1-1-2011

Academic Learning Compact : M. L. A. Florida Studies [Effective 2011]

University of South Florida St. Petersburg.

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In 2004, the Florida Board of Governors resolved that universities, through their boards of trustees, would establish guidelines and procedures for the development and implementation of Academic Learning Compacts (ALCs) to ensure student achievement in baccalaureate degree programs in the State University System. In support of ongoing SACS Accreditation, at USFSP, ALCs are used for both undergraduate and graduate programs and include assessment of student learning in: content/discipline skills, communication skills, critical thinking skills, and civic engagement.

On an annual basis, academic programs must update their ALCs to reflect ongoing data collection activity, use of results for improvement, and ongoing monitoring of the impact of changes made from previous assessment. The beginning of the review cycle for the upcoming year must reflect any new goals/objectives, changes in performance standards to meet those goals/objectives, and changes in collection tools/methods for the upcoming year. The cycle ends with year-end review of ALCs.

The Planning, Effectiveness and Budget Committee (PEBC) is responsible for coordinating the overall university ALC review process and compiling results for use by each of the college deans. The Office of Institutional Research provides staff support to the PEBC in their annual review of ALCs.

It is the responsibility of college deans to initiate and coordinate conversations with their academic program faculty to: 1) provide a summary statement about their academic program performance over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; 3) complete the ALCs for the previous year; 4) update the ALC for use in the upcoming year; and 5) obtain appropriate sign-off by their respective dean.

It is the responsibility of each dean to: 1) provide a summary statement about the performance of the academic programs in their college over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; and 3) develop a matrix of academic program goals/objectives that are aligned with college goals/objectives.

With the exception of cover/signature pages, materials should be submitted electronically to either the Institutional Effectiveness folder on the Q-drive or should be attached to an email sent to jegon@usfsp.edu. Paper copies of ALCs will be maintained in the IR Office.
Signature Page for College

College: _________________________________________________

Dean: ___________________________________________________ Date: __________

Summary Statement – College Performance in 2011-12
Provide a summary statement about college performance over the previous year including high points and low points.

TO BE COMPLETED BY COLLEGE DEAN

Summary Statement – Impact of Changes Made in 2011-12
Provide a summary statement about changes that were made in your college as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

TO BE COMPLETED BY COLLEGE DEAN

Page 2
University Mission

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

College Link to Institutional Mission-based Goals/Objectives

On the list below, please identify the Strategic Goals and Objectives (Points of Focus, 2009 – 13) that your division is responsible for. A detailed listing of Goals and Objectives are found in Attachment 1.

TO BE COMPLETED BY COLLEGE DEAN

1. Academic Performance:
   _ 1.1 _ 1.2 _ 1.3 _ 1.4 _ 1.5

2. Student Engagement:
   _ 2.1 _ 2.2 _ 2.3

3. Diversity and Inclusion:
   _ 3.1 _ 3.2 _ 3.3

4. Research and Creative Activities:
   _ 4.1 _ 4.2 _ 4.3

5. Environmental Stewardship
   _ 5.1 _ 5.2

6. Administrative and Financial Stewardship
   _ 6.1 _ 6.2 _ 6.3 _ 6.4 _ 6.5
College Mission Statement

Please include the Mission Statement and Goals/Objectives for your College and/or the URL to the location of this information on the web.

TO BE COMPLETED BY COLLEGE DEAN

Academic Program-linked College Mission-based Goals/Objectives

Please develop a matrix of Goals/Objectives for each academic program in your college that aligns with institutional mission-based goals/objectives. Also, please develop and use a consistent nomenclature for goals/objectives in your materials.

TO BE COMPLETED BY COLLEGE DEAN

Please complete one ALC matrix for each of the academic programs in your college
Summary Statement – Academic Program Performance in 2011-12

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

The Florida Studies Program had a terrific 2011-2012 academic year! For starters, between Fall and Spring semesters, we had a grand total of 15 graduate students apply for graduation—and 13 completed their requirements and have graduated. All of these students passed three written exams and one oral exam on selected aspects of Florida Studies; 6 students wrote master’s theses and 7 prepared non-thesis option final papers. As you know, graduate education differs from undergraduate education in many important ways. In my last ALC report, I suggested that we shift the criteria used to judge what students learn in our interdisciplinary program in the following ways: rather than focus on comprehensive exams or written work in classes and seminars, I proposed focusing on three specific issues: employment, doctoral study at other institutions, and publication. Seven of our 13 recent graduates are currently employed, one is currently enrolled in a Ph.D program, three are retired or semi-retired, and the remaining two plan to seek work within the next few months. In terms of publications, I can report the following: we arranged for two students who wrote theses (Cynthia Mott, Fall 2011 and Jono Miller, Fall 2011) to visit with editors from the University Press of Florida to explore the possibility of turning their thesis research into books. One additional student (Cathy Salustri, Spring 2012) is planning to submit a revised version of her thesis to Pineapple Press for possible publication as a book. Moreover, Jason Memmer (Fall 2011) won the 2011 Leroy Collins prize for best research paper on Florida history by a master’s or doctoral student in the U.S. awarded by the Florida Historical Society; and Cynthia Mott (2012) won the 2012 Leroy Collins prize. Chris Klug (Fall 2011) submitted a version of his final paper to the Journal of Florida Studies (although this paper was ultimately rejected for publication). Finally, Chris Meindl will be working with Andy Fairbanks (Spring 2012) and Jennifer Wunderlich (Spring 2012) to prepare two or three manuscripts based on their research on solid waste management in Florida.

