

Current GE 3 websites:

1) Senate

[http://www.usfsp.edu/FacultySenate/General\\_Education\\_Committee.htm](http://www.usfsp.edu/FacultySenate/General_Education_Committee.htm)

2) D space

<http://dspace.nelson.usf.edu/xmlui/handle/10806/1404>

3) Institutional Review: Assessment

<http://www.usfsp.edu/ir/>

Rick Smith stated to send him info and he will get it all updated by the end of the semester.

Wendy Baker in Academic Affairs will link the new D space to the Senate Page

## ALAMEA 2008-2009

### Student Learning Outcomes

The learning outcome goals for African, Latin American, Middle Eastern or Asian (ALAMEA) Perspectives include:

1. Students will demonstrate knowledge of one of the above regions through analysis of examples of those regions/countries' historical or contemporary social, political, economic, environmental, and/or cultural life.
2. Students will demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

Course	Fulfills SLO 1	Fulfills SLO2	Taught in Fall 2008 Percent Students Met GE Requirement	Taught in Spr. 2009 Met GE Requirement	Taught Fall 2010	Taught Spr 2011	Taught Fall 2011
AFA 4150		X	Njoh	Not taught	Not Taught	Not Taught	Not Taught
ANT 2000	X	X	K.Arthur, J.Arthur	J. Arthur	J. Arthur	J. Arthur	J. Arthur
ANT 2410	X	X	K. Arthur, Sokolovsky	Sokolovsky	Sokolovsky Ford	Sokolovsky K. Arthur	Sokolovsky Ford
GEA 2000	X		Johns	Johns	Not Taught	Johns	Not Taught
IDH 4200		X	Townsend	Dixon	Not Taught	Not Taught	Not Taught
INR 1015	X	X	Not taught	Olimat	Olimat	Not Taught	Olimat
LAH 2020	X		Not taught	Fernandez	Not Taught	Not Taught	Not Taught
LAH 2733	X		Fernandez	Not taught	Fernandez	Fernandez	Fernandez

REL 3363	X	X	No data	Not taught	Not Taught	Not Taught	Not Taught
WST 3015		X	Whitney	No data Mohr & Whitney	Whitney	Whitney	Whitney

**Faculty Senate**

**General Education Committee**

The General education Committee is responsible for the ongoing development, implementation, and assessment of an effective general education program. Responsibilities include the evaluation and approval of courses for the liberal arts curriculum as well as the periodic evaluation of the general education policies. This committee shall advise the Regional Chancellor, the Vice Chancellor for Academic Affairs, and report to the Faculty Senate on the development of future general education programs at the university and provide continuous assessment of the general education.

**General Education Curriculum 2011 - 2012**  
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<b>I. English Composition (6 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
English Composition I	ENC 1101	3	X	
English Composition II	ENC 1102	3	X	

<b>II. Quantitative Methods (6 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
College Algebra	MAC 1105	3		X
Precalculus Algebra	MAC1140	3		X
Precalculus Algebra & Trigonometry	MAC 1147	4		X
Business Calculus	MAC 2233	4		X
Calculus I	MAC 2311	4		X
Calculus II	MAC 2312	4		X
Finite Mathematics	MGF 1106	3		X
Mathematics for Liberal Arts	MGF 1107	3		X
Psychological Statistics	PSY 3204	3		X
Business and Economic Statistics	QMB 2100	3		X
Introductory Statistics I	STA 2023	4		X
Social Science Statistics	STA 2122	3		X

<b>III. Natural Science (6 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
Biological Anthropology (w/lab)	ANT 2511	3 + 1		
Biology I - Cellular Processes (w/lab)	BSC 2010	3 + 1		
Biology II – Diversity (w/lab)	BSC 2011	3 + 1		
Food: Personal & Global Perspectives	BSC 2025	3		
Sex and Today's World	BSC 2035	3		
Environment	BSC 2050	3		
Chemistry for Today	CHM 2023	4		
General Chemistry I (w/lab)	CHM 2045	3 + 1		
General Chemistry II (w/lab)	CHM 2046	3 + 1		
Introduction to Environmental Science (w/lab)	EVR 2001	3 + 1		
Environmental Science Regional & Global Issues (w/lab)	EVR 2002	3 + 1		
Introduction to Physical Geography	GEO 2200	3		
Dynamic Earth: Introduction to Physical Geology (w/lab)	GLY 2010	3 + 1		
Honors Natural Science	IDH 3350	3		
Introduction to Oceanography	OCE 2001	3		
General Physics I	PHY 2053	3		
General Physics II	PHY 2054	3		

<b>IV. ALAMEA (3 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
Africa and the United States	AFA 4150	3	X	
Introduction to Anthropology	ANT 2000	4		
Cultural Anthropology	ANT 2410	3		
World Regional Geography	GEA 2000	4		
Honors: Geographical Perspectives	IDH 4200	3		
World Perspective	INR 1015	3		
Latin American Civilization	LAH 2020	3		
Latin American History in Film	LAH 2733	3		
Introduction to Islam	REL 3363	3		
Introduction to Women's Studies	WST 3015	3		

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<b>V. Fine Arts (3 credit hours)</b>				
<b>Course Title</b>	<b>Prefix &amp; Number</b>	<b>Hours</b>	<b>Gordon Rule Composition</b>	<b>Gordon Rule Computation</b>
History of Visual Arts I	ARH 2050	3		
History of Visual Arts II	ARH 2051	3		
Introduction to Art	ARH 3001	4		
Concepts and Practices I	ART 2201C	3	X	
Concepts and Practices II	ART 2203C	3	X	
The Arts	HUM 1020	3		
Honors: Arts and Humanities	IDH 3100	3		
Arts Connections	IDS 3662	3		
Music in Your Life	MUL 3012	3		

<b>VI. Social Science (6 credit hours)</b>				
<b>Course Title</b>	<b>Prefix &amp; Number</b>	<b>Hours</b>	<b>Gordon Rule Composition</b>	<b>Gordon Rule Computation</b>
Africa and the United States	AFA 4150	3	X	
Introduction to Anthropology	ANT 2000	4		
Cultural Anthropology	ANT 2410	3		
Archaeology	ANT 3101	3		
Anthropological Linguistics	ANT 3610	3		
Survey of the Criminal Justice System	CCJ 3024	3		
Introduction to Comparative Politics	CPO 2002	3		
Child Psychology	DEP 3103	3		
Economic Principles (Macroeconomics)	ECO 2013	3		
Economic Principles (Microeconomics)	ECO 2023	3		
World Regional Geography	GEA 2000	4		
Honors: Acquisition of Knowledge	IDH 2010	3		
Honors: Social and Behavioral Sciences	IDH 3400	3		
Honors: Seminar in Applied Ethics	IDH 3600	3		
World Perspective	INR 1015	3		
Self and Society	ISS 1102	3		
Nature and Culture	ISS 1103	3		
Mass Communications / Journalism & Society	MMC 3602	3		
Critical Thinking	PHI 1103	3		
Contemporary Moral Issues	PHI 2630	3		
Environmental Ethics	PHI 3640	3		
Introduction to Psychological Science	PSY 2012	3		
Introduction to World Religions	REL 2300	4		
The American Social Welfare System	SOW 3210	3		
Public Speaking	SPC 2608	3		
Introduction to Sociology	SYG 2000	3		
Contemporary Social Problems	SYG 2010	3		
Introduction to Women's Studies	WST 3015	3		

<b>VII. Historical Perspectives (6 credit hours)</b>				
<b>Course Title</b>	<b>Prefix &amp; Number</b>	<b>Hours</b>	<b>Gordon Rule Composition</b>	<b>Gordon Rule Computation</b>
Africa and the United States	AFA 4150	3	X	
American History I	AMH 2010	3		
American History II	AMH 2020	3		
Historical Perspectives in Early American Literature	AML 3413	3		
History of Visual Arts I	ARH 2050	3		
History of Visual Arts II	ARH 2051	3		
Classical Mythology	CLT 3370	3		
Western Civilization I	EUH 2000	3		

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<b>VII. Historical Perspectives Continued (6 credit hours)</b>				
Western Civilization II	EUH 2001	3		
Ancient History I	EUH 2011	3		
Byzantium History	EUH 2021	3		
The Medieval West	EUH 2022	3		
Modern European History I	EUH 2030	3		
Modern European History II	EUH 2031	3		
World Regional Geography	GEA 2000	4		
Honors: Acquisition of Knowledge	IDH 2010	3		
Honors: Arts and Humanities	IDH 3100	3		
Honors: Social and Behavioral Sciences	IDH 3400	3		
Honors: Seminar in Applied Ethics	IDH 3600	3		
Latin American Civilization	LAH 2020	3		
Latin American History in Film	LAH 2733	3		
Introduction to Literature	LIT 2000	3	X	
Introduction to Fiction	LIT 2010	3	X	
Introduction to Drama	LIT 2040	3	X	
Mass Communications and Society	MMC 3602	3		
Introduction to World Religions	REL 2300	4		
Introduction to Islam	REL 3363	3		

<b>VIII. Exit Major Works and Major Issues: (6 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
Anthropology of Religion	ANT 4241	3	X	
Gender and Cross Cultural Perspectives	ANT 4302	3		
Ethnic Diversity in the U.S.	ANT 4316	3		
The Individual and Culture	ANT 4432	3	X	
Contemporary Issues in Art	ARH 3475C	4		
Environmental Issues	BSC 4057	3		
Seminar in Criminology	CCJ 4934	3	X	
International Economics	ECO 3703	3	X	
Economics of Women & Work	ECP 3201	3		
Environmental Economics	ECP 3302	3		
Economics of Latin America	ECS 4430	3		
Social Foundations of Education	EDF 3604	3		
Wetland Environments	EVR 4027	3		
The Francophile World	FRE 3502	3		
Strategic Management & Decision Making	GEB 4890	3		
Global Conservation	GEO 4372	4	X	
Political Geography	GEO 4471	4		
Beaches & Coastal Environments	GLY 4734	3		
War & Society	HIS 3308	3		
Major Issues in History	HIS 3938	3		
Pro-Seminar in History	HIS 4936	4	X	
Honors Program Seminar	IDH 4000	4		
International Human Rights	INR 3202	3		
Conflict in The World	INR 4083	3		
Africa in World Affairs	INR 4254	3		
Seminar in Social Sciences	ISS 4935	3		
Great Literature of the World	LIT 3103	3	X	
Modern Literature	LIT 3155	3	X	
Cultural Studies & the Popular Arts	LIT 3301	3	X	
The Bible as Literature	LIT 3374	3		
The Image of Women in Literature	LIT 3383	3	X	
Literature and the Occult	LIT 3451	3	X	

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<b>VIII. Exit Major Works and Major Issues Continued: (6 credit hours)</b>				
British & American Literature by Women	LIT 4386	3	X	
New British Theatre and Drama	THE 4174	3	X	
Women, Environment and Gender	WST 3225	3		
Sociobiology	ZOO 4512	3		

<b>IX. Exit Literature and Writing (3 credit hours)</b>				
Course Title	Prefix & Number	Hours	Gordon Rule Composition	Gordon Rule Computation
African American Literature	AML 3604	3	X	
Black Women Writers	AML 4624	3	X	
Narrative Perspectives on Exceptionality: Cultural & Ethical Issues	EEX 4742	3	X	
Honors Thesis	IDH 4970	3		
Teaching Literature in the Elementary School, Grades K-6	LAE 4414	3	X	
Adolescent Literature for Middle and Secondary Students	LAE 4464	3	X	
Great Literature of the World	LIT 3103	3	X	
Modern Literature	LIT 3155	3	X	
Cultural Studies & the Popular Arts	LIT 3301	3	X	
The Image of Women in Literature	LIT 3383	3	X	
Literature and the Occult	LIT 3451	3	X	
British & American Literature by Women	LIT 4386	3	X	
Politics and Literature	POT 4109	3	X	
New British Theatre and Drama	THE 4174	3	X	

## COMPREHENSIVE STANDARDS

**3.5.1** The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**

Compliance    Partial Compliance    Non-compliance

### General Education at the University of South Florida St. Petersburg

As will be noted in the discussion that follows, USF St. Petersburg [1] identifies student-learning outcomes (SLOs) in general education, [2] monitors ongoing performance of students and graduates in terms of their general education, and [3] makes course-level and program-level adjustments to secure continued student success in general education. This response is structured along these three dimensions of assessment.

#### [1] USF St. Petersburg Identifies Student Learning Outcomes (SLOs) in General Education

A liberal arts education transcends any particular course of study. It inspires and fosters reflective skills and ways of looking at the world, and one's place in it, that may not otherwise be introduced during a student's course of study within her or his discipline. Liberal arts education is associated with human interaction in all its varied dimensions. It enhances the capability to relate to people, to events, to the physical and biological world, and to various ways of learning about the world. Liberal arts education is inclusive in that it crosses the boundaries among disciplines and between "learning as an end in itself" and "education for the purpose of developing a career." Academic inquiry in all disciplines, whether intellectual, practical, scientific, or aesthetic, contains perspectives that allow for more than one interpretation. Acquiring a liberal arts education entails awareness of the multiple interpretations of the world in its diverse dimensions.

The underlying themes of General Education at USFSP are:

- Valuing a process of learning that inspires curiosity and creativity, through exposure to and understanding divergent intellectual traditions and their associated value systems.
- Fostering an ability to think critically, solve problems and synthesize ideas and perspectives, in the process of intellectual exploration and development.

Areas of General Education:

The General Education requirements are the core of USFSP's liberal arts curriculum. Divided into seven areas of knowledge, the General Education course requirements, taken over thirty-six semester hours, provide an opportunity for each student to obtain the critical components of a liberal arts education. The USFSP General Education curriculum seeks to provide students with a coherent, purposeful direction of study. An extensive liberal arts education is gained by the students as they follow a course of study that includes a diverse array of inquiry in: English Composition, Quantitative Methods, Natural Sciences, Social Sciences, Historical Perspectives, Fine Arts, and Global Perspectives on Non-Western Cultures (ALAMEA).



Liberal Arts Education Requirements:

Students must complete 45 credit hours of course work to satisfy the Liberal Arts Requirements. The hours are distributed within two components, the General Education Requirements and the Exit Requirements. The bulk of the required Liberal Arts credits, 36 semester hours, fall into the General Education component, while the remaining 9 credits are Exit Requirements. The General Education Requirements and the Exit Requirements are listed in the table below. Because English Composition and Quantitative Methods are critical competencies that are also essential to the other General Education Requirements, we place particular emphasis on assessing the teaching and learning of these components.

Liberal Arts Education Requirements:

<u>General Education Requirements</u> .....	<u>Credit Hrs</u>
A. English Composition .....	6
B. Quantitative Methods .....	6
C. Natural Sciences.....	6
D. Social Sciences .....	6
E. Historical Perspectives.....	6
F. Fine Arts.....	3
<u>G. African, Latin American, Middle Eastern, or Asian Perspectives</u> .....	<u>3</u>
Total .....	36
<u>Exit Requirements Semester Hours</u> .....	<u>Credit Hrs</u>
H. Major Works and Major Issues .....	6
<u>I. Literature and Writing</u> .....	<u>3</u>
<u>Total</u> .....	<u>9</u>
<u>Total Liberal Arts</u> .....	<u>45</u>

To assess student and instructional performance in General Education, one needs clearly defined metrics. For USFSP, each of General Education components are assessed with respect to the student learning outcomes listed in the table below. These learning objectives were carefully selected because they are intrinsic to the topic, measurable, and can lead to instructional improvements when indicated.

## USF St. Petersburg Student Learning Outcomes (SLOs) for General Education

### A. English Composition

1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message;
2. Students will demonstrate critical thinking, reading, and writing by developing writing over time through a series of tasks including finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing individually and with peers in a range of composing media;
4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
5. Students will demonstrate the ability to work rhetorically in electronic environments throughout the composing process: research, drafting, reviewing, revising, editing, and sharing texts.

### B. Quantitative Methods

4. Demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics appropriately to solve problems, and an awareness of the relevance of these skills to a wide range of disciplines.
5. Demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
6. Demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use these to answer questions, understand the significance of the results and judge their reasonableness.

### C. Natural Sciences

1. Demonstrate an appreciation and understanding of the scientific method of inquiry
2. Demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
3. Demonstrate how the ideas and models of the natural sciences relate to societal issues including ethics.

### D. Social Sciences

1. Demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
2. Demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and/or religious values.

### E. Historical Perspectives

1. Demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in premodern and modern eras.
2. Demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

### F. Fine Arts

1. Demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the fine arts and an understanding of the tradition and achievement of the creative process.
3. Demonstrate awareness of the relationship of the fine arts to everyday life.

### G. African , Latin American, Middle Eastern or Asian Perspectives (ALAMEA)

1. Demonstrate knowledge of one of the above regions through analysis of examples of those regions' historical or contemporary social, political, economic, environmental, and/or cultural life.
2. Demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

- [2] USF St. Petersburg Monitors Ongoing Performance of Students and Graduates in terms of their General Education

### **Assessment Measures**

USFSP assesses the General Education core using a variety of measures that include [A] national competency evaluations and surveys, and [B] course assessments undertaken by instructors and their disciplinary units.

To provide normative assessments USF St. Petersburg uses the ETS Proficiency Profile (formerly known as MAPP, the Measure of Academic Proficiency and Progress) to measure college-level reading, mathematics, writing, and critical thinking in the context of the humanities, Social Sciences, and Natural Sciences. USFSP uses the National Survey of Student Engagement (NSSE) to assess student participation in programs and activities that the university provides for their learning and personal development. USFSP also uses alumni surveys, graduating senior surveys and employer surveys to judge student and employer satisfaction and postgraduate career achievement. Finally, critical assignments are used by instructors and disciplinary units to evaluate student competencies in all General Education and Liberal Arts coursework.

The linkage between student learning outcomes and assessment tools is illustrated in [Table 1](#) below. The learning outcomes addressed within each area of general education have been paraphrased in terms that capture the essence of overall student learning within each area of general education.

Table 1  
 Overview of Assessment Tools Used at the University of South Florida St. Petersburg

Liberal Arts Area	MAPP Areas	NSSE Items	Alumni Grad. Srs. Survey Items	Employer Survey Items	Critical Assignments/WPA
<u>General Education:</u>					
A. English Use critical thinking, reading, writing, and rhetorical skills (A1, A2) in the composition of writing assignments (A3, A4), that utilizes electronic media (A5)	Critical Thinking	11c, 11e Reading	A1	A1-A4 A1-A3	e-Portfolios WPA Writing
B. Quantitative Methods Use math to solve problems in a wide range of disciplines (B1); interpret results (B3); and present information effectively (B2)	Critical Thinking Math	11e, 11f	B1, 2 B1-B3	B1-B3	Common Final Embedded Items
C. Natural Science Understand the scientific method (C1); apply it in making judgments about the natural world (C2); and relate natural science models to societal issues (C3)	Critical Thinking Natural Science	11e	C1 C1-C3	C1-C3	Chem Ed Test Lab Reports Formal Reports Embedded Items
D. Social Science Understand the social science investigative methodology (D1); appreciate various factors influencing human behavior (D2, D3); and apply these to the investigation of the human condition and social organizations	Social Science	11l	D1, 2 D1-D3	D1-D3	Critical Essays Case Studies Community-based Project
E. Historical Perspectives Use primary historical records (E2) to understand human civilizations, societies and cultures (E1)	Humanities	11a	- E1-E3	D1-D2	Journals Presentations Papers Embedded Items
F. Fine Arts Understand the tradition of the creative process (F2); the contexts of creative expression (F1); and the relationship of the fine arts to everyday life (F3)	Humanities	11a	F1 F1-F4	F1-F3	Reflective Essays Performances Exhibits
G. ALAMEA Understand various aspects of this non-Western region of the world (G1); and their interconnection to one or more issues (G2)	Social Science	11a, 11l	D1, 2 G1-G2	D1-D2	Critical Essays Case Studies Community-based Projects

[A] National Competency Evaluations and Surveys

### **WPA Electronic Portfolio Assessment Standards**

In previous years, English Composition was assessed using the Cognitive Level and Quality Writing Assessment (CLAQWA), a rubric that provided a systematic way to integrate cognitive level enhancement with writing skills. This proprietary assessment system was developed at the University of South Florida and was used successfully by USFSP. However, in fall 2008, the First-Year Composition committee abandoned the use of CLAQWA in favor of an outcomes-based electronic portfolio assessment of student writing to provide a nationally-normed assessment of USFSP students' competencies in English composition based on the Council of Writing Program Administrators (WPA) Outcomes Statement.

