

**USF SARASOTA-MANATEE
ASSESSMENT PLANNING RECORD
2012-2013**

UNIT:	College of Arts & Sciences
MISSION:	The College of Arts & Sciences is an interdisciplinary community of scholars bound by a shared commitment to the study of human ideas and experience, critical inquiry, creative expression, and open discourse. As researchers, we have active agendas that result in scholarly publications that advance our understanding of our discipline. As teachers, we instill these scholarly skills, values, and knowledge in our students. As faculty, we lend our skills to meet the needs of the communities in which we live. Each term, our course offerings and the diversity of our undergraduate and graduate programs are designed to fulfill the needs of our students. Graduates of programs in the College of Arts & Sciences at USF Sarasota-Manatee are well prepared for employment or further academic study.
2012-16 USFSM STRATEGIC PLAN GOALS:	<p>ACCESS: Expand access to a University education that benefits students and the local, national, and global community; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS Goals 2,3)</p> <p><u>Teaching & Learning</u></p> <p>(1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(1b.) Promote innovative scholarship and community-engaged research.</p> <p>(1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(1d.) Partner with a variety of organizations and stakeholders, including the USF System.</p> <p>(1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p>SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; SUS Goals 1,2).</p> <p><u>Teaching & Learning</u></p> <p>(2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.</p> <p>(2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(2c.) Track and promote faculty-developed measures of scholarship.</p> <p>(2d.) Identify student success predictors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(2e.) Earn recognition as a Carnegie Community-Engaged University.</p> <p>(2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>

OUTCOMES	Unit Goal	Means of Assessment	Measure/Level of Expectation	Assessment Data	Plan Resulting from Analysis	Administrative Response
UNIT GOALS:	<ol style="list-style-type: none"> 1. Deliver relevant academic programs efficiently and effectively (Aligns with USFSM Goals 1a, 2a) 2. Provide students with an enjoyable and productive learning experience (Aligns with USFSM Goals 2a, 1e, 2d) 3. Contribute new knowledge and share that knowledge with constituents (Aligns with USFSM Goals 1a, 1b) 4. Improve quality and/or quantity of programs and faculty (Aligns with USFSM Goals 1a, 1b, 2a, 2c) 					
OUTCOMES	Unit Goal	Means of Assessment	Measure/Level of Expectation	Assessment Data	Plan Resulting from Analysis	Administrative Response (RVC Academic Affairs)
1. Students in CAS programs indicate that they feel well served by the faculty	1,2,3,4	Student course evaluations	Overall ratings of faculty average at least 4.2, with no courses below 3.0 (on a 1-5 scale).	CAS offers approximately 150 courses each semester, taught by 27 fulltime faculty and approximately 40 part-time adjuncts. In spring semester, their overall course ratings averaged 4.36. However, 5 courses had overall scores below 3.0.	All but one of these less-than-effective courses was taught by adjuncts; one of whom is not being rehired. The dean is consulting with the other instructors of weak courses to improve their effectiveness.	The dean has been responsive to issues with adjunct teaching and I will support the addition of full-time faculty when needed to replace adjuncts within budget constraints.
		Students satisfaction survey	Ratings for CAS of at least 4.0 (out of 5) on "Access to Faculty" and "Mutual Student-Faculty Respect"	<u>Re. Access</u> 89% Satisfied or Very Satisfied; 9% Neutral; and only 1% Dissatisfied (from CSD an online program) <u>Re. Mutual Respect</u> 92% Satisfied or Very Satisfied; 4% Neutral; and only 3% Dissatisfied or Very Dissatisfied (1 each from CJA, ENG, and PSY)	Raw data shows that when dissatisfaction was recorded, in all but one area, it was expressed by only one student from any discipline, all other students in each discipline expressing satisfaction. The Student Satisfaction Survey has another relevant topic for measuring Outcome 1: "Productive, Participatory Classes." This topic will be added to the next assessment plan.	
		Grievances	No grievances	No grievances were filed.	No improvement actions planned.	

