

**USF SARASOTA-MANATEE
UNIT ASSESSMENT PLAN
2015-16**

UNIT:	College of Arts & Sciences (Dr. Jane Rose, Dean)
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.
2015-20 USFSM STRATEGIC PLAN GOALS:	<p>STRATEGIC GOAL #1: Student Success Ensure student retention, timely completion, employment success, and student satisfaction.</p> <p>STRATEGIC GOAL #2: Campus Life Foster an intentional culture of campus engagement.</p> <p>STRATEGIC GOAL #3: Intentional Enrollment Management Strategically recruit and retain students by growing existing programs and creating new programs of strategic emphasis or demonstrated demand.</p> <p>STRATEGIC GOAL #4: Teaching and Learning Explore and implement innovative technologies and pedagogical methods that increase student engagement in the learning process and improve student learning outcomes.</p> <p>STRATEGIC GOAL #5: Scholarly Activity Recognize and support diverse faculty and student research activities.</p> <p>STRATEGIC GOAL #6: Community Engagement Build and be known for a community engagement identity in partnership with a variety of organizations throughout the service area.</p> <p>STRATEGIC GOAL #7: Resources Preserve, grow, and diversify the human, physical, financial, private, and other resources, aligning them to support the strategic goals.</p>

UNIT GOALS:	<ol style="list-style-type: none"> 1. Deliver relevant academic programs efficiently and effectively. (Aligns with USFSM Goals 1, 3, 4, 5, 6, 7) 2. Provide students with an enjoyable and productive learning experience. (Aligns with USFSM Goals 1, 2, 3, 4, 5, 6, 7) 3. Contribute new knowledge and share that knowledge with constituents. (Aligns with USFSM Goals 1, 5, 6) 4. Improve quality and/or quantity of programs and faculty. (Aligns with USFSM Goals 1, 3, 4, 6, 7) 										
OUTCOMES	Unit Goal	Means of Assessing Outcomes	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 Out of <u>399</u> regular courses Overall score Average: 4.32 Overall scores below 3.0: 23 (5%)	Goal not completely met Overall CAS faculty are effective and appreciated instructors. The following steps have addressed cases of ineffective instruction. 3 new faculty who had weak evaluations have been counseled and provided with development opportunities 3 visiting instructors and 2 adjuncts have not been renewed. 2 adjuncts have been counseled and given another opportunity. 1 full professor poses a challenge	It might be helpful to utilize additional quality means of teaching.						
		On the CIRP Senior Survey, ratings for CAS of at least 4.0 (out of 5) on "Amount of Contact with Faculty," "Overall quality of instruction."	2015-16 Satisfaction Survey <table border="1" data-bbox="919 1263 1318 1393"> <thead> <tr> <th>Question</th> <th>% Satisfied</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>Contact</td> <td>95%</td> <td>4.54</td> </tr> <tr> <td>Quality</td> <td>90%</td> <td>4.38</td> </tr> </tbody> </table>	Question		% Satisfied	Ave	Contact	95%	4.54	Quality
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Quality	90%	4.38									

