University of South Florida St. Petersburg
Digital USFSP

2016

Academic Learning Compact : English Studies [Effective 2016]

University of South Florida St. Petersburg.

Follow this and additional works at: https://digital.usfsp.edu/institutional_research_acl

Recommended Citation

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

Academic Learning Compacts
ENGLISH

Academic Year: Fall 2016 & Spring 2017

<mark>Due: May</mark> 19, 2017

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.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

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)	World Languages
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				X X								
Offer certificate, undergraduate and graduate programs that meet regional needs					X X								
Implement and support information and instructional technologies that facilitate effective pedagogies					X X								
Enhance programs that specifically support academic excellence					X X								
Increase student awareness of participating in a global society					X X								
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				X								
Foster institutional pride and strengthen connections within the campus community	Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate				X X								
Enhance opportunities for increased student involvement in curricular and co-curricular activities					X X								
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.				X X								
Attract and retain a diverse student population	Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines				X X								
Increase the diversity of faculty and staff													
h & Creative Activiti													
Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields.				X X								
Promote and support undergraduate research as a meaningful aspect of campus life	We expect our undergraduate and				X X								

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

	Enhance and support research and scholarly collaborations with community partners	graduate students to engage in research in collaboration with faculty			X	X							

Signature Page for Academic Program

Academic Program: English Studies
Chair/Coordinator: Morgan Gresham, Writing Studies coordinator   **Date: 19 May 2017**

Summary Statement--Academic Program Performance in Fall 2016- Spring 2017
Provide a summary statement about academic program performance over the previous year including high points and low points

As of spring 2017, English has ___ currently enrolled majors. During academic year 2016-2017, we graduated ___students from the combined English major. Most of our majors are transfer students.

All English majors are required to take two courses: ENC 3445: Introduction to the English Major and ENG 4950: Senior Portfolio. In the intro course, students create an electronic portfolio where they develop several baseline artifacts. Students then add materials to their portfolios as they take classes in the major. In their last semester before graduation, students take ENG 4950: Senior Portfolio, during which they revise and reflect upon their work in the English major and the Academic Learning Compacts. We use these two portfolios as part of our assessment of the ALCs. In addition, we use course-level assessment of class-based portfolios in Writing Studies. In Literature and Cultural Studies, instructors complete a form with a short reflection.

High Points:
Students who successfully complete ENG 4950: Senior Portfolio typically graduate during that semester or in the following semester.

Low Points:
Some required Writing Studies classes have been cancelled due to low enrollment, subsequently extending time to graduation for some of our students. Literature and Cultural Studies revised curriculum not yet in place because of issues with the former registrar, which caused some challenges in offering all the courses needed.

Summary Statement--Impact of Changes Made in Fall 2016- Spring 2017
Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points

AY 2016-17 is the first full year we have used the streamlined ALCs for both Literature and Writing. Based upon the differences noted above, we plan to implement the following changes for 2017-2018:

Academic Learning Compact: Fall 2016- Spring 2017

"... to ensure student achievement in undergraduate and graduate degree programs ..."

- We have been using and will continue to use permanent faculty to teach ENC 3445 and ENG 4950.
- We are offering ENC 3345 and ENG 4950 simultaneously so that students cannot enroll in both classes during one semester.
- New Lit and Cultural Studies Curriculum will be in place Fall 17.
- We are starting to meet in groups to review artifacts, and we are working together to revise specific syllabi and assignments as needed in both courses. We will add these changes to improvements discussed in previous ALC reports, and on track to begin next year.
- As Creative Writing continues to move to an online program, we will work with departmental leadership to make sure students are working with all of the ALCs across the parts of the major.

Academic Program: English, 2 tracks
Responsible Person: Morgan Gresham, Writing Studies coordinator

Mission of Academic Program (include URL): **http://www.usfsp.edu/coas/vva/** The undergraduate degree in Writing Studies prepares students to work as innovative professional communicators in a variety of field--from government to business to medicine. The program brings together professional and public discourse within specific rhetorical situations so that writers experience specific local, global, organizational, and civic dimensions. We research, develop, evaluate, and practice professional and public discourse. Students are encouraged to collaborate with schools, corporations, agencies, and community-based organizations to design, develop, use, and evaluate oral, written, and digital artifacts. The program is designed to empower individual communicators in the ethical and strategic use of language in a variety of public and professional communities. The program will produce graduates who can effectively compose using a variety of tools in order to communicate with their audiences.