The WPA (Writing Program Administrators) standards are used in English Composition courses and consist of a holistic scoring rubric that assesses rhetorical knowledge; critical thinking; reading and writing; composing processes; knowledge of conventions; and writing technologies. These outcomes are addressed throughout the English Composition First-Year sequence curriculum in course design, assignment, and assessment. Portfolios and portfolio reflections are assessed using a 6-point scoring guide (0/No Attempt to 5/Highly Effective).

Preliminary WPA data shows promising results. After a pilot study from Fall 2005 through Spring 2008 many recommendations were implemented at the course level in preparation for adopting SLOs and assessment strategies proposed by the Council of Writing Program Administrators. This adaptation occurred in fall 2008. Currently, English Composition has collect four semesters of data, with the most recent semester still being assessed. Preliminary review indicates that the student success on the e-portfolio assignments is strongly correlated with overall success in the course. Some results of the data may also be used to identify lack of consistency between instructors.

### **MAPP/ETS Proficiency Profile**

USF St. Petersburg continues its efforts in assessment of general education using the ETS Proficiency Profile. Although the test remains the same, in late 2009 the MAPP was renamed the ETS Proficiency Profile. In fall 2009, the ETS Proficiency Profile was administered to three cohorts of students: freshmen, upper-division transfers, and seniors [\[1\]](#). The comparison group for USFSP is Master's Comprehensive Institutions.

Overall USFSP performance was at or above national norms. The average overall scores for USFSP freshmen and seniors were greater than for comparable groups of students (national normed groups), and the average overall scores for USFSP upper-division transfers was at the same level as comparable upper-division students.

Subscale scores for USFSP freshmen were greater than for comparable freshmen in all seven subscales: critical thinking, reading, writing, math, humanities, social sciences and natural sciences. With the exception of writing, subscale scores for USFSP seniors were greater in the other six subscales (critical thinking, reading, math, humanities, social sciences and natural sciences) than for comparable seniors. Subscale scores for USFSP upper-division transfers were slightly lower in reading, writing and natural science but at the same level as comparable upper-division students in critical thinking, math, humanities and social science.

Performance of entering and exiting students showed improvement. When USFSP freshmen were compared to USFSP upper-division transfer students on subscales scores both groups performed at the same level on all subscales. This suggests that the academic preparedness of incoming freshmen and upper-division transfer students is at the same level. When compared to freshmen from 2008, freshmen from 2009 scored higher on five of the seven subscales (critical thinking, writing, math, humanities and social sciences) and at the same level on reading and natural science subscales.

An essential component of assessment is using results for programmatic improvement and the assessment effort in 2008 identified areas of institutional strengths and weaknesses in general education. Proficiency Profile data (at that time still called the MAPP), NSSE data, Alumni Survey data and Graduating Senior Survey data were used by faculty at a General Education Task Force meeting that was convened to discuss programmatic changes. Increases in Proficiency Profile subscale scores for fall 2009 seniors over fall 2008 seniors are suggestive of progress made as a result of those task force meetings— albeit slight but real improvements were found in five of the seven subscales (critical thinking, reading, math, humanities and natural science). In the areas of writing and social science fall 2009 seniors scored at the same level as fall 2008 seniors.

In the fall 2008 administration of the MAPP, findings suggested that, on overall scores, USFSP freshmen performed at a level that was similar to freshmen at comparable institutions. Native seniors performed at the 50th percentile while transfer seniors performed slightly higher than seniors at comparable institutions. Within subscales, USFSP freshmen performed at a level that was similar to freshmen at comparative institutions; USFSP native seniors performed at the 50th percentile in Writing and Math; and transfer seniors performed at the 50th percentile in Natural Sciences.

The findings from fall 2008 suggested that USFSP's General Education curriculum was contributing to students' overall academic success. However, USFSP's comparative performance at the 50th percentile represented an additional opportunity for dialog on improvement of student learning in General Education.

The Proficiency Profile/MAPP findings from 2009 indicate that USF St. Petersburg's General Education curriculum continues to positively contribute to student's overall academic success.

On March 19, 2010, the GE committee and the PEBC co-hosted the 2nd annual "Assessment Day" at USFSP. These Proficiency Profile/MAPP findings were presented to the faculty, and the faculty discussed the results in light of their disciplines. The summaries of these discussions are presented later in this report for each General Education area.

### **NSSE (National Survey of Student Engagement)**

USF St. Petersburg continues its use of the National Survey of Student Engagement (NSSE) as part of its institutional research agenda to assess student learning and student success. As noted in the literature, the NSSE measures the extent to which: "...students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation (NSSE 2006 Overview, p. 1)..."

The NSSE was previously administered to USFSP freshmen and seniors from 2004-2007 and was administered in spring 2009 [2]. In spring 2009, the NSSE was administered to representative samples of USFSP freshmen and seniors. This report compares 2009 findings to findings from 2007 with a particular emphasis on items that measure knowledge, skills and personal development – survey items which are organized around general education. A subset of these items relate to USF St. Petersburg’s General Education allowing the institution to evaluate components of its General Education program.

In addition to comparing USFSP student group data with NSSE normed-group data, comparisons can be made between freshmen scores and senior scores; and because items produce mean scores, group comparisons can be made across time periods as well. The utility of the NSSE is that it provides USFSP with information about its General Education program that is actionable at the academic program-level.

#### Findings:

In 2009, for both freshmen and senior groups, between two-thirds and three-quarters of respondents indicated that USF St. Petersburg had contributed to their knowledge, skills and personal development in communicating effectively (verbal and written), analyzing quantitative problems, thinking critically, and acquiring a broad general education. However, close to one-half of students indicated weakness in solving real-world problems and understanding people of other racial and ethnic groups. Interestingly, these are the same two areas of weaknesses that were identified in both student groups in the 2007 administration of the NSSE.

Close to eighty percent of freshmen and eighty-six percent of seniors evaluated their entire educational experience as good or excellent; and over eighty percent of freshmen and seniors rated their experience as good or excellent and would start over again at USFSP if given the opportunity.

The findings from this second year of study indicate that USF St. Petersburg positively contributes to student’s overall academic success and in the General Education curriculum.

Embedded in the survey are seven NSSE items that directly relate to General Education at USFSP. Results show that on items relating to General Education, from 2004-2007, both freshmen and seniors score at or above the national average on all items with one exception. For each of the four years, freshmen score below the NSSE average on the item relating to students’ ability to “solve complex real-world problems.”

### **Alumni Survey and Graduating Senior Survey**

An ACT, Inc. survey was administered to students that graduated from USFSP in AY06-07 and AY07-08 [3]. The annual Alumni Survey provides important baseline information on alumni. Embedded in the survey are seven items that relate directly to areas of USFSP’s General Education program. On all but one of these seven items between 67% and 90% of respondents indicated that USFSP had contributed “somewhat or very much” to their personal growth in these General Education areas. However, 42% of respondents indicated that USFSP had contributed “very little” to “understanding and applying mathematics in daily activities.”

The Graduating Senior Survey is a locally developed instrument that is administered to students that apply and are eligible to graduate each semester [4]. As part of the continuous improvement process for this survey, a bank of questions relating to USFSP’s General Education program was added in fall 2008. Students were asked to rate their skills in the

various areas of General Education as well as to indicate if these skills were important to their future careers or education.

#### Findings:

Findings from the Graduating Seniors Survey suggest that the majority of students rate their abilities in communication skills (86.3%-91.8%) as “strong” and to a lesser extent they rate their abilities in Social Sciences (70.8%-74.6%), major works and issues (75.7%-78.1%), and literature and writing (75.3%-76.4%) as “strong.” Between one-quarter and one-third of students rated their skills in Natural Science (29.7%-35.1%), Fine Arts (24.7%-33.8%), and ALAMEA (28.8%-29.7%) as “strong.”

### **Employer Survey**

The Employer Survey is a locally developed instrument that is administered annually [5]. The survey of employer perceptions focuses on USFSP graduates’ demonstrated knowledge and abilities in areas of General Education.

#### Findings

Employers are asked to rate graduates’ skills, knowledge or abilities within the five areas of USFSP’s General Education program. In addition, employers are also asked if specific areas of General Education are important to their industry sector. The overwhelming majority of respondents indicated that USFSP graduates possessed high levels of communication skills and quantitative skills, but did not seem to possess the same high levels of skills in the Social Sciences. Perhaps more of a reflection of survey respondents, the areas of Natural Sciences, History and Fine Arts were not deemed as applicable to the career of our graduates.

[B] Course Assessments Undertaken by Instructors and their Disciplinary Units.

### **Critical Assignments**

Faculty members have developed critical assignments that address student learning outcomes in General Education which include papers, e-portfolios, individual or group projects and/or presentations, as well as embedded items on examinations. Faculty members establish performance criteria and use scoring rubrics to assess student work. An analytical tool is used by the institution to compile and report General Education assessment findings.

The Planning, Effectiveness and Budget Committee (formerly, the Institutional Effectiveness Committee) which was established in 2009-10, supports the institutional effectiveness function of the university and the General Education Committee (GEC) supports the university’s assessment function. The GEC is a committee of the Faculty Senate, and the Planning, Effectiveness and Budgeting Committee (PEBC) is a faculty led committee that was established by the Regional Chancellor and that is staffed by the Office of Institutional Research, Planning and Effectiveness (IRPE). IRPE attends GEC meetings on an *ad hoc* basis and supports their assessment efforts as well.

In 2008-09, the Institutional Effectiveness Committee (IEC) developed the assessment data collection and reporting tool for General Education that was previously mentioned, IRPE compiled assessment materials, and the IEC and GEC co-sponsored University Assessment Day. In this section of the response, findings from several reports prepared by IRPE will be presented including a matrix of course offerings by General Education area which includes the



number of sections and total enrollment by semester [6], and output from the General Education Assessment analytical tool [7].

In 2008-09, University Assessment Day took the form of concurrent meetings of Task Force groups that reviewed and discussed assessment material. The concurrent Task Force meetings were co-chaired by GE Committee members and academic program/department chairs and included participation by faculty members that taught General Education courses. The GE Committee issued a Task Force Report and both the GE committee and IEC together convened a joint meeting in order to review all materials relating to General Education assessment.

In 2009-10, the Planning, Effectiveness and Budget Committee (PEBC) was established and together with the GEC co-sponsored University Assessment Day. Like in the previous year, the focus of the meeting was to bring together faculty to review and discuss assessment data. In 2009-10, the General Education Assessment Report was compiled by a faculty member and presented to the PEBC. The PEBC review of the GE Assessment Report includes recommendations for actions to be taken by the GE Committee.

### **Planning, Effectiveness and Budget and General Education Committees, 2009-2010**

<u>Planning, Effectiveness and Budget Committee</u>	<u>General Education Committee</u>
Prof. Gary Patterson, COB, PEBC Chair	Prof. Morgan Gresham*, CAS, GEC Chair
Prof. Frank Biafora, Dean CAS	Prof. Tiffany Chenneville, CAS
Prof. Alison Watkins, COB	Prof. John Arthur, CAS
Prof. Zafer Unal, COE	Prof. Tom Carter, COB
Ms. Tina Neville, Faculty, Library	Prof. Olivia Hodges, COE
Ms. Cynthia Collins, Faculty, Advising Center	Ms. Tina Neville, Faculty Library
Ms. Julie Jakway, Budget Director	
Ms. Holly Kickliter, Enrollment Services	
Dr. Ruby Qin, Student Success Center	
Mr. John Dickson, Operation and Maintenance	
Dr. J. E. Gonzalez, Director, IRPE	

Notes:

In 2010-11, Dr. Gresham who chairs the GE Committee, will also serve on the PEBC.  
Also in 2010-11, PEBC members will begin to roll off in staggered terms.

The work of assessment of the General Education core and Liberal Arts Requirements is a faculty-led exercise and the annual review and discussion of findings by their peers increases accountability and viability of this essential university function,

[3] USF St. Petersburg makes course-level and program-level adjustments to secure continued student success in general education.

In the sections that follow, each area of General Education will be discussed in terms of course offerings and SLOs (Appendix 6 includes the full report of course offerings); assessment tools and data relating to student performance (Appendices 1-5 include the full reports for ETS Proficiency Profile, NSSE, ACT Alumni Survey, Graduating Senior Survey and Employer Perception Survey); and the use of results to make course-level and program-level adjustments for continuous improvement in student success (Appendix 7 contains the full summary report of

student performance).

## **A. English Composition**

### **Course Offerings and SLOs**

This requirement consists of a minimum of six (6) semester hours of approved course work in English Composition. Students may satisfy this requirement during the second semester freshman level of composition in the following ways: by earning a letter grade of “C” or better at USFSP or another institution, by obtaining a sufficient score on the College Level Examination Placement (CLEP) Freshman English test, or by receiving AP English credit with a score of 3, 4 or on the AP English Language and Composition Examination.

Courses that meet English Composition requirements include: ENC1101 and ENC1102. Between fall 2008 and spring 2010, 1,304 students enrolled in 57 sections of these English Composition courses. On average, each fall semester approximately 200 students enroll in approximately ten sections of ENC1101, and in the spring semester a similar number of students continue in the sequence by enrolling in a number of sections of ENC1102.

### **Student Learning Outcomes**

The learning outcome goals for English Composition include:

- A1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message.
- A2. Students will demonstrate critical thinking, reading, and writing by developing their writing over time through a series of tasks. These tasks include finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge.
- A3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing, individually and with peers, in a range of composing media.
- A4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
- A5. Students will demonstrate the ability to work rhetorically in Electronic Environments throughout the composing process: research, drafting, reviewing, revising, editing, and sharing texts.  
[Note: this SLO was added in fall 2009.]

The SLOs for English Composition are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

### **Assessment Tools and Data**

These Student Learning Outcomes (SLOs) are being directly assessed in English Composition courses by the use of Writing Program Administrators standards which consist of a holistic scoring rubric that assesses rhetorical knowledge; critical thinking; reading and writing; composing processes; knowledge of conventions; and writing technologies. These outcomes are addressed throughout the English Composition First-Year sequence curriculum in course design, assignment, and assessment.

### **MAPP**

Of particular interest to the English Composition area of GE are MAPP assessment results in critical thinking, reading, and writing, which are presented below. Relative to seniors at comparable institutions, USFSP native seniors performed at the 50th percentile in writing.

Transfer seniors, however, performed at approximately the same level in writing as seniors at comparable institutions. In the areas of critical thinking and reading, USFSP freshmen and seniors performed at approximately the same level as freshmen and seniors at comparable institutions.

Table 1, MAPP Data  
Sub-scale Scores for USFSP Freshmen, Seniors and Comprehensive Institutions

GE Domain	2009			2007		
	Critical Thinking	Reading	Writing	Critical Thinking	Reading	Writing
<u>USFSP Freshmen</u>						
Mean	111.8	117.4	114.5	109.4	116.9	112.9
Std. Dev.	6.2	7.1	4.5	4.4	5.9	4.2
50 <sup>th</sup> Percentile	112	117	114	109	117	112
<u>Comparable Freshmen</u>						
Mean	109.3	116.0	113.1	109.3	116.1	113.2
Std. Dev.	5.7	6.9	4.9	1.7	2.4	1.6
50 <sup>th</sup> Percentile	108	116	113	108	116	113
<u>Upper-division Transfers</u>						
Mean	111.3	117.7	113.3			
Std. Dev.	6.5	6.6	5.7			
50 <sup>th</sup> Percentile	110	119	114			
<u>Comparable UDTs</u>						
Mean	111.1	118.2	114.4			
Std. Dev.	6.3	6.9	4.9			
50 <sup>th</sup> Percentile	110	119	114			
<u>Native Seniors</u>						
Mean	114.8	120.9	114.9	114.0	119.6	113.2
Std. Dev.	7.1	6.8	4.8	6.8	6.7	5.0
50 <sup>th</sup> Percentile	113	124	114	113	121	114
<u>Comparable Seniors</u>						
Mean	112.1	119.5	115.1	112.3	119.5	115.1
Std. Dev.	6.5	6.8	4.8	2.0	2.1	1.4
50 <sup>th</sup> Percentile	111	120	115	111	120	115
<u>Transfer Seniors</u>						
Mean				112.3	119.4	115.8
Std. Dev.				6.9	6.9	5.1
50 <sup>th</sup> Percentile				112	119	115

## NSSE

Of the thirteen items that relate to General Education, NSSE items on *writing and thinking clearly and effectively* are significant in measuring USFSP outcomes. On these items, in 2007, the majority of students (67.7%-92.3%) rated favorably the extent of the contribution that USFSP made to development in writing and thinking clearly and effectively. On NSSE item #11e, thinking critically and analytically, seniors rated USFSP's contribution in this area as highest of all NSSE items relating to General Education.

Table 2, NSSE Data  
Items Relating to USFSP's General Education

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11c. Writing clearly and effectively								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	31.0	31.0	32.3	26.0	18.8	18.0	20.9	23.0
Quite a Bit/Very Much	69.0	69.0	67.7	74.0	81.2	82.0	79.1	77.0
11e. Thinking critically and analytically								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	31.0	31.0	26.0	17.0	7.7	8.0	15.0	13.0
Quite a Bit/Very Much	69.0	69.0	74.0	83.0	92.3	92.0	85.0	87.0

Four response categories are collapsed to two: 1. "Very Little" and "Some"; 2. "Quite a Bit" and "Very Much".

### Alumni Survey

Of the twenty four items that relate to General Education, of interest to the English Composition area of GE is the item on *writing effectively*, which is presented below. The majority of students (90.0%) indicated that USFSP had contributed favorably to their development in the area of writing effectively.

Table 3, Alumni Survey Data

#### Subset of Alumni Survey Items Relating to USFSP General Education Area

USFSP GE Area	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<u>English Composition</u>						
Writing effectively	56	56.0	34	34.0	10	10.0

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *ability to communicate*, which are presented below. The majority of students (88.1% - 94.6%) indicated they had skills in this area of General Education and noted that these skills were important to their future careers or education.

**Table 6, Graduating Senior Survey Data  
Survey Items Relating to General Education – Percent Responses**

For the following set of questions, please think about your general education courses.

