

Academic Learning Compacts, Updates: 2012 – 2013

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



Academic Learning Compacts ENGLISH (LITERATURE AND CULTURAL STUDIES)

2012 – 2013

Due: May 2013

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.

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Signature Page for Academic Program

Academic Program: LITERATURE AND CULTURAL STUDIES

Chair/Coordinator: Morgan Gresham (Chair); Julie Armstrong (Coordinator)

Date: May 2013

Summary Statement – Academic Program Performance in 2012-13

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

High Points:

Low Points:

Improvements to be made for next assessment cycle:

- Encourage students to include work done for other courses and their own chosen works in the portfolios; include more types of writing in portfolios to reflect diversity of genres and issues—introduce this practice in the Introduction to the English Major course and encourage throughout the major courses.
- Encourage students to work on portfolio design to better reflect/display their work.
- Have students self-identify in portfolios/assignments which concentration of the major they are working toward and self-identify the ALCs in their portfolio texts and reflections.
- Identify LIT and WS students in intro course; compare LIT to LIT intro/senior portfolios; WS to WS intro/senior portfolio.

Further, we had our departmental self-study and external review in AY 12-13, and VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:

- Putting ALCs in line with vocabulary that uses Bloom’s taxonomy
- Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

Summary Statement – Impact of Changes Made in 2011-12

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

Fall 2012 is the first semester of our significantly revised English major, with two concentrations. In addition to changing the major, we changed our assessments to add assessment of an entering course, ENG 3445, Intro to the English Major and an exiting course, ENG 4590, Portfolio, where we can track student progress over time in both English majors in addition to course-level, instructor determined ALC assessment.

Academic Program: Literature and Cultural Studies

Person Responsible: Morgan Gresham (chair) / Barbara Jolley (assessment committee)

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

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

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

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

Fall 2012 is the first semester of our significantly revised English major, with two concentrations. In addition to changing the major, we changed our assessments to add assessment of an entering course, ENG 3445, Intro to the English Major and an exiting course, ENG 4590, Portfolio, where we can track student progress over time in both English majors in addition to course-level, instructor determined ALC assessment. Program goals include developing a rigorous liberal arts culture by involving our students in open discussions, fostering critical and creative thinking, and demanding well written researched projects. VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1) Putting ALCs in line with vocabulary that uses Bloom’s taxonomy; and 2) Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs.

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

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
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<p>1.a Demonstrate knowledge of genre in a range of historical periods through critical engagement with diverse modes of expression, including traditional literature, film, and new media</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio; instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 85% of students demonstrated mastery for ALC 1.a; Assessed 3 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 1.a in the Intro portfolio was 2.85</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.a. were 3.83 with an average gain of 1 point</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
<p>1.b. Demonstrate knowledge of the literary or artistic conventions, rhetorical or metaphorical figures, or forms characteristic of specific modes, genres, or traditions.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio; instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 86% of students demonstrated mastery for ALC 1.b; Assessed 8 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 1.b in the Intro portfolio was 3.13</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.b. were 3.83 with an average gain of 1.33</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

<p>1.c. Demonstrate knowledge of interdisciplinary theoretical paradigms and prevalent contemporary literary approaches, as well as the conventions and history of the field itself.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio; instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 87% of students demonstrated mastery for ALC 1.c; Assessed 2 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 1.c in the Intro portfolio was 2.37</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.c. were with an average gain of 1.33</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
<p>1.d. Demonstrate a knowledge of a diverse range of literatures, including not only canonical but also non-canonical works, literature by historically marginalized groups (such as women, ethnic minorities), as well as texts not initially written in English.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio; instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 92% of students demonstrated mastery for ALC 1.d; Assessed 3 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 1.d in the Intro portfolio was 2.96</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.d. were 3.83 with an average gain of .33 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

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<p>1.e. Demonstrate a knowledge of historical and cultural movements, particularly before 1800, including British and American traditions along with major movements in world literature.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio; instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 85% of students demonstrated mastery for ALC 1.e; Assessed 3 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 1.e in the Intro portfolio was .61</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.e. were 3.00 with an average gain of 3.67 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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<p>1.f. (shared outcome with Writing Studies) Analyze how language works in a variety of historical, rhetorical, and artistic contexts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 1.f in the Intro portfolio was 3.35</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 1.f. were 4.00 with an average gain of 1.00 points</p>	<p>Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios</p> <p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

<h2>2. Communication Skills</h2>				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