List Program Goal(s) / Objective(s): The writing studies track of the English major has the following program goals:
- to increase students' awareness of the many different contexts, genres, modalities, and conventions of writing that takes place inside and outside of the academic environment;
- to develop strong communicators—speakers, writers, presenters; and
- to assist students as they develop strong inquiry and research skills

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

These program goals listed above are directly related to the CAS goals in the following ways:
- **CAS Goal—Our students will have critical skills and a broad outlook that will make them engage and productive citizens**: we teach critical means of assessing textual audiences, purposes, contexts, and inquiry and research skills so that students and graduates can transfer their communication experiences from one rhetorical situation to the next
- **CAS Goal—Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate**: all writing classes are experiential; all students engage with materials and projects that ask them to move beyond the boundaries of the academy
- **CAS Goal—Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class size, and mentoring those students we have and encourage free discussion, foster critical thinking, demand that our students write, and work across the curriculum:** all writing classes are capped at 25 so that each student receives an opportunity to discuss, share ideas, draft, share, rewrite, present and develop their ideas in an intellectually challenging, but safe, environment.
- **CAS Goal—Make significant and meaningful contributions to ongoing dialogues in our academic fields and engage in research in collaboration with faculty:** every student enrolled in a writing class learns how writing writ large as a means of making meaning and expressing meaning contributes to each discipline's intellectual history and growth. Students in writing classes develop research projects through which they must answer their own research questions and in so doing understand the history of the problem as well as the current scholarly conversation.

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

*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.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

Academic Program: Writing Studies
Person Responsible: Morgan Gresham, Writing Studies Coordinator

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
1a. Recognize and apply disciplinary conventions, practices, terms, and theories.	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 Assessment of individual student portfolios at the course level by the	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	49 students completed the Intro course in AY 16-17; 30 students completed the Senior Portfolio 30 Portfolio students were	95% of majors assessed on this ALC achieved 3 or better.	A majority of students are meeting this objective, and there was a slight increase from last year's score.

"... to ensure student achievement in undergraduate and graduate degree programs ..."

	instructor	Score of 4 or better, with gains, on Senior Portfolios Expectation is that 75% of all English majors will earn a 3/meets expectations on portfolio score.	assessed and 29 of majors earned a 3 or better on the course- level portfolio evaluation of ALC 1a.		
1b. Evaluate how language works in a variety of rhetorical, artistic, historical, and cultural contexts.	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 Assessment of individual student portfolios at the course level by the instructor	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 Expectation is that 75% of all English majors will earn a 3/meets expectations on portfolio score.	49 students completed the Intro course in AY 16-17; 30 students completed the Senior Portfolio. 30 Portfolio students were assessed and 25 majors earned a 3 or better on the course- level portfolio evaluation of ALC 1b.	Most majors assessed on this ALC achieved 3 or better.	Although most majors passed this assessment, only 60% of majors in were assessed on this ALC.

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
2. Compose with a clear awareness of purpose, audience, and medium, through a process that involves reflection and	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable	Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice	49 students completed the Intro course in AY 16-17; 30	A majority of majors assessed on this ALC achieved 3 or better.	A majority of students are meeting this objective, and there was a slight increase from last year's score.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

revision.	Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios Expectation is that 75% of all English majors will earn a 3/meets expectations on portfolio score	students completed the Senior Portfolio. The average score of ALC 2 in the Intro portfolio was 3.31 and the average score of ALC 2 in Senior Portfolio was a 4. 30 Portfolio students were assessed and 25 majors earned a 3 or better on the course- level portfolio evaluation of ALC 2		There still seems to be a discrepancy between the kinds of reflections the committee is looking for in the portfolio and what artifacts exist in the portfolio. additional changes to the curriculum overall to make sure that all students have this ALC introduced and reinforced before the Senior Portfolio assessment.