1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.
2. Indicate Yes or No if you believe these skills are important to your future career or education

		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
Q34 Ability to Communicate						
Making appropriate communication choices by focusing on audience and purpose	AY0809	89.8	6.8	3.4	91.4	8.6
	AY0910	82.6	12.3	5.1	94.4	5.6
Applying appropriate form and content in oral, digital, written and visual communication	AY0809	92.5	5.4	2.0	93.4	6.6
	AY0910	88.1	8.1	3.7	97.7	2.3
Applying basic principles of critical thinking, problem-solving, and technical proficiency in the development and documentation of oral, digital, written and visual communication	AY0809	94.6	4.1	1.4	96.6	3.4
	AY0910	92.5	5.2	2.2	98.9	1.1

Note: Response categories coded as SA/A; N/A; or D/SD.

### Employer Survey

In AY0910, more than half of employers indicated that USFSP graduates demonstrated skills in English and thought these skills were important to this industry.

**Table 7, Employer Survey Data  
Items Relating to USFSP's General Education**

	SA Agree	N	SD Disagree	NA
AY0910				
In English, USF St. Pete graduates...				
Demonstrate the ability to communicate appropriately with intended audiences	65.8	13.2	5.3	15.7
Demonstrate abilities in analytical writing and critical thinking	59.5	16.2	8.1	16.2
Demonstrate the ability to use feedback to improve communication	59.5	21.6	5.4	13.5
Demonstrate the ability to use a variety of media for communication purposes	63.2	10.5	5.3	21.0
AY0809				
In English, USF St. Pete graduates...				
Demonstrate the ability to communicate appropriately with intended audiences	100			
Demonstrate abilities in analytical writing and critical thinking	100			
Demonstrate the ability to use feedback to improve communication	100			
Demonstrate the ability to use a variety of media for communication purposes	100			
These <u>English Skills</u> are important to my Industry	100			

Response categories are collapsed: "Strongly Agree" or "Agree"; "Disagree" or "Strongly Disagree"; and Not Applicable.

### Writing Program Administrators (WPA) Assessment

Whereas other areas of General Education primarily use critical assignments to assess the student learning outcomes at the course and student-level, the English Composition area has adopted SLOs and assessment strategies proposed by the Council of Writing Program Administrators. Student Learning Outcomes in English Composition were evaluated using a variety of writing assessments including e-portfolios, reflections, graphical representations, and student peer review.

After a pilot study from Fall 2005 through Spring 2008 in which student work was sampled and evaluated according to rubrics set up to assess the WPA learning outcomes, the following recommendations were implemented. The first recommendation was to employ a common textbook, the McGraw-Hill Guide: Writing for College, Writing for Life and, on the syllabi, instructors listed common course objectives based on the WPA Student Learning Outcomes. Secondly, instructors mandated that students generate a consistent amount of text in both ENC1101 and ENC1102 (in accordance with Gordon Rule expectations, each course would require 6250-7500 words in textual or digital production). Thirdly, instructors required both a midterm and end-of-term student reflection that asks students to discuss their understanding and achievement of the course learning outcomes. And finally, the use of an electronic portfolio was instituted, which must contain specific assignments to be assessed by the instructor and outside reviewers.

Each semester the faculty in the First-Year Composition Program read and evaluated a random 10% sample of midterm portfolios (the 2<sup>nd</sup> and 16<sup>th</sup> student from each section), and at the end of the semester all FYC portfolios were evaluated. The portfolios undergo three separate assessments; one by the instructor of record and two by other current composition faculty or trained and qualified outside assessors. These scores are then collected electronically in a spreadsheet. Scores are obtained for individual students for each student learning outcome, along with an overall score. These scores are then averaged by student, by SLO, by section, and by course as well as overall averages for each SLO for the First-Year Composition program. Portfolios and portfolio reflections are assessed using a 6-point scoring guide (0/No Attempt to 5/Highly Effective). A passing score is three (3) or higher.

Using the methods outlined above, the First-Year Composition Program has assessment data for three semesters. Due to the rigorousness of the assessment strategy, spring 2010 data are not available in time for this report:

Table 8: First-Year Composition Assessment Overview

ENC1101	SLO1	SLO2	SLO3	SLO4	SLO5	Overall
Fall 2008	3.63	3.75	3.64	3.65		3.67
Spring 2009	3.22	3.19	3.12	3.38		2.93
Fall 2009	3.45	3.35	3.37	3.32	3.29	3.41
Spring 2010*						
Average	3.43	3.43	3.38	3.45	3.29	3.34
ENC1102	SLO1	SLO2	SLO3	SLO4	SLO5	Overall
Fall 2008	3.58	3.51	3.42	3.42		3.48
Spring 2009	3.51	3.45	3.37	3.38		3.51
Fall 2009	3.4	3.3	3.2	3.17	3.01	3.17
Spring 2010*						
Average	3.50	3.42	3.33	3.32		3.39

\*Spring 2010 data is not available as of this writing.

Average scores from fall 2009 (the most recent period for which assessment data are available) showed that pass rates on the submitted portfolios ranged from 9% to 95%. Not all of the enrolled students submitted portfolios; there is a strong correlation between the students who submitted a passing portfolio and those who passed the course, but passing the portfolio does not guarantee passing the course. The table below summarizes student portfolio data.

Table 9 Program Totals for Fall 2009

section overall average score	# of students enrolled	# of portfolios submitted	# passing	Pass rate of enrolled students	Pass rate of submitted portfolios
3.30	403	362	232	58%	64%

### Impact of Actions Taken

Since the implementation of these changes in summer 2008, only limited, strategic changes have been made in order to have two full years of assessment before making additional, significant changes to the program. In spring 2009, the questions for the midterm were revised and final self-assessment as well as the rubric/scoring guide to aid students in reaching metacognitive explanations of rhetorical situation, language, and power relationships.

Over the past three semesters, results reveal that off-semester courses (Spring 1101s, Fall 1102s) typically score a bit lower, but for the most part students are scoring a satisfactory on the rubric (3 or higher). These data have helped to identify instructors who were either not complying with the mandates for this assignment or who were having difficulties with the technology associated with the e-portfolios, and steps are being taken to correct these issues.

Current data collection on these assessments will determine what correlation—if any—exists between students' scores on the final portfolio and students' final grades in the classes. As mentioned above, these preliminary data suggest that there is a strong correlation between submission of a passing portfolio and passing the course. We are also currently calculating the standard deviation of instructor-of-record scores against outside instructor scores as a quality control measure against bias.

In fall 2009, the institution hosted the first Writing Program Showcase for all students enrolled in ENC1101 and 1102 to display and discuss some artifact from their electronic portfolio. All 403 students were required to attend, and the university and local community members were invited. Students presented an array of materials from posters to oral presentations to e-portfolios to videos. Much like a research-based poster session at a conference, students had to explain their work as well as the rhetorical situation to which the artifact responded. Faculty and students were pleased with the success of the showcase, and the outstanding level of involvement is a reflection of how completely the program has adopted the e-portfolios along with more traditional writing assignments.

## B. Quantitative Methods

### Course Offerings and SLOs

Students must demonstrate competence in a minimum of six (6) semester hours of approved Mathematics/Quantitative course work at the level of college algebra or higher. These courses should include both a practical component, providing students with an understanding of how course content relates to their everyday experiences, and a theoretical component, demonstrating the application of the material to other disciplines. At least three (3) semester hours must be taken in a Mathematics course. The remaining hours can be taken in any approved Mathematics, Statistics, or Logic courses.

Courses that meet Quantitative Methods requirements include: MAC1105, MAC1140, MAC1147, MAC2233, MAC2311, MAC2312, MGF1106, MGF1107, PSY3204, QMB2100, STA2023, STA2122. Between fall 2008 and spring 2010, 2,890 students enrolled in 88 sections of these courses. Within this area of general education there are several courses with consistently large enrollments including MGF1106 and STA2023, and in addition to being a GE course, MAC1105 College Algebra is a service course for each of the three colleges. Additionally, STA2122 has not been taught in at least four of the last four regular semesters.

### Student Learning Outcomes

The learning outcome goals for Quantitative Methods include:

- B1 Students will demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics, appropriately, to solve problems. They will demonstrate an awareness of the relevance of these skills to a wide range of disciplines.
- B2 Students will demonstrate the ability to represent and evaluate mathematical information numerically, graphically, and symbolically.
- B3 Students will demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use this comprehension to answer questions, understand the significance of the results and judge the reasonableness of their answers.

The SLOs for Quantitative Methods are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

### Assessment Tools and Data

#### MAPP

Of particular interest to the Quantitative Methods area of GE are MAPP assessment results in *critical thinking and mathematics*, which are presented below. Relative to comparable institutions, USFSP freshmen performed similarly on all subscales in 2007 and slightly better in 2009. Native seniors performed slightly lower in math than transfer seniors and seniors at comparable institutions in 2007, but performed at a par or slightly higher in 2009. Native seniors performed slightly higher in critical thinking than transfer seniors and seniors at comparable institutions in 2007 and 2009. Overall, the data from MAPP assessment indicate that students at USFSP are performing at similar levels to students at comparable students. The trend, if any, suggests that USFSP students may be improving slightly relative to 2007 data and relative to comparable institutions.



Table 10, MAPP Data  
 Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions

GE Domain	2009		2007	
	Critical Thinking	Math	Critical Thinking	Math
USFSP Freshmen				
Mean	111.8	113.8	109.4	112.2
Std. Dev.	6.2	5.4	4.4	4.9
50 <sup>th</sup> Percentile	112	114	109	112
Comparable Freshmen				
Mean	109.3	112.0	109.3	112.3
Std. Dev.	5.7	5.6	1.7	1.9
50 <sup>th</sup> Percentile	108	111	108	111
Upper-division Transfers				
Mean	111.3	112.9		
Std. Dev.	6.5	5.0		
50 <sup>th</sup> Percentile	110	112		
Comparable UDTs				
Mean	111.1	113.1		
Std. Dev.	6.3	6.0		
50 <sup>th</sup> Percentile	110	113		
Native Seniors				
Mean	114.8	114.9	114.0	112.6
Std. Dev.	7.1	6.6	6.8	6.0
50 <sup>th</sup> Percentile	113	114	113	113
Comparable Seniors				
Mean	112.1	114.0	112.3	114.3
Std. Dev.	6.5	6.1	2.0	2.2
50 <sup>th</sup> Percentile	111	113	111	113
Transfer Seniors				
Mean			112.3	115.4
Std. Dev.			6.9	7.2
50 <sup>th</sup> Percentile			112	115

## NSSE

Of interest to the Quantitative Methods area of GE are NSSE items on *thinking critically and analytically and analyzing quantitative problems*, which are presented below. On the two categories related to this area of GE, the majority of students (58.7%-92.3%) rated favorably the extent of the contribution that USFSP made to their development in thinking critically and analytically and analyzing quantitative skills, although in freshmen there was variability over time on both areas. Overall, seniors rated the institutional contributions in these areas higher than did freshmen. Seniors in AY0910 rated "thinking critically and analytically" slightly lower than seniors in AY0809. This decrease most likely reflects variability in the survey data, with an unusually high score in AY0809. However, these data will need to be monitored in subsequent years to ensure that this decrease does not represent a real trend which needs to be addressed.

Table 11, NSSE Report  
Items Relating to USFSP's General Education

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11e. Thinking critically and analytically								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	31.0	31.0	26.0	17.0	7.7	8.0	15.0	13.0
Quite a Bit/Very Much	69.0	69.0	74.0	83.0	92.3	92.0	85.0	87.0
11f. Analyzing quantitative problems								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	41.3	43.0	36.4	28.0	20.5	19.0	20.7	26.0
Quite a Bit/Very Much	58.7	57.0	63.6	72.0	79.5	81.0	79.3	74.0

Response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

### Alumni Survey

Of interest to the Quantitative Methods area of GE are the items on *understanding graphical information* and *applying mathematics in daily activities* which are presented below. Between 32.3% and 42.4% percent of respondents indicated that USFSP had contributed very little to their development in the area of Quantitative Methods. However, 20.2% to 47.5% said USFSP had contributed somewhat or very much to their development in the area of Quantitative Methods.

Table 12, Alumni Survey Report  
Subset of Alumni Survey Items Relating to USFSP General Education Area

USFSP GE Area	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<u>Quantitative Methods</u>						
Understanding graphical information	20	20.2	47	47.5	32	32.3
Understanding, applying mathematics in your daily activities	21	21.2	36	36.4	42	42.4

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *quantitative skills*, which are presented below. Data from AY0809 suggested that one-half of students rate their abilities in "applied skills" as "strong;" one-half rate their abilities as "strong" in the areas of "representing information" or "using mathematical reasoning in problem-solving." Close to 75% rated strongly the importance of these quantitative skills. In AY0910, scores in the areas of "representing information" and "using mathematical reasoning in problem-solving" improved while the graduating seniors assessment of the importance of these areas decreased slightly. More disturbing is the decrease in the graduating seniors' self-assessment of their ability to apply quantitative skills to 57.1% in AY0910. While the AY0910 data for this question are more in-line with the data for the other questions than they were in AY0809, it is important that USFSP takes note of this decline and monitors subsequent years' data to determine if this is a real trend or just an aberration of the sampling instrument. In contrast to this potential trend, the NSSE data indicate that seniors remained confident of their ability to analyze quantitative problems between these two academic years.

**Table 13, Graduating Senior Survey Data  
Survey Items Relating to General Education – Percent Responses**

For the following set of questions, please think about your general education courses.  
1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.  
2. Indicate Yes or No if you believe these skills are important to your future career or education

		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
<b>Q35 Quantitative Skills</b>						
Applying arithmetic, algebra, geometry and statistics to solve problems in a wide range of disciplines	AY0809	48.3	40.3	11.4	69.9	30.1
	AY0910	57.1	31.6	11.3	69.2	30.8
Representing and evaluating basic quantitative information numerically, graphically, and symbolically	AY0809	55.7	35.6	8.7	74.4	25.6
	AY0910	67.4	24.2	8.3	76.1	23.9
Using Mathematical and logical reasoning to create and evaluate the validity of arguments and solve problems in a wide range of disciplines	AY0809	55.0	34.9	10.1	73.2	26.8
	AY0910	62.4	27.8	9.8	72.1	27.9

Note: Response categories coded as SA/A; N/A; or D/SD.

**Employer Survey**

In AY0910, less than half of employers indicated that USFSP graduates demonstrated skills in *mathematics*, compared to the 91% in AY0809 who said grads demonstrated these skills. This skill area was deemed important by approximately one-third of this industry sector.

**Table 14, Employer Survey  
Items Relating to USFSP’s General Education**

	SA Agree	N	SD Disagree	NA
<b>AY0910</b>				
In Mathematics, USF St. Pete graduates...				
Demonstrate the ability to use mathematics to solve everyday problems	44.7	10.5	10.5	34.2
Demonstrate the ability to understand mathematical information that is numeric, graphic or symbolic	43.2	16.2	5.4	35.2
Demonstrate the ability to interpret mathematical findings used to answer questions	42.1	15.8	5.3	36.8
<b>AY0809</b>				
In Mathematics, USF St. Pete graduates...				
Demonstrate the ability to use mathematics to solve everyday problems	91			9
Demonstrate the ability to understand mathematical information that is numeric, graphic or symbolic	91			9
Demonstrate the ability to interpret mathematical findings used to answer questions	91			9

Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.

**Review of Critical Assignments**

In fall 2008, of the General Education courses in Quantitative methods that were assessed, 73.4% of students were successful and 26.6% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 75.2% of students were successful and 24.8% were not successful based on performance standards established by faculty on critical assignments. In fall 2009, 66.1% of students were successful and 33.9% were not. In spring 2010, 60.7% of students were successful and 39.3% were not. Overall, in this General Education area from fall 2008 though spring 2010, over 2400 students were given a critical assignment to test their mastery of the student learning outcomes. Of these, 70.3% successfully completed the critical assignment and 29.7 did not. Critical assignments typically included successful completion of exams in 2008,

evolving into directed multiple choice questions on exams, focused problem sets and more attempts to ensure the students understand the theory and application of the material.

Various actions taken by faculty were discussed in the quantitative reasoning group of the GE Task Force meetings in 2008 and 2009. One action was to change the textbook in one particular course based upon student evaluations. It was also decided to offer a single common text for all sections of Business Statistics and College Algebra. An increase in learning outcome B1 has been indicated. The Psychology Statistics class has eliminated the textbook completely and is using an instructor-prepared packet of material; positive results have been noted since the elimination of the textbook in Psychology Statistics.

Many examples of adding classroom material to boost student comprehension of quantitative material were discussed. These additions seemed to increase retention and understanding of learning outcomes B1, B2, and B3. Faculty teaching College Algebra instituted a “common” final exam to monitor the requirement that all sections cover the material that has been agreed to by the faculty. A similar action was taken in Business Statistics where a common group of learning objectives was established to ensure that learning outcomes B1, B2, and B3 were being addressed while providing better alignment with Business Statistics II.

At the University Assessment Day in 2010, math faculty presented critical assignments for SLOs, discussed changes made in 2008-2009, reflected on the impact of changes observed in 2009-2010, and proposed changes for 2010-2011 for the following courses: MAC1105, MAC2311, MAC2312, MAC1147, and STA2023. Student performance on critical assignments varied considerably, ranging from 33%-93%. Changes made in 2008-2009 included using homework problems on quizzes to test the student’s comprehension of the material; increased use of in-class quizzes to assess student comprehension; and increased use of problem-solving exercises in class.

### **Impact of Actions Taken**

GE Task Force discussion suggested mixed results from the utilization of the Academic Success Center (ASC). Students scored higher in the Business Statistics courses after the instructors began having discussions with ASC personnel with regard to course objectives. However, the scores from College Algebra did not reflect a significant increase from ASC support. With this finding, the institution has identified Quantitative Literacy as it proposed QEP topic for the next five years.

Based on the review of the data from the faculty at the university assessment day in 2010, the general consensus was that USFSP is on a par with comparable institutions in terms of quantitative reasoning of its students, but there is considerable room for improvement. A slight improvement in successfully meeting the GE SLOs over the last few years was noted, but this trend is not very strong yet, with considerable variation in student performance on critical assignments from course to course, and even between sections of the same course. One problem that cropped up with the implementation of a common final for college algebra was that some adjuncts teaching sections of this course did not cover all of the material, and students reported being unprepared for the final exam. In a positive light, without the implementation of the common final, this issue would likely have gone unnoticed. To address this issue, tenure-track math faculty have proposed increasing the number of meetings with math adjuncts to discuss problems that are arising throughout the semester and to ensure that course material is being adequately covered. Furthermore, upon review of the faculty suggestions, the Department Chair is encouraging the administration to consider hiring more full-time math instructors on the

basis that full-time instructors are more available to students and have a more vested interest in high-quality teaching.

In summary, the quantitative reasoning area has seen progress in student retention (fewer withdrawals of students) and comprehension of class materials from changes made stemming from student assessment. There is still room for improvement, but it is the view of the faculty that USFSP is staying on target with a 50<sup>th</sup> percentile score, given that a majority of its students come from Southeastern U.S. High Schools that have not reached the 50<sup>th</sup> percentile plateau.

## C. Natural Sciences

### Course Offerings and SLOs

Students must successfully complete a minimum of six (6) semester hours of approved course work in the Natural Sciences. Ideally, all students should have at least one science course with a laboratory. Courses in the Natural Sciences shall give students an understanding of the nature of science through broad exposure to physical, biological, earth, or applied sciences. Courses will enable students, through observation or experimentation, to draw conclusions about the world using the scientific method.