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2. Students in CAS programs indicate that they feel well served by the administrative staff	1,4	Students satisfaction survey	Ratings for CAS of at least 4.0 (out of 5) on "College Staff"	<u>Re. Staff</u> 89% Satisfied or Very Satisfied; 9% Neutral; and only 1% Dissatisfied	The Student Satisfaction Survey has another relevant topic for measuring Outcome 2: "Classes Scheduled Appropriately." This topic will be added to the next assessment plan.	The scheduling times of courses continues to be an issue due to our inability to offer multiple sections. Continued vigilance in this area is appreciated.
3. Faculty in CAS indicate that they feel well-supported in their teaching	2,4	Campus Workplace Survey	Ratings below 3.0 (1 being best out of 5) on "Mutual Staff-Faculty Respect"	USFSM has ceased conducting the Campus Workplace Survey, so this measure could not be used.	This means of assessment will be removed in the next assessment plan. It really was not needed to measure Outcome 3.	This process seems to be working well. I would suggest a new goal for continuous improvement in Arts & Sciences next year.
		Faculty evaluations of staff and dean	Mean scores of at least 3.4 on 360° evaluations of dean and staff	On faculty evaluation of the dean's performance, approval was indicated by scores of Strongly Agree (4) and Agree (3); disapproval was indicated by Disagree (2) or Strongly Disagree (1). The average score of the 13 items was 3.45 Faculty evaluations of staff used the same scoring system-- approval was indicated by "Strongly Agree" or "Agree"; disapproval was indicated by "Disagree" or "Strongly Disagree" but the items were not numbered so the measure of 3.5 could not be used. It was not needed, however, because all four CAS staff received	No improvement actions planned.	

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				NO disapproval scores from faculty on any of the survey items.		
4. Faculty in CAS indicate that they feel well-supported in their pursuit of tenure and promotion	4	Faculty evaluations of Dean	100% of full-time faculty register feeling supported toward tenure and promotion	<p>On faculty evaluation of the dean's performance, approval was indicated by scores of Strongly Agree (4) and Agree (3); disapproval was indicated by Disagree (2) or Strongly Disagree (1). Three items related to support of tenure and promotion:</p> <p>3. Supports teaching 4. Supports scholarship 5. Supports service</p> <p>On each of the three items related to support of tenure and promotion, 1 of the 11 respondents (9%) indicated disapproval, but 10 respondents (91%) indicated approval. The average scores on the relevant items was as follows: 3 = 3.5; 4 = 3.45; 5 = 3.64</p>	This assessment measure for Outcomes 4 will be revised for the next assessment cycle: <i>"Average scores of at least 3.4 on items related to support of faculty tenure and promotion on the faculty evaluation of the dean."</i>	The success of faculty in tenure and promotion in the College of Arts & Sciences seems to indicate that this outcome is being attained.
5. CAS faculty increases in quality and quantity	1,4	Successful searches	All searches will conclude in hire	4 national searches were conducted and all concluded with successful hires. However, a strategy to economize led to some searches taking a longer time that usual.	In the future, CAS will bring at least two finalists to campus, following phone interviews with four semi-finalists	CAS has a fine process in place and a good track record of filling faculty positions with high quality faculty. The planned actions seem reasonable.
		Successful Tenures, Promotions,	All applicants for T&P will be successful	All T&P applicants were successful: 1 tenured Associate to Professor 1 Instructor I to Instructor II	No improvement actions planned.	

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		and Annual Review	All faculty receive “strong” or “outstanding” on Annual Reviews	<p>1 mid-point assessment positive</p> <p>In CAS, all 27 resident faculty, including visiting instructors, are fully reviewed separately by a peer committee and by the dean. The lowest “strong” score would be 4.0. Only one faculty member was below this mark; a tenured full professor scored an overall 3.95.</p> <p><u>Teaching</u> With only 2 exceptions, all permanent or renewed CAS faculty scored 4.5 or above, which is the “outstanding” range. A new instructor who taught online for the first time and to non-majors scored 4.1 in fall; she learned from her first semester and score improved in spring. A tenured full professor scored 3.5.</p> <p><u>Service</u> With only 1 exception, all permanent or renewed CAS faculty scored 4.5 or above, which is the “outstanding” range. A tenured full professor scored 3.95.</p> <p><u>Research</u> All CAS faculty with a research assignment scored 4.25 or above, which is the “outstanding-strong”</p>	The dean continues to work with the faculty to improve faculty T&P guidelines and the annual review process.	

