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Academic Learning Compact : M. L. A. Liberal Studies [Effective 2015]

University of South Florida St. Petersburg.

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Academic Learning Compacts

MLA LIBERAL STUDIES

Academic Year: Fall 2015 & Spring 2016

Due: May 20, 2016

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.

Signature Page for Academic Program

Academic Program:

Chair/Coordinator:

Date:

Summary Statement – Academic Program Performance in Fall 2015- Spring 2016

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

The MLA in Liberal Studies Program did very well this past year, although we need to improve recruitment. As the director, I put forth a great deal of energy to help retain students and make sure they made progress. Although we have a few students who have drifted away because of personal reasons (such as depression, in one instance), they don't tend to leave because of programmatic reasons.

We piloted a new core requirement option this year, Teaching Literature and Humanities, to replace Composition Pedagogy. Because it the new course has a broader range, it seems better suited to this kind of program. Students in mostly English but also related areas took it and did very well. They also commented later on that they thought the course was very helpful for them. Therefore, we plan to complete paperwork to make this course a permanent replacement for Composition Pedagogy in our program.

In addition, we made changes to our Intro to Grad Studies course assignments, but then realized that our previous version of the course was really more helpful for students. So, we're going back to the earlier model in AY 16/17.

Summary Statement – Impact of Changes Made in Fall 2015- Spring 2016

Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.

Include both the high points and low points

Academic Program:**Responsible Person:****Mission of Academic Program (include URL):**

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 2009-10 assessment]

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.

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



Academic Program: MLA in Liberal Studies

Person Responsible: Lisa Starks-Estes

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2015 & Spring 2016

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
A. Students demonstrate knowledge of disciplinary area(s) of study—major concepts, movements, historical periods, or other relevant categories in their major field(s).	Project in Theory/Methodology core courses; 2 courses taught spring semesters, 1 Summer A. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays	100% students have B or higher on assignment and all students must receive “low pass,” “pass,” or “high pass” in all	100% of all students enrolled at end of semester met outcome in all 3	We offered a new course option for this requirement in 15/16. The pilot worked very well, so we will be making permanent curriculum change in 16/17.

	evaluated with “high pass,” “pass,” “low pass,” or “fail”	three essays of comprehensive exam.	courses; 100% passed comps	
B. Students demonstrate knowledge of major theoretical paradigms and prevalent contemporary approaches in major field(s).	Project in Theory/Methodology core courses; 2 courses taught spring semesters, 1 Summer A. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% students have B or higher on assignment and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam.	. 100% of all students enrolled at end of semester met outcome in all 3 courses; 100% passed comps	We offered a new course option for this requirement in 15/16. The pilot worked very well, so we will be making permanent curriculum change in 16/17.
Students demonstrate knowledge of pedagogical theory, teaching methods, or other methodologies relevant to disciplinary field(s).	Project in Teaching Lit Humanities core option courses, taught Summer A 15 and Spring 16. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% students have B or higher on assignment and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam.	100% of all students enrolled at end of semester met outcome; 100% passed comps	We offered a new course option for this requirement in 15/16. The pilot worked very well, so we will be making permanent curriculum change in 16/17.

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
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.	Comprehensive exams-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	All students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam.	100% students passed comprehensive exam.	Director will continue prepping students more fully to help with comps. It worked well in 15/16.
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.	Research project/annotated bibliography in Intro to Graduate Studies core course, 1 section in F14. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% must have at least “B” or higher and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam	100% of all students enrolled at end of semester met outcome in all 3 courses; (1 student withdrew, personal reasons)	Changes made in this core course worked OK, but some students needed the bib assignment given in previous semesters. Therefore, in AY 16/17, we’ll return to the earlier model.
C. Students demonstrate the ability to	Project in Teaching Lit and	All students pass oral	100% of	We offered a new course option for this