Courses that meet Natural Sciences requirements include: ANT2511, BSC2010, BSC2011, BSC2025, BSC2035, BSC2050, CHM2023, CHM2045, CHM2046, EVR2001, EVR2002, GEO2200, GLY2010, IDH3350, OCE2001, PHY2053 and PHY2054. Between Fall 2008 and Spring 2010, 2,232 students enrolled in 39 sections of these general education courses. For this area of general education, CHM2045 and CHM2046 tend to enroll the most students. Several courses have not been offered since before fall 2008 (BSC2035, BSC2035, CHM2023, EVR2002).

### Student Learning Outcomes

The learning outcome goals for Natural Sciences include:

- C1 Students will demonstrate an appreciation and understanding of the scientific method of inquiry.
- C2 Students will demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
- C3 Students will demonstrate how the ideas and models of the Natural Sciences relate to societal issues, including ethics.

The SLOs for Natural Sciences are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

### Assessment Tools and Data

#### MAPP

Of particular interest to this area of GE are MAPP assessment results in *critical thinking* and *natural sciences* which are presented below. Looking at the means and 50<sup>th</sup> percentiles, all USFSP groups scored on a par with their comparison groups from other institutions for both critical thinking and natural sciences. This is encouraging considering that relatively few of USFSP's graduates have science- or math-related degrees. With the 2009 data, the USFSP native seniors appear to be scoring higher than transfer seniors or comparable seniors from

other institutions.

Table 16, MAPP Report  
Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions

GE Domain	2009		2007	
	Critical Thinking	Natural Sciences	Critical Thinking	Natural Sciences
<u>USFSP Freshmen</u>				
Mean	111.8	114.3	109.4	113.9
Std. Dev.	6.2	5.6	4.4	4.7
50 <sup>th</sup> Percentile	112	113	109	113
<u>Comparable Freshmen</u>				
Mean	109.3	113.3	109.3	113.3
Std. Dev.	5.7	5.6	1.7	1.8
50 <sup>th</sup> Percentile	108	113	108	113
<u>Upper-division Transfers</u>				
Mean	111.3	114.5		
Std. Dev.	6.5	6.0		
50 <sup>th</sup> Percentile	110	114		
<u>Comparable UDTs</u>				
Mean	111.1	115.1		
Std. Dev.	6.3	5.8		
50 <sup>th</sup> Percentile	110	115		
<u>Native Seniors</u>				
Mean	114.8	116.8	114.0	115.5
Std. Dev.	7.1	5.7	6.8	6.0
50 <sup>th</sup> Percentile	113	117	113	117
<u>Comparable Seniors</u>				
Mean	112.1	115.9	112.3	115.9
Std. Dev.	6.5	5.8	2.0	1.7
50 <sup>th</sup> Percentile	111	116	111	116
<u>Transfer Seniors</u>				
Mean			112.3	114.7
Std. Dev.			6.9	5.8
50 <sup>th</sup> Percentile			112	113

### NSSE

Of interest to the Natural Sciences is the NSSE item on *critical thinking* which is presented below. On the one item that relates indirectly to Natural Sciences, the majority of students rated favorably the extent to which USFSP contributed to their development in thinking critically and analytically. In general, it is apparent from the data that seniors are much more engaged in thinking critically and analytically than are freshman; this suggests a natural progression in students' learning and maturity. Seniors scores decreased in AY0910 slightly compared to AY0809, and this change will need to be monitored to make sure it is not the start of a trend.

Table 17, NSSE Report  
Items Relating to USFSP's General Education

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11e. Thinking critically and analytically								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	31.0	31.0	26.0	17.0	7.7	8.0	15.0	13.0
Quite a Bit/Very Much	69.0	69.0	74.0	83.0	92.3	92.0	85.0	87.0

Response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

## Alumni Survey

One-third of students indicated that USFSP had contributed very little to their development in the area of Natural Sciences. Considering the population of USFSP's students, with a large percentage of the students in non-science majors, and with only two required science courses in the General Education curriculum, this finding is disappointing but not particularly surprising.

Table 18, Alumni Survey Report  
Subset of Alumni Survey Items Relating to USFSP General Education Area

USFSP GE Area	How much did your education at USFSP contribute to your personal growth in each of the following areas?					
	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<u>Natural Sciences</u>						
Understanding and applying scientific principles and methods	27	27.0	41	41.0	32	32.0

## Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *knowledge of natural sciences*, which are presented below. Findings show that only one-half of students (53.4%-57.4%) rated their abilities in the area of Natural Sciences as "strong" in AY0809 although the majority of students (80.0%-85.9%) indicate these skills are important to their future careers or education. In AY0910, the surveyed students decreased their assessment of the importance slightly (67.1-75.6%), but their self assessment of their skills increased for all three survey items (61.9-70.9%). The faculty members view this as a positive trend.

Table 19, Graduating Senior Survey  
Survey Items Relating to General Education – Percent Responses

Q36 Knowledge of Natural Sciences		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
Understanding and practicing the scientific method of inquiry	AY0809	56.1	33.8	10.1	84.9	15.1
	AY0910	70.9	24.6	4.5	75.0	25.0
Representing and evaluating basic quantitative information numerically, graphically, and symbolically	AY0809	53.4	39.2	7.4	80.0	20.0
	AY0910	61.9	60.6	7.5	67.1	32.9
Describing how natural science research informs societal issues, including ethics	AY0809	57.4	33.1	9.5	85.9	14.1
	AY0910	70.6	22.1	7.4	75.6	24.4

Note: Response categories coded as SA/A; N/A; or D/SD.

## Employer Survey

The employer survey indicates that very few of the graduates and their employers in the data pool thought that the Natural Sciences were important to their profession. Across the board, it was apparent that the survey respondents did not have a great deal of interest in whether our graduates had an understanding of the nature of science or the scientific method or its application to their particular profession.

Table 20, Employer Survey  
Items Relating to USFSP's General Education

	SA Agree	N	SD Disagree	NA
<b>AY0910</b>				
In Natural Sciences, USF St. Pete graduates...				
Appreciate and understand the scientific method of inquiry	26.3	23.7	5.3	44.7
Demonstrate knowledge of the models that scientists use to make judgments about the natural world	24.3	18.9	5.4	51.4
Demonstrate knowledge of how natural sciences relate to societal issues including ethics	34.2	15.8	5.3	44.7
<b>AY0809</b>				
In Natural Sciences, USF St. Pete graduates...				
Appreciate and understand the scientific method of inquiry	27			73
Demonstrate knowledge of the models that scientists use to make judgments about the natural world	27			73
Demonstrate knowledge of how natural sciences relate to societal issues including ethics	27			73
These <u>Natural Sciences Skills</u> are important to my Industry	18		27	55

Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.

## Review of Critical Assignments

In fall 2008, of the General Education courses in the Natural Sciences that were assessed, 89.2% of students were successful and 10.8% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 94.2% of students were successful and 5.8% were not successful based on performance standards established by faculty on critical assignments. In fall 2009, 79.4% of students were successful and 20.6% were not. In spring 2010, 94.8% of students were successful and 5.2% were not. Overall, in this General Education area from fall 2008 through spring 2010, 1031 critical assignments were given to test students' mastery of the student learning outcomes. Of these, 88.1% of the critical assignments were successfully completed and 11.9% were not.

Since fall 2008, of the courses assessed in the Natural Sciences area of GE, 88.9% of students were successful and 11.1% were not successful based on performance standards established by faculty on critical assignments. A nationally standardized exam (CHM2045), directed exam questions, essays, laboratory exercises, and reports are used as critical assignments. In 2009-2010, the instructor for BSC2010 implemented executive summaries, for which students researched selected topics in detail and presented the information to the class, giving them literature search and presentation experience. One reason for implementing this assignment was to provide a means of assessing SLO C3; SLO C3 has been poorly addressed thus far.

Of the students who were not successful, a large fraction came from two courses: EVR2001 and CHM2045. Between 2007 and 2008, instructors for these courses made a number of changes. For example, in CHM2045, the instructor made prerecorded copies of the lectures available for all students (which had previously only been available to students taking the online version of the course). This action allowed students to review the material as many times as needed. In EVR2001, the instructor designed in-class activities to engage students in topics relating to the scientific method of inquiry. Furthermore, the instructor redesigned the writing assignment for the complementary laboratory, guiding students to form hypotheses about chemical and physical parameters in a local ecosystem, and to present their premises and tests in a formal report. In previous years, of the 12 courses taught in this area, 79.1% of students were



successful.

As of the university assessment day in 2010, only a handful of courses had new data on assessment ready to discuss. Discussions at the assessment day were, therefore, limited to more general topics, particularly the need to address multiple SLOs in each course, where possible. Upon review of the dearth of data, the Department Chair suggested increasing the opportunities for the faculty to discuss the assessment data; more data arrived forthwith, but it has not yet been formally assessed.

### **Actions Taken**

From 2008 to 2009, faculty participation in the assessment process increased markedly. Starting in the fall 2008 semester, all faculty teaching General Education courses began to incorporate explicit and formal statements in their syllabi of the SLOs that are covered in their General Education courses. In the past, many faculty had included outcome statements in their syllabi that were variants of those SLOs adopted for General Education, but coverage was disorganized.

Many faculty teaching courses in the Natural Sciences are now using a variety of approaches to assess both student learning and the effectiveness of course design and instruction. One obvious improvement is that faculty are now collecting much more quantitative and qualitative data on assessment compared to just a few years ago. As a direct result, the institution has a growing pool of data from which to examine its General Education courses. An important, though indirect result, is that the faculty have established a dialogue on assessment techniques and results, and the growing consensus is that this is a positive benefit for the students and the institution. Even the assessment measurement techniques have seen some improvement. For example, the initial measurements to assess coverage of the SLOs tended to be single, course assessment instruments such as the results of a single exam. Many faculty in the Natural Sciences are now using multiple assessment measures, including directed multiple choice and essay questions, papers, and laboratory assignments.

In 2009-10, the following examples show specific improvements to individual courses: case-based exercises in ANT2511 were introduced to help students think critically. In EVR2001, the instructor increased co-enrollment in the complementary laboratory section to provide students more hands-on experiential learning and to provide them with a better appreciation of the scientific method of inquiry; several courses incorporated primary literature into course work to give students more exposure to the application of methods and models; most courses have included specific essay questions on exams to assess the students' understanding of the SLOs; the professor for BSC2010 had students submit potential exam questions and their answers to assess their understanding of the important topics; for BSC2010, professors have also increased the number of exams to better assess the students; and, students are encouraged to attend relevant, departmental seminars to gain exposure to real-world applications of models, methods, and processes in the sciences.

### **Impact of Actions Taken**

With over three years worth of data, USFSP is making good progress in assessing the student learning outcome goals relevant to the Natural Sciences area of General Education. The dialogue among faculty about assessment has increased dramatically and has been very productive. With this dialogue has come an increased awareness of the importance of the SLOs to the General Education courses, and, as a result, many professors have altered their lectures

and course formats in order to better address the SLOs (e.g., EVR2001, BSC2010, OCE2001, ANT2511). Faculty have provided other more qualitative evidence such as increased class participation, improved understanding of topics relevant to the SLOs, and more advanced or insightful questions from students during lectures. The simple task of including the targeted SLO goals on the syllabi has increased focus on and awareness of the learning outcomes for both faculty and students. Within the past three years, there has been a significant improvement in the percentage of students who have successfully completed critical assignments related to the SLOs (increase from 79% to 89%) even as the assessment measures have trended toward being more exacting.

As a result of their increased awareness, some faculty have included essay questions on exams to specifically address the SLOs, and even their multiple choice tests now have questions directed at specific SLOs. Some faculty members have reported an increase in homework completion which should increase understanding and appreciation of topics in the Natural Sciences. And finally, participation by students in departmental seminars has increased dramatically, which means that a greater number of students are being exposed to cutting edge science and critical thinking skills. In many cases, students attending seminars submit summaries which allow them to critically analyze and reflect upon the information presented. The increased participation also demonstrates an increased interest in topics related to the Natural Sciences, which is heartening in light of the alumni and employer survey responses noted above.

#### **D. Social Sciences**

Students must successfully complete a minimum of six (6) semester hours of approved course work in the Social Sciences. Courses in the Social Sciences shall involve those disciplines which study the social life of human groups, individuals within societies, and the consequences of human behavior. Such courses will give students an understanding of the theories, underlying assumptions and methods used to examine the behavior and interactions of people within societies, and interactions between societies. Courses will provide students with an appreciation of how the disciplines of Social Science can provide an understanding of contemporary life and the broader human experience.

Courses that meet Social Sciences requirements include: ANT3101, ANT3610, CCJ3024, CPO2002, DEP3103, ECO2013, ECO2023, HSC2133, ISS1102, ISS1103, PHI1103, PHI2630, PHI3640, PSY2012, SOW3210, SPC2600, SYG2000 and SYG2010. Between Fall 2008 and Spring 2010, 2,574 students enrolled in 59 sections of these GE area courses. An additional 1,275 students enrolled in 29 sections of combined GE area courses. For this area of general education the courses with consistently large enrollments include ECO2013 and ECO2023 as well as PSY2012. Several courses have not been offered since before fall 2008 (ANT3106, ANT3610, CPO2002), and their inclusion in the list of General Education course offerings may need to be evaluated.

#### **Student Learning Outcomes**

The learning outcome goals for Social Sciences include:

- D1. Students will demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.

- D2. Students will demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
- D3. Students will demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural, and/or religious values.

The SLOs for Social Sciences are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

### Assessment Tools and Data

#### MAPP

Of interest to this area of GE are MAPP assessment results in *social science*, which are presented below. Relative to comparable institutions, USFSP native seniors performed slightly higher in the Social Sciences than transfer seniors and seniors at comparable institutions in 2007 and 2009. Freshmen performed at approximately the same level as comparable freshmen in 2007 and slightly higher in 2009.

Table 21, MAPP Report  
Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions

GE Domain	2009 Social Sciences	2007 Social Sciences
USFSP Freshmen		
Mean	113.5	111.9
Std. Dev.	6.5	6.0
50 <sup>th</sup> Percentile	114	112
<u>Comparable Freshmen</u>		
Mean	111.6	111.7
Std. Dev.	5.9	1.8
50 <sup>th</sup> Percentile	111	111
Upper-division Transfers		
Mean	113.4	
Std.Dev.	6.2	
50 <sup>th</sup> Percentile	113	
Comparable UDTs		
Mean	113.3	
Std. Dev.	6.3	
50 <sup>th</sup> Percentile	112	
Native Seniors		
Mean	116.3	116.1
Std. Dev.	6.7	6.7
50 <sup>th</sup> Percentile	117	116
<u>Comparable Seniors</u>		
Mean	114.4	114.5
Std. Dev.	6.4	1.8
50 <sup>th</sup> Percentile	115	115
Transfer Seniors		
Mean		114.8
Std. Dev.		7.1
50 <sup>th</sup> Percentile		116

#### NSSE

Of interest to the Social Sciences is NSSE item on *understanding people of other racial and ethnic groups*, which is presented below. Students rated less favorably (43.4%-56.6%) the extent of the contribution that USFSP made to the development of understanding racial and ethnic groups. As anticipated, seniors are more engaged than freshmen. There may be a

slightly improving trend in the responses from the seniors.

**Table 22, NSSE Report**  
**Items Relating to USFSP's General Education**

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11. Understanding people of other racial and ethnic groups								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	51.7	54.0	49.0	42.0	44.4	58.0	43.4	44.0
Quite a Bit/Very Much	48.3	46.0	51.0	58.0	55.6	42.0	56.6	56.0

Four response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

### Alumni Survey

Of interest to this area of GE is the item on *social science* that is presented below. Close to one-half of students (46.5%-51.0%) indicated that USFSP had contributed favorably to their development in the area of Social Sciences.

**Table 23, Alumni Survey Report**  
**Subset of Alumni Survey Items Relating to USFSP General Education Area**

USFSP GE Area	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<u>Social Sciences</u>						
Understanding different philosophies and cultures	46	46.5	39	39.4	14	14.1
Understanding the interaction of people and their environment	51	51.0	36	36.0	13	13.0

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *knowledge of social sciences*, which are presented below. The majority of students rated their abilities strongly in the area of Social Sciences (78.2%-81.4% in AY0809, and 85.9%-87.6% in AY0910); and the majority of students indicate these skills are important to their future careers or education (95.7%-98.9% in 2007, and 89.7%-94.3% in 2009). In comparison to AY0809, students in AY0910 ranked their skills in this area slightly higher while also ranking the importance of these skill slightly lower.

**Table 24, Graduating Senior Survey**  
**Survey Items Relating to General Education – Percent Responses**

For the following set of questions, please think about your general education courses.

1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.
2. Indicate Yes or No if you believe these skills are important to your future career or education

		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
<b>Q37 Knowledge of Social Sciences</b>						
Demonstrating the appropriate methods, technologies, and data that social scientists use to investigate the human condition and the nature of social organization	AY0809	78.2	13.6	8.2	95.7	4.3
	AY0910	86.6	11.9	1.5	89.7	10.3
<b>Understanding the roles by race, age, gender, ethnicity, economic status, environment in influencing human social interaction</b>						
	AY0809	81.4	10.3	8.3	98.9	1.1
	AY0910	87.6	9.5	2.9	94.3	5.7
<b>Understanding/explaining/interpreting the ethical dimensions of Human behaviors and the formation of social, cultural and/or religious values</b>						
	AY0809	79.5	12.3	8.2	97.8	2.2
	AY0910	85.9	10.4	3.7	93.2	6.8

Note: Response categories coded as SA/A; N/A; or D/SD.

### Employer Survey

In AY0809, between fifty and eighty percent of employers indicated that USFSP graduates demonstrated skills in *social* science compared to thirty-eight to forty-five percent in AY0910. This skill area was deemed important to their industry sectors.

**Table 25, Employer Survey**  
**Items Relating to USFSP's General Education**

	SA Agree	N	SD Disagree	NA
<b>AY0910</b>				
In Social Sciences, USF St. Pete graduates...				
Demonstrate knowledge of the methods that social scientists use to understand the human condition	38.9	22.2	2.8	36.1
Demonstrate knowledge of the role of social factors (race, age, gender, etc.) in human interaction	44.7	18.4	7.9	29.0
Demonstrate awareness of the ethical dimensions of human behavior				
<b>AY0809</b>				
In Social Sciences, USF St. Pete graduates...				
Demonstrate knowledge of the methods that social scientists use to understand the human condition	55		18	27
Demonstrate knowledge of the role of social factors (race, age, gender, etc.) in human interaction	73		9	18
Demonstrate awareness of the ethical dimensions of human behavior	82			18
These <u>Social Sciences Skills</u> are important to my Industry	82			18

Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.

### Review of Critical Assignments

In fall 2008, of the General Education courses in the Social Sciences that were assessed; 71.3% of students were successful and 28.7% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 68.1% of students were successful and 31.9% were not successful based on

performance standards established by faculty on critical assignments. In fall 2009, 75.5% of students were successful and 24.5% were not. In spring 2010, 76.7% of students were successful and 23.3% were not. Overall, in this General Education area from fall 2008 through spring 2010, over 6750 students were given a critical assignment to test their mastery of the student learning outcomes. Of these, 73.5% successfully completed the critical assignment and 26.5 did not. Of the students that were not successful in the courses that were assessed, with the exception of PHI2630 which required students to write a self-critical paper, the majority of assignments in these courses were embedded test items. In ECO2013 and ECO2023 between 25%-50% of students were able to comprehend and apply concepts of economic welfare, allocative efficiency, and the benefits of trade.

