

Administrative and Educational Support Report

University Writing Center

Annual Action Plan
Annual Assessment Report

June 2004 – May 2005



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

Unit: University Writing Center

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:** Ms. Judy Davidson

Unit Mission: The University Writing Center supports the writing needs of all levels of the university community in a manner that promotes a life-long appreciation of writing among clients, that enables students and faculty to meet their writing goals, that enhances the university community’s ability to communicate effectively and efficiently in writing with internal and external audiences, and that contributes to the achievement of UTPA’s mission.

Unit Goal: To enhance the academic success of undergraduate students.

Link to UTPA Goal(s):

1. Ensure undergraduate student access and success
2. Enhance graduate education and research
3. Improve UTPA’s organizational effectiveness

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
Improve student writing (1)	2, 4	The University Writing Center Director and Supervisors will compare Freshman Success course student writing samples written at the beginning of each semester with those written at the end of	Develop an evaluation rubric to be used for freshman success students’ essays. Meet with individuals in charge of Freshman Success course and discuss a class	By May 2005, the University Writing Center Director and Supervisors will analyze the results of the writing samples.	None

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		each semester to identify success indicators.	workshop. Provide a class workshop for Freshman Success students discussing the evaluation rubric, effective writing strategies, and feedback.		Graduate tutors dedicated to this project.
Improve accessibility of services (2)	7	The UWC will increase by 100% the number of weekend on-line contacts for students with writing assignments.	Director hires and trains tutor(s) to manage the weekend on-line writing services. Publicity for on-line writing services will be distributed to faculty and students during class presentations. Use of on-line services will be monitored and computed.	The UWC Director will compare the numbers of students who used the weekend On-line Writing Service in 2004-2005 and in 2003-2004.	Funds for 1 additional graduate tutor: \$9/hr./5 hr./wk for a 16 wk semester= \$720.

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To improve the undergraduate curriculum.

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Support faculty development (3)	2, 4	The UWC Director and the Writing Across the Curriculum (WAC) Task	WAC committee will invite WAC consultant during the spring '05	By May 2005, the UWC Director and the WAC Task Force will review	Funds for WAC consultant: Honorarium: \$1200; travel and

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		<p>Force will provide four professional development faculty workshops for faculty members who want to include writing components in their courses.</p>	<p>semester for faculty professional development workshops.</p> <p>WAC Task Force will develop three faculty workshops using UTPA campus faculty members.</p> <p>Develop an evaluation instrument for the workshops and prepare analysis of the evaluation.</p>	<p>the results of evaluations of the four workshops.</p>	<p>expenses, \$1500</p> <p>Funds for three WAC campus workshops a year: Local faculty honorarium: \$200 for a 1 hr. workshop for each presenter (2 presenters per workshop).</p>



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Improve student writing (1)	2, 4	The University Writing Center Director and Supervisors will compare Freshman Success course student writing samples written at the beginning of each semester with those	By May 2005, the University Writing Center Director and Supervisors will analyze the results of the writing samples.	<p>The Freshman Success course was replaced by the Learning Frameworks course.</p> <p>The University Writing Center (UWC) provided assistance to improve</p>	<p>Changes made or discussed for improvement of UWC assistance to writers:</p> <ul style="list-style-type: none"> More tutors were hired. Discussion was held about effectively

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		written at the end of each semester to identify success indicators.		freshman student writing in the following ways: <ul style="list-style-type: none"> • 57 class presentations made to discuss UWC services. • 28 tutor workshops were held to train tutors. • Faculty members assisted UWC supervisors with tutor training; certification curriculum was used. • UWC provided a computer classroom with fulltime technician to assist writers with computer issues. • UWC provided additional learning tools for specific writing needs: handouts and text resources were provided. 	managing peak time use of UWC. <ul style="list-style-type: none"> • An assessment survey was administered to students. • Plans were discussed to assist with a pilot accelerated freshman English 1320/1301 course during Fall 05.
Improve accessibility of services (2)	7	The UWC will increase by 100% the number of weekend on-line	The UWC Director will compare the numbers of students who used the	From Fall '03-Spring '04 to Fall '04-Spring '05, there was a 178%	<ul style="list-style-type: none"> • UWC is considering training additional staff for on-line

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		contacts for students with writing assignments.	weekend On-line Writing Service in 2004-2005 and in 2003-2004.	increase in weekend on-line tutoring.	service. <ul style="list-style-type: none"> • More advertising for on-line service has been planned. • Methods to assess the on-line service were discussed.

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Support faculty development (3)	2, 4	The UWC Director and the Writing Across the Curriculum (WAC) Task Force will provide four professional development faculty workshops for faculty members who want to include writing components in their courses.	By May 2005, the UWC Director and the WAC Task Force will review the results of evaluations of the four workshops.	Evaluations were administered to 84 faculty attendees at four workshops. Summary of evaluation feedback received from workshop participants revealed the following: <ul style="list-style-type: none"> • 100% of participants believed writing can be used to save class time. • 100% of participants believed critical thinking skills can be incorporated into 	Based on feedback received from participants at the WAC workshops, plans for '05-'06 were made to conduct the following faculty development endeavors: <ul style="list-style-type: none"> • Two faculty reading/discussion groups are planned. • Four faculty development workshops are planned. • Five faculty writing groups are planned.

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				writing assignments. <ul style="list-style-type: none"> • 100% of participants believed measures can be taken to prevent plagiarism in student writing. 	

Additional Resources Needed (if any) that were requested for FY06 during the budget cycle: WAC initiative requested \$900 to buy books for faculty reading/discussion groups. UWC director requested funds for additional tutors.