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:	**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)
	Teaching & Learning
	  (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.
	Scholarship, Research, and Innovation
	  (1b.) Promote innovative scholarship and community-engaged research**.**
	  (1c.) Seek **external funding** from public grants, private foundations, and individual donors.
	Public Service & Community Engagement
	  (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.
	
	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).
	Teaching & Learning
	  (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.
	Scholarship, Research, and Innovation
	  (2c.) Track and promote faculty-developed measures of scholarship.
	  (2d.) Identify student success predictors.
	Public Service & Community Engagement
	  (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.

UNIT GOALS:	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).	**Student Course Evaluations** Overall averages in fall and spring were 4.37 and 4.31. However, in fall 4 classes scored under 3, and in spring 10 classes scored under 3.	Overall average target was met. The dean has addressed the low fall scores with the instructors, and will be doing so with the spring low scores also. The dean has counseled a new tenure-earning faculty member with little teaching experience who received low scores in all of her courses. The dean has also not renewed a visiting instructor who got low scores. In other situations, the dean either understands the problem or is seeking better understanding before taking action.	Student course evaluations are one measure of student's feeling well served as is the Student Satisfaction Survey.
		On the Student Satisfaction Survey, mean score of ratings for CAS is at least 4.0 (out of 5) on "Access to Faculty," "Mutual Student-Faculty Respect," and "Mutual Student-Admin Staff Respect."	**2014-15 Satisfaction Survey** | Question	N	Ave
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Access	62	4.3
Faculty Respect	64	4.2
Ad/Staff Respect	62	4.2		**Met target**	

		No academic grievances.	**Academic grievances** No academic grievances filed	**Met target, but needs revision to accurately address the outcome.** In 2014, 9 students came to the dean with complaints related to faculty; while the dean was able to address the situations and avoid formal grievance, student complaints related to faculty did occur.	Academic grievances are likely not an effective measure for this outcome.
Outcome 2. Students in CAS programs indicate that they feel well served by the administrative staff.	1,4	On Student Satisfaction Survey, mean score of ratings for CAS is at least 4.0 (out of 5) on "Availability of Classes" and "Convenience of Schedule"	**2014-15 Satisfaction Survey** 	Question	N	Ave
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Availability	65	3.7
Convenient	60	3.5		**Target not met.** Responses relevant to course availability and convenience are below target. Allowing block and late afternoon scheduling may increase student satisfaction; however, the need to schedule more on Fridays and Saturdays to better use room space may lessen student satisfaction. Also the need to repurpose one CAS classroom for offices will lessen the number of courses that can be scheduled in any given timeslot.	Scheduling is clearly a major challenge given our size. CAS has responded well.
		No Student Complaints.	**Student Complaints** In 2014, 9 students registered complaints related to how they were served academically,	**Target not met, but needs revision to accurately address the outcome.** In all cases, the dean was able to provide explanation or take follow-up action that discouraged further grievance.	Outcome of Student Complaints to CAS administration are not likely an effective measure for this outcome.

				This fact suggests student satisfaction with administration.	
Outcome 3. Faculty in CAS indicate that they feel well-supported in their teaching.	2,4	Faculty responses on the Dean's performance survey indicate that at least 90% expressed feeling supported in their teaching.	**2015 Dean's Survey** (13 out of 35 respondents) Responses to the RVCASA's request for assessment of the dean's strengths and weaknesses, all indicated feeling supported by the dean, and none noted lack of support.	**Met target** Since the RVCASA prefers open responses, that survey will no longer be used to support this unit assessment. The dean will conduct an anonymous survey of the faculty with specific items to elicit targeted response data.	Extrapolation from a 360° personnel review may not be the most appropriate measure of this outcome. The reason indicated seems more appropriate.
Outcome 4. Faculty in CAS indicate that they feel well-supported in their pursuit of tenure and promotion	4	Faculty responses on the Dean's performance survey indicate that at least 90% expressed feeling supported in their research	**2015 Dean's Survey** (13 out of 35 respondents) Responses to the RVCASA's request for assessment of the dean's strengths and weaknesses, all indicated feeling supported by the dean, and none noted lack of support.	**Met target** Since the RVCASA prefers open responses, that survey will no longer be used to support this unit assessment. The dean will conduct an anonymous survey of the faculty with specific items to elicit targeted response data.	Ditto.
		Research faculty have appropriate labs.	**Research Labs** faculty needing bio labs: 3 faculty with bio labs now: 1 faculty with bio labs by Fall 15: 3 faculty needing behav sci labs:10 (Psych: 5, Soc: 2, Crim: 3) faculty with behav sci labs now: 5 (in A209) faculty with behav sci labs by F15: 10 (also in Viking for 2 yrs)	**On track to partially meet target.** By the end of Fall 2015, the target will be met, temporarily. Two modular biology labs, able to serve four research faculty, will be fully functioning by September 2015. Room A209 has been equipped as a communal lab for sociological research.	Excellent work on building this infrastructure.