In PSY2012 embedded test items were used to assess students along six dimensions of psychology. Student performance ranged from a low of 31% on “understanding developmental basis” to a high of 64% on “understanding social basis.” Within the range of understanding other bases of psychology, 41% of students understood “prejudice,” 44% understood “cognitive,” 46% understood “research methods,” and 49% of students understood “biological” bases. In previous years, of the ten courses taught in this area, 80.6% of students were successful.

### **Actions Taken**

The GE Task Force that reviewed ALAMEA and Social Sciences courses determined that since there was such overlap in assessment of these areas, their findings in Social Sciences were also applicable to ALAMEA. As such this material is presented in both areas.

Faculty have been working diligently to improve the ability of the students in their courses to meet the SLOs for General Education, as well as to determine the best ways to measure whether students are successful in meeting these outcomes. The changes faculty made are varied and include: changing texts; developing new scoring rubrics for assignments; adding short focused essays and community-based assignments related to SLOs; making better use of Blackboard and teaching tools such as PowerPoint; in economics, adopting an online course tool called Aplia; and, identifying key sub-domains of the discipline assessed by a comprehensive series of embedded test items and using i-Clicker technology to test knowledge of class concepts. An important part of these actions has been the adoption of multiple assessment methods within General Education courses. Below are specific examples of the types of actions taken in Social Science and ALAMEA-related courses.

*ANT2000:* In 2007 and 2008 several actions were taken in ANT 2000. Prior to 2007, the SLOs in this course were assessed using multiple choice exams. To both improve the course content and students’ ability to think critically about Social Science and ALAMEA material, in 2007, the instructor implemented new assignments in the course that required students to take field trips to a local zoo and Holocaust museum and to relate their observations to course material in a written paper. In 2008, the instructor improved these assignments by refining the questions students were required to respond to in their papers.

*PSY2012:* In Fall 2007, the psychology program undertook a major revision of both its assessment of SLOs in the General Education Introduction to Psychology course and its assessment of these outcomes. Psychology program faculty together developed a comprehensive series of embedded test items for exams throughout the semester to assess students’ understanding of research methods (Social Science SLO D1), and human factors affecting social interaction (SLO D2). Students are now also required to demonstrate their ability to apply SLO D2 concepts through focused writing, and since fall 2007, have been monitored on

their understanding of material continuously throughout the semester by answering questions live and online during each class period using electronic i-Clicker devices.

Actions such as these have been taken in General Education Courses across the Social Sciences. Additional examples of these actions are found in Criminology, Economics, Geography, Interdisciplinary Social Sciences, Mass Communications, Philosophy, Psychology and Social Work.

*CCJ3610*: Actions taken in CCJ 3610 focused on improving the way that Social Science SLO D1 was measured. In fall 2008 an essay question on the final exam was used to assess this SLO. While over 87% of the students met the performance standard, the instructor has sought other ways to determine whether this SLO is being met by the students. Instead of measuring this outcome only on the final exam, the instructor has added questions to each of the exams. In addition, the instructor refined the question(s) that the students are required to answer and has developed a scoring rubric to assess whether students have met this outcome.

*DEP3103*: This course was offered in spring 2006, 2007 and 2008. To improve achievement in SLOs, students were required to read an original research article and demonstrate an understanding of the article and scientific methods used. They were to critically consider potential other factors cited above in terms of the research findings. This assignment was revised in spring 2007 with greater class discussion on the academic purpose of the assignment and inclusion of i-Clicker technology in class discussion. In spring 2008, within the context of major revisions in the psychology program, the assignment was modified to offer students a selection of twelve critical articles in child psychology that spanned topics such as genetics, adolescence and perception, and cognitive development.

*ECO2023*: The instructor added more graded homework assignments to address problematic topics. More cooperative learning exercises were used in class to work on concepts. Cooperative learning exercises were adjusted every semester both in terms of topic and usage. Importantly, a shift was made to pairs rather than groups of three to reduce the possibility of “free riding” and increase accountability. In addition, more effort was placed on insuring that students work toward correct answers and use each other as tutors. While students’ performance on some assignments improved, student performance on measured outcomes does not yet reflect significant, consistent improvement with respect to the understanding of economic concepts. However, the increased emphasis on cooperative learning activities does seem to have contributed to improvements in critical thinking skills.

*ISS1102*: In 2007/2008 the instructor required students to attend a multicultural experience and to write a reflection paper documenting their experience. The instructor found that 93% of the students met the criteria for success (Social Science SLO D2). Despite the high success rate of the students, the instructor indicated that the students could better meet this requirement through additional assignments. In 2008/2009 the instructor has added an additional multicultural experience for all students to attend, and assigned a reflection paper. In addition, the instructor requires the students to complete a multicultural journal.

*MMC3602*: In 2008 the instructor implemented several changes in order to better prepare students to meet Social Science SLOs D1 and D3. One of these changes was to emphasize the readings and assignments that related directly to these outcomes. Second, the instructor altered the way that the iMediaAudit portion of the grade was calculated. Instead of relying on one grade for the entire project, the assignment was graded by component. In addition, the instructor has focused more of his study questions on the methodological aspect of the

iMediaAudit.

*SOW3210*: The instructor made changes in order to increase students' ability to meet SLOs. In this course, papers were used to determine whether students met the SLOs. Rather than changing the nature of the assignment the instructor's actions centered on better preparing the student for the theoretical underpinnings of the paper. In order to do this, the instructor created a handout to be completed by the students. The instructor found that once students were required to complete the matrix describing various ideologies, this element of their final papers was stronger. According to the data provided for fall 2008, 100% of the students were successful in meeting Social Science SLO D3.

*PHI2630* (and *IDH3600*): In order to assess Social Science SLO D3, in fall 2008 the instructor introduced a new assignment to encourage students to be more self-critical. Although over two-thirds of the class were successful, the instructor made the determination that the assignment could be stronger and will be making additional changes to it.

*PSY2012*: During the 2009-2010 academic year, the psychology department strengthened its assessment methods, building on the existing strategy of using select embedded test items to evaluate student understanding both during and at the end of the semester. To enhance consistency and for psychometric considerations, the same number of items was used to assess each area. Finally, new instructional strategies, particularly in the first targeted area (D1: Knowledge of methods) were used to actively engage students in the process of hypothesis and data generation (viewing videotapes and formulating impressions of the interaction data). The faculty also continued use of focused writing assignments and regular i-clicker usage. A writing assignment on neurotransmission was especially significant.

### **Impact of Actions Taken**

Data from Fall 2007 were compared with Spring 2008 and Fall 2008 to look at the impact of actions taken in relation to the percent of students meeting the SLOs. In general, in virtually all classes for which there is data over that time, the proportion of students meeting SLOs has either been stable or has increased. In the Fall 2007 data for most classes, the most typical scores were in the 70-85% range with a few outliers such as ECO 2023 with 48% and PSY 2012 at 48% for one of the five sub-domains tested, but also some classes were in the 90-100% range. It is notable that in both ECO 2023 and PSY 2012 there were improvements in other targeted SLOs which coincided with actions taken.

In some cases there have been dramatic impacts related to actions taken. For example, the ANT2000 research visits to the Lowry Zoo and the Holocaust Museum allowed the students to apply concepts they learned in the classroom and see how these concepts exist in the real world. SLOs for this course indicate that these actions created positive changes in students' abilities to meet both Social Science and ALAMEA SLOs G1. The instructor's data indicate that in 2005 68% of the students were successful based on the exam scores. Subsequently this percentage was 72% in fall 2007 and 90% in fall 2008. This suggests that the actions taken were effective getting students to think critically about issues of humanity, environment, ethnicity, and racism.

In other cases the results were more modest such as in PSY2012 where scores in two of the sub-domains related to Social Science SLO D2 showed marked improvement, while another remained stable and the fourth declined slightly. For the areas that did not show gains from fall 2007 to fall 2008, faculty are experimenting with new actions to redress the areas of weaker



performance and adjusting i-Clicker assessment to assist in this effort. Results in 2009-2010 were heartening. For the first time since the implementation of assessments in the key areas of focus for this GE area, the goal of having 70% or more enrolled students meet criteria in all areas of concentration was achieved. For Research Methods (SLO D1) 73% of students received a score of 70% or higher. Percentage of students successfully passing in Biological, Cognitive/Learning, Developmental, and Social Bases were 86% (up from 48% in fall 2008), 71% (up from 61%), 79% (up from 77%), and 82% (up from 70%). Data for 2009 suggests that adjustments in class structure and improvements in assessment were effective changes.

Perhaps the most important impact came in faculty discussion across discipline and college lines, in discussing their assessments of how actions taken made a positive difference in learning within the General Education Program. More broadly, from Assessment Day, faculty determined that there would be value in coordinating Psychology's perspective on research methods and points of entry in understanding the human condition with those of other disciplines, in order to help students in one class (e.g. Psychology) see disciplinary similarities and differences with other disciplines (e.g. Criminology, Anthropology).

## **E. Historical Perspectives**

A minimum of six (6) semester hours of approved course work in artistic, cultural, economic, intellectual, religious, social, and/or political history is required. At least three semester hours will be in the history of Western Civilization. Courses are not limited to those in the discipline of History; however, courses will have a Historical Perspectives in that they provide students with a sense of the evolution of societies and peoples, including analysis of their history. An Historical Perspective also entails analyses of various elements, such as the intellectual, cultural, artistic, economic, social, political, and religious characteristics of societies and peoples.

Courses that meet Historical Perspectives requirements include: AMH2010, AMH2020, AML3413, CLT3370, EUH2000, EUH2001, EUH2011, EUH2021, EUH2022, EUH2030, EUH2031, LIT2000, LIT2010 and LIT2040. Between fall 2008 and Spring 2010, 720 students enrolled in 21 sections of these courses. More than twice as many students (1315 students in 34 sections) enrolled in combination courses that fulfill this GE area requirement. Over this time period, six of the listed courses have not been offered (CLT3370, EUH2021, EUH2022, LIT2000, LIT2010, LIT2040), and their inclusion in the list of General Education course offerings may need to be evaluated.

### **Student Learning Outcomes**

The learning outcome goals for Historical Perspectives include:

- E1 Students will demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in pre-modern and modern eras.
- E2 Students will demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

The SLOs for Historical Perspectives are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

## Assessment Tools and Data

### MAPP

Of general interest to this area are MAPP assessment results in the *humanities* which are presented below. Relative to comparable institutions, freshmen and both groups of seniors (transfer and native) perform at the same level as comparable freshmen and seniors. Mean and 50<sup>th</sup> percentile scores for native seniors show slight improvement in 2009 compared to data from 2007 and to data from other institutions.

Table 26, MAPP Report  
Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions

GE Domain	Humanities	
	2009	2007
USFSP Freshmen		
Mean	113.5	113.7
Std. Dev.	5.8	5.7
50 <sup>th</sup> Percentile	113	113
<u>Comparable Freshmen</u>		
Mean	112.8	113.0
Std. Dev.	6.0	1.7
50 <sup>th</sup> Percentile	113	113
Upper-division Transfers		
Mean	114.8	
Std.Dev.	6.5	
50 <sup>th</sup> Percentile	113	
Comparable UDTs		
Mean	114.7	
Std. Dev.	6.4	
50 <sup>th</sup> Percentile	114	
Native Seniors		
Mean	118.2	116.6
Std. Dev.	6.7	6.2
50 <sup>th</sup> Percentile	120	118
<u>Comparable Seniors</u>		
Mean	115.7	115.8
Std. Dev.	6.5	1.8
50 <sup>th</sup> Percentile	115	115
Transfer Seniors		
Mean		116.5
Std. Dev.		5.9
50 <sup>th</sup> Percentile		118

### NSSE

Of interest to the Historical Perspectives area, in general terms, is the NSSE item on *acquiring a broad general education* which is presented below. The majority of students indicated that USFSP had contributed to their development in the area of acquiring a broad General Education. However, the scores on this topic appear to be declining slightly over this time period, which is a concern.

Table 27, NSSE Report  
Items Relating to USFSP's General Education

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11a. Acquiring a broad general education								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	27.5	29.0	25.0	19.0	16.2	20.0	20.3	17.0
Quite a Bit/Very Much	72.5	71.0	75.0	81.0	83.8	80.0	79.3	83.0

Four response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *knowledge of historical perspectives* which are presented below. Findings from AY0809 indicated that the majority of students (71.1%-73.8%) rated their abilities in the area of Historical Perspectives as "strong;" and the majority of students (86.0%-89.7%) indicated these skills are important to their future careers or education. In AY0910, slightly more students rated their abilities in this area as "strong" (77.6%-79.9%), and a similar fraction (84.3%-89.3%) indicated these skills are important to their future careers or education.

Table 28, Graduating Senior Survey  
Survey Items Relating to General Education – Percent Responses

For the following set of questions, please think about your general education courses.

1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.
2. Indicate Yes or No if you believe these skills are important to your future career or education

		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
Q38 Knowledge of Historical Perspectives						
Understanding the history of human civilizations, societies and cultures and the human experience	AY0809	71.1	21.5	7.4	89.7	10.3
	AY0910	78.7	19.9	1.5	88.0	12.0
Applying interpretations of human experience to past and present civilizations through the study of political, social, cultural, environmental, and intellectual issues	AY0809	73.8	19.5	6.7	89.5	10.5
	AY0910	79.9	18.7	1.5	89.3	10.7
Situating primary historical records in their proper contexts and constructing historical arguments based on these contextualized historical records	AY0809	71.6	22.3	6.1	86.0	14.0
	AY0910	77.6	20.1	2.2	84.3	15.7

Note: Response categories coded as SA/A; N/A; or D/SD.

### Employer Survey

About one-third of employers indicated that USFSP graduates demonstrated skills in *history*, and about one-quarter of employers indicated that this skill area was deemed important to this industry sector.

Table 29, Employer Survey  
Items Relating to USFSP's General Education

	SA Agree	N	SD Disagree	NA
AY0910				
In History, USF St. Pete graduates...				
Demonstrate an awareness of the influence of civilizations, societies and cultures on the contemporary world	34.2	18.4	7.9	39.5
Demonstrate the ability to place historical events in context and construct historical arguments	27.0	21.6	10.8	40.6
AY0809				
In History, USF St. Pete graduates...				
Demonstrate an awareness of the influence of civilizations, societies and cultures on the contemporary world	36			64
Demonstrate the ability to place historical events in context and construct historical arguments	36			64
These <u>History Skills</u> are important to my Industry	27		18	55
Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.				

## Review of Critical Assignments

In fall 2008, of the General Education courses in Historical Perspectives that were assessed, 66.8% of students were successful and 33.2% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 86.3% of students were successful and 13.7% were not successful based on performance standards established by faculty on critical assignments. In fall 2009, 86.4% of students were successful and 13.6% were not. In spring 2010, 85.3% of students were successful and 14.7% were not. Overall, in this General Education area from fall 2008 through spring 2010, over 1200 students were given a critical assignment to test their mastery of the student learning outcomes. Of these, 78.8% successfully completed the critical assignment and 21.2% did not. Critical assignments were primary documents analysis, journals, papers, and research papers.

As the data indicate, most of the students were successful in meeting the student learning outcomes; however, in 2008, students in one class were not successful in meeting either outcome. The professor indicated that there are several reasons for the low level of success in the course, including poor attendance, not being prepared for class when in attendance (e.g., not reading the required materials), and failing to follow instructions on the research paper. In previous years, of the 7 courses that were assessed in this area, 87.5% of students were successful.

In 2009-2010, instructors used a combination of research papers and essay exams to evaluate SLOs in Historical Perspectives: E1) Demonstrate knowledge of history of human civilizations, societies, and cultures, etc., and E2) demonstrate the ability to situate primary historical records in their proper contexts and use sources to construct historical arguments. Three of the instructors were making changes in how they approached teaching about the use of historical sources. Critical assignments and texts were also re-evaluated and some changes were made in those areas.

## Actions Taken

Professors who teach freshmen-level classes that emphasize identification and interpretation of

primary documents realize that students need significant direction in learning how to conduct analysis. The faculty members have adopted numerous and various methods of reinforcing the learning outcomes and, thus, improve student skills. Consequently, additional options for assessment are embedded in assignments like student presentations, journals, and papers. Examples of strategies that are being implemented are:

Having students submit rough drafts of papers or entries that can help identify earlier in the course those who need Writing Center assistance or further instruction from the professor;

Requiring that students maintain journals and submit entries to faculty on a regular basis, allowing more timely assessment of student progress and appropriate interventions;

Devoting more class time to identifying and explaining the appropriate and inappropriate use of websites;

Incorporating instruction on use of the library websites and resources;

Organizing more class discussion and presentations by students, so that their analytic skills are improved;

Rewriting student guidelines for assignments so that format and processes are clearer;

Adopting different books; and

Incorporating more Power Point presentations that help students with note-taking.

This General Education area includes courses from many different disciplines, not only History courses. Introduction to Fiction, Introduction to Drama, Art, Classical Studies, and Geography, as well as several other disciplines offered courses in the Historical Perspectives category. The faculty recommends that courses included in the list of Historical Perspectives courses should be reviewed carefully and some should be excluded. The Department is reviewing those courses and developing a list for submission to the appropriate campus committees.

As the requirement is currently worded, students may complete their General Education Historical Perspectives area without actually taking any courses in History. For example, a course in Introduction to Art and a course under the control of the English Department, Introduction to Drama, could meet a student's Historical Perspectives requirement. There is concern that these courses may not develop their student learning objectives consistent with those identified by Historical Perspectives.

### **Impact of Actions Taken**

Faculty members incorporated changes into their classes for fall and spring 2008-2009 (see above) that should help improve student success. In addition, the department recognizes the need to move quickly toward refining the list of courses included in Historical Perspectives, and to revise the wording (not the intent) of the Student Learning Outcomes. Given the advantage of the newly-formed department of History, Government and International Affairs, the opportunity also exists to develop new courses that could combine History and Political Science. Current Political Science courses and courses from other areas that fall within the learning objectives of Historical Perspectives may also be incorporated into this General Education area.

Another improvement in student perceptions about this General Education area might be to improve the profile of the discipline on the campus, by holding department symposia and other campus events and developing other means of showing the relevance of skills in Historical Perspectives across the curricula. Several members of the department are currently working on projects in this area. One suggestion is a reception for all History majors, which would be an opportunity to discuss ideas with the students about their needs and interests. The department has already worked on establishing an internship course which will allow majors to work under supervision in several of the local museums during their senior year.

## **F. Fine Arts**

### Course Offerings and SLOs

Students are required to successfully complete a minimum of three (3) semester hours of approved course work in the Fine Arts. Courses in the Fine Arts shall involve those disciplines that deal theoretically and experientially with the aesthetic dimensions of individuals and groups. Courses will concern the creative experience that takes into account the perspectives of both the artist and the public. These courses will also provide students with an appreciation of how the disciplines fit within Fine Arts and relate to their everyday experiences.

Courses that meet Fine Arts requirements include: ART2201C, ART2203C, HUM1020, IDS3662 and MUL3012. Between Fall 2008 and Spring 2010, 514 students enrolled in 19 sections of these courses. A similar number of students (439 students in 14 sections) enrolled in courses that fulfill multiple GE area requirements. Over this time period, IDS3662 has not been offered in four of the last four semesters, and its inclusion in the list of General Education course offerings may need to be evaluated.

