

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
UNIT ASSESSMENT REPORT
2013-2014**

UNIT:	College of Arts & Sciences (Dr. Jane Rose)
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>GOAL 1 ACCESS: Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)</p> <p><u>Teaching & Learning</u> (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> (1b.) Promote innovative scholarship and community-engaged research. (1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><u>Public Service & Community Engagement</u> (1d.) Partner with a variety of organizations and stakeholders, including the USF System. (1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p>GOAL 2 SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).</p> <p><u>Teaching & Learning</u> (2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results. (2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><u>Scholarship, Research, and Innovation</u> (2c.) Track and promote faculty-developed measures of scholarship. (2d.) Identify student success predictors.</p> <p><u>Public Service & Community Engagement</u> (2e.) Earn recognition as a Carnegie Community-Engaged University. (2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>

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 Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
Outcome 1. Students in CAS programs indicate that they feel well-served by the faculty.	1,2,3,4	Overall ratings of faculty on student course evaluations average at least 4.2, with no courses below 3.0 (on a 1-5 scale).	<p>CAS offers approximately 160 courses each semester, taught by 32 full-time faculty and approximately 40 part-time adjuncts. The Dean does not evaluate specialized courses with fewer than 5 enrolled. Item #8 of the course evaluation is "Overall Rating of Instructor." In spring 2014 the average score on this item among 151 evaluated courses was as follows:</p> <ul style="list-style-type: none"> -taught by FT CAS faculty: 4.39 -taught by PT CAS faculty: 4.25 <p>Among all of these courses, 4 received scores below 3.0. Two of these low-scoring courses were taught by adjuncts. The other two belonged to the same fulltime instructor of an online program.</p>	<p>The average of Overall ratings indicates that, taken as a whole, the CAS degree curricula are delivered effectively and students in these programs are aware that they are being well-served at USFSM.</p> <p>The two adjuncts who had low course evaluation scores will not be renewed.</p> <p>The full-time instructor whose online courses scored low is quite troubling, in part because the data is based on a survey response rate of less than 25%, meaning the responses cannot be assumed to be representative. Regardless, the Dean is going to pursue an improvement plan with the instructor in the coming year.</p>	Excellent work in utilizing student perceptions for continuous improvement of instruction.

OUTCOMES	Unit Goal	Means of Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
		On the Student Satisfaction Survey, ratings for CAS of at least 4.0 (out of 5) on "Access to Faculty," "Mutual Student-Faculty Respect," and "Productive, Participatory Classes."	In the Student Satisfaction Survey administered in Spring 2013, 60 of the 188 respondents were in CAS; they agreed to relevant statements of satisfaction as follows: <u>Productive/Participatory</u> 96% Agree or Strongly Agree: 4.4; 2% Neutral; and 2% Disagreed <u>Access</u> 91% Agree or Strongly Agree: 4.4; 9% Neutral; and 0% Disagreed <u>Mutual Respect</u> 88% Agree or Strongly Agree: 4.3; 10% Neutral; and 2% Disagreed	CAS is meeting this performance outcome in every area, so no improvement actions are planned. Scores and student comments show that when dissatisfaction is recorded, it is usually a single student, whose negative experience is not shared by others.	Excellent work in utilizing student perceptions for continuous improvement of instruction.
		No academic grievances.	No grievances were filed.	No improvement action planned.	
Outcome 2. Students in CAS programs indicate that they feel well served by the administrative staff.	1,4	On Student Satisfaction Survey, ratings for CAS of at least 4.0 (out of 5) on "College Staff" and "Classes Scheduled Appropriately."	The Student Satisfaction Survey no longer contains a generic question regarding staff. In the survey administered in Spring 2013, 60 of the 188 respondents were in CAS; they agreed to the statement of satisfaction with administrative scheduling as follows:	Scores and student comments show that CAS is not meeting this outcome in regard to course scheduling. Because of the limited number of courses that our enrollments warrant and the fact that student complaints show a wide variance of need, a solution to this challenge does not present itself at this time. However, CAS continues to seek ways to recognize variance of scheduling preferences by major	Continue to monitor and work collaboratively with advising to strengthen performance in this area.