The Florida Studies Program does not list any goals for civic engagement, but the program retains a high profile within St. Petersburg. For starters, we hosted SEVEN guest lectures this past school year (although three were related to faculty searches). On 30 March 2012, we sponsored a major public forum on Florida water resources (Florida Water: Environmental Humanities Meet Public Policy); this event brought together 8 accomplished authors and a former Florida Governor and attracted about 120 people. Several graduate students helped support this successful event. Finally, two of our graduate assistants worked with local institutions (St. Pete Museum of History and Florida Humanities Council).

I prepared a short “exit interview/survey” that I distributed to all 2011-2012 Fla. Studies graduates. Essentially, I am asking graduates what they liked most about the program, what they might change, and to tell me about their employment and publication status. Hopefully we can learn a bit more about how we can improve the program.
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 2009-10 and the positive/negative impact of the changes that were made.

The Florida Studies Program distributed a graduate student handbook in August 2011 and the program director sent six updates throughout the year to the graduate student cadre. Although we still have some work to do, the graduate students appear better informed about what is going on and what their responsibilities are.
Academic Learning Compacts, Updates: 2011 – 2012

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

**Academic Program:** Florida Studies Program (master’s degree only)

**Person Responsible:** Christopher F. Meindl

### Mission of Academic Program (include URL):

### 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 2010-11 assessment]

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

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<tr>
<td>Demonstrate mastery of the literature associated with a cultural, historical, political, economic or environmental issue in Florida.</td>
<td>Submission of manuscripts for publication.</td>
<td>We would like 75% of our graduates during the school year to submit papers for publication.</td>
<td>Of our 13 graduates this past school year, 3 are working on books, one submitted an article for publication (which was ultimately rejected), and two others will almost certainly submit articles in the coming months.</td>
<td>Continue to encourage publication of research results and monitor the activity of previous graduates.</td>
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<td>Papers accepted for publication.</td>
<td>We will be pleased if half those submitted are accepted for publication within a year.</td>
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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.*
## 2. Communication Skills

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<td>Students should be able to speak and write clearly and concisely.</td>
<td>Graduates should be able to land a job or get accepted to do doctoral study.</td>
<td>We want at least 75% of our graduates to receive either a job offer or get accepted into a doctoral level program within 3 months of graduation.</td>
<td>Of our 13 graduates this past school year, 7 are already employed, 1 is actively enrolled in a Ph.D. program, 3 are happily retired or semi-retired—and 2 are seeking full-time work.</td>
<td>I plan to offer a three credit hour course in research and writing during summer 2013.</td>
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<td>Students should demonstrate the ability to follow instructions AND complete assigned tasks within the time allotted.</td>
<td>Students nearing the end of their academic programs should respond to the call to submit graduation applications in a timely manner—and then complete all degree requirements so they can graduate.</td>
<td>We want at least 75% of those who apply for graduation to complete their degree requirements and graduate.</td>
<td>8 students applied for graduation in Fall 2011, and 5 graduated (62%); 9 students applied for graduation in Spring 2012, and 8 graduated (89%).</td>
<td>We are trying to incorporate more faculty from across campus who can serve as faculty advisors. As a result of such efforts, David McMullen has expressed interest in playing a larger role in Florida Studies.</td>
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## 3. Critical Thinking Skills

|---------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduates should be able to articulate an issue about which we have incomplete knowledge, assemble and analyze primary source data/material, and draw conclusions based on analysis of that data/material. | Submission of manuscripts for publication.  
Papers accepted for publication. | We would like 75% of our graduates during the school year to submit papers for publication.  
We will be pleased if 50% those submitted are accepted for publication within a year. | Of our 13 graduates this past school year, 3 are working on books, one submitted an article for publication (which was ultimately rejected), and two others will almost certainly submit articles in the coming months. | I plan to offer a three credit hour course in research and writing during summer 2013.                                                                 |

## 4. Civic Engagement

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<td>We hosted 7 guest lectures free and open to the public (3 were related to faculty searches); we sponsored a major public forum on Florida water resources (again free and open to the public); one grad student worked</td>
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as a GA at the St. Pete Museum of History while another worked as a GA for the Florida Humanities Council.

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

### Academic Learning Compacts: 2012 – 2013

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

**Academic Program:** Florida Studies Program (master’s degree only)

**Person Responsible:** Christopher F. Meindl

### 1. Content/Discipline Skills

|------------------|---------------------------------------------|----------------------|----------|-----------------------------------|
| Demonstrate mastery of the literature associated with a cultural, historical, political, economic or environmental issue in Florida. | Submission of manuscripts for publication.  
Papers accepted for publication. | We would like 75% of our graduates during the school year to submit papers for publication.  
We will be pleased if half those submitted are accepted for publication within a year. | We want at least 75% of our graduates to receive either a job offer or get accepted into a doctoral level program within 3 months of graduation. |

*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

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<td>Students nearing the end of their academic programs should respond to the call to submit graduation applications in a...</td>
<td>We want at least 75% of those who apply for graduation to complete their degree requirements and graduate.</td>
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timely manner—and then complete all degree requirements so they can graduate.

3. Critical Thinking Skills

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<td>We would like 75% of our graduates during the school year to submit papers for publication. We will be pleased if 50% those submitted are accepted for publication within a year.</td>
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4. Civic Engagement:

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<td>Put together at least two public programs in which guest speakers make a presentation and engage the community in question and answer.</td>
<td>Documentation of public event and head count of public attendance.</td>
<td>Attendance of at least 50 people.</td>
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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