### Student Learning Outcomes

The learning outcome goals for Fine Arts include:

- F1. Students will demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
- F2. Students will demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the Fine Arts and an understanding of the tradition and achievement of the creative process.
- F3. Students will demonstrate awareness of the relationship of the Fine Arts to everyday life.

The SLOs for Fine Arts are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

## **Assessment Tools and Data**

### MAPP

Of general interest to this area of GE are assessment results in the humanities, which are presented below. Relative to comparable institutions, freshmen and both groups of seniors perform at a level slightly above that of comparable freshmen and seniors. Mean and 50<sup>th</sup> percentile scores for native seniors show slight improvement in 2009 compared to data from 2007 and to data from other institutions.

**Table 30, MAPP Report**

**Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions**

GE Domain	Humanities	
	2009	2007
USFSP Freshmen		
Mean	115	113.7
Std. Dev.	5.8	5.7
50 <sup>th</sup> Percentile	113	113
<u>Comparable Freshmen</u>		
Mean	112.8	113.0
Std. Dev.	6.0	1.7
50 <sup>th</sup> Percentile	113	113
Upper-division Transfers		
Mean	114.8	
Std.Dev.	6.5	
50 <sup>th</sup> Percentile	113	
Comparable UDTs		
Mean	114.7	
Std. Dev.	6.4	
50 <sup>th</sup> Percentile	114	
Native Seniors		
Mean	118.2	116.6
Std. Dev.	6.7	6.2
50 <sup>th</sup> Percentile	120	118
<u>Comparable Seniors</u>		
Mean	115.7	115.8
Std. Dev.	6.5	1.8
50 <sup>th</sup> Percentile	115	115
Transfer Seniors		
Mean		116.5
Std. Dev.		5.9
50 <sup>th</sup> Percentile		118

**NSSE**

Of interest to the Historical Perspectives area, in general terms, is the NSSE item on *acquiring a broad general education* which is presented below. The majority of students indicated that USFSP had contributed to their development in the area of acquiring a broad General Education. However, the scores on this topic appear to be declining slightly over this time period, which is a concern.

**Table 31, NSSE Report**

**Items Relating to USFSP's General Education**

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11a. Acquiring a broad general education								
Very Little/Some	27.5	29.0	25.0	19.0	16.2	20.0	20.3	17.0
Quite a Bit/Very Much	72.5	71.0	75.0	81.0	83.8	80.0	79.3	83.0

Four response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

**Alumni Survey**

Of interest to this area of GE is the item on *fine arts* that is presented below. In approximately equal proportions, students indicated that USFSP had contributed “very much,” “somewhat,” or “very little” to their development in the area of understanding and appreciating the arts.

**Table 32, Alumni Survey Report**  
**Subset of Alumni Survey Items Relating to USFSP General Education Area**

USFSP GE Area	How much did your education at USFSP contribute to your personal growth in each of the following areas?					
	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<b>Fine Arts</b>						
Understanding and appreciating the arts	29	29.3	37	37.3	33	33.3

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are items on *knowledge of fine arts*, which are presented below. Data from AY0809 showed that the majority of students (56.0%-64.9%) rated their abilities in the area of Fine Arts as “strong;” and the majority of students (78.6%-84.7%) indicated these skills were important to their future careers or education. Data from AY0910 showed that the majority of students (51.5%-61.2%) rated their abilities in the area of Fine Arts as “strong;” and the majority of students (64.2%-67.5%) indicated these skills were important to their future careers or education.

**Table 33, Graduating Senior Survey**  
**Survey Items Relating to General Education – Percent Responses**

For the following set of questions, please think about your general education courses.  
 1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.  
 2. Indicate Yes or No if you believe these skills are important to your future career or education

Q39 Knowledge of Fine Arts		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
Describing the relationship of the fine arts to everyday life	AY0809	62.6	29.3	8.2	78.8	21.2
	AY0910	54.5	38.1	7.5	67.5	32.5
Explaining social, historical, cultural, intellectual and/or ethical contexts works of creative expression	AY0809	56.0	19.8	4.9	84.7	15.3
	AY0910	61.2	33.6	5.2	65.9	34.1
Identifying the techniques and principles appropriate to the study of the fine arts	AY0809	61.5	32.4	6.1	78.6	21.4
	AY0910	51.5	42.5	6.0	64.2	35.8
Identifying the creative process, its traditions and achievements	AY0809	64.9	27.7	7.4	81.9	18.1
	AY0910	57.5	36.6	6.0	65.1	34.9

Note: Response categories coded as SA/A; N/A; or D/SD.

### Employer Survey

About one-third of employers indicated that USFSP graduates demonstrated skills in *fine arts*, but only about one-quarter of employers indicated that this skill area was deemed important to this industry sector.



Table 34, Employer Survey  
Items Relating to USFSP's General Education

	SA Agree	N	SD Disagree	NA
<b>AY0910</b>				
In Fine Arts, USF St. Pete graduates...				
Demonstrate an appreciation of social, historical, cultural, and intellectual contexts of works of creative art	31.6	18.4	7.9	42.1
Demonstrate an appreciation of the tradition and achievement of the creative process	36.9	18.4	5.3	60.6
Demonstrate awareness of the relationship of the fine arts to everyday life	24.3	24.3	8.1	43.3
<b>AY0809</b>				
In Fine Arts, USF St. Pete graduates...				
Demonstrate an appreciation of social, historical, cultural, and intellectual contexts of works of creative art	36		9	55
Demonstrate an appreciation of the tradition and achievement of the creative process	45			55
Demonstrate awareness of the relationship of the fine arts to everyday life	36		9	55
These <u>Fine Arts Skills</u> are important to my Industry	27		9	64
Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.				

## Review of Critical Assignments

In fall 2008, of the General Education courses in the Fine Arts that were assessed; 84.8% of students were successful and 15.2% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 74.9% of students were successful and 25.1% were not successful based on performance standards established by faculty on critical assignments. In fall 2009, 79.5% of students were successful and 20.5% were not. In spring 2010, 85.8% of students were successful and 14.2% were not. Overall, in this General Education area from fall 2008 through spring 2010, over 1360 students were given a critical assignment to test their mastery of the student learning outcomes. Of these, 81.4% successfully completed the critical assignment and 18.6 did not. In previous years, of the 4 courses taught in this area, 99.6% of students were successful.

## Actions Taken

The diverse nature of the courses offered in the area of Fine Arts provides opportunities for variation in the types of assessment of our learning outcomes. From student work critiques in studio art courses, to the enhanced writing assignments in the art history courses, the faculty are better able to provide evidence of mastery. The following are steps taken to improve the students' learning outcomes:

### 2007-2008

*Expansion of Fine Arts course offerings*—in order to maintain faculty/student ratios and meet growing demand for Fine Arts General Education courses, course offerings were increased. Additional sections of ARH2050, 2051, and 2203C were offered. Efforts were also made to broaden course offerings; additional courses included IDS3362 and MUL3012.

*Increased implementation of digital resources to enhance student learning*—movement from the traditional 35-mm slide presentation format to fully digital PowerPoint lecture formats in the art

history courses expanded since initial implementation in spring 2006. Faculty also used Blackboard to a greater extent: i.e. to post handouts, assignments, and increase faculty/student communication.

*Increased focus on experiential learning*—the arts faculty worked to integrate outside-of-classroom experiences into the coursework in order to engage students more fully with the larger arts community. ARH2051 was revamped to include a museum project on a regular basis. IDS3362 emphasized museum, theater, and concert experiences.

*Increased focus on writing skills*—as part of a CAS-wide initiative, arts faculty in 2007/08 (and 2008/09) worked to enhance student achievement in writing. More time was spent in ARH2050/2051, for example, on such skills as crafting a thesis, building transitions, and developing an argument.

2008-2009

*Continued expansion of Fine Arts course offerings*—ARH3001 was reinstated after a hiatus of two years to further diversify the arts offerings. Positive response to MUL3012 in summer 2008 resulted in this course returning to the schedule in spring 2009. Both of these courses are planned to remain in regular rotation. The availability of Fine Arts courses reinforces student appreciation of the arts. If the institution does not provide enough courses to meet student demand, the message we would send is one of less importance. This is a first step in addressing the Alumni Survey results on student perception.

*Efforts to raise student awareness and performance with regards to General Education learning outcomes*—the department ensured that General Education learning outcomes were listed on all arts course syllabi along with any other learning outcomes the instructor might provide. In individual courses, professors modified assignments/examinations in order to enhance student performance as related to the outcomes. Thus ARH2050 and 2051 were modified in fall 2008 to include a comprehensive essay question in the final exam that covered the entire semester's work and concepts; students received the question in advance but wrote the essay during the test period. They were encouraged to make connections between artworks across broad time periods and cultures in this part of the exam. The professor teaching ART2201C developed a self-evaluation rubric to assist students with projects, and the professor teaching HUM1020 similarly introduced grading rubrics to enhance student performance. A clear understanding of outcomes, i.e. "awareness of the relationship of art to everyday life" may ultimately improve student responses to surveys on related issues.

*Continued focus on writing skills*—as reinforced by the results on the NSSE, the addition of a comprehensive essay question on the ARH2050/2051 final examination provided a supplemental writing assignment for students to further develop their ability to write about the arts. ARH3001 and HUM1020, both offered fall 2008, similarly used writing assignments as a way to enhance student skills. For example, the newly revamped critical assignment for ARH 3001, Introduction to Art, is a multifaceted Journal Project with a series of thematic and critical papers that respond to course readings, museum visits, and assigned topics. In-class freewriting is also incorporated into ARH3001. The courses ART2201C and 2203C (Concepts and Practices I and II) were made Gordon Rule courses in 2009, the result of a change made by USF Tampa. The instructors had to add more writing assignments to make the 4000-word requirement.

*Continued focus on experiential learning*— With a particular eye toward increasing student

awareness of the relationship between the arts and their everyday lives – outcome #3 for Fine Arts on the USFSP learning outcomes list – professors promoted projects and assignments that sent students into the arts community beyond campus. ARH2051 and ARH3001 (Introduction to Art) regularly include museum visits, either for individual assignments or as a class group. The professor teaching ARH3001 in fall 2008 introduced a visit to a working studio (GraphicStudio at USF Tampa) into the course syllabus as well. Students in ART2201C and 2203C (Concepts and Practices I & II) in spring 2009 made class field trips to the Museum of Fine Arts in St. Petersburg to see a special exhibition on printmaker Albrecht Durer, and students in MUL3012 (Music For Your Life) attended live performances as part of their course assignments.

*Efforts to increase cultural awareness*—as part of a larger initiative at USFSP to increase student understanding of non-Western cultures and other social issues, some arts courses made curriculum changes in this area. HUM1020 now includes more focus on non-Western and non-canonical art and film, as well as expanded discussion of women’s issues. In keeping with the 12th and now the 13th editions of *Gardner’s Art Through the Ages*, ARH2050 and 2051 were similarly expanded to include more women artists. Coverage of non-Western art was expanded in both ARH2050 (History of Visual Arts I) and ARH3001 (Introduction to Art).

*Efforts to increase visibility of the arts on campus*— The studio art courses, which include Concepts & Practices I and II in the general education offerings (ART2201C and 2203C), were given a new on-campus studio home in spring semester 2009, after several years in an off-campus studio location. Not only will this move certainly impact student learning positively for those in the classes – better lighting, better facility generally – the new studio and display of student work will raise awareness of the arts among the campus as a whole. Plans were also set in motion in spring 2009 to create a music-themed student club, to allow students of all disciplines the opportunity to perform together and/or enjoy performances in the community.

*Modifications to the General Education arts listings*—after evaluation of course offerings and learning outcomes, a recommendation was made and approved in spring 2009 that ARH3475C, Contemporary Issues in Art, which had previously been registered as both a General Education and an exit course, be changed to solely be an exit course. Mid-semester of 2009, it was similarly proposed that ARH3001, Introduction to Art, solely satisfies the Fine Arts General Education requirements, when previously it was also listed in the Historical Perspectives category. The arts faculty and arts adviser felt that these changes reflected more accurately the learning outcomes of the two courses.

### **Impacts of Actions Taken**

First, there has been an expansion of Fine Arts course offerings. Student demand for Fine Arts courses continues to be high; every course typically fills in enrollment, even with multiple sections. Positive word-of-mouth among students about courses has assisted in this effort. Arts professors have also noted an increase in students who decide to take a second arts course as an elective, even if art is not their major.

Efforts to raise student awareness and performance with regards to General Education learning outcomes have also been a major focus for the faculty. Assignments and examinations modified in 2007/08 and especially 2008/09 with an eye toward assessment of General Education learning outcomes in general have had a favorable response from students. While it is not always possible to see changes in the raw numbers (e.g. in the inclusion of a comprehensive essay for the ARH2050/2051 final exams), professors have noted student satisfaction with changes they have made.

Third, the institution has increased its implementation of digital resources to enhance student learning. The impacts of digital changes made in 2006/07 were felt immediately (both in student grades and in teaching evaluation scores/comments) and continued to be seen in 2007/08 and 2008/09. Students make constant use of Blackboard as a communication tool and an effective way to retrieve course materials.

Fourth, there has been an increased focus on experiential learning. Efforts to increase experiential learning during the 2007/08 and 2008/09 academic years have brought positive response from students. Most USFSP students do not attend museums, theater, or classical music performances as part of their everyday lives, and having these experiences related to coursework opens new doors. Anecdotally, professors overhear students commenting favorably on their trips; most USFSP students, for example, have never visited the Ringling Museum of Art in Sarasota, even though it is not far away, so when they go there to complete an assignment for ARH2051 or 3001, they return to the classroom surprised and energized by what they found. Even more gratifying, students often say they plan to visit again and take a friend. Efforts to increase visibility of the arts locally, and especially on campus, continue to be a major initiative. The new campus studio only opened in February 2009, so it is not yet possible to evaluate impact, but the faculty anticipate being able to do so over the next six months to one year.

Changes made to the arts curriculum and individual art gen-ed courses in 2008/09 were largely reported successful by the faculty teaching these courses. Faculty reported greater student engagement in the courses and successful understanding of the material as reflected in coursework. Some specific notes:

The professor teaching ARH2050 in spring 2009 observed after three spring semesters teaching the general-education art history survey as a night course that grades were lower than when the course was taught during the afternoon. In spring 2010, the instructor therefore shifted the class to an afternoon meeting time (and observed better performance). The majority of general-education arts offerings are now during the daytime hours.

Both instructors teaching ART2201C and 2203C (Concepts and Practices I and II) expressed frustration with the Gordon Rule requirement added to these courses by the USF Tampa Art Department. While both faculty already had required students to write brief process papers and a museum report, they determined 4000 words of writing detracted from what is ultimately a studio class.

To continue to meet high student demand for arts courses at USFSP as well as a need for more online courses, an online section of ARH3001 was piloted at USFSP in spring 2010. Following the submission of student evaluations, a decision will be made whether or not to offer this course again.

Proposed Changes for 2010-11:

After careful review of the ART2201/2203 courses and discussion with the faculty, the Program Coordinator for Art and Graphic Design at USFSP will be submitting a course change proposal in fall 2010 to eliminate the Gordon Rule requirement from these courses, effective fall 2011. (Note: USF Tampa will be doing the same, as they also determined the move to be unsuccessful.)

The expanded art history offerings over the past two years have made it possible for USFSP to

offer an art history minor. The Program Coordinator for Art and Graphic Design will be submitting a proposal in fall 2010 to institute an art history minor effective fall 2011. It is hoped that the new minor will contribute to the department's mission of increasing student awareness of the arts.

Efforts will continue to be made to expand and enhance arts course offerings at USFSP. The online section of ARH3001 may be re-offered in spring 2011 depending on the evaluations from spring 2010.

Initial discussions are being held about developing a possible BA in studio art at USFSP to complement the existing BFA in graphic design.

## **G. ALAMEA**

### Course Offerings and SLOs

Students will take a minimum of three (3) semester hours of approved course work in one or more of the above listed cultural regions. Course content may include cultural, geographical, historical, political, and economic as well as artistic, social, and intellectual subject matter.

Courses that meet ALAMEA requirements include: IDH4200, AFA4150, GEA2000, ANT2000, ANT2410, WST3015, LAH2020, LAH2733, REL3363. Between Fall 2008 and Spring 2010, 1,093 students enrolled in 22 sections of these courses. Over this time period, REL3363 has not been offered in four of the last four regular sessions, and its inclusion in the list of General Education course offerings may need to be evaluated.

Also, it is noted that for the General Education area known as ALAMEA (Africa, Latin America, Middle East, and Asia), there is only one dedicated course offering: IDH4200. This course is an honors course with restricted enrollment; and all other course offerings for ALAMEA are courses that meet multiple GE area requirements.

### Student Learning Outcomes

The learning outcome goals for African, Latin American, Middle Eastern or Asian (ALAMEA) Perspectives include:

G1. Students will demonstrate knowledge of one of the above regions through analysis of examples of those regions/countries' historical or contemporary social, political, economic, environmental, and/or cultural life.

G2. Students will demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

The SLOs for ALAMEA are assessed by national competency evaluations and surveys, and course assessments undertaken by instructors and their disciplinary units.

### **Assessment Tools and Data**

MAPP

Of particular interest to the ALAMEA area of GE are MAPP assessment results in *social*

sciences, which are presented below. Relative to comparable institutions, USFSP native seniors performed slightly higher in the Social Sciences than transfer seniors and seniors at comparable institutions and freshmen performed at approximately the same level as comparable freshmen.

Table 35, MAPP Report  
Sub-scale Scores for USFSP Freshmen and Seniors and Comprehensive Institutions

Critical GE Domain	2009	Social Sciences 2007
USFSP Freshmen		
Mean	113.5	111.9
Std. Dev.	6.5	6.0
50 <sup>th</sup> Percentile	114	112
<u>Comparable Freshmen</u>		
Mean	111.6	111.7
Std. Dev.	5.9	1.8
50 <sup>th</sup> Percentile	111	111
Upper-division Transfers		
Mean	113.4	
Std.Dev.	6.2	
50 <sup>th</sup> Percentile	113	
Comparable UDTs		
Mean	113.3	
Std. Dev.	6.3	
50 <sup>th</sup> Percentile	112	
Native Seniors		
Mean	116.3	116.1
Std. Dev.	6.7	6.7
50 <sup>th</sup> Percentile	117	116
<u>Comparable Seniors</u>		
Mean	114.4	114.5
Std. Dev.	6.4	1.8
50 <sup>th</sup> Percentile	115	115
Transfer Seniors		
Mean		114.8
Std. Dev.		7.1
50 <sup>th</sup> Percentile		116

#### NSSE

Of interest to the area of ALAMEA are items on *acquiring a broad general education* and *understanding people of other racial and ethnic groups*, which are highlighted below. The majority of students indicated that USFSP had contributed to their development in the area of acquiring a broad General Education. Students rated less favorably (48.3%-56.6%) the extent of the contribution that USFSP made to the development of understanding racial and ethnic groups than that of acquiring a broad General Education.