OUTCOMES	Unit Goal	Means of Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)						
			<table border="1" data-bbox="892 251 1302 487"> <tr> <td colspan="2" data-bbox="892 251 1302 332"><i>Classes are scheduled appropriately</i></td> </tr> <tr> <td data-bbox="892 332 1186 406">Agree or Strongly Agree Average Score: 3.8</td> <td data-bbox="1186 332 1302 406">65%</td> </tr> <tr> <td data-bbox="892 406 1186 479">Neutral, Disagree, or Strongly Disagree</td> <td data-bbox="1186 406 1302 479">35%</td> </tr> </table>	<i>Classes are scheduled appropriately</i>		Agree or Strongly Agree Average Score: 3.8	65%	Neutral, Disagree, or Strongly Disagree	35%	<p>when they exist, and to better inform USFSM students about the challenges we face in scheduling .</p> <p>For the next assessment cycle, the Dean will add another means of assessment for Outcome 2.</p>	
<i>Classes are scheduled appropriately</i>											
Agree or Strongly Agree Average Score: 3.8	65%										
Neutral, Disagree, or Strongly Disagree	35%										
Outcome 3. Faculty in CAS indicate that they feel well-supported in their teaching	2,4	On faculty evaluations of staff and Dean, mean scores of at least 3.4 on 360° evaluations of Dean and staff.	<p>A new survey instrument was not constructed to provide data on a 1-5 point scale, so the data below is presented differently.</p> <p>The 22 CAS faculty (13 FT, 9 PT) respondents on the Dean's Evaluation agreed to satisfaction item #3 as follows:</p> <table border="1" data-bbox="892 1071 1302 1339"> <tr> <td colspan="2" data-bbox="892 1071 1302 1144"><i>Encourages effective classroom teaching techniques.</i></td> </tr> <tr> <td data-bbox="892 1144 1186 1226">Agree or Strongly Agree</td> <td data-bbox="1186 1144 1302 1226">86% (18)</td> </tr> <tr> <td data-bbox="892 1226 1186 1339">Disagree, Strongly Disagree, or Don't Know</td> <td data-bbox="1186 1226 1302 1339">14% (4)</td> </tr> </table>	<i>Encourages effective classroom teaching techniques.</i>		Agree or Strongly Agree	86% (18)	Disagree, Strongly Disagree, or Don't Know	14% (4)	<p>The CAS Dean and Staff appear to be meeting this outcome, so no improvement actions planned.</p> <p>However, for the next assessment cycle the Dean's evaluation instrument will be revised to provide better data relevant to this outcome. Further, the measure of expectation for this means of assessment will be revised.</p>	I support the exploration of additional measures for this objective. Encouraging effective classroom teaching techniques is only one facet of "well-supported in . . . teaching."
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			On faculty evaluation of the CAS staff, no one received any disapproval scores from faculty on any of the survey items.																								
Outcome 4. Faculty in CAS indicate that they feel well-supported in their pursuit of tenure and promotion.	4	On faculty evaluations of Dean, average scores of at least 3.4 on items related to support of faculty tenure and promotion on the faculty evaluation of the Dean.	<p>A new survey instrument was not constructed to provide data on a 1-5 point scale, so the data below is presented differently. The 13 fulltime CAS faculty respondents on the Dean's Evaluation agreed to these satisfaction items as follows:</p> <table border="1" data-bbox="898 699 1297 1414"> <tbody> <tr> <td colspan="2" data-bbox="898 699 1297 776"><i>3. Encourages effective classroom teaching techniques.</i></td> </tr> <tr> <td data-bbox="898 776 1192 852">Agree or Strongly Agree</td> <td data-bbox="1192 776 1297 852">85% (11)</td> </tr> <tr> <td data-bbox="898 852 1192 928">Disagree or Strongly Disagree</td> <td data-bbox="1192 852 1297 928">15% (2)</td> </tr> <tr> <td colspan="2" data-bbox="898 928 1297 1005"><i>4. Encourages scholarly activities.</i></td> </tr> <tr> <td data-bbox="898 1005 1192 1081">Agree or Strongly Agree</td> <td data-bbox="1192 1005 1297 1081">92% (12)</td> </tr> <tr> <td data-bbox="898 1081 1192 1157">Disagree or Strongly Disagree</td> <td data-bbox="1192 1081 1297 1157">8% (1)</td> </tr> <tr> <td colspan="2" data-bbox="898 1157 1297 1234"><i>5. Encourages professional or community service.</i></td> </tr> <tr> <td data-bbox="898 1234 1192 1310">Agree or Strongly Agree</td> <td data-bbox="1192 1234 1297 1310">92% (12)</td> </tr> <tr> <td data-bbox="898 1310 1192 1386">Disagree or Strongly Disagree</td> <td data-bbox="1192 1310 1297 1386">8% (1)</td> </tr> <tr> <td colspan="2" data-bbox="898 1386 1297 1414">AVERAGE</td> </tr> <tr> <td data-bbox="898 1414 1192 1421">Agree or Strongly Agree</td> <td data-bbox="1192 1414 1297 1421">90%</td> </tr> </tbody> </table>	<i>3. Encourages effective classroom teaching techniques.</i>		Agree or Strongly Agree	85% (11)	Disagree or Strongly Disagree	15% (2)	<i>4. Encourages scholarly activities.</i>		Agree or Strongly Agree	92% (12)	Disagree or Strongly Disagree	8% (1)	<i>5. Encourages professional or community service.</i>		Agree or Strongly Agree	92% (12)	Disagree or Strongly Disagree	8% (1)	AVERAGE		Agree or Strongly Agree	90%	<p>The CAS Dean and staff appear to be meeting this outcome, so no improvement actions planned.</p> <p>However, for the next assessment cycle the Dean's evaluation instrument will be revised to provide better data relevant to this outcome.</p> <p>In the next Unit Assessment Plan the measure of expectation for this means of assessment will be revised.</p>	<p>I support the exploration of additional measures for this objective. The Dean's evaluations are limited to the perceptions of the Dean's contributions to support for tenure and promotion. Additional sources of support for tenure could include information commons resources, etc.</p>
<i>3. Encourages effective classroom teaching techniques.</i>																											
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Outcome 5. CAS faculty increases in quality and quantity.	1,4	All searches will conclude in hire.	CAS has hired 10 new faculty members for next year. In 2013-14, CAS conducted 8 full national searches, only one of which was unsuccessful, and 3 more truncated searches for visiting faculty. Of these new positions, 7 address development of STEM programs. Some first-choice candidates declined because USFSM could not provide for adequate labs for their research or their ability to mentor student research.	<p>The CAS Dean's top priority for STEM development is to provide better research facilities for science faculty. We will not attract or keep quality faculty without research labs. Further, we will not develop the special undergraduate programs we aim for without providing research labs where faculty can include students in their work. At this time, this need is urgent in Biology, CSD, and Psychology.</p> <p>Another priority of the CAS Dean, addressing our academic development, is hiring more tenure-track appointments. Our trend of hiring instructors has undermined our mission.</p>	Exceptional work in successful searches.
		All applicants for tenure and promotion will be successful.	In 2013-14, two CAS assistant professors applied for tenure and promotion to associate. Both were strongly scored and approved for T&P at every level of review.	CAS tenure-seekers are succeeding, but our tenured faculty remains small. Currently, CAS has more faculty in the instructor track than it does in the tenure track. Beginning with the next cycle, increasing CAS faculty in the tenure track will be added as a means of measuring Outcome 5.	

