

# **Administrative and Educational Support Report\***

**Department of History & Philosophy**

**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 History and Philosophy

**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. Michael Faubion

**Unit Mission:**

The Department of History and Philosophy fully embraces its role as a component of the University of Texas—Pan American. As such, the Department shares the University's goal of serving the higher education needs of the Rio Grande Valley and is committed to excellence in instruction, student performance, research, scholarly accomplishment and professional service. We join the University in seeking to reflect and respond to the international, multicultural, and multilingual character of the Pan American community; enhance the region's intellectual, cultural, civic, social, economic, and physical environment; maintain services that accommodate and fulfill personal needs and that enrich the academic and social development of students; be involved in the community by providing services, programs, continuing education, cultural experiences, educational leadership, and expertise to the community-at-large; encourage the community-at-large to contribute to the effectiveness of their University; and cooperate with other institutions, schools, communities, and agencies to maximize educational opportunity and effectiveness through resource sharing and collaborative efforts. As individual scholars and teachers, Department members also acknowledge their association in professional communities whose boundaries transcend those of the University and whose missions more fully define the Department's purpose. Historians in the Department embrace their discipline's commitment to promote historical studies through research, teaching, communication with fellow historians and the general public, and communication with decision-makers as delineated in the American Historical Association's various policy and position statements. Philosophers in the Department embrace their discipline's commitment to promote the exchange of ideas among philosophers, to encourage creative and scholarly activity in philosophy, to facilitate professional work and teaching of philosophers, and to represent philosophy as a discipline as delineated in the American Philosophical Association's various policy and position statements. In line with both the University's and their individual disciplines' ideals, Department members engage in teaching, research, and service with a view of expanding the universe of knowledge and helping the citizens of the Rio Grande Valley to appreciate their special place in that universe.

**Unit Goal:**

The History/Philosophy 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

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

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 by the end of AY 2004-05.	<p>Establish learning outcomes for all department undergraduate and 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>	The Chair's Office will verify that all the department's programs have implemented the outcomes assessment process. Documentation of the results for the first cycle of the process will be sent to the Dean's office for all programs and affected courses which can be used to meet core requirements.	None
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>	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

**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





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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 majors in the department by the end of AY 2004-05.	The Chair's Office will verify that all the department's programs have implemented the outcomes assessment process. Documentation of the results for the first cycle of the process will be sent to the Dean's office for all programs and affected courses which can be used to meet core requirements.	The student assessment of graduating majors was conducted in May 2005.  <b>Undergraduate Results:</b> 74% of History majors passed the exam. 100% of Philosophy majors passed.  <b>Graduate Results:</b> 100% of History graduate students passed.	The department was informed of the results of the exam in preparation for considering curriculum changes in 2005-2006.
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.	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.	The college implemented Learning Framework classes in fall 2004. Six faculty members participated in 100% of the Learning Framework classes.	The class has been included in the department's degree plans for all of its majors.

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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?)
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	The Office of the Chair will determine the level of faculty involvement in scholarly research in AY	In AY 2003-2004 faculty produced 3 articles, 4 book critiques, 2 grants and presented in 11	New faculty requested and were given ¼ release time, which gave them more time to produce research. The

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		2003-2004.	2004-2005 and compare the results to AY 2003-2004 data.	<p>conferences. Three faculty members received or were on research release.</p> <p>In AY 2004-2005 faculty produced 5 articles, 4 book critiques, 1 grant, and participated in 11 conferences. Four faculty members were on research release.</p> <p>Presentations stayed level, partly due to limitations on travel funding.</p> <p>Faculty involvement in scholarly research increased by almost 9%.</p>	chair requested additional funds for travel and research to support scholarly productivity.

**Additional Resources Needed (if any) that were requested for FY06 during the budget cycle:** A \$5,000 increase in travel was requested as well as release time for faculty to research. The department also requested \$4,000 to run outreach programs such as Women’s History Day and National History Day.