**Table 36, NSSE Report**  
**Items Relating to USFSP's General Education**

	Freshmen				Seniors			
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
11a. Acquiring a broad general education								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	27.5	29.0	25.0	19.0	16.2	20.0	20.3	17.0
Quite a Bit/Very Much	72.5	71.0	75.0	81.0	83.8	80.0	79.3	83.0
11i. Understanding people of other racial and ethnic groups								
	FR07	NSSE07	FR09	NSSE09	SR07	NSSE07	SR09	NSSE09
Very Little/Some	51.7	54.0	49.0	42.0	44.4	58.0	43.4	44.0
Quite a Bit/Very Much	48.3	46.0	51.0	58.0	55.6	42.0	56.6	56.0

Four response categories are collapsed to two: 1. Very Little and Some; 2. Quite a Bit and Very Much.

### Alumni Survey

Of interest to ALAMEA is the item on *social sciences*, which is highlighted below. The majority of students (85.9%-87.0%) indicated that USFSP had contributed favorably to their development in understanding different philosophies and cultures and understanding the interaction of people and their environment.

**Table 37, Alumni Survey Report**  
**Subset of Alumni Survey Items Relating to USFSP General Education Area**

USFSP GE Area	Very Much		Somewhat		Very Little	
	N	%	N	%	N	%
<u>Social Sciences</u>						
Understanding different philosophies and cultures	46	46.5	39	39.4	14	14.1
Understanding the interaction of people and their environment	51	51.0	36	36.0	13	13.0

### Graduating Senior Survey

Of the survey items which relate to General Education, of interest are the items on *ALAMEA*, which are presented below. In AY0809, approximately one-half of students (62.8%-63.3%) indicated they had skills in this area of General Education and the majority noted that these skills were important to their future careers or education. These numbers improved slightly in AY0910.

**Table 38, Graduating Seniors Survey  
Survey Items Relating to General Education – Percent Responses**

For the following set of questions, please think about your general education courses.

1. On a scale of Strongly Agree (SA) to Strongly Disagree (SD)... Rate your skills in each area.
2. Indicate Yes or No if you believe these skills are important to your future career or education

Q40 ALAMEA		Rate Your Skill-level			Importance	
		SA/A	N/A	D/SD	Yes	No
Providing an analysis of historical or contemporary social, political, economic, environment, and/or cultural life in one of these regions	AY0809	62.8	27.0	10.1	83.7	16.3
	AY0910	60.9	32.3	6.8	76.2	23.8
Identifying the contemporary connections between these regions related to global issues, themes, and/or conflicts	AY0809	63.3	25.9	10.9	86.0	14.0
	AY0910	63.9	30.1	6.0	76.5	23.5

Note: Response categories coded as SA/A; N/A; or D/SD.

### Employer Survey

The majority of employers in AY0809 (73%-82%) indicated that USFSP graduates demonstrated knowledge and awareness of Social Science factors; and one-half of employers indicated that USFSP graduates demonstrated knowledge of Social Science methods. These numbers decreased (38.9%-44.7%) in AY0910. The majority of employers indicated that these skills were important to their industry.

**Table 39, Employer Survey  
Items Relating to USFSP's General Education**

	SA Agree	N	SD Disagree	NA
AY0910				
In Social Sciences, USF St. Pete graduates... Demonstrate knowledge of the methods that social scientists use to understand the human condition	38.9	22.2	2.8	36.1
Demonstrate knowledge of the role of social factors (race, age, gender, etc.) in human interaction	44.7	18.4	7.9	29.0
Demonstrate awareness of the ethical dimensions of human behavior				
AY0809				
In Social Sciences, USF St. Pete graduates... Demonstrate knowledge of the methods that social scientists use to understand the human condition	55		18	27
Demonstrate knowledge of the role of social factors (race, age, gender, etc.) in human interaction	73		9	18
Demonstrate awareness of the ethical dimensions of human behavior	82			18
These <u>Social Sciences Skills</u> are important to my Industry	82			18

Response categories are collapsed: Strongly Agree or Agree; Disagree or Strongly Disagree; and Not Applicable.

### Review of Critical Assignments

In fall 2008, of the General Education courses in ALAMEA that were assessed; 87.4% of students were successful and 12.6% were not successful based on performance standards established by faculty on critical assignments. In spring 2009, of the courses that were assessed, 86.3% of students were successful and 13.7% were not successful based on performance standards established by faculty on critical assignments. In fall 2009, 80.4% of students were successful and 19.6% were not. In spring 2010, 61.6% of students were



successful and 38.4% were not. Overall, in this General Education area from fall 2008 through spring 2010, over 1300 students were given a critical assignment to test their mastery of the student learning outcomes. Of these, 75.6% successfully completed the critical assignment and 24.4 did not.

The kinds of critical assignment varied greatly due to the large number of disciplines within which these SLOs are fulfilled. In these classes, critical assignments can include standard multiple choice exams, but faculty have added comprehensive essays; short research papers for use in class debate; short focused essays connected to key readings and community based projects.

### **Actions Taken**

ALAMEA classes are spread over seven disciplines and allow students to fulfill this important requirement in diverse ways. Besides the pedagogical actions already discussed in the Social Sciences section of this report, in ALAMEA classes faculty have also incorporated student debate on critical international issues and use of local multicultural resources to help students fulfill the SLOs in these courses. Examples include using the Holocaust Museum, Weedon Island Reserve with its Native American Museum, ethnic religious centers such as Buddhist temples and the St. Petersburg International Folk Fair Society to design interactive experiences and related writing exercises promoting the goal of increasing international cultural knowledge by students. A unique teaching resource which a number of these classes use is the O.B. Mclin African American Heritage Web Site (<http://www.nelson.usf.edu/mclin>), developed collaboratively by Anthropology and History faculty along with the local African American community.

An example of an ALAMEA course is ANT2410 which fulfills the following SLOs: (G1) Demonstrate knowledge of one of the regions through analysis of examples of those regions/countries historical or contemporary social, political, economic, environmental, and or cultural life. (G2) Demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts. In spring 2006, the instructor only gave multiple choice exams to assess how the students were performing in relation to SLOs. In the fall 2007, it was decided to add a new assignment that would involve writing a short research paper for an in-class debate. The goal of the assignment is for students to conduct research about an important topic in anthropology, to create and deliver an effective oral presentation and argument on that topic, and to write a clear and concise outline and bibliography. The assignment drew students into critical thinking in anthropology on issues such as race, gender, language, ethics, and globalism and students were expected to draw on detailed examples from non-western societies and their interconnectedness (G1 and G2). In 2008, the instructor included a new book, *Clashing Views*, through which to assign the debate topics to help the student obtain more background information. Lecture order for the third portion of the class placing economics before race and social organization, because the instructor believed that flow of key concepts would be better. 97 % of the students met the GENED (G and D) requirements based on this assignment. Even exam scores for this semester increased to 83%, 89%, and 86%. In fall 2009 and now in spring 2010, students were assessed through short focused essays. Students had to score seven out of ten for each essay or better to meet the GenEd criteria. In this case 71-86% met the varied GenEd criteria depending on the assignments and showed progressive improvement as the semester went on. In Spring of 2010, an essay was added on the final exam to cover G2; these results are not yet compiled.

Another example is GEA2000. In this course the instructor has added several assignments to

increase the ability of students in reaching Social Science SLO 2 and ALAMEA SLO 1. For example, students are now required to write a research paper on a typical family from a country that they are not familiar with. She reduced weekly homework assignments, so that the papers that they were writing involved a higher level of scholarly research, critical thinking and exposure to and understanding of diverse ethnic and cultural groups.

### Impact of Actions Taken

In some cases, there have been dramatic impacts related to actions taken. For example in ANT2410, as noted in the summary statistics below, the addition of class debates and a related writing assignment substantially increased the percent of students meeting the ALAMEA requirement for that class.

Summary Statistics for Students who Met General Education ALAMEA requirement:

		<b>F2006</b>	<b>S2007</b>	<b>S2008</b>	<b>S2009</b>
Exam 2	G1	70%	78%	89%	84%
Exam 3	G2	66%	75%	86%	86%
Debate Paper*	G1, G2	N/A	92%	97%	90%

\*Introduced in Spring 2007.

As previously noted in the Social Sciences section of this report, the most important impact came in faculty discussion across discipline and college lines, in discussing assessments of how actions taken made a positive difference in student learning within the General Education Program.

In summary, USF St. Petersburg has a thorough program of general education assessment which has been improved significantly since 2007. General education outcomes are identified and the evaluation program is thorough. External and internal measures are used to evaluate the general education outcomes, and internal critical assignments are evaluated. Moreover, the strength of this program is the involvement of a large portion of the University faculty in evaluating student performance and in annual discipline discussions reviewing last years' improvements and suggesting new content and methodology to improve student performance.

Supporting Documents:

- 1 [MAPP/ETS Proficiency Profile](#)
- 2 [NSSE](#)
- 3 [ACT Alumni Survey](#)
- 4 [Graduating Senior Survey](#)
- 5 [Employer Perception Survey](#)
- 6 [Matrix of Course Offerings](#)
- 7 [Output of Student Performance in GE Courses](#)

## 6.017 Criteria for Awarding the Baccalaureate Degree

(1) Except as approved by the Board of Governors, all students receiving a baccalaureate degree within the State University System must meet the following graduation requirements:

- (a) Completion of thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including:
  1. Six (6) semester hours of English coursework and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
  2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (b) Completion of a minimum of one hundred twenty (120) credit hours through university coursework, acceleration mechanisms, and/or transfer credit.

(2) In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

(3) At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.

Authority: Section 7(d), Art. IX, Fla. Const., History -- Formerly 6C-6.17, 8-9-83, 8-11-85, 9-28-86, 10-19-88, 11-27-95, Amended and Renumbered 1-29-09, Amended 8-6-09, Amended 12-10-09, Amended 9-15-11.

## OFFICE OF THE GENERAL COUNSEL: USF REGULATIONS

### REGULATION NOTICE: PROPOSED AMENDED REGULATION

DATE: NOVEMBER 2, 2010

<b>Regulation No:</b> USF 3.007	<b>TITLE:</b> Degree Requirements: Baccalaureate/Undergraduate Degree
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#### Summary

Florida Board of Governors Regulation 1.001 (3-26-09) provides that each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors, (7-21-05). Such regulations must be consistent with law, and the regulations and strategic plan of the Board of Governors. The Regulation Development Procedure requires that the University Board of Trustees periodically review existing regulations to insure they are current and consistent.

USF Undergraduate Studies has reviewed USF Regulation 3.007- *Degree Requirements, Baccalaureate/Undergraduate*, and determined that revisions are necessary to update the regulation to comply with the BOG revised Regulation 6.017, *Criteria for Awarding the Baccalaureate Degree*.

The Board of Governors amended BOG Regulation 6.017, indicating that it was necessitated by the repeal of section 1008.29, Florida Statutes, relating to the College Level Academic Skills Test (CLAST) and the elimination of funding for the test.

The Florida Legislature amended section 1007.25, F.S. (General education courses; common prerequisites; and other degree requirements) to require that the State Board of Education, in conjunction with the Board of Governors, establish minimum scores on nationally standardized examinations and college courses that can be used to demonstrate the required college level academic skills necessary in awarding an associates or baccalaureate degree.

The proposed amendments to the regulation were reviewed by the Undergraduate Council (October 11, 2010) and the Academics & Campus Environment Advisory Council (October 25, 2010).

#### (End of Summary)

Proposed Amended Regulation follows:

**USF3.007 Degree Requirements: Baccalaureate/Undergraduate**

**Substantial revisions were made to this Regulation:**

A student is academically eligible to receive a Baccalaureate degree from individual institutions in the University of South Florida System (USF System) when a student completes the requirements of entities including (1) the Board of Governors, (2) the USF System, (3) the Program, College or Institution requirements, and (4) general academic approval of the University. The requirements are outlined in more detail below:

**(1) Board of Governors (BOG) Basic Requirements:** (established by Florida state law and the Board of Governors Regulation 6.017)

(a) Satisfactory completion of general education requirements consisting of a minimum of:

1. Thirty-six (36) semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including six (6) semester hours of English coursework,
2. Six (6) semester hours of college-level writing skills through multiple assignments, and
3. Six (6) semester hours of mathematics coursework at the level of college algebra or higher.

(b) Satisfactory completion of the Florida College Level Academic Skills (CLAS) requirements or the following approved alternatives (as specified in BOG Regulation 6.017(1)(c), *previously* tested by the College-Level Academic Skills Test (CLAST) four-part subtests. These proficiencies may now be demonstrated as follows:

1. Earning a 2.5 grade point average in two (2) courses in each skill area in TABLE 1. Courses numbered 0XXX or X990 (i.e. remedial, independent study, or special topic) may not be considered.

TABLE 1

<u>SKILL AREA</u>	<u>Required Combination of Courses</u>
<u>Reading, English Language, Essay</u>	<b><u>A combination of at least one (1) course with the ENC prefix and any other course that is designated as Gordon Rule</u></b> (i.e. class that meets the (1)(a)1. & 2. requirement above) writing course, excluding courses with the SPC prefix.
<u>Computation</u>	<b><u>Any combination of two (2) courses from the list below:</u></b> <ul style="list-style-type: none"><li>• <u>Any MAC course with the last three (3) digits of 102 or higher</u></li><li>• <u>MGFX106-Liberal Arts Mathematics I</u></li><li>• <u>MGFX107 – Liberal Arts Mathematics II</u></li><li>• <u>MGFX113-Topics in College Mathematics I</u></li><li>• <u>MGFX114-Topics in College Mathematics II</u></li><li>• <u>MGFX118-Mathematics for CLAST Review</u></li><li>• <u>Any MGF course with last three (3) digits of 202 or higher</u></li><li>• <u>Any Gordon Rule statistics course</u></li><li>• <u>Any mathematics course that has College Algebra (MACX105) as a prerequisite</u></li></ul>

2. Credit by Exam Equivalencies Alternatives

Credits granted in accordance with the *Articulation Coordinating Committee Credit-By-Examination Equivalencies* may be substituted for the courses specified above. If a student earns credit for (2) two courses in each skill area meeting the above, the requirement will be considered to be met. If a student earns credit for one (1) course within the skill area list above, no grade will be assigned for that course. The 2.5 grade point calculation will be based only on the grade earned in the second course taken in order to meet the requirement (i.e. the grade in this course must equate to a 2.5 or higher).

3. Placement Testing Alternatives

If the student may does not meet requirements offered in TABLE 1, the student may meet one or more skill area requirements by meeting or exceeding a corresponding examination score found in TABLE 2.

<b><i>TABLE 2</i></b>	
<b><u>SKILL AREA</u></b>	<b><u>Required Score on Examination</u></b>
<u>Reading</u>	<ul style="list-style-type: none"> <li>• <u>500 or above on the SAT Reasoning Test Critical Reading portion taken after February 2005</u></li> <li>• <u>500 (recentered score) or 421 (non-recentered score) or above on the Verbal section of the SAT I taken prior to March 2005</u></li> <li>• <u>22 or above on the ACT program in Reading</u></li> <li>• <u>20 or above on the Composite of the ACT taken prior to October 1989</u></li> <li>• <u>93 or above on the ACCUPLACER Reading Comprehension Examination</u></li> </ul>
<u>English Language and Essay</u>	<ul style="list-style-type: none"> <li>• <u>500 or above on the SAT Reasoning Test Writing portion taken after February 2005</u></li> <li>• <u>500 (recentered score) or 421 (non-recentered score) or above on the Verbal section of the SAT I taken prior to March 2005</u></li> <li>• <u>21 or above on the ACT program in English</u></li> <li>• <u>21 or above on the ACT program in English/Writing (English with Essay Component)</u></li> <li>• <u>20 or above on the Composite of the ACT taken prior to October 1989</u></li> <li>• <u>105 or above on the ACCUPLACER Sentence Skills Examination</u></li> </ul>
<u>Computation</u>	<ul style="list-style-type: none"> <li>• <u>500 or above on the SAT Reasoning Test Mathematics portion taken after February 2005</u></li> <li>• <u>500 (recentered score) or 473 (non-recentered score) or above on the Mathematics section of the SAT I taken prior to March 2005</u></li> <li>• <u>21 or above on the Enhanced ACT program in mathematics</u></li> <li>• <u>21 or above on the ACT taken prior to October 1989</u></li> <li>• <u>91 or above on the ACCUPLACER Elementary Algebra examination</u></li> </ul>

4. Waiver Alternatives. A student who is unable to meet the requirements in subsections (b)1., 2., or 3., may apply for and receive a waiver. The committee reviewing the request shall review the student's academic records and such other information as appropriate. If a waiver is approved, the student's transcript shall include a statement that the student did not meet the requirements of this

subsection and that a college academic skills waiver was granted. In addition, this waiver alternative requires that:

a. The student must have achieved a 2.0 grade point average in the coursework and demonstrated the specific skills in the subject area(s) for which the waiver is sought.

b. If the student has completed instructional programs for English as a second language or English as a foreign language with a minimum grade point average of 2.0 in all college credit courses in the skill area for which a waiver is being considered, and has met the requirements of Board of Governors Resolution adopting 6A-10.030 (Gordon Rule) for that area, then a waiver may be considered.

c. Any student with a documented specific learning disability (SLD) by the student disability office may apply for a waiver through the appropriate dean to a committee appointed by the USF System President (President) or chief academic office for special consideration. The student shall have the right to appeal the findings of the committee directly to the President or his or her designee.

d. Any other student, including those students with other documented disabilities, may apply for a waiver through a process determined by the USF System. The committee hearing these requests shall be chaired by the Provost or his or her designee and include four President-appointed members including a test administrator and three faculty members (one from an English Department, one from a Mathematics Department, and the third from a department other than English or Mathematics). Students with disabilities other than SLD should seek appropriate test and classroom accommodations prior to requesting waiver consideration. If the committee described above recommends by majority vote that a waiver be given for a specified skill area, such recommendation shall be accompanied by documentation that the student has acquired the skills to the level required and statements of explanation or justification to be considered by the President or his or her designee who then may approve or disapprove the recommendation.



#### 5. Former CLAST Waivers

A student who is exempt from any of the CLAST subtests, has passed any of the CLAST subtests, or has had one or more of the CLAST subtests waived prior to July 1, 2009, will be deemed to have met the requirements of this subsection in those designated areas. A student transferring to a USF System Institution whose transcripts reflect that he/she has met, or have received a waiver of, any of the requirements in this subsection will be deemed to have satisfied the requirements in those designated areas.

#### 6. Updates or changes to State and BOG Requirements

The USF System must comply with any updates or changes to state mandates or BOG requirements. The USF System will incorporate those changes in this Regulation by technical amendment as quickly as possible. However, at all times, including what may be an interim processing time, students will be held to the most current standards established by the BOG or state law.