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

communicate their ideas and support their interpretations effectively through oral presentations or performances.	Humanities pedagogy core option course, taught Spring 15. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	project presentation or thesis defense.	students passed their oral project presentation or thesis defense.	requirement in 15/16. The pilot worked very well, so we will be making permanent curriculum change in 16/17.
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3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
A. Students make critical connections between relevant components of their major discipline(s).	Comprehensive exams-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	All students must receive “low pass,” “pass,” or “high pass” in all essays of comprehensive exam	100% students passed comprehensive exam.	Director will continue prepping students more fully to help with comps. It worked well in 15/16
B. Students critically examine the content of their field(s) from within a broader perspective of liberal arts.	Comprehensive exams-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	All students must receive “low pass,” “pass,” or “high pass” in all essays of comprehensive exam	100% students passed comprehensive exam.	. Director will continue prepping students more fully to help with comps. It worked well in 15/16
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 course. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% of students get “B” or higher on project and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam	100% of students met outcome in Ethics course; 100% students passed comprehensive exam.	Director will continue prepping students more fully to help with comps. It worked well in 15/16

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
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	Student project or that deals with work in community.	100% of students who do community-based projects or theses submit acceptable final project or thesis and	!00% of students who do community-based projects or theses met	We will continue encouraging students to engage in community-based projects and theses.

others in the community, and demonstrate the ability to reflect on these experiences in support of the other learning outcomes above.		pass project presentation or thesis defense.	outcome.	
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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 Program: MLA in Liberal Studies

Person Responsible: Dr. Lisa Starks-Estes

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
A. Students demonstrate knowledge of disciplinary area(s) of study—major concepts, movements, historical periods, or other relevant categories in their major field(s).	Project in Theory/Methodology core courses; 2 courses taught spring semesters, 1 Summer A. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% students have B or higher on assignment and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam.		
B. Students demonstrate knowledge of major theoretical paradigms and prevalent contemporary approaches in major field(s).	Project in Theory/Methodology core courses; 2 courses taught spring semesters, 1 Summer A. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% students have B or higher on assignment and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam.		
Students demonstrate knowledge of pedagogical theory, teaching methods, or other methodologies relevant to disciplinary field(s).	Project in either Composition Pedagogy or Teaching Lit Humanities core option courses, taught Summer A 15 and Spring	100% students have B or higher on assignment and all students must receive		

	16. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with "high pass," "pass," "low pass," or "fail"	"low pass," "pass," or "high pass" in all three essays of comprehensive exam.		
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2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
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.	Comprehensive exams-- each exam includes 3 essays evaluated with "high pass," "pass," "low pass," or "fail"	All students must receive "low pass," "pass," or "high pass" in all three essays of comprehensive exam.		
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.	Research project/annotated bibliography in Into to Graduate Studies core course, 1 section in F14. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with "high pass," "pass," "low pass," or "fail"	100% must have at least "B" or higher and all students must receive "low pass," "pass," or "high pass" in all three essays of comprehensive exam		
C. Students demonstrate the ability to communicate their ideas and support their interpretations effectively through oral presentations or performances.	Project in Composition Pedagogy core option course, taught Spring 15. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with "high pass," "pass," "low pass," or "fail"	All students pass oral project presentation or thesis defense.		

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
A. Students make critical connections between relevant components of their major discipline(s).	Comprehensive exams-- each exam includes 3 essays evaluated with "high pass," "pass," "low pass," or "fail"	All students must receive "low pass," "pass," or "high pass" in all essays of comprehensive exam		

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

B. Students critically examine the content of their field(s) from within a broader perspective of liberal arts.	Comprehensive exams-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	All students must receive “low pass,” “pass,” or “high pass” in all essays of comprehensive exam		
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 course. Also, this SLO is assessed in comprehensive exam-- each exam includes 3 essays evaluated with “high pass,” “pass,” “low pass,” or “fail”	100% of students get “B” or higher on project and all students must receive “low pass,” “pass,” or “high pass” in all three essays of comprehensive exam		

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
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.	Student project or that deals with work in community.	100% of students who do community-based projects or theses submit acceptable final project or thesis and pass project presentation or thesis defense.		