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
3. Generate ideas and questions; pose problems; gather, synthesize, and evaluate data from a variety of sources (e.g., print and non-print	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable	Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice	49 students completed the Intro course in AY 16-17; 30	82% of majors assessed on this ALC achieved 3 or better.	We have implemented a capstone project in Senior Portfolio that seems to be improving students' scores on generating ideas and

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

texts, artifacts, people) to communicate these discoveries in ways suitable to broader academic conversations.	Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC	3= Proficient 4=Mastery 5=Distinguished Score of 3 or better on Intro portfolio Score of 4 or better, with gains, on Senior Portfolios	students completed the Senior Portfolio. The average score of ALC 3 in the Intro portfolio was 3 and the average score of ALC 3 in Senior Portfolio was a 4	Our analysis of senior portfolios show some gaps in what we want students to do in courses between Intro and Senior Portfolio. Our initial analysis shows that students do not have complete portfolios, we participated in conversations to determine what we value in the portfolios and in the curriculum.	questions, and gathering information. Students are still struggling with evaluating data and making cohesive scholarly arguments. Additionally there seems to be a discrepancy between the kinds of reflections the committee is looking for in the portfolio and what artifacts exist in the portfolio so we discussed additional changes to the curriculum overall to make sure that all students have this ALC introduced and reinforced before the Senior Portfolio assessment.

4. Civic Engagement and Diversity:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
4. Recognize and value differences between multiple language users; determine ethical, responsible ways to bridge different cognitive and discourse communities.	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	49 students completed the Intro course in AY 16-17; 30 students completed the Senior Portfolio.	Although nearly 100% of those assessed on this ALC met expectations, only 58% of majors in Writing Studies were assessed on this ALC.	We discussed additional changes to the curriculum overall to make sure that all students have this ALC introduced and reinforced before the Senior Portfolio assessment.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

USFSP

ST. PETERSBURG

Academic Program: Writing Studies
Person Responsible: Morgan Gresham

ALC GOALS ESTABLISHED FOR DATA COLLECTION: <mark>Fall 2017 & Spring 2018</mark>

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
1a. Recognize and apply disciplinary conventions, practices, terms, and theories.	English conducts program-level assessments in ENC 3445 and ENG 4950. Students create electronic portfolios in ENC 3445 (taken in or prior to the first semester of the major) that Students may include essays, digital projects, multimodal compositions, informal writing, creative writing, videos of presentations and performances, and similar assignments in their portfolios. Individual instructors conduct their own course-level assessments on the ALCs for 3000- and 4000-level courses. Some use portfolios and some do not. Instructors in courses that do not employ the electronic portfolio as a	An assessment committee of at least three readers evaluates using a 1-5 scale, with 3 equaling "meets expectations." Students graduating from the program finalize those portfolios in ENG 4950 (taken in the last semester of the major) by including a sample of artifacts produced in the major and a reflective introduction. The assessment committee evaluates these portfolios using			

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

	form of course-level assessment should encourage students to add to their ENC 3445 portfolios assignments/artifacts that demonstrate how they meet Student Learning Outcomes in the major. The English program's Assessment Committee will gather the information from course-level assessments to provide data on student learning between ENC 3445 and ENG 4950. Sample syllabus language regarding portfolios: **E-Portfolio Assignment.** All English majors at USFSP create electronic portfolios in ENC 3445 (Introduction to the English Major), finish those portfolios in ENG 4950 (Senior Portfolio), and add assignments to them in between those two courses. The assignment to add from this class is the _____ because it assesses Student Learning Outcomes _____. Students may also choose to add other assignments that reflect positively on their learning.	the same scale. English has as a goal a 75% rate of students scoring at least a 3/meets expectations.			
1b. Evaluate how language works in a variety of rhetorical, artistic, historical, and cultural contexts.				

2. Communication Skills:

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
2. Compose with a clear awareness of purpose, audience, and medium, through a process that involves reflection and revision.	English conducts program-level assessments in ENC 3445 and ENG 4950. Students create electronic portfolios in ENC 3445 (taken in or prior to the first semester of the major) that Students may include essays, digital projects, multimodal compositions, informal writing, creative writing, videos of presentations and performances, and similar assignments in their portfolios. Individual instructors conduct their own course-level assessments on the ALCs for 3000- and 4000-level courses. Some use portfolios and some do not. Instructors in courses that do not employ the electronic portfolio as a form of course-level assessment should encourage students to add to their ENC 3445 portfolios assignments/artifacts that demonstrate how they meet Student Learning Outcomes in the major. The English program's Assessment Committee will gather the information from course-level assessments to provide data on student learning between ENC 3445 and ENG 4950. Sample syllabus language regarding portfolios: **E-Portfolio Assignment.** All English majors at USFSP create electronic portfolios in ENC 3445	An assessment committee of at least three readers evaluates using a 1-5 scale, with 3 equaling "meets expectations." Students graduating from the program finalize those portfolios in ENG 4950 (taken in the last semester of the major) by including a sample of artifacts produced in the major and a reflective introduction. The assessment committee evaluates these portfolios using the same scale. English has as a goal a 75% rate of students scoring at least a 3/meets expectations.			

