

1-1-2013

## Academic Learning Compact : M. L. A. Florida Studies [Effective 2013]

University of South Florida St. Petersburg.

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Academic Learning Compacts  
MLA- FLORIDA STUDIES  
2013 – 2014  
Due: September 29, 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 data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES		UNDERGRADUATE PROGRAMS											
				Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	Journalism (BA)	
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system													
	Offer certificate, undergraduate and graduate programs that meet regional needs														
	Implement and support information and instructional technologies that facilitate effective pedagogies														
	Enhance programs that specifically support academic excellence														
	Increase student awareness of participating in a global society														
Student Engagement	Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens  Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate													
	Foster institutional pride and strengthen connections within the campus community														
	Enhance opportunities for increased student involvement in curricular and co-curricular activities														
Diversity & Inclusion	Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have.  Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines													
	Attract and retain a diverse student population														
	Increase the diversity of faculty and staff														
Research & Creative Activities	Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields.  We expect our undergraduate and graduate students to engage in research in collaboration with faculty													
	Promote and support undergraduate research as a meaningful aspect of campus life														
	Enhance and support research and scholarly collaborations with community partners														



Academic Learning Compacts  
MLA Florida Studies  
2013 – 2014  
Due: September 2014

*Signature Page for Academic Program*

**Academic Program:** Florida Studies Program (Master of Liberal Arts)

**Chair/Coordinator:** Christopher F. Meindl

**Date:** 29 September 2014

Summary Statement – Academic Program Performance in 2013-2014

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

**The Florida Studies Program is as healthy as ever. Between the summer and fall 2013 and winter 2014 terms, we admitted 10 new graduate students into the program—and graduated 4. We hosted several public programs including *Meet the Editors* (of several state-based academic journals) in September 2013; *Marjory Kinnan Rawlings* (as portrayed by Betty Jean Steinshouer) in October 2013; *The (Fading?) Promise of Planning in Florida* in January 2014; and *Florida Estuaries* (featuring former Nixon administration official and long-time Fla. environmental advocate Nathaniel Reed) AND *Hurricanes and Memory*, both in April 2014. Students also had the opportunity to participate in several field excursions: to the Florida state capital in summer 2013; to the Green Swamp in October 2013; to the salt marshes of Flagler County in November 2013; to Disney’s Celebration community in February 2014; and several Florida springs in summer 2014. On the not so positive side, the Program had a big problem when one of its part-time instructors was accused of impropriety in class. USF investigated the issue and near as I can tell, the instructor was cleared. But I never saw the university’s final report on the matter. In taking over this class, it was discovered that the syllabi were not nearly as strong/rigorous as they should have been—nor was there a sufficient difference between graduate and undergraduate student requirements.**

## Summary Statement – Impact of Changes Made in 2013-14

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

**Any changes we made had absolutely nothing to do with this ALC assessment process. That said, we are working to ensure that course syllabi are sufficiently rigorous and that there is a difference between graduate and undergraduate syllabi when courses are open to both graduate and undergraduate students.**

## Academic Learning Compacts, Updates: 2013 – 2014

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

**Academic Program:** *Florida Studies Program*

**Person Responsible:** *Christopher F. Meindl*

<b>Mission of Academic Program (include URL):</b>
<p><b>List Program Goal(s) / Objective(s):</b>  <b>Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.</b>  <small>[Please note impact of any changes that were made as a result of 2010-11 assessment]</small></p> <p>ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.</p>

\*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.

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Demonstrate mastery of the literature associated with a cultural, historical, political, economic or environmental issue in Florida.	Final Paper grades in the Core course: <i>Modern Florida History</i>	At least 75% of the students in this class will earn a B- or higher	<b>16/18 (89%) success</b>	

2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Students should be able to speak and write clearly and concisely.	Final Paper grades <i>in Intro to Florida and Regional Studies course.</i>	At least 75% of students in Intro to Florida and Regional Studies will earn a grade of at least B- for their final paper.	<b>17/18 (95.5%) success</b>	
Students should demonstrate the ability to follow instructions AND complete assigned tasks within the time allotted.	Students nearing the end of their academic programs should respond to the call to submit graduation applications in a timely manner—and then complete all degree requirements so they can graduate.	We want at least 75% of those who apply for graduation to complete their degree requirements and graduate.	Four out of the five students (80%) who applied to graduate during the 2013-2014 school year actually completed their degree requirements and graduated.	

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Graduates should be able to articulate an issue about which we have incomplete knowledge, assemble and analyze primary source data/material, and draw conclusions based on analysis of that data/material.	Final Paper grades in <i>Modern Florida History</i> course.	At least 75% of students in Modern Florida History will earn at least B- for their final papers.	<b>16/18 (89%) success</b>	

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Put together public program(s) in which guest speaker(s) make a presentation and engage the community in question and answer.	Number of Public Programs	At least ONE public program sponsored (or co-sponsored) by the Florida Studies Program.	Florida Studies sponsored (or co-sponsored) FIVE separate public programs in 2013-2014 (see page 3).	

\*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.

Academic Learning Compacts: 2014 – 2015: Same as for 2013-2014.

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

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**Academic Program:**

**Person Responsible:**

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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 2013-14

\*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 2013-14

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

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Attachment 1  
USF St. Petersburg  
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

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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

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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

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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

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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

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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

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

- 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