Academic Learning Compact : M. L. A. Liberal 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
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
Signature Page for Academic Program

Academic Program:  
Chair/Coordinator:  

Date:

Summary Statement – Academic Program Performance in 2010-11
Provide a summary statement about academic program performance over the previous year including high points and low points.

Summary Statement – Impact of Changes Made in 2010-11
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.
Academic Learning Compacts: 2011 – 2012

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

Academic Program: MLA in Liberal Studies
Person Responsible: Lisa Starks-Estes

Mission of Academic Program (include URL): http://www.usfsp.edu/coas/llw/MLA.htm
The MLA in Liberal Studies offers two “build-your own” tracks. In the Focused Studies track, students explore a particular subject from within the larger perspective of the liberal arts, earning 18 of the 33 required hours in a specific discipline. As part of their core requirements, students may take courses in pedagogy and education, theory, or research methods, which would enable them to teach at the community college level (with the 18hrs), continue on for the Ph.D., or work in areas related to their chosen field of study. In the Interdisciplinary Studies track, students build their own unique degree from various disciplines (e.g., culture and the environment, ethics and the workplace, social justice and engagement, etc.), preparing them for future study or professional careers in related areas, including work for non-profits and other businesses.

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
   a. Students demonstrate knowledge of disciplinary area(s) of study—major concepts, movements, historical periods, or other relevant categories in their major field(s).
   b. Students demonstrate knowledge of major theoretical paradigms and prevalent contemporary approaches in major field(s).
   c. Students demonstrate knowledge of pedagogical theory, teaching methods, or other methodologies relevant to disciplinary field(s).

2. Communication Skills
   a. Students demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision.
b. Students demonstrate the ability to access and evaluate library holdings, to develop a graduate-level research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); to assess the quality of traditional as well as non-academic sources; to conduct research that involves relevant primary materials; and to identify the terms of an ongoing critical argument and situate their own writing within that dialogue.

c. Students demonstrate the ability to communicate their ideas and support their interpretations effectively through oral presentations or performances.

3. Critical Thinking Skills

a. Students make critical connections between relevant components of their major discipline(s).

b. Students critically examine the content of their field(s) from within a broader perspective of liberal arts.

c. Students critically examine their major disciplinary field(s) from an applied ethics perspective, addressing important ethical issues or questions in their area(s) of study.

4. Civic Engagement

a. Students engage in productive community-based experience to promote increased awareness of issues relevant to area(s) of study, share the skills and knowledge they have learned in the classroom with others and, in return, gain experience and developing hands-on skills from others in the community, and demonstrate the ability to reflect on these experiences in support of the other learning outcomes above.

1. Content/Discipline Skills

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<tbody>
<tr>
<td>A. Students demonstrate knowledge of disciplinary area(s) of study—major concepts, movements, historical periods, or other relevant categories in their major field(s).</td>
<td>Project in Theory/Methodology core courses; 2 courses taught S11 and 2 S12</td>
<td>100% students have B or higher on assignment</td>
<td>100% students met competency in S11; 98.3% in S12 (with one student who still needs to submit paper, “I” grade)</td>
<td>Inform students of Communications Studio/Academic Success Skills Center tutoring for those who need help on sharpening writing skills</td>
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<td></td>
<td>Assessed in Comprehensive Exam: 7 exams taken in AY 11/12; each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”</td>
<td>All students must receive “low pass,” “pass,” or “high pass” in all three essays of every exam</td>
<td>100% students met competency. All 7 students passed Comprehensive Exam; 3 students had to retake one section, but then were given passing score.</td>
<td>Emphasize need for students to plan ahead for Comprehensive Exam and to schedule it when they have time to concentrate fully on essays for all three exams. I have already begun this campaign by updated documents on website and connecting with students via social media, email, and in advising sessions.</td>
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<tr>
<td>B. Students demonstrate knowledge of major theoretical paradigms and prevalent contemporary approaches in major field(s).</td>
<td>Project or paper in Theory/Methodology courses demonstrating SLO; 2 courses taught S11 and 2 in S12</td>
<td>100% students have B or higher on assignment</td>
<td>100% students met competency in S11; 98.3% in S12 (with one student who still needs to submit paper, “I” grade)</td>
<td>Inform students of Communications Studio/Academic Success Skills Center tutoring for those who need help on sharpening writing skills</td>
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<tr>
<td>C. Students demonstrate knowledge of pedagogical theory, teaching methods, or other methodologies relevant to disciplinary field(s).</td>
<td>Project in Composition Pedagogy core option course, taught S11 and S12</td>
<td>100% students have B or higher on assignment</td>
<td>100% students met competency</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.*
### Academic Learning Compacts: 2011-2012 (Continued)

#### 2. Communication Skills

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<tr>
<td><strong>A.</strong> Students demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision.</td>
<td>Comprehensive Exams: 7 taken AY 11/12; each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”</td>
<td>All students must receive “low pass,” “pass,” or “high pass” in all three essays of every exam</td>
<td>100% students met competency. All 7 students passed Comprehensive Exam; 3 students had to retake one section, but then were given passing score.</td>
<td>Emphasize need for students to plan ahead for Comprehensive Exam and to schedule it when they have time to concentrate fully on essays for all three exams. I have already begun this campaign by updated documents on website and connecting with students via social media, email, and in advising sessions.</td>
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<td><strong>B.</strong> Students demonstrate the ability to access and evaluate library holdings, to develop a graduate-level research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); to assess the quality of traditional as well as non-academic</td>
<td>Research Portfolio in Core Intro to Grad Studies course taught F11</td>
<td>100% must have at least “B” or higher</td>
<td>100% students met competency.</td>
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Page 9
sources; to conduct research that involves relevant primary materials; and to identify the terms of an ongoing critical argument and situate their own writing within that dialogue.