				A temporary communal lab for psychological research is being established in the old Viking building. This psychology lab will only serve for two year.	
Outcome 5. CAS faculty increases in quality and quantity.	1,4	All searches will conclude in hires.	**Searches** Searches undertaken: 8 Searches successful: 8	**Met the target well.**	Excellent work on hires and hiring planning.
		Increase proportion of tenure-track faculty with majority of new appointments to tenure-track.	**Tenure-Track Faculty in CAS** 2013-14: 39% 2014-15: 44% Majority of appts: instructors	**Partially met target.** While instructors may be hired to teach General Education, CAS must prioritize making tenure-track appointments in degree-granting disciplines.	
		Decrease proportion of visiting instructors.	**Visiting Instructors in CAS** 2013-14: 30% 2014-15: 19.4%	**Met target.** As delivery of General Education becomes established at USFSM, we are moving visiting instructorships position to permanent instructorships. In Gen Ed disciplines that also deliver degree programs, tenure-track appointments may be made.	Excellent use of resources for moving faculty from the visiting lines.
		All applicants for tenure & promotion will be successful.	**Successful Tenure & Promotion** Applied for T&P: 2 Awarded tenure and promoted: 2	**Met target**	This seems to be an inappropriate strategy. Applicants being denied tenure may improve CAS faculty quality given certain circumstances.
		All permanent fulltime faculty are scored 4 (Strong) or 5 (Outstanding) in each area assignment at least 5% of effort	**Annual Review** Faculty rated at least 4 (strong) in all qualifying effort categories at both levels of reviews: 94%	**Target nearly met.** Two new instructors were rated below "strong" in service by the peer reviewers. In both cases, the	

		by peer reviewers and the dean on Annual Reviews.		dean evaluated their first year's performance in "Service" as Strong.	Continue pursuing this goal in consultation with new faculty coordinator of research.
		All tenure-earning faculty publish 1 juried article and present at 1 conference.	**Scholarly Impact** Tenure-earning faculty who published research = 57% Tenure-earning faculty who presented research = 85.7%	**Target not met.** Of the three tenure-earning faculty who did not publish in 2014, only one of those is a concern. The dean has counseled and provided support to this at-risk tenure-earner.	

Outcome 6. Enrollment in CAS programs increases. — 1,4

Increase student credit hours (SCH) in every major.

Increase overall total SCH in CAS by 5%.

Change in SCH (F/Sp – F/Sp)

Maj	13-14	14-15	%diff
Bio	351	1206	+244%
Crim	1425	1353	-5%
CSD	1219	1422	+17%
Eng	459	528	+15%
Hist	831	783	-6%
PTC	1569	1599	+2%
Psych	3007	2963	-1%
ISS+	3207	3242	+1%
Gero	210	111	-47
Lead	318	441	+39%
Honor	15	51	+240%
GE+	4950	6315	+28%
CJA	224	231	+3%
MSW	248	270	+9%
TOTAL	**18,033**	**20,515**	**+14%**

While **target was not met in every** major, the **overall CAS target was well met**.

Excellent work in increasing SCH, flexibility in course scheduling, and adapting to new structures.

Outcome 7. CAS adds new degree offerings to respond to needs. — 1,4

Add at least one new program, or concentration within an existing program to CAS.

Programs added
New minor: 1

Met target. New minor in Spanish and Latin American Studies

Excellent program development.

Chancellor's Response: Efforts to ensure quality faculty are commendable; however, while there is emphasis on teaching and research, I do not see comparable emphasis on service, which is also important for our university. I would like to see support for faculty engaging in meaningful service activities as well. Good job re-allocating resources to obtain space for faculty research, but I am concerned if we are, in fact, taking a classroom out of use for office or other needs, as we are in short supply of classrooms. We may need to explore available space off campus, if necessary, to preserve classrooms. Good job getting modular science labs up and renovating space for psychology to have a lab, and good news about increases in credit hours.

7/7/2015