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		All faculty receive "strong" or "outstanding" on Annual Reviews.	In 2013-14, the a peer committee and the Dean reviewed 20 permanent CAS faculty; 10 visiting faculty were reviewed just by the Dean. The lowest "strong" score is 4.0. No faculty received scores from the peer committee below 4.0; however, the Dean scored three faculty below this mark.	Decisions were made to no longer employ two of the three faculty below the mark. The Dean will attempt to assign the third faculty to fewer online courses and more face-to-face, since the faculty member's teaching performance is better in-person.	Use of results from annual reviews will contribute to continuous improvement of the unit.
		All tenure-seeking faculty, publish 1 article and present at 1 conference. All faculty will be professionally active.	Among the 12 CAS faculty with research assignments in 2013-14, 10 published peer-reviewed scholarship; 1 tenure earning assistant professor and 1 tenured professor did not have work publish in this time period. All had work submitted and under review. Most also presented their work at national conferences. In all, CAS faculty published 15 scholarly articles or chapters, in addition to reviews, invited articles, etc.	The Dean will support the two faculty lagging somewhat in productivity by offering them a course release in 2014-15 to spend time on their research.	
Outcome 6. Enrollment in CAS programs increases.	1,4	Student credit hours in every major will increase.	In Fall 2013, USFSM enrolled its first FTIC students. As a result, its lower-level SCH increased 81%.	Efforts to build enrollments certainly must continue. Our modest lower-level growth plan is to increase by approximately	I strongly support the efforts to increase enrollments and suggest continued and

