

Administrative and Educational Support Report*

Department of English

**Annual Action Plan
Annual Assessment Report**

June 2004 – May 2005

*Student Learning Outcomes for this department are available at
<http://ie.panam.edu/CoAHLearningOutcomes.htm>



Annual Action Plan: June 1, 2004–May 31, 2005

Unit: Department of English

UTPA Mission: The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master’s and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

Division: Academic Affairs **Unit Head:** Dr. Steven Schneider

Unit Mission: The Department of English offers undergraduate major and minor programs in English, with specializations in literature, language, and English as a Second Language. Teacher certification plans in English are available at both secondary and elementary levels. Major and minor programs in English offer students an opportunity to discover more about the world they live in, to learn to appreciate the artistic works of fellow human beings, and to develop literary and language aptitudes of their own. The Department is committed to ensuring academic excellence in all academic programs by developing and maintaining outstanding faculty and by serving the academic needs of students at the University of Texas – Pan American.

The department also offers graduate major programs leading to the MA in English, the MA in English as a Second Language, and the MA in Interdisciplinary Studies with a concentration in English, and the MA in Interdisciplinary Studies with a concentration in Writing. To students who view education primarily as career training, English programs provide excellent preparation for any profession requiring a high degree of skill and comprehension in oral and written communication.

Unit Goal: The English Department will provide a variety of quality academic programs that cultivate active learning, critical thinking, and interdisciplinary perspectives.

Link to UTPA Goal(s):
 1: Ensure undergraduate student access and success
 2: Enhance graduate education and research

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Assessment of the majors (1)	2, 4	Implement program learning outcomes assessment in the majors in the department	Establish learning outcomes for all department undergraduate and	The Chair’s Office will verify that all the departments programs have implemented the	None

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		by the end of AY 2004-05.	<p>graduate programs.</p> <p>Develop learning outcomes assessment plans for undergraduate and graduate majors.</p> <p>Use the results of assessments to improve the curriculum.</p>	<p>outcomes assessment process.</p> <p>Assessment Criteria: A detailed rubric has been developed to assess analytical essays produced in upper division English course. Four primary traits were identified as the basis for assessing learning outcomes. The primary traits used are: (1) organization/development; (2) analysis of texts/topics/sources; (3) rhetoric/audience; (4) writing style).</p> <p>Evaluation Methods: Writing samples collected from 58 of the 76 graduating seniors and from 9 of the 10 masters candidates will serve as the basis of assessment of majors in this first cycle. These essays have been evaluated by a four-member scoring team composed of tenured and tenure-track faculty with expertise in large-scale assessment of essays in literature, rhetoric, and linguistics. Documentation of the</p>	

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				results for the first cycle of the process will be sent to the Dean's office by August, 2005 for all programs and affected courses which can be used to meet core requirements.	

Unit Goal:

Facilitate excellence in scholarship, research, and/or creative activities for the enhancement of knowledge that can be shared with the public through presentation, publication, or performance.

Link to UTPA Goal(s):

2: Enhance graduate education and research

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Improvement of faculty scholarly research and external research support (2)	5	Increase the level of faculty involvement in scholarly research during AY 2004-2005 by 10% over AY 2003-2004.	<p>Support the professional development of the faculty as researchers.</p> <p>Increase the number of faculty members submitting a three-year plan for scholarship.</p> <p>Seek space, equipment and materials for research activities.</p> <p>Recognize and reward faculty members for commitment to research activities.</p>	The Office of the Chair will determine the level of faculty involvement in scholarly research in AY 2004-2005 and compare the results to AY 2003-2004 data.	<p>Funding for workshops, speakers, travel</p> <p>Research space, equipment, materials</p>

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Provide effective student recruitment, development, retention, and placement programs designed to promote and serve a diverse student population.

Link to UTPA Goal(s):

1: Ensure undergraduate student access and success

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Approval and initiation of freshman success courses (3)	2	Participate in providing a Learning Framework course for entering freshmen in every major in the College of Arts and Humanities.	<p>Participate in the development of a Learning Framework course for entering freshmen in every major.</p> <p>Participate in seeking professional development activities for faculty and staff who teach the Learning Framework and Learning Community courses.</p> <p>Monitor the effectiveness of the Learning Framework course in the department.</p>	In August 2005, the Office of the Chair will verify that a Learning Framework course for entering freshmen has been provided for every major in the department. The number of entering freshmen enrolled in the sections of the Learning Framework course will be tallied and reported to the Office of the Dean.	None



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Unit Objective (Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome	Assessment Criteria, Evaluation Methods	Assessment Results (Use actual data to describe annual performance)	Use of Results (What change was made?)
Assessment of the majors (1)	2,4	Implement program learning outcomes assessment in the	The Chair’s Office will verify that all the departments programs	The first cycle of the assessment process was completed in May	As a result of the first cycle of assessment, the department has

