

University of South Florida St. Petersburg

**Digital USFSP**

---

Academic Learning Compacts

Academic Learning Compacts & Supplemental  
Documents

---

2017

## **Academic Learning Compact : English [Effective 2017]**

University of South Florida St. Petersburg.

Follow this and additional works at: [https://digital.stpetersburg.usf.edu/institutional\\_research\\_acl](https://digital.stpetersburg.usf.edu/institutional_research_acl)

---

# ALC English 2017-2018

*Literature and Writing*



## ALC - English (BA) (CIP CODE 23.0101)

**Program Mission:** The Department of Verbal and Visual arts offers a major in English in two areas of specialization, minors in each area of specialization, and an undergraduate certificate in Creative Writing.

Mission of Academic Program (include URL): <http://www.usfsp.edu/coas/vva/>

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

**Writing Studies (WSSP):** 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.

**Program Vision:** A major in English provides the core skills for professional success in a changing world and the foundation for a life well-lived.

**Assessment Committee Members:** Morgan Gresham, Julie Armstrong, Tom Hallock

<i>Program Outcomes</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
<p><b>Content/Discipline Skills - Disciplinary Skills</b> - Recognize and apply disciplinary conventions, practices, terms and theories.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2017 - 2018, 2018 - 2019</p>	<p><b>Direct Measure</b> - Portfolio Assessment - Initially assigned in ENC 3445: Intro to English Major. Portfolio will be reviewed in ENG 4950: Senior Portfolio (capstone) course.</p> <p>Students may include essays, digital projects, multimodal compositions, informal writing, creative writing, videos of presentations and performances, and similar</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Meets Expectations            In fall 2017, 12 Senior Portfolio student portfolios were assessed for students' ability to recognize and apply disciplinary conventions, practices, terms, and theories in a Senior Capstone project. 12 students met the goal of 3 or better. 0 students did not meet the goal of 3 or better. 100% success rate.</p> <p>In spring 2018, 24 Senior Portfolio student portfolios were assessed for students' ability to recognize and apply disciplinary conventions, practices, terms, and theories in a</p>	<p><b>Use of Findings:</b> Students struggle identifying and apply disciplinary conventions, practices, terms, and theories for their capstone projects. Faculty will continue to reiterate research practices in English Studies and create assignments that encourage students to work with disciplinary conventions and theories prior to Senior Portfolio class. (05/31/2018)</p>

Program Outcomes	Means of Assessment	Findings	Use of Findings
	<p>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.</p> <p><b>Criterion for Success:</b> 75 % of students will score 3 or better on the portfolio</p> <p><b>Notes:</b> Faculty use a rubric to assess senior portfolios.</p>	<p>Senior Capstone project. 19 students met the goal of 3 or better. 5 students did not meet the goal of 3 or better. 76% success rate.</p> <p>Overall success rate: 86% (05/31/2018)</p>	
<p><b>Communication Skills - PO 1 -</b> Compose with clear awareness of purpose, audience, and medium through a process that involves reflection and revision</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2017 - 2018, 2018 - 2019</p>	<p><b>Direct Measure -</b> Portfolio Assessment - Initially assigned in ENC 3445: Intro to English Major. Portfolio will be reviewed in ENG 4950: Senior Portfolio (capstone) course.</p> <p><b>Criterion for Success:</b> 75 % of students will score 3 or better on the portfolio</p> <p><b>Notes:</b> Faculty use a rubric to assess senior portfolios.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Exceeds Expectations</p> <p>In fall 2017, 12 Senior Portfolio student portfolios were assessed for students' ability to compose a longer academic project that demonstrates attention to audience, purpose, and medium. Students also demonstrate a clear process of writing that includes intensive revision and reflection. 12 students met the goal of 3 or better. 0 students did not meet the goal of 3 or better. 100% success rate.</p> <p>In spring 2018, 24 Senior Portfolio student portfolios were assessed for students' ability to compose a longer academic project that demonstrates attention to audience, purpose, and medium. Students also demonstrate a clear process of writing that includes intensive revision and reflection. 23 students met the goal of 3 or better. 1 student did not meet</p>	<p><b>Use of Findings:</b> Although the Senior Capstone project is successful, faculty suggest the following tweaks to the assignment: ask students to focus on research completed in previous classes; focus on academic/scholarly (not creative) projects; focus on shorter (article or conference presentation length) projects. (05/31/2018)</p>