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<p>2.a (shared outcome with Writing Studies) Write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 83% of students demonstrated mastery for ALC 2.a; Assessed 2 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 2.a in the Intro portfolio was 3.69</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.a. were 4.50 with an average gain of .67 points</p>	<p>Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios</p> <p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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<p>2.b Access and evaluate library holdings, develop a research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); assess the quality of traditional as well as non-academic sources; conduct research that involves relevant primary materials; and identify the terms of an ongoing critical argument and situate writing within that dialogue.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 90% of students demonstrated mastery for ALC 2.b; Assessed 2 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 2.b in the Intro portfolio was 2.60</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.b. were 3.67 with an average gain of .67 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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<p>2.c Communicate ideas, support interpretations, and/or explore the oral or theatrical traditions of literature effectively through oral presentations, debates, or performances.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 77% of students demonstrated mastery for ALC 2.c; Assessed 1 time across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 2.c in the Intro portfolio was .57</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2c. were .67 with an average gain of 3.00 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
<p>2.d Apply rhetorical knowledge of grammatical systems in writing and oral communication.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 77% of students demonstrated mastery for ALC 2.d; Assessed 1 time across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 2.d in the Intro portfolio was 3.28</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 2.d. were 3.67 with an average gain of .33 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
3.a. Actively engage with primary theoretical texts utilizing representative critical models, analyze critical texts, and/or explore theoretical issues or questions.	Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable	Score of 3 or better on portfolio instructor determined criteria met/not met Intro course sets baseline; score 1-5	Across the classes, 90% of students demonstrated mastery for ALC 3.a; Assessed 3 times across 17 classes in the major 32 students completed the Intro course in AY 12-13; the average score of 3.a in the Intro portfolio was 2.56 Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.a.were 3.50 with an average gain of .67 points	Identify additional means of assessment for shared ALCs so that there are multiple assessments rather than just the intro/senior portfolios VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

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<p>3.b. Interpret figurative meanings of texts and analyze their formal effects within appropriate aesthetic, literary, or historical/cultural contexts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 86% of students demonstrated mastery for ALC 3.b; Assessed 8 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 3.b in the Intro portfolio was 3.09</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.b. were 4.33 with an average gain of 1.00 point</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
<p>3.c. Examine the manner in which power is embedded in language and literature (and in the field of literary study itself) by analyzing literary and artistic texts within their historical/cultural contexts, including that of their own production, and by examining the ways in which intellectual, political, cultural, and social forces shape oral and written texts.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 93% of students demonstrated mastery for ALC 3.c; Assessed 4 times across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 3.c in the Intro portfolio was 3.49</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.c. were 4.50 with an average gain of -.33 points (loss, not gain)</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom’s taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs

<p>3. d. (shared outcome with Literature and Cultural Studies) Generate ideas and questions; pose problems; gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate discoveries in ways suitable to broader academic conversations.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>Across the classes, 85% of students demonstrated mastery for ALC 3.d Assessed 1 time across 17 classes in the major</p> <p>32 students completed the Intro course in AY 12-13; the average score of 3.d in the Intro portfolio was 3.13</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 3.d. were 3.67 with an average gain of .67 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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<h3>4. Civic Engagement:</h3>				
<p>Goals/Objectives</p>	<p>Means of Assessment/ Corroborating Evidence*</p>	<p>Criteria for Success</p>	<p>Findings</p>	<p>Plan for Use of Findings in 2013-14</p>

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<p>(shared outcome with Literature and Cultural Studies) Demonstrate awareness and/or advocacy of social justice, civic, or community concerns.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course-level assessments where applicable</p>	<p>Score of 3 or better on portfolio instructor determined criteria met/not met</p> <p>Intro course sets baseline; score 1-5</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 4.a in the Intro portfolio was 2.55</p> <p>Three (3) students completed the Intro course in fall 12 and the Senior course in spring 13. Those portfolios were scored for both WS ALCs and LIT ALCs. The average Lit scores for 4.a. were 3.33 with an average gain of 1.33 points</p>	<p>VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested:</p> <ol style="list-style-type: none"> 1. Putting ALCs in line with vocabulary that uses Bloom's taxonomy 2. Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs
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ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program: Literature and Cultural Studies

Person Responsible: Assessment Committee (TBA)

Important Note: VVA plans to re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested: 1) Putting ALCs in line with vocabulary that uses Bloom’s taxonomy and 2) Streamlining forms of assessment across Literature and Writing since the two programs share courses and ALCs. This planned revision of assessment will take place during the summer and fall of 2013, but after the deadline for this report.

1. Content/Discipline Skills VVA will re-examine all its Literature Program ALCs and means of assessment after recommendations from May 2013 Program Review suggested (1) revising ALCs so that they use language of Bloom’s taxonomy; (2) adopting streamlined forms of assessment across Literature and Writing since the two programs share courses and ALCs

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

*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 VVA will re-examine all its Literature Program ALCs and means of assessment after recommendations from May 2013 Program Review suggested (1) revising ALCs so that they use language of Bloom’s taxonomy; (2) adopting streamlined forms of assessment across Literature and Writing since the two programs share courses and ALCs

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

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3. Critical Thinking Skills VVA will re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested (1) revising ALCs so that they use language of Bloom’s taxonomy; (2) adopting streamlined forms of assessment across Literature and Writing since the two programs share courses and ALCs				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

4. Civic Engagement: VVA will re-examine all its Literature Program ALCs and means of assessment after recommendations from a May 2013 Program Review suggested (1) revising ALCs so that they use language of Bloom’s taxonomy; (2) adopting streamlined forms of assessment across Literature and Writing since the two programs share courses and ALCs				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

5. Multiculturalism / Diversity VVA currently does not have ALCs in this area, so its Fall 2013 revision of ALCs and means of assessment will entail creating them.

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

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

1 – Academic Performance

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

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

2 – Student Engagement

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

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

3 – Diversity and Inclusion

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

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

4 – Research and Creative Activities

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

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

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

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

6 – Administrative and Financial Stewardship

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

- 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