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		<p>majors in the department by the end of AY 2004-05.</p>	<p>have implemented the outcomes assessment process.</p> <p>Assessment Criteria: A detailed rubric has been developed to assess analytical essays produced in upper division English course. Four primary traits were identified as the basis for assessing learning outcomes. The primary traits used are: (1) organization/development; (2) analysis of texts/topics/sources; (3) rhetoric/audience; (4) writing style).</p> <p>Evaluation Methods: Writing samples collected from 58 of the 76 graduating seniors and from 9 of the 10 masters candidates will serve as the basis of assessment of majors in this first cycle. These essays have been evaluated by a four-member scoring team composed of tenured and tenure-track faculty with expertise in large-scale assessment of essays in literature,</p>	<p>2005.</p> <p>Results for the undergraduate program: 67% (39 of 58 submitted essays) scored satisfactory or higher on all four traits identified as criteria for assessment. 33% (19 of 58 submitted papers) scored “unsatisfactory” in one or more of the four traits.</p> <p>Results for the graduate program: 67% (6 of 9 submitted papers) scored “satisfactory” or higher on all four traits 33% (3 of 9 submitted papers) scored “unsatisfactory” in one or more of the four traits.</p>	<p>discussed implementation of the following changes: (1) training/discussion sessions for faculty to coordinate expectations in analytical writing assignments; (2) urging faculty to work with undergraduate and graduate students in improving drafts of major papers in upper division courses prior to submission for a grade in the course; (3) use of holistic scoring, as opposed to primary trait scoring, in future assessment cycles; (4) development of a capstone course in English in which writing and polishing a seminar paper will be a requirement; and (5) encouraging masters students to pursue the thesis option.</p>

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			rhetoric, and linguistics. Documentation of the results for the first cycle of the process will be sent to the Dean's office by August, 2005 for all programs and affected courses which can be used to meet core requirements.		

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Facilitate excellence in scholarship, research, and/or creative activities for the enhancement of knowledge that can be shared with the public through presentation, publication, or performance.

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Improvement of faculty scholarly research and external research support (2)	5	Increase the level of faculty involvement in scholarly research during AY 2004-2005 by 10% over AY 2003-2004.	The Office of the Chair will determine the level of faculty involvement in scholarly research in AY 2004-2005 and compare the results to AY 2003-2004 data.	Books published or accepted: 2004-2005: 7 2003-2004: 2 Academic journal publications: 2004-2005: 24 2003-2004: approx. 18 Academic Conference Presentations: 2004-2005: 54 2004-2004: approx. 42 Grants: 2004-2005: 2 2003-2004: none	Many faculty have been placed on a 3/3 course load. The faculty has been encouraged to work with the Office of Research and Sponsored Projects on increasing the number of grants applied for. Faculty members have applied for travel and research funds from the

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				The Department of English exceeded its expected outcome in scholarly productivity by more than 10 %.	<p>Faculty Development Council.</p> <p>The Chair has implemented the tracking and documentation of scholarly productivity.</p> <p>The Chair has requested additional travel funds for faculty to present papers at academic conferences and to conduct research.</p>

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Provide effective student recruitment, development, retention, and placement programs designed to promote and serve a diverse student population.

1: Ensure undergraduate student access and success

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Approval and initiation of freshman success courses (3)	2	Participate in providing a Learning Framework course for entering freshmen in every major in the College of Arts and Humanities.	In August 2005, the Office of the Chair will verify that a Learning Framework course for entering freshmen has been provided for every major in the department.	During 2004-2005, 32 English majors completed the Learning Framework course. The average cumulative GPA for these students was 2.78.	In addition to the COAH Learning Framework instructors, several more faculty members (recipients of the Title V grants) have been

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			<p>The number of entering freshmen enrolled in the sections of the Learning Framework course will be tallied and reported to the Office of the Dean.</p>	<p>During 2004-2005, two English faculty members guest lectured in COAH Learning Framework courses on the following topics: an overview of departments in the College of Arts and Humanities; the advantages of pursuing a major in English; the importance of a college education; and responsibilities of a college student.</p> <p>Four tenured and tenure-track English faculty members received Title V grants which offered faculty development in various areas, including the Learning Framework concept.</p>	<p>included in discussion and training on the scope and purpose of the Learning Framework course. Curriculum revisions (content, textbooks, teaching approaches) in the Learning Framework course have been discussed for the 2005-2006 academic year.</p>

Additional Resources Needed (if any) that were requested for FY06 during the budget cycle: \$20,000 additional for Teaching Assistantships, \$16,000 for another clerk, \$5,000 increase in operating budget, \$20,000 increase in travel budget