

# **Administrative and Educational Support Report**

**University Writing Center**

**Annual Action Plan  
Annual Assessment Report**

**June 2005 – May 2006**



**Annual Action Plan: June 1, 2005–May 31, 2006**

**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:** 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

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 FY06
Student success. (1)	2,3	University Writing Center (UWC) director and supervisors will provide weekly tutor training workshops during Fall 2005 and Spring 2006 for one hundred percent of the tutors in order to	During Fall Semester 2005, tutor workshops will focus on writing strategies, tutor/tutee interactions, and writing mechanics.  During Spring semester	In December 2005 and May 2006, in order to assess the effectiveness of the tutor training workshops, the UWC director and supervisors will design a workshop evaluation instrument, administer it at the end	None

Annual Action Plan, June 1, 2005–May 31, 2006

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 FY06
		improve the writing assistance the tutors offer to students.	2006, University Writing Center director will invite faculty members to instruct the tutors in discipline specific writing workshops.  UWC director and supervisors will develop an evaluation instrument to be administered at the end of each semester for tutor assessment of the workshop training.	of each semester, review the results, and prepare a written report of the tutor evaluations of the workshop training.	

**Unit Goal:**

To enhance the academic success of undergraduate students through faculty development

**Link to UTPA Goal(s):**

- 1. Ensure undergraduate student access and success
- 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 FY06
Faculty development. (2)	2, 7	By May 2006, the University Writing Center director and Writing Across the Curriculum (WAC) Task Force will have offered four faculty workshops and four faculty reading and discussion groups to	Writing Across the Curriculum (WAC) Task Force will organize and develop four faculty development workshops: two for fall term 2005; two for spring term 2006.	By May 2006, the Writing Across the Curriculum (WAC) Task Force will use faculty evaluations of the WAC workshops to assess the quality and effectiveness of workshops as a way for the WAC program to provide professional	None

Annual Action Plan, June 1, 2005–May 31, 2006

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 FY06
		provide professional development opportunities for faculty.	<p>Writing Across the Curriculum (WAC) will organize groups, order books, and facilitate four reading and discussion groups: two for fall term 2005 and two for spring term 2006.</p> <p>Writing Across the Curriculum (WAC) will develop an evaluation instrument for faculty to provide feedback for the workshops and discussion groups.</p>	<p>development opportunities.</p> <p>By May 2006, the Writing Across the Curriculum (WAC) Task Force will use faculty evaluations of the reading and discussion groups to assess the quality and effectiveness of faculty reading and discussion groups to be used for professional development opportunities.</p>	<p>Funds, approximately \$900 each semester, will be requested to buy approximately thirty books each semester to be used in the Writing Across the Curriculum reading and discussion groups.</p> <p>None</p>

<b>Unit Goal:</b>	To enhance academic success of undergraduate students through University Writing Center services offered to faculty and students
<b>Link to UTPA Goal(s):</b>	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 FY06
Faculty and student assistance. (3)	1,2,3	By May 2006, the University Writing Center director and supervisors will administer to faculty and students a needs assessment survey to evaluate current UWC services and future needs.	<p>University Writing Center Director will develop a needs assessment instrument for the UWC and compile a report.</p> <p>UWC Director will develop a plan for enhancement/expansion of UWC services.</p>	By May 2006, the University Writing Center director and supervisors will administer a survey to assess the needs of the UWC services, and based on the results of the administered survey, the director will write a report to suggest recommendations.	None



**Annual Assessment Report: June 1, 2005–May 31, 2006**

**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:** 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

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?)
Student success. (1)	2,3	University Writing Center (UWC) director and supervisors will provide weekly tutor training workshops during Fall 2005 and Spring 2006 for one hundred percent of the tutors in order to	In December 2005 and May 2006, in order to assess the effectiveness of the tutor training workshops, the UWC director and supervisors will design a workshop evaluation instrument, administer it at the end	At the end of the fall 2005 and spring 2006 semesters, all UWC tutors completed an evaluation document designed by the UWC director and supervisors to assess the effectiveness of the tutor	With the results compiled from the fall 2005 and spring 2006 tutor training workshop evaluations, the director and supervisors have decided to incorporate more tutor training workshops that

Annual Assessment Report, June 1, 2005–May 31, 2006

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?)
		improve the writing assistance the tutors offer to students.	of each semester, review the results, and prepare a written report of the tutor evaluations of the workshop training.	<p>training program. In fall 2005 and spring 2006, 100% of the tutors submitting evaluations rated the overall tutor training as effective; they rated the impact of their tutor training program on their overall development as a student as effective.</p> <p>The UWC director and supervisors organized the tutor training program to include external presentations from faculty members and university staff with presenters from the English Department, Linguistic Department, Modern Languages Department, Health Sciences Department, Counseling and Advising Center, Environmental Health Center, and Campus Police Security division. In-house tutor training programs included grammar strategies, effective conferencing strategies, and tutor policies.</p>	emphasize 1) grammar skills; and 2) discipline specific documentation styles.

