

Academic Learning Compacts, Updates: 2012 – 2013

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



Academic Learning Compacts ENGLISH (WRITING 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.

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				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	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system				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 Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate					X							
	Foster institutional pride and strengthen connections within the campus community					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. Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines				X	X							
	Attract and retain a diverse student population					X	X							
	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				X	X							
	Promote and support undergraduate research as a meaningful aspect of campus life					X	X							
	Enhance and support research and scholarly collaborations with community partners					X	X							

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Signature Page for Academic Program

Academic Program: ENGLISH (WRITING STUDIES)

Chair/Coordinator: Morgan Gresham (chair)

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: Students successfully created electronic portfolios via Google Sites in Introduction to the English Major and refined and revised those portfolios in individual classes and in the Senior Portfolio class. We continue to revise and refine our curriculum and assessments to match, and we are working to meet the needs of our majors.

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.

Additionally, VVA plans to re-examine all its Writing 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 2012-13

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 represents 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: Writing Studies**Person Responsible: Morgan Gresham (chair)/ Jill McCracken (assessment committee representative)**

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 fields -- 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):**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 that includes 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 using our recent Program review to create tracks within the major and perhaps, require additional courses that are foundational for all Writing Studies majors. For example, ENC 3330 Rhetorical Traditions and ENC 3376 Multimodal Composition would be likely candidates to serve the needs of all Writing Studies majors, and thus optimal places to anchor ALCs and assessments of 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 Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 2.53</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 WS scores for 1.a. were 3.83 with an average gain of 1.33 point</p>	<p>This ALC is difficult to identify in students' portfolios. Plan to revise this content objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will identify methods for selecting and describing audience, purpose, and genres.</i></p> <p>With this revised ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across WS classes.</p>
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<p>1.b. Demonstrate knowledge of rhetorical traditions from classical times to present</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 0.00</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 WS scores for 1.b. were 0.00 with an average gain of 0.00 point</p>	<p>Too few classes introduce, reinforce, and assess this ALC; needs to be introduced in the Intro course.</p> <p>This ALC is difficult to identify in students' portfolios. Plan to revise this content objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will identify and analyze specific rhetorical practices, functions, and genre expectations from classic to modern times. At mastery, students will choose and explain rhetorical practices tied to rhetorical tradition (e.g. types of rhetorics—feminist, classical, modern—and strategies—appeals, arguments—and describe and perform elements of the rhetorical canon: invention, arrangement, style, memory, delivery</i></p> <p>With this revised ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across WS classes.</p>
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<p>1.c. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 2.38</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 WS scores for 1.c. were 3.67 with an average gain of 1.00 point</p>	<p>This ALC is difficult to identify in students' portfolios. Plan to revise this content objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will design and compose oral, written, and digital compositions that support claims based out of disciplinary conversations in rhetoric and composition.</i></p> <p>With this revised ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across WS classes.</p>
<p>1.d Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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.a in the Intro portfolio was 4.25</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 WS scores for 1.d. were 4.17 with an average gain of .33 of a point</p>	<p>Students are meeting expectations for this ALC. For continued improvement, Writing Studies faculty will identify specific benchmark assessments for Into and Senior portfolios.</p>

<p>1.e. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 2.95</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 WS scores for 1.e. were 4.17 with an average gain of .67 of a point</p>	<p>Students are meeting analysis portion of ALC but not critique. Writing Studies faculty will develop assignments to ensure both analysis and critique in a variety of student compositions.</p>
<p>1.f. (shared outcome with Literature and Cultural 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 Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 1.f in the Intro portfolio was 3.44</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 WS scores for 1.f. were 3.67 with an average gain of .33 point</p> <p>The WS & LIT combined average for shared ALC 1.f was 3.83.</p>	<p>Not assessed in individual courses; for next assessment cycle, make sure that individual and program assessments occur</p> <p>This ALC is difficult to identify in students' portfolios. Plan to revise this content objective using Bloom's taxonomy. With the revision of this ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across all English classes, especially the shared Intro and Senior classes.</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.

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2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
2.a Demonstrate competence in creating digital, print, oral, and visual communication	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 3.37</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 WS scores for 2.a. were 3.67 with an average gain of .33 point</p>	<p>Most students are meeting expectations for this ALC. For continued improvement, Writing Studies faculty will identify specific benchmark assessments for Intro and Senior portfolios with specific attention to defining competence in all English classes, especially the shared Intro and Senior classes.</p>