C. Students demonstrate the ability to communicate their ideas and support their interpretations effectively through oral presentations or performances.

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<tr>
<td>A. Students make critical connections between relevant components of their major discipline(s).</td>
<td>Comprehensive Exams: 7 exams taken in AY 11/12; each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”</td>
<td>All students must receive “low pass,” “pass,” or “high pass” in all essays of exam</td>
<td>100% students met competency. All 7 students passed Comprehensive Exam; 3 students had to retake one section, but then were given passing score.</td>
<td>Emphasize need for students to plan ahead for Comprehensive Exam and to schedule it when they have time to concentrate fully on essays for all three exams. I have already begun this campaign by updated documents on website and connecting with students via social media, email, and in advising sessions.</td>
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<td>B. Students critically examine the content of their field(s) from within a broader perspective of liberal arts.</td>
<td>Comprehensive Exams: 7 exams taken in AY 11/12; each exam includes 3 essays evaluated with</td>
<td>All students must receive “low pass,” “pass,” or “high pass” in all essays of exam</td>
<td>100% students met competency. All 7 students passed Comprehensive</td>
<td>Emphasize need for students to plan ahead for Comprehensive Exam and to schedule</td>
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“high pass,” “pass,” “low pass,” or “fail”

Exam; 3 students had to retake one section, but then were given passing score.

Exam when they have time to concentrate fully on essays for all three exams. I have already begun this campaign by updated documents on website and connecting with students via social media, email, and in advising sessions.

C. Students critically examine their major disciplinary field(s) from an applied ethics perspective, addressing important ethical issues or questions in their area(s) of study.

Project in core Ethics courses, 1 taught Summer 11, the other Spring 12.

100% of students get “B” or higher on project

100% students met competency (1 student withdrew in Sp 11 course)

Work with instructor and students to help avoid student withdrawals from course (unless for personal reasons)

4. Civic Engagement

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<td>A. Students engage in productive community-based experience to promote increased awareness of issues relevant to area(s) of study, share the skills and knowledge they have learned in the classroom with others and, in return, gain experience and developing hands-on skills from others in the community, and demonstrate the ability to reflect on these experiences in support of the other learning outcomes above.</td>
<td>Student project (alternative to thesis) that deals with work in community. (Some MLA students are on this track, but they aren’t at thesis level yet.)</td>
<td>100% of students pass project presentation</td>
<td>N/A</td>
<td>Plan to work with these students toward successful completion of projects. Grant Writing course, taught S12 (and will be taught again S13), should help some of them move forward.</td>
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Academic Learning Compacts: 2012 – 2013

“... to ensure student achievement in undergraduate and graduate degree programs ...”
### 1. Content/Discipline Skills

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<tr>
<td>A. Students demonstrate knowledge of disciplinary area(s) of study—major concepts, movements, historical periods, or other relevant categories in their major field(s).</td>
<td>Project in Theory/Methodology core courses; 2 courses taught S13</td>
<td>100% students have B or higher on assignment</td>
<td>All students must receive “low pass,” “pass,” “low pass,” or “fail” in all three essays of every exam</td>
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<td></td>
<td>Also, this SLO is assessed in Comprehensive Exam: each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”</td>
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<td>B. Students demonstrate knowledge of major theoretical paradigms and prevalent contemporary approaches in major field(s).</td>
<td>Project in Theory/Methodology courses demonstrating SLO; 2 courses taught S13</td>
<td>100% students have B or higher on assignment</td>
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<td>C. Students demonstrate knowledge of pedagogical theory, teaching methods, or other methodologies relevant to disciplinary field(s).</td>
<td>Project in Composition Pedagogy core option course, taught S13</td>
<td>100% students have B or higher on assignment</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>A. Students demonstrate the ability to write with a clear awareness of purpose, audience, and medium, through a writing process that involves reflection and/or revision.</td>
<td>Comprehensive Exam: each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”</td>
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<td>B. Students demonstrate the ability to access and evaluate library holdings, to develop a graduate-level research protocol that effectively utilizes appropriate scholarly resources (including electronic, print, and other materials); to assess the quality of traditional as well as non-academic sources; to conduct research that involves relevant primary materials; and to identify the terms of an ongoing critical argument and situate their own writing within that</td>
<td>Research Portfolio in Core Intro to Grad Studies course taught F12</td>
<td>100% must have at least “B” or higher</td>
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C. Students demonstrate the ability to communicate their ideas and support their interpretations effectively through oral presentations or performances.

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4. Civic Engagement

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<td>100% of students pass project presentation</td>
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classroom with others and, in return, gain experience and developing hands-on skills from others in the community, and demonstrate the ability to reflect on these experiences in support of the other learning outcomes above.
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