#### **(2) USF System Requirements:**

In addition to meeting Florida Board of Governors and/or state requirements, students must meet USF System requirements as follows:

(a) Successful completion of a minimum of 120 unduplicated semester credit hours through university coursework, acceleration mechanisms, and/or transfer credit, only two (2) hours of which may be in physical education activity courses;

(b) A minimum adjusted grade point average (GPA) of 2.0 on all course work taken at the USF System Institution from which the degree is conferred and an overall 2.0 average on all college-level work attempted;

(c) Satisfactory completion of major requirements in a chosen degree program, including additional requirements set by the institution and college offering the degree. The student's degree program will appear on the baccalaureate diploma. If a student satisfies all requirements for two (2) majors, including admission, prerequisite, core, etc., both degree programs may appear on the diploma;

(d) Completion of at least forty-eight (48) semester hours in courses numbered 3000 and above;

(e) Completion of at least thirty (30) of the last sixty (60) semester hours in residence (courses taken at the USF System Institution from which the degree is to be conferred). In cases of emergency, a maximum of six (6) hours of the final thirty (30) semester hours may be completed by correspondence or residence at another accredited senior institution with the approval of the academic dean. *Exceptions* to the residence rules in this paragraph may be made for students who are enrolled at other universities in USF-approved exchanges, study abroad programs, co-op training programs or correspondence courses from the University of Florida. CLEP credit does not count toward academic residence;

(f) Students who have entered a university in the State of Florida University System with fewer than sixty (60) hours of credit are required to earn at least nine (9) hours prior to graduation by attendance in one or more summer terms at one of the eleven State of Florida senior institutions. This requirement may be waived in cases of unusual hardship to the individual. Students will be exempt from the Summer term requirement if they have earned nine (9) semester hours of credit through approved acceleration mechanisms as identified in Florida Statutes: Advanced Placement

(AP), International Baccalaureate (IB), Advanced International Certificate of Education Program (AICE), College-Level Examination Program (CLEP), and approved dual enrollment courses); and

(g) Satisfaction of the foreign-language admissions requirement by having two (2) sequential units of the same foreign language in high school, or eight (8) semester hours of the same foreign language in college, or documented equivalent proficiency.

**(3) Program, College, or Institutional Requirements:** All students must be aware of and satisfactorily complete any additional requirements that may be required by a specific program, college or institution from which they are graduating as set forth in handbook, catalogue, or other published criteria.

**(4) General Academic Approval:** Successful completion of academic coursework constituting the student's program of studies, minor, honors thesis, or certification examination does not guarantee award of the baccalaureate degree. Faculty judgment of the academic performance of the student is inherent in the educational process in determining whether the award of the baccalaureate degree or admission into a higher level degree program is warranted.

~~(1) The University has established basic requirements that all students must meet before graduation.~~

~~(2) While each college sets specific requirements for graduation, the basic University requirements must be met by every student upon whom a degree is conferred. These basic requirements specify that a student obtain at least 120 semester hours of credit with an overall 2.00 GPA, including a 2.00 GPA on all courses attempted at the University of South Florida in order to be eligible for graduation. The hours for a course that has been repeated may be counted only once toward this~~

minimum 120 semester hours of credit. At least 40 of the 120 semester hours must be for upper division level work, course number 3000 or above; 60 semester hours must be from a four-year institution.

(3) All students entering the University of South Florida with fewer than 60 semester hours of credit shall be required to earn at least 9 semester hours of credit prior to graduation by attendance during one or more summer terms. The University may waive the application of this rule in cases of unusual hardship to the individual.

(4) In addition to specific requirements of their academic major and college, candidates must satisfy the University General Education and Exit Requirements. Candidates must be recommended for graduation by the dean of the college granting their degree and must have completed at least 30 semester hours of the last 60 semester hours of their undergraduate credit in USF courses. The approval of the dean of the college granting their degree must be secured for any transfer credits offered for any part of these last 60 semester hours.

(5) Approved exchange program students may take courses off-campus which will be considered as on-campus courses. Cooperative Education students, while on their training periods, will have any work taken at other institutions (approval having been given by University advisors) counted as residence work.

(6) In order to graduate from the University of South Florida, each student shall meet all of the graduation requirements specified in the University of South Florida catalog of his/her choice, including all Board of Regents' rules and Legislative policies and law.

(a) A degree seeking student may choose any University of South Florida catalog published during his/her continuous enrollment. Students who have transferred from a public institution of higher education in Florida to the University of South Florida are treated the same as native students. At the University of South Florida continuous enrollment is defined as completing a minimum of two

~~semesters as a degree seeking student per academic year at USF, Fall, Spring, Summer, inclusive of receipt of grades for courses, including W's through time of graduation. Therefore, students cannot choose a University of South Florida catalog published prior to or during an academic year in which they did not maintain continuous enrollment.~~

~~(b) Each University of South Florida catalog is considered to be published during the academic year printed on the title page.~~

~~(c) If the student cannot meet all of the graduation requirements specified in the University of South Florida catalog of his/her choice due to decisions and changes by the University in policy matters, course offerings, etc., appropriate substitutions will be determined by the chairperson of the department or program of the student's academic major.~~

~~(d) University policies are subject to change and apply to all students regardless of their choice of University of South Florida catalog. If the student's graduation requirements are affected by change in University policy, appropriate arrangements will be made to preclude penalization of the student.~~

~~(e) While every effort will be made to give each student appropriate advice in meeting academic major and graduation requirements, the final responsibility for meeting these rests with the student. Students should study the University of South Florida catalog carefully and seek advice when in doubt. In any case, the appropriate dean or his/her representative should be consulted when 90 semester hours are completed to be certain that program plans are complete.~~

~~(7) University Liberal Arts Requirements consist of General Education Requirements and Exit Requirements. These requirements may be satisfied over the four-year period by the completion of 36 semester hours of General Education Requirements and 9 semester hours of Exit Requirements.~~

~~(a) The General Education Requirements consist of:~~

~~1. English Composition – Freshman English (ENC 1101 and ENC 1102) – 6 semester hours.~~

~~2. Quantitative Methods – 6 semester hours – students should refer to the current University of~~

South Florida catalog for specific courses.

3. Natural Sciences — 6 semester hours — students should refer to the current University of South Florida catalog for specific courses.

4. Social Sciences — 6 semester hours — students should refer to the current University of South Florida catalog for specific courses.

5. Historical Perspectives — 6 semester hours — students should refer to the current University of South Florida catalog for specific courses.

6. Fine Arts — 3 semester hours — students should refer to the current University of South Florida catalog for specific courses.

7. African, Latin American, Middle Eastern, or Asian Perspectives — 3 semester hours — students should refer to the current University of South Florida catalog for specific courses.

(b) Exit Requirements consists of Major Works and Major Issues — 6 semester hours, Literature and Writing — 3 semester hours — students should refer to the current University of South Florida catalog for specific courses.

(c) All A.A. degree holders from Florida public community colleges will be considered as having met only the General Education Requirements and not the Exit Requirements and 60 semester hours of work will be transferred. The determination of the prerequisites for a given academic program will remain the prerogative of the college in which the student is majoring.

(d) Courses required for a student's major program will not be counted in the total of the 36 semester hours of General Education.

1. Specialization. These are courses required to give the student academic concentration and baccalaureate identification such as Math, Accounting, Psychology, etc.

2. Supporting or Related. These courses may be prerequisites to the specialization courses, or they may support specialized courses by giving preparation or breadth to the area of specialization.

These courses are often referred to as college or program core courses.

3. Program Electives. These are usually a broad band of courses offered by the college offering the academic major to further enrich the student in the general academic field in which he/she has chosen to major.

(c) No more than 8 semester hours in a single department may be counted toward distribution requirements for any area.

(f) A student may appeal to the Coordinator of Advising in his/her college for exceptions to these prefixes or courses prior to registration in such courses.

(g) A student must check with his/her college to be sure he/she is meeting liberal arts requirements and special certification or accreditation requirements where appropriate.

(8) Degree Completion for Early Admissions of Medical or Dental Schools. Students who are admitted to a medical or dental school after completing their junior year at the University of South Florida may be awarded the B.A. degree in Interdisciplinary Natural Sciences from the College of Natural Sciences subject to the following conditions:

(a) Transfer of a minimum of 30 semester hours of science courses from an approved medical or dental school.

(b) Interdisciplinary Natural Sciences academic majors at the University of South Florida must fulfill the following minimum requirements:

1. 90 credit hours with at least a "C" average (2.0) in those credit hours completed at the University of South Florida.

2. Completion of a sequence of courses constituting a major program with courses in a department of concentration and supporting courses in related departments. In this major program there must be a 2.0 grade point ratio in the department of concentration, and also a 2.0 grade point ratio in the entire sequence of courses in the major program. S/U grades are not permitted in the major

~~program requirements except for courses designated S/U only. For a more detailed description of the major program requirements, consult the appropriate departmental requirements.~~

~~(9) Double Undergraduate Major. Students may elect to graduate with two academic majors. In that event, they must apply independently to each college and be assigned an advisor in each discipline. The student must meet all requirements of each academic major separately and must be certified for graduation by the appropriate dean(s).~~

~~(10) Second Undergraduate Major. A student who wishes to work for a second academic major, after receipt of a baccalaureate degree, must apply through the Office of Admissions and meet the academic major requirements as determined by the University of South Florida catalog. Exceptions to this rule are students who have already been accepted for a "Double Undergraduate Major" but graduate with only one academic major. After acceptance by the appropriate college and proof of completion, the student's "permanent academic record" will be posted accordingly. Students who complete the requirements for a second academic major must be aware that they will not receive a second degree.~~

~~(11) Two Degrees. A student at the University of South Florida may receive two baccalaureate degrees provided he/she meets the University's graduation requirements; a minimum of 30 semester hours must be earned in on-campus undergraduate courses to apply to the second degree; the student must meet the requirements of the colleges awarding the degrees and the residency requirement.~~

~~(12) Second Baccalaureate Degree (first received at another institution). Students already graduated from accredited four-year institutions who apply for admission to work toward another undergraduate degree must meet the University's regular graduation requirements, including the 9 semester hours of Exit Requirements. A minimum of 30 semester hours must be earned in USF courses to apply toward his/her degree, and the student must meet the requirements of the college~~



awarding the degree and the residency requirement.

(13) Procedures:

(a) Applying for Degree. Application must be made prior to the deadline as stated in the current University of South Florida catalog for accepting Application for Degree for the academic term the student expects to complete requirements. The Application for Bachelor's Degree form #USF 2075b Rev. 3/95, Eff. 7/95 incorporated by reference herein is available through the college and after completion is to be filed at the Office of the Registrar.

(b) Withdrawal of Application for Degree. Application submitted may be withdrawn through the sixth week of the academic term upon receipt of written notification by the Office of Records and Registration. A student may not reinstate his/her application once it has been withdrawn. After the sixth week, application may be withdrawn through the college with its approval.

(c) If a student has been denied graduation, or if his/her application has been withdrawn, he/she must submit another Application for Degree the academic term he/she is ready to complete his/her requirements.

(d) A student may receive a second or replacement diploma, provided he/she makes payment of a \$5.00 fee to defray cost of reorder and resources are available to process the order.

(14) A student may enroll in a baccalaureate degree program while enrolled in or after graduation from a five-year Master's Degree program. In consultation with an advisor in the five-year program and an advisor in the baccalaureate level program and with the approval of the college dean(s) offering the programs the student is required to complete the following:

(a) Satisfied degree requirements for the five-year Master's Degree program;

(b) Satisfied requirements for the baccalaureate level program.

Authority: Art. IX, Sec. 7, Fla. Constitution, Fla. Board of Governors Regulations 1.001, 6.017; 1007.25, F.S.

History—New 10-6-75, Amended 7-3-79, 2-22-82, Formerly 6C4-3.07, Amended 4-19-90, 8-19-90, 12-2-92, 8-

10-93, 7-17-94, 7-20-95., Formerly 6C4-3.007, F.A.C., Amended XX-XX-10.

**AUTHORITY TO ADOPT/AMEND/REPEAL:** Art. IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulations 1.001, 6.017.

***UNIVERSITY OFFICIAL INITIATING PROPOSED AMENDMENTS:*** Ralph Wilcox, Provost and Executive Vice President.

**WRITTEN COMMENTS CONCERNING THIS PROPOSED REGULATION  
MAY BE SUBMITTED WITHIN 14 DAYS AFTER THE POSTING DATE OF  
THIS NOTICE TO:**

Dee Brown, Agency Clerk  
Office of the General Counsel  
University of South Florida System  
4202 East Fowler Avenue, Suite ADM 250  
Tampa, FL 33620-6250  
Phone: (813) 974-7150; FAX: 813-974-5236; E-MAIL: [USFLEGAL@ADMIN.USF.EDU](mailto:USFLEGAL@ADMIN.USF.EDU)

[http://www.usfsp.edu/academics/general\\_information/mission.htm](http://www.usfsp.edu/academics/general_information/mission.htm)

## GE Philosophical Statement

A liberal arts education transcends any particular course of study. It inspires and fosters reflective skills and ways of looking at the world, and one's place in it, that may not otherwise be introduced during a student's course of study within her or his discipline.

Liberal arts education is associated with human interaction in all its varied dimensions. It enhances the capability to relate to people, to events, to the physical and biological world, and to various ways of learning about the world.

Liberal arts education is inclusive in that it crosses the boundaries among disciplines and between "learning as an end in itself" and "education for the purpose of developing a career." Academic inquiry in all disciplines, whether intellectual, practical, scientific, or aesthetic, contain perspectives that allow for more than one interpretation. Acquiring a liberal arts education entails awareness of the multiple interpretations of the world in its diverse dimensions.

The underlying themes of General Education at USF St. Petersburg are:

Valuing a process of learning that inspires curiosity and creativity, through exposure to and understanding divergent intellectual traditions and their associated value systems.

Fostering an ability to think critically, solve problems and synthesize ideas and perspectives, in the process of intellectual exploration and development.

## Goals of a Liberal Arts Education at USF St. Petersburg

The general education requirements are the core of USF St. Petersburg's liberal arts curriculum. Divided into nine areas of knowledge, the general education course requirements, taken over thirty-six semester hours, provide an opportunity for each student to obtain the critical components of a Liberal Arts education.

The USFSP General Education curriculum seeks to provide students with a coherent, purposeful direction of study. An extensive liberal arts

education is gained by the students as they follow a course of study that includes a diverse array of inquiry: English Composition, Quantitative Methods, Natural Sciences, Social Sciences, Historical, Fine Arts, and Global Perspectives on Non-Western Cultures (ALAMEA).

### Liberal Arts Requirements

Students will complete 45 semester hours to satisfy the Liberal Arts Requirements. Thirty-six (36) semester hours will satisfy the general education course requirement, and nine (9) semester hours will satisfy the exit requirements. These requirements are distributed as follows:

General Education Requirements	Semester Hours
English Composition	6
Quantitative Methods	6
Natural Sciences	6
Social Sciences	6
Historical Perspectives	6
Fine Arts	3
African, Latin American, Middle Eastern, or Asian Perspectives (ALAMEA)	3
Total General Education Requirements	36
Exit Requirements	Semester Hours
Major Works and Major Issues	6
Literature and Writing	3
Total Exit Requirements	9
Total Liberal Arts Requirements	45

College of Arts and Science Mission



Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

**General Education Course Application Form**

Department Chairs should submit a signed copy of the completed form and copy of the syllabus of the proposed course to the Chair of the General Education Committee.

Submitter \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
 College/Department \_\_\_\_\_ Date \_\_\_\_\_  
 Account # (from dean): \_\_\_\_\_  
 Course prefix and number: \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Credit hours: \_\_\_\_\_  
 Prerequisites: None Yes \_\_\_\_\_  
 Corequisites: None Yes \_\_\_\_\_  
 Permit Required: No Yes \_\_\_\_\_  
 Gordon Rule: No Yes \_\_\_\_\_ Gordon Computation: No Yes \_\_\_\_\_  
 Does this proposed course count for both GE and the major? No Yes \_\_\_\_\_  
 Section Type (select one): Class Lecture Laboratory Internship  
 Individual Performance Directed Independent Study  
 Delivery Method (select one): Face-to-face Online Both  
 Contact Hours: \_\_\_\_\_  
 Proposed number of sections: fall \_\_\_ spring \_\_\_ summer \_\_\_\_\_  
 Registration Restrictions: No Yes \_\_\_\_\_  
 If Yes, indicate appropriate include/exclude variables beside each applicable restriction category:

	Include	Exclude
College (CAS, COE, COB)		
Major		
Class (FR, SO, JR, SR)		
Level (Undergrad, Grad)		
Campus (SP, SM, T, L)		

(e.g. Include all AP College Code—only gives access to CAS majors. Questions: Contact Registrar 873-4143)

Course Description:

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
Approved by Faculty Senate _____
Submitted to VCAA Office _____
USFSP Registrar _____
Submitted to SysAdmin _____
Approval from SysAdmin _____

**Check the appropriate General Education categories below.**

(Non-applicable areas may be deleted from completed form for legibility.)

**English Composition**

1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message;
2. Students will demonstrate critical thinking, reading, and writing by developing their writing over time through a series of tasks. These tasks include finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing, individually and with peers, in a range of composing media;
4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
5. Students will demonstrate the ability to work rhetorically in Electronic Environments throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.

**Quantitative Methods**

1. Students will demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics, appropriately, to solve problems. They will demonstrate an awareness of the relevance of these skills to a wide range of disciplines.
2. Students will demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
3. Students will demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use this comprehension to answer questions, understand the significance of the results, and judge the reasonableness of their answers.

**Natural Sciences**

1. Students will demonstrate an appreciation and understanding of the scientific method of inquiry
2. Students will demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
3. Students will demonstrate how the ideas and models of the natural sciences relate to societal issues, including ethics.

**Social Sciences**

1. Students will demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
2. Students will demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Students will demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and /or religious values.

**Fine Arts**

1. Students will demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Students will demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the fine arts and an understanding of the tradition and achievement of the creative process.
3. Students will demonstrate awareness of the relationship of the fine arts to everyday life.

\*\*\*Courses granted one-time approval are not eligible for general education credit.\*\*\*

Form last updated: 11/18/2010

Approved by Dept. Chair _____
Approved by College Committee _____
Approved by College Dean _____
Approved by GE Com _____
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Submitted to SysAdmin _____
Approval from SysAdmin _____

**□ Historical Perspectives**

1. Students will demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in pre-modern and modern eras.
2. Students will demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

**□ ALAMEA**

1. Students will demonstrate knowledge of one of the above regions through analysis of examples of those regions/countries' historical or contemporary social, political, economic, environmental, and/or cultural life.
2. Students will demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

**□ Major Works and Major Issues**

1. Students will demonstrate the knowledge of the impact of one or more of the following on the major issues of a particular discipline: culture, environment, race, gender, and/or values and ethics.
2. Students will demonstrate the ability to critically analyze the primary texts and major documents or works (including visual and musical) of a particular discipline within appropriate context.

**□ Literature and Writing**

1. Students will demonstrate the ability to write a well organized and well substantiated analysis of primary literature and crucial sources in a particular discipline.
2. Students will demonstrate the ability to determine the nature and extent of information needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from credible information sources.

**Complete the following table linking the above-listed GE outcome with the course-specific outcome. Then explain how the course helps meet the GE outcomes. GE outcomes can be abbreviated with the initials and outcome number, e.g. EC1, HP2,**

<b>GE Outcome</b>	<b>Course-specific outcome</b>	<b>Briefly explain how this course helps students meet this outcome:</b>

\*\*\*Courses granted one-time approval are not eligible for general education credit.\*\*\*

Approved by Dept. Chair \_\_\_\_\_  
Approved by College Committee \_\_\_\_\_  
Approved by College Dean \_\_\_\_\_  
Approved by GE Com \_\_\_\_\_  
Approved by Faculty Senate \_\_\_\_\_  
Submitted to VCAA Office \_\_\_\_\_  
USFSP Registrar \_\_\_\_\_  
Submitted to SysAdmin \_\_\_\_\_  
Approval from SysAdmin \_\_\_\_\_

**Please provide following information:**

1. Course Topics
2. Learning Strategies
3. Assessment Techniques, especially with regard to how the above-listed SLOs will be assessed.
4. Explain how the course will affect other departments and other course offerings.
5. Explain how the course will address communication and the critical thinking objectives.
6. Syllabus