			<p>It also began a new major-Prof and Tech Comm—which had been a concentration in English. The result was an increase of 42% in PTC and a decrease of 18% in English. Also a new graduate degree in English Education increased +50% (but these numbers are still small).</p> <p>Although a cohort, the MSW program decreased 15% because some students dropped out. The following programs also saw decreased in SCH: MAJCA-9%, CSD-18%, Criminology-13%, and Psychology-9%.</p> <p>In addition to Gen Ed and PTC, increases are noted in History+1% and ISS+8%.</p>	<p>50% next year. The new MSW cohort beginning Fall 2014 has more students than the previous one. CSD, which has met the pent-up demand of the first years, is now open to all undergraduates. Effort needs to focus on increasing overall enrollment at USFSM. Otherwise, the addition and growth in some majors will naturally be balanced by loss in others.</p>	<p>expanded collaboration across campus in this regard.</p>
		Overall student credit hours for CAS programs will increase by 5%	In total, SCH in CAS programs increased 15%.	While clearly meeting the performance outcome, growth is primarily at the lower-level. We need to continue that growth at the modest level of our plan, and we also need to increase enrollment in graduate programs.	
Outcome 7. CAS programs expand in appropriate use of technology.	4	In every degree program that allows it, at least one new course will be offered online.	With the opening of a 4-year curriculum in 2013-14, CAS delivered selected sections of lower-level courses for more	The CAS, with plentiful and strong online courses, appears to be meeting this outcome, so no improvement actions	Online courses will continue to be a necessary part of a strategy to increases

			<p>mature students in all 5 Gen Ed categories online. Upper-level programs in 4 disciplines also increased their online offerings. In all, new online courses options were developed in 12 subject areas.</p>	<p>planned.</p> <p>The CAS Dean is considering removal or revision of outcome 7 for the next cycle of assessment.</p>	<p>enrollments. However, the emphasis on academic integrity and rigor of the online environment does require ongoing monitoring.</p>
		<p>In online and video courses, overall ratings of faculty by students average at least 4.2, with no courses below 3.0 (on a 1-5 scale).</p>	<p>In 2013-14, CAS did not deliver any video courses.</p> <p>CAS offers approximately 60 online courses each semester. One program is 100% online, two are 80% online, and all the other include some online courses. Item #8 of the course evaluation is "Overall Rating of Instructor."</p> <p>In spring 2014, the average score on this item among 56 evaluated online courses was as follows: -taught by FT CAS faculty: 4.21 -taught by PT CAS faculty: 4.33 Among all of these courses, only 2 received scores below 3.0, and they were taught by the same fulltime instructor of an online program.</p>	<p>CAS suspended delivery of video-conferenced courses because, regardless of efforts to improve, all course assessment showed that students at the distant site experienced less satisfying and less effective learning than either those at a primary site or those taking the course online.</p> <p>Course average for Overall course evaluations indicates that, as a whole, CAS online courses provide effective, engaging learning.</p> <p>The Dean will address the instructor who scored low on two separate courses.</p> <p>Low response rates for assessment of online courses remains a concern. Lack of data and its unreliability result in inability to use data either formatively or summatively.</p>	

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Outcome 8. CAS adds new degree offerings to respond to needs.	1,4	Add at least one new program or concentration in an existing program.	In 2013-14, CAS had a new BS in Biology approved, piloted lab sciences in its new teaching labs, and hired a founding faculty of 4; it prepared to offer the BS in CSD/SLS as a regular undergrad degree; it finalized a new MOU with the USFT SOK and admitted a new hosted MSW cohort; and it delivered the full General Education curriculum to the first freshman class at USFSM. It continued developing plans with USF Tampa CSD for partnership on a graduate program with teaching clinic, as well as plans with USF Health for a concentration/certificate in Pre-Health Professions.	CAS has significantly exceeded this outcome, and no improvement action is planned. Several development projects currently underway will continue toward fruition during the next cycle.	The need for continued exploration of degree offerings, including eliminating duplication as appropriate, is important.

Chancellor's Response (Dr. Arthur Guilford): Excellent use of student reporting and evaluation of courses and material. I am a bit troubled by the response on scheduling as a high percentage of students do not feel that the scheduling is appropriate. How will you address this in the future? You are to be commended for the exceptional number of searches that you have successfully completed this year. You have really grown the College, and it is well reflected in the growth in your STEM majors. I hope that in the future you will also explore other non-laboratory STEM courses, such as Environmental Science. You are certainly to be commended for all the fine work that has been done in the College of Arts and Sciences.