		<p>On CIRP Senior Survey, ratings for CAS, mean score of at least 3.0 (out of 4) on “Felt that faculty provided me with feedback that helped me assess my progress in class,” “Felt my contributions were valued in class,” and “Felt that faculty encouraged me to ask questions and participate in discussions.”</p>	<table border="1"> <thead> <tr> <th>Question</th> <th>% Agree</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>62%</td> <td>2.54</td> </tr> <tr> <td>Contributions</td> <td>67%</td> <td>2.64</td> </tr> <tr> <td>Participate</td> <td>70%</td> <td>2.67</td> </tr> </tbody> </table> <p>N=39 CAS Students</p>	Question	% Agree	Ave	Feedback	62%	2.54	Contributions	67%	2.64	Participate	70%	2.67	<p>than to others. It has been shared with all the CAS faculty in case they might be aware of a possible factor that can be addressed. It would also be helpful to know if delivery mode affected scores.</p>	
Question	% Agree	Ave															
Feedback	62%	2.54															
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		<p>No student complaints that warrant action by the dean. And no successful academic grievances.</p>	<p>Complaints # of complaints warranting further action: 0 # of successful grievances: 0</p>	<p>Goal met 12 student complaints were resolved by the dean through conference with the student and the faculty member involved. No formal grievances were filed.</p>													
<p>Outcome 2. Students in CAS programs indicate that they feel well served by the administrative staff.</p>	<p>1,4</p>	<p>On CIRP Senior Survey, ratings for CAS, mean score of at least 3.0 (out of 4) on “At least one staff member has taken an interest in my development.”</p>	<p>2015-16 Satisfaction Survey</p> <table border="1"> <thead> <tr> <th>% Agree</th> <th>Ave</th> </tr> </thead> <tbody> <tr> <td>95%</td> <td>3.47</td> </tr> </tbody> </table> <p>N= 39 CAS students</p>	% Agree	Ave	95%	3.47	<p>Goal met</p>	<p>Good result.</p>								
% Agree	Ave																
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		<p>No student complaints related to collage administrative staff.</p>	<p># Student admin complaints = 4</p>	<p>Goal not met The dean dealt with some complaints regarding academic advising, most involving inaccurate information or untimely response. Most of the problems were in biology, where an advisor was assigned the program with no warning in the fall. This is a large and</p>	<p>Advising changes should address this and other problems.</p>												

				<p>complicated program that no one (including faculty) knew well. It is a challenging program in which Type-A students sometimes confront failure. All this makes advising Biology students a particular challenge, and this unprepared advisor had Biology plus an extra-large student load. Hopefully, current changes will alleviate this problem.</p>									
<p>Outcome 3. Faculty in CAS indicate that they feel well-supported in their teaching.</p>	2,4	<p>On a survey related to the dean's support of faculty, 100 % of FT faculty responded Agree (3) or Strongly Agree (4) to these queries: Supporting teaching Encouraging trust and respect</p>	<p>2016 Dean's Survey N = 14 and 40% CAS FT Faculty</p> <table border="1"> <thead> <tr> <th>Item</th> <th>% 3&4 scores</th> </tr> </thead> <tbody> <tr> <td>Teaching</td> <td>93%</td> </tr> <tr> <td>Trust/Respect</td> <td>93%</td> </tr> </tbody> </table>	Item	% 3&4 scores	Teaching	93%	Trust/Respect	93%	<p>Goal almost met While 1 faculty respondent does not feel supported or encouraged in teaching, all but two respondents strongly feel supported or encouraged in this area.</p>	Continue to monitor.		
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<p>Outcome 4. Faculty in CAS indicate that they feel well-supported in their pursuit of tenure and promotion</p>	4	<p>On a survey related to the dean's support of faculty, 100 % of faculty responded Agree (3) or Strongly Agree (4) to these queries: Supporting advancement (T&P) Encouraging trust and respect Supporting scholarship</p>	<p>2016 Dean's Survey N = 14 and 40% CAS FT Faculty</p> <table border="1"> <thead> <tr> <th>Item</th> <th>% 3&4 scores</th> </tr> </thead> <tbody> <tr> <td>Advancement</td> <td>93%</td> </tr> <tr> <td>Trust/Respect</td> <td>93%</td> </tr> <tr> <td>Scholarship</td> <td>93%</td> </tr> </tbody> </table>	Item	% 3&4 scores	Advancement	93%	Trust/Respect	93%	Scholarship	93%	<p>Goal almost met While 1 faculty respondent does not feel supported or encouraged in scholarship, the large majority strongly feel supported or encouraged in this area.</p>	It will be important to monitor this as college restructuring is completed.
		Item	% 3&4 scores										
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<p>Research faculty have appropriate labs.</p>	<p>Faculty Labs # of faculty needing labs: 12 # of faculty with labs: 10</p>	<p>Goal almost met While faculty labs will be less than ideal until the new STEM building is built, most faculty on research appointments who</p>											