	(Introduction to the English Major), finish those portfolios in ENG 4950 (Senior Portfolio), and add assignments to them in between those two courses. The assignment to add from this class is the _____ because it assesses Student Learning Outcomes _____. Students may also choose to add other assignments that reflect positively on their learning.			

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
3. Generate ideas and questions; pose problems; gather, synthesize, and evaluate data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate these discoveries in ways suitable to broader academic conversations.	English conducts program-level assessments in ENC 3445 and ENG 4950. Students create electronic portfolios in ENC 3445 (taken in or prior to the first semester of the major) that Students may include essays, digital projects, multimodal compositions, informal writing, creative writing, videos of presentations and performances, and similar assignments in their portfolios. Individual instructors conduct their own course-level assessments on the ALCs for 3000- and 4000-level courses. Some use portfolios and some do not. Instructors in courses that do not employ the electronic portfolio as a	An assessment committee of at least three readers evaluates using a 1-5 scale, with 3 equaling "meets expectations." Students graduating from the program finalize those portfolios in ENG 4950 (taken in the last semester of the major) by including a sample of artifacts produced in the major and a reflective introduction. The assessment committee evaluates these portfolios using			

	form of course-level assessment should encourage students to add to their ENC 3445 portfolios assignments/artifacts that demonstrate how they meet Student Learning Outcomes in the major. The English program's Assessment Committee will gather the information from course-level assessments to provide data on student learning between ENC 3445 and ENG 4950. Sample syllabus language regarding portfolios: **E-Portfolio Assignment.** All English majors at USFSP create electronic portfolios in ENC 3445 (Introduction to the English Major), finish those portfolios in ENG 4950 (Senior Portfolio), and add assignments to them in between those two courses. The assignment to add from this class is the _____ because it assesses Student Learning Outcomes _____. Students may also choose to add other assignments that reflect positively on their learning.	the same scale. English has as a goal a 75% rate of students scoring at least a 3/meets expectations.			

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

| 4. Recognize and value differences between multiple language users; determine ethical, responsible ways to bridge different cognitive and discourse communities. | English conducts program-level assessments in ENC 3445 and ENG 4950. Students create electronic portfolios in ENC 3445 (taken in or prior to the first semester of the major) that

Students may include essays, digital projects, multimodal compositions, informal writing, creative writing, videos of presentations and performances, and similar assignments in their portfolios. Individual instructors conduct their own course-level assessments on the ALCs for 3000- and 4000-level courses. Some use portfolios and some do not. Instructors in courses that do not employ the electronic portfolio as a form of course-level assessment should encourage students to add to their ENC 3445 portfolios assignments/artifacts that demonstrate how they meet Student Learning Outcomes in the major. The English program's Assessment Committee will gather the information from course-level assessments to provide data on student learning between ENC 3445 and ENG 4950.
Sample syllabus language regarding portfolios:

E-Portfolio Assignment. All English majors at USFSP create electronic portfolios in ENC 3445 (Introduction to the English Major), finish those portfolios in ENG 4950 (Senior Portfolio), and | An assessment committee of at least three readers evaluates using a 1-5 scale, with 3 equaling "meets expectations." Students graduating from the program finalize those portfolios in ENG 4950 (taken in the last semester of the major) by including a sample of artifacts produced in the major and a reflective introduction. The assessment committee evaluates these portfolios using the same scale. English has as a goal a 75% rate of students scoring at least a 3/meets expectations. | | | |

	add assignments to them in between those two courses. The assignment to add from this class is the _____ because it assesses Student Learning Outcomes _____. Students may also choose to add other assignments that reflect positively on their learning.				

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Multiculturalism and Diversity are integrated throughout our ALCs, see especially Content area 1b and 4. Civic Engagement .					