<p>2.b Understand and use stylistic and genre conventions</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 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 WS scores for 2.b. were 3.83 with an average gain of .33 point</p>	<p>Most students are meeting expectations for this ALC.</p> <p>Plan to revise this communication objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will design and compose oral, written, and digital compositions that meet stylistic and genre conventions, and students will be able to explain and justify their stylistic and genre choices.</i></p> <p>For continued improvement, Writing Studies faculty will identify specific benchmark assessments for Intro and Senior portfolios with specific attention to defining competence in all English classes, especially the shared Intro and Senior classes.</p>
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<p>2.c Apply invention/writing-to-learn techniques and recursive composing processes</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 1.17</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 WS scores for 2.c. were 2.00 with an average gain of .33 point</p>	<p>This ALC is difficult to identify in students' portfolios. Plan to revise this communication objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will identify and analyze specific writing process elements, and students will be able to explain and showcase those elements of the composing process in their Writing Studies portfolios.</i></p> <p>With this revised ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across WS classes. Writing Studies faculty will develop reflection activities for students to help students identify and explain their writing processes in snapshot and growth perspectives.</p>
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<p>2.d Compose collaboratively (co-authoring, giving and using feedback)</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 0.00</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 WS scores for 2.d. were 1.33 with an average gain of 4.33 point</p>	<p>This ALC is difficult to identify in students' portfolios. Plan to revise this communication objective using Bloom's taxonomy. Proposed language change to be approved by WS faculty at fall faculty meeting:</p> <p><i>Students will identify and analyze specific collaborative writing practices, and students will be able to explain and showcase those elements of the composing process in their Writing Studies portfolios.</i></p> <p>With this revised ALC, it will be easier to identify when the ALC is introduced, reinforced, and mastered across WS classes. Writing Studies faculty will develop reflection activities for students to help students identify and explain their writing processes in snapshot and growth perspectives.</p>
<p>2.e (shared outcome with Literature and Cultural 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 Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 2.e in the Intro portfolio was 3.53</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 WS scores for 2.e. were 1.00 with an average gain of .00 point. The WS & LIT combined average for shared ALC 3.e was 3.58.</p>	<p>No Assessment of 2.e in individual courses; for next assessment cycle, make sure that individual and program assessments occur</p> <p>Although this is a core ALC, evaluations of students' work did not demonstrate how students were reflecting on these crucial elements of writing. Writing Studies faculty will develop reflection activities for students to help students identify and explain their writing processes in snapshot and growth perspectives for not just the Intro and Senior portfolios but for all Writing Studies classes.</p>

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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.

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 Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>Across the classes, 90% of students demonstrated mastery for ALC 3.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 3.a in the Intro portfolio was 3.16</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 WS scores for 3.a. were 4.17 with an average gain of .67 point</p>	<p>Although students are meeting this ALC in individual classes, there is little evidence of oral and digital arguments in portfolios. Writing Studies faculty will develop activities for students to help students showcase the different kinds of arguments and evidence to include in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for teaching:</p> <ul style="list-style-type: none"> • oral, digital, and written argument structures • activities on types of evidence in oral, digital, and written arguments • arrangement of arguments

<p>3.b Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 3.58</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 WS scores for 3.b. were 4.17 with an average gain of .00 point</p>	<p>Although students are meeting this ALC in individual classes, there is little evidence of oral and digital arguments in portfolios. Writing Studies faculty will develop activities for students to help students showcase the different kinds of arguments and evidence to include in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for teaching:</p> <ul style="list-style-type: none"> • argument structures and arrangement of arguments • activities on types of evidence in arguments • defending positions with evidence and support
<p>3.c Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>Across the classes, 92% 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 3.03</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 WS scores for 3.c were 3.50 with an average gain of 1.00 point</p>	<p>Students are meeting analysis portion of ALC but not assessment or composing oral, digital, and visual communications. Although students are meeting this ALC in individual classes, there is little evidence of oral and digital compositions in portfolios. Writing Studies faculty will develop activities for students to help students showcase their competence in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for teaching:</p> <ul style="list-style-type: none"> • analysis • assessment/judgment • creation/composition

Academic Learning Compacts, Updates: 2012 – 2013

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<p>3.d Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</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 3.01</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 WS scores for 3.d. were 3.67 with an average gain of .33 point</p>	<p>Although students are meeting this ALC in individual classes, there is little evidence in portfolios. Writing Studies faculty will develop activities for students to help students showcase their competence in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for:</p> <ul style="list-style-type: none"> • assessing the roles of language in culture and society • evaluating language practices throughout history • identifying and describing the dynamic role of language in written, oral, digital, and visual compositions • creating oral, digital, visual, and written compositions that differentiate the different roles of language in time
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<p>3.e (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 Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 3.e 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 WS scores for 3.e were 3.50 with an average gain of .33 point</p> <p>The WS & LIT combined average for shared ALC 3.e was 3.58.</p>	<p>Not assessed in individual courses; for next assessment cycle, make sure that individual and program assessments occur.</p> <p>Although this is a core ALC, evaluations of students' work did not demonstrate how students were reflecting on these crucial elements of scholarly writing. Writing Studies faculty will develop reflection activities for students to help students identify and explain their participation in disciplinary/scholarly writing— e.g. becoming English Studies scholars--in snapshot and growth over time perspectives for not just the Intro and Senior portfolios but for all Writing Studies classes.</p>
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4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14