				require labs now have them. The exception is the CSD faculty, who need a clinical lab.	
Outcome 5. CAS faculty increases in quality and quantity.	1,4	All searches will conclude in hires.	# of searches: 5 # of hires: 5	Goal met CAS conducted 5 national searches, all of which concluded successfully by hiring finalists.	Excellent work in support of searches and conversion of visiting lines.
		Increase proportion of tenure-track faculty with majority of new appointments to tenure-track.	Percentage of Tenure-Track Permanent Faculty in CAS 2013-14: 54% T=12 I=10 2014-15: 52% T=15 I=14 2015-16: 52% T=18 I=17	Goal not met Much of the faculty increase in CAS has been to address General Education and degree prerequisite courses; these positions were approved at the instructor level for cost efficiency. Most instructor appointments are PhD's who pursue research. Decision to hire a CSM dean set back planned progress to improve this proportion. Hopefully this effort can get back on track soon.	
		Decrease proportion of visiting instructors.	Percentage of Visiting Instructors in CAS 2013-14: 31% T&I=22 V=10 2014-15: 19% T&I=29 V=7 2015-16: 12% T&I=35 V=5	Goal met We have made good progress in decreasing the proportion of visiting faculty; unfortunately most visiting positions have only been approved for conversion to instructor.	

		All applicants for tenure & promotion will be successful.	Successful Tenure & Promotion Applied for T&P: 0 Awarded tenure and promoted: 0 Applied for Inst II: 2 Awarded Instructor II: 2	Goal met	Continue to support pre-tenured research.																
		On Annual Reviews, all permanent fulltime faculty are scored 4 (Strong) or 5 (Outstanding) by peers and by the dean in each area assignment that has at least 5% of effort.	Annual Review Faculty rated at least 4 (strong) in all qualifying effort categories at both levels of reviews: 86%	Except for a full professor who scored low in teaching, there were 5 low scoring faculty, all of whom are new this year. All of these new faculty have been counseled on how to become more effective teachers. Of these, 3 are new tenure-seekers whose research was scored low. They have also been counseled on how to improve their scholarship record.																	
		All tenure-earning faculty publish 1 juried article or present at 1 conference.	Scholarly Impact Tenure-earning faculty who published research: 100% Tenure-earning faculty who presented research: 80%	Goal met If faculty publish in recognized peer-reviewed journals, they do not need to also present at conferences.																	
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 <table border="1" data-bbox="919 1117 1325 1414"> <thead> <tr> <th></th> <th>AY 2014-15</th> <th>AY 2015-16</th> <th>% DIFF</th> </tr> </thead> <tbody> <tr> <td>BIO</td> <td>1,310</td> <td>2,469</td> <td>88%</td> </tr> <tr> <td>CRIM</td> <td>1,675</td> <td>2,046</td> <td>22%</td> </tr> <tr> <td>CSD</td> <td>2,100</td> <td>1,716</td> <td>-18%</td> </tr> </tbody> </table>		AY 2014-15	AY 2015-16	% DIFF	BIO	1,310	2,469	88%	CRIM	1,675	2,046	22%	CSD	2,100	1,716	-18%	Goal met	Enrollment increases commendable.
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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: Pre-Mechanical Engineering Certificate CSD added as a regular bachelor's degree ISS revised with 5 new thematic concentrations	Goal met modestly Currently USFSM is discouraged from developing new degree majors. Creating concentrations within existing majors is the best option.	Excellent collaboration.																																																				

Chancellor's Response (Dr. Sandra Stone):

Good job setting performance goals, measuring and addressing areas that fall short. I appreciate the cooperation of all during the restructuring process. I realize there were major impacts in your area. Good job with the Merida, MX study abroad program this summer. I would encourage you all to explore additional international education/ study abroad opportunities. It would also be good to explore any potential new programs that would address student interest, meet market demands and fit with our areas of strength. Looking forward to working with you all as you re-group under the new structure.