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				range.		
		Publication & Presentations	All tenure-seeking faculty, publish 1 article and present at 1 conference. All faculty will be professionally active	Among the 15 CAS faculty with research assignments in 2012, all either published peer-reviewed scholarship or had it accepted for publication. In all, CAS faculty contributed <u>43</u> scholarly works to their fields and presented their research at <u>15</u> national or international meetings.	No improvement actions planned.	
6. Enrollment in CAS programs increases	1,4	Student Credit Hours	Student credit hours in every major will increase	Between SP 2012 and SPR 2013, most CAS degree programs experienced a decline in SCH: Significant exceptions were Lower-level gen ed and prereqs: +17% And the new CSD SLS degree: +24 Criminology and MA in CJA increased slightly: +1% All other degrees saw a decline: English: -23% History: -8% Psychology: -6% Inter Soc. Sci.: -10% MSW: -5% MA Eng Ed: -5%	The dean and faculty continue to explore ways to increase SCH, but don't have a data-driven plan of action.	To develop a data-driven plan of action, I suggest that CAS work closely with Student Services' admissions personnel and develop joint activities.
			Overall student credit hours for CAS programs will increase by	Between SP 2012 and SPR 2013, CAS experienced a decline in SCH: UG: -4% and G: -2%	The dean and faculty continue to explore ways to increase SCH, but don't have a data-driven plan of action.	

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7. CAS programs expand in appropriate use of technology	4	OASIS schedule	5% In every degree program that allows it, at least one new course will be offered online.	Approximately 50% of all CAS courses are now offered online. Currently, 2 UG majors are delivered 100% online and 1 can be done online depending on concentrations; 1 grad program is 100% blended online. All programs include some online instruction. The major recent development has been online degree prerequisites and exit courses.	The dean is working with faculty to pilot a new online model for those who are less experienced or less confident learners: 100% online instruction, only on-campus tests, but weekly <u>optional</u> class sessions.	The pilot of a model for new on-line courses should help with enrollments. The requirement for all students to have a laptop should improve student participation in course evaluations.
		Student Course Evals	At least 80% of students evaluating online or video-conference courses evaluate the overall experience as favorable.	CAS does uses video-conference technology to provide only a few courses to North Port. In spring term, two courses were delivered via VC: a capstone and a gen ed exit. The capstone was well received at both sites (scores of 4.3 and 4.5. We have no data for the gen ed exit at the distant site because NO students filled out the online evaluation. In spring semester CAS offered 37 100% online courses. Their overall course ratings averaged 4.3. However, 1 course had overall scores below 3.0.	When students have laptops in class, we will be better able to encourage online evaluations during class time. The dean is working with the new adjunct whose course was evaluated below 3.0 to improve the instructor's effectiveness. This assessment measure for Outcome 7 was changed as it was for Outcome 1: <i>"In online and video courses, overall ratings of faculty average at least 4.2, with no courses below 3.0 (on a 1-5 scale)"; however, the revision was not recorded in the plan.</i>	

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					The data presented is for the measure as it should have been written. This assessment measure will be stated correctly for the next assessment cycle.	
8. CAS adds new degree offerings to respond to needs	1,4	OASIS schedule	At least one new program, or concentration with an existing program will be added to CAS	In 2012, CAS had a new B.A. in Professional and Technical Communication approved, and it submitted a proposal for a new B.S. in Biology. CAS began the following collaborations in progress: with USF Health for a pre-med certificate program with USF CBCS to be part of the Suncoast grad CSD/SLS degree with USF CBCS to host another cohort of the grad MSW degree	CAS will begin offering the new B.S. in Biology as soon as it is approved, and CAS will also continue to develop MOUs with USF Health and the USF CBCS to host grad SLS and MSW.	Congratulations to CAS for working to start the new Biology degree. It should prove to be well-needed and well-enrolled in our community.
<p>Executive Response (Chancellor): The Dean is to be complimented on her outstanding work in the College of Arts and Sciences. She continues good assessment and implements change when necessary. Congratulations on the new Biology degree. We may want to consider other STEM degrees this coming year – perhaps Environmental Science and Policy. May also want to consider an Associate Dean for Sciences out of new STEM allocation. Finally, the Dean want to develop a data-driven plan to explore new ways to increase SCH.</p>						