Academic Learning Compacts, Updates: 2012 – 2013

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

<p>4.a Participate in and document client-based or service-based work</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 4.a in the Intro portfolio was 0.00</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 WS scores for 4.a. were 1.33 with an average gain of 4.33 point</p>	<p>Not adequately assessed in individual courses; for next assessment cycle, make sure that individual and program assessments occur.</p> <p>Writing Studies faculty will develop activities for students to help students showcase their competence in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for:</p> <ul style="list-style-type: none"> • documenting client-based or service-based work • evaluating and reflecting on participation in client-based or service-based work • creating oral, digital, visual, and written compositions that showcase, demonstrate, and evaluate students' participation in client-based or service-based work
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<p>4.b Analyze ethical concerns in client-, work-, and/or service-based experiences.</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 4.b in the Intro portfolio was 0.00</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 WS scores for 4.b were 1.00 with an average gain of 3.00 point</p>	<p>Not assessed in individual courses; for next assessment cycle, make sure that individual and program assessments occur</p> <p>Writing Studies faculty will develop activities for students to help students demonstrate their analysis in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for analyzing and comparing ethical concerns in client-, work, and/or service-based experiences</p>
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Academic Learning Compacts, Updates: 2012 – 2013

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

<p>4.c (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 Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>	<p>32 students completed the Intro course in AY 12-13; the average score of 4.c in the Intro portfolio was 2.88</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 WS scores for 4.c. were 3.33 with an average gain of .33 point. The WS & LIT combined average for shared ALC 4.c was 3.33.</p>	<p>Not assessed in individual courses; for next assessment cycle, make sure that individual and program assessments occur.</p> <p>Institute discussion of goals and objectives for shared ALCs. Determine assignments and criteria for shared classes. Discuss with all faculty importance of shared ALCs, assignments, and portfolios.</p> <p>Writing Studies faculty will develop activities for students to help students demonstrate their awareness in not just the Intro and Senior portfolios but for all Writing Studies classes. Faculty will identify and provide specific assignments for</p> <ul style="list-style-type: none"> • identifying social justice, civic, or community concerns • advocating for social justice, civic, or community concerns
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ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program: English—Writing Studies

Person Responsible: Assessment Committee representative

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<i>Students will identify methods for selecting and describing audience, purpose, and genres.</i>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<i>Students will identify and analyze specific rhetorical practices, functions, and genre expectations from classic to modern times. At mastery, students will choose and explain rhetorical practices tied to rhetorical tradition (e.g. types of rhetorics—feminist, classical, modern—and strategies—appeals, arguments—and describe and perform elements of the rhetorical canon: invention, arrangement, style, memory, delivery</i>				

Academic Learning Compacts, Updates: 2012 – 2013

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

<i>Students will design and compose oral, written, and digital compositions that support claims based out of disciplinary conversations in rhetoric and composition.</i>				
Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)				
Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)				
(shared outcome with Literature and Cultural Studies) Analyze how language works in a variety of historical, rhetorical, and artistic contexts.				

*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 2014-15
Demonstrate competence in creating digital, print, oral, and visual communication	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5;</p> <p>1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		

<i>Students will design and compose oral, written, and digital compositions that meet stylistic and genre conventions, and students will be able to explain and justify their stylistic and genre choices.</i>				
<i>Students will identify and analyze specific writing process elements, and students will be able to explain and showcase those elements of the composing process in their Writing Studies portfolios.</i>				
<i>Students will identify and analyze specific collaborative writing practices, and students will be able to explain and showcase those elements of the composing process in their Writing Studies portfolios.</i>				
(shared outcome with Literature and Cultural Studies) Write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision.				

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15

Academic Learning Compacts, Updates: 2012 – 2013

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

<p>Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing</p>	<p>Assessment of Student Portfolios at Intro to English Major and Senior Portfolio; Course Portfolios where applicable</p> <p>Intro and Senior Portfolios scored by two outside readers on a scale of 1-5 for each ALC</p>	<p>Intro course sets baseline; score 1-5; 1= Novice 2=Apprentice 3= Proficient 4=Mastery 5=Distinguished</p> <p>Score of 3 or better on Intro portfolio</p> <p>Score of 4 or better, with gains, on Senior Portfolios</p>		
<p>Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics</p>				
<p>Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication</p>				
<p>Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions</p>				
<p>(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>				

<h2>4. Civic Engagement:</h2>				
<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 2014-15</p>

Participate in and document client-based or service-based work	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		
Analyze ethical concerns in client-, work-, and/or service-based experiences.				
(shared outcome with Literature and Cultural Studies) Demonstrate awareness and/or advocacy of social justice, civic, or community concerns.				

5. Multiculturalism / Diversity				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Analyze written and spoken language practices for use of inclusive language in written, digital, textual, visual compositions	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		

Academic Learning Compacts, Updates: 2012 – 2013

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

Eliminate biased language practices from written, digital, textual, visual compositions.				
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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

Academic Learning Compacts, Updates: 2012 – 2013

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

- 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