Program Outcomes	Means of Assessment	Findings	Use of Findings
<p><b>Content/Discipline Skills--Language Works</b> - Evaluate how language works in a variety of rhetorical, artistic, historical, and/or cultural contexts.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2017 - 2018, 2018 - 2019</p>	<p><b>Direct Measure</b> - Portfolio Assessment - Initially assigned in ENC 3445: Intro to English Major. Portfolio will be reviewed in the ENG 4950: Senior Portfolio (capstone) course.  <b>Criterion for Success:</b> 75 % of students will score 3 or better on the portfolio  <b>Notes:</b> Faculty will use a rubric to evaluate student portfolios.</p>	<p>the goal of 3 or better. 95.83% success rate.   Overall success rate: 97% (05/31/2018)</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Meets Expectations  In fall 2017, 12 Senior Portfolio student portfolios were assessed for students' ability to evaluate how language works in multiple contexts in a Senior Capstone project. 12 students met the goal of 3 or better. 0 students did not meet the goal of 3 or better. 100% success rate.   In spring 2018, 24 Senior Portfolio student portfolios were assessed for students' ability to evaluate how language works in multiple contexts in a Senior Capstone project. 19 students met the goal of 3 or better. 5 students did not meet the goal of 3 or better.</p>	<p><b>Use of Findings:</b> Student reflections--not the capstone project--best reflect students' evaluation of how language works in context. Faculty will develop assignments that help students develop and practice these reflections prior to ENG 4950. (05/31/2018)</p>
<p><b>Critical Thinking Skills</b> - 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 and/or cultural conversations.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2017 - 2018, 2018 - 2019</p>	<p><b>Direct Measure</b> - Portfolio Assessment - Initially assigned in ENC 3445: Intro to English Major. Portfolio will be reviewed in ENG 4950: Senior Portfolio (capstone) course.  <b>Criterion for Success:</b> 75 % of students will score 3 or better on the portfolio  <b>Notes:</b> Faculty use a rubric to assess senior portfolios.</p>	<p>Overall success rate: 86% (05/31/2018)</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Exceeds Expectations  In fall 2017, 12 Senior Portfolio student capstone projects were assessed for students' ability to generate scholarly ideas and questions; to pose problems; gather, synthesize, and evaluate data from a variety of sources (e.g. print and non-print texts, artifacts, people) to address or answer these questions; and to communicate these discoveries in ways suitable to broader academic and/or cultural conversations. 12 students (100%) met the goal of 3 or better.   In spring 2018, 24 Senior Portfolio student capstone projects were assessed for students' ability to generate scholarly ideas and questions; to pose problems; gather, synthesize, and evaluate data from a variety of sources (e.g. print and non-print texts, artifacts, people) to address or answer these questions; and to communicate these discoveries in ways suitable to broader academic and/or cultural conversations. 20 students (80%) met the goal of 3 or better. 4 students did not meet the goal of 3 or better.</p>	<p><b>Use of Findings:</b> The capstone project assignment is generally successful in developing students' critical thinking skills. For those students who do not meet the expectations, the concern seems to revolve around generating and developing ideas. Program faculty will work together to develop research questions that can be introduced in ENC 3445: Introduction to the English Major and developed in classes throughout the major so that when students arrive in ENG 4950: Senior Portfolio, they will have a body of scholarly questions from which to choose. (05/31/2018)</p>

<i>Program Outcomes</i>	<i>Means of Assessment</i>	<i>Findings</i>	<i>Use of Findings</i>
-------------------------	----------------------------	-----------------	------------------------

Overall success rate: 88.89% (05/31/2018)

**Civic Engagement** - Recognize and value differences between multiple language users; determine ethical, responsible ways to bridge different cognitive and discursive communities.  
**Outcome Status:** Active  
**Planned Assessment Cycle:** 2017 - 2018, 2018 - 2019

**Direct Measure** - Portfolio Assessment - Initially assigned in ENC 3445: Intro to English Major. Portfolio will be reviewed in ENG 4950: Senior Portfolio (capstone) course.  
**Criterion for Success:** 75 % of students will score 3 or better on the portfolio  
**Notes:** Faculty use a rubric to assess senior portfolios.

**Reporting Period:** 2017 - 2018  
**Conclusion:** Did Not Meet Expectations  
 In fall 2017, 24 Senior Portfolio student portfolios were assessed for whether students recognize and value differences between multiple language users; and to determine how students use language ethically and responsibly to bridge different cognitive and discursive communities. 6 met the goal of 3 or better. 6 students did not meet the goal of 3 or better. 50% success rate.  
 In spring 2018, 24 Senior Portfolio student portfolios were assessed for whether students recognize and value differences between multiple language users; and to determine how students use language ethically and responsibly to bridge different cognitive and discursive communities. 18 students (72%) met the goal of 3 or better. 6 students did not meet the goal of 3 or better.  
 Overall success rate: 66.67% (05/31/2018)

**Use of Findings:** This outcome is difficult to assess in its current form as the primary means of determining student success is from students reflections. Unless students specifically address this outcome and how they recognize and value differences between multiple language users, faculty cannot determine if students have met this expectation.  
 Faculty will work together to determine some concrete textual identifiers to use in in future rubrics. Wording of the SLO may need to be changed to reflect more exact learning outcomes.  
 (05/31/2018)