<b>Unit Goal:</b>	To enhance the academic success of undergraduate students through faculty development
<b>Link to UTPA Goal(s):</b>	1. Ensure undergraduate student access and success 3. Improve UTPA's organizational effectiveness

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?)
Faculty development. (2)	2, 7	By May 2006, the University Writing Center director and Writing Across the Curriculum (WAC) Task Force will have offered four faculty workshops and four faculty reading and discussion groups to provide professional development opportunities for faculty.	By May 2006, the Writing Across the Curriculum (WAC) Task Force will use faculty evaluations of the WAC workshops to assess the quality and effectiveness of workshops as a way for the WAC program to provide professional development opportunities.	<p>The University Writing Center (UWC) Director and Writing Across the Curriculum (WAC) Task Force created and administered a workshop evaluation instrument distributed at the WAC workshop. The results of the evaluation were used to assess the need for faculty professional development workshops.</p> <p>Instead of the originally planned four workshops, the WAC committee provided one workshop in spring 2006. The committee's emphasis for professional development opportunities shifted from workshops to WAC interdisciplinary writing groups because an inquiry to deans and chairs did not indicate interest in workshops.</p>	The UWC director and Writing Across the Curriculum (WAC) Task Force committee decided 1) to repeat in fall 2006 a variation of the Writing for Publication workshop offered in March 2006 because it was well-received. They decided 2) to open the workshop invitation to graduate students as well as faculty, and 3) to request that presenters provide workshop participants handouts during the workshop presentation.

Annual Assessment Report, June 1, 2005–May 31, 2006

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?)
			<p>By May 2006, the Writing Across the Curriculum (WAC) Task Force will use faculty evaluations of the reading and discussion groups to assess the quality and effectiveness of faculty reading and discussion groups to be used for professional development opportunities.</p>	<p>The UWC director and WAC Task Force committee created a faculty evaluation document for participants in the WAC Reading and Discussion groups and used it to assess the effectiveness of the faculty reading and discussion groups.</p>	<p>The UWC Director and WAC Task Force committee decided to use a short, focused interdisciplinary writing book for fall 2006 and to discontinue a previously used book. The committee decided to appoint a discussion facilitator for each group instead of a more informal approach without using a designated facilitator. The committee decided to direct publicity about the reading and discussion groups to the newly hired faculty to invite them for participation in the reading groups.</p>

<b>Unit Goal:</b>	To enhance academic success of undergraduate students through University Writing Center services offered to faculty and students
<b>Link to UTPA Goal(s):</b>	1. Ensure undergraduate student access and success

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?)
Faculty and student assistance. (3)	1,2,3	By May 2006, the University Writing Center director and supervisors will administer to faculty and students a needs assessment survey to evaluate current UWC services and future needs.	By May 2006, the University Writing Center director and supervisors will administer a survey to assess the needs of the UWC services, and based on the results of the administered survey, the director will write a report to suggest recommendations.	<p>The UWC director met with a faculty member whose expertise is in creating assessment documents; based on the suggestions from this meeting, the director adapted changes to the ongoing assessment forms used for all UWC activities.</p> <p>A single needs assessment survey was not administered, but evaluations of the following UWC related activities were conducted. Included in each evaluation were assessment questions addressing needs: 1) the student assessment of the UWC effectiveness of services offered in fall 2005 and spring 2006 included a needs question; 2) fall 2005 and spring 2006 effectiveness</p>	<p>From the information collected from the students' assessment of the UWC, the primary needs they expressed were for more tutors and more computers. The decision to hire more tutors has been recommended if budget allows. Eight computers were recently purchased through the Division of Academic Affairs budget for the UWC to use for a Reading Center component of the UWC if the proposal is approved. This purchase addressed part of the students' request for more computers.</p> <p>From the faculty assessments of WAC: 1) no changes were recommended in the WAC reading and discussion groups because of satisfaction</p>

Annual Assessment Report, June 1, 2005–May 31, 2006

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 WAC Reading and Discussion Groups included a needs assessment question; 3) effectiveness assessment of spring 2006 WAC Writing for Publication workshop included a needs assessment; 4) fall 2005 and spring 2006 tutor assessment of effectiveness of tutor training workshops included a needs question.	with the present offerings; 2) WAC faculty professional development workshops were determined an effective avenue for faculty professional development; 3) WAC interdisciplinary writing groups helped to facilitate faculty publication. The WAC committee decided to continue offering these faculty professional development opportunities during AY07.