducted a survey of graduate departments in Criminology/Criminal Justice throughout the country, assessing faculty recruitment expectations to determine the demand for criminologists with the Ph.D. Our results indicated a growing need for doctoral level criminologists and were used in support of our application to begin planning for a Ph.D. program.
  - c. In 1992 we obtained data from a number of sources in preparation for our Self Study/Systemwide Review. The data used in our report included: number of students attending Criminology classes by level, number of Criminology majors by level, demographic characteristics of majors, number of faculty and adjunct positions, student demand for courses at the graduate level and enumeration/evaluation of library holdings for Criminology.
  
4. Describe any modifications in teaching, research, and service activities over the past five years that were based on planning and evaluation efforts.
  - a. Changed course offerings to accommodate new Liberal Arts requirements.
  - b. Revised graduate program admissions procedures.
  - c. Revised sequencing of courses at the graduate level.