

# **University Writing Center**

## **Annual Action Plan** **Annual Assessment Report**

**June 2006 – May 2007**



## Annual Action Plan: June 1, 2006–May 31, 2007

**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

**UTPA Goal:** Provide students with a quality educational experience that enables them to complete their educational goals in a timely fashion.

**Academic Affairs Objective:** Create the academic infrastructure to improve student learning and success.

**College/AVP Objective:** Improve the academic success and achievement of undergraduate students.

| Unit Objective  | Strategy(ies) to Achieve Unit Objective   | Measurable Outcome for Unit Objective  | Assessment Criteria, Evaluation Methods for Measurable Outcome                                 | New Resources Needed in FY07 |
|---|---|--|--|------------------------------|
| Improve academic success and achievement for undergraduate students.<br>(1) | Improve tutoring provided for students through enhanced tutor training workshops. | Design weekly tutor workshops to improve writing assistance offered to students. | Tutors will assess 100% of weekly tutor training workshops by completion of an annual workshop | None                         |

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|----------------|---|---------------------------------------|--|------------------------------|
|                |   |                                       | evaluation survey.   |                              |

**UTPA Goal:** Provide students with a quality educational experience that enables them to complete their educational goals in a timely fashion.

**Academic Affairs Objective:** Establish a separate Learning and Teaching Excellence Center to improve instructional practices and promote student engagement in learning.

**College/AVP Objective:** Provide professional development opportunities for faculty and staff in undergraduate studies.

| Unit Objective   | Strategy(ies) to Achieve Unit Objective   | Measurable Outcome for Unit Objective  | Assessment Criteria, Evaluation Methods for Measurable Outcome   | New Resources Needed in FY07  |
|--|---|--|--|---|
| Provide professional development opportunities for faculty in undergraduate studies. (2) | Expand and improve professional development for faculty through the Writing Across the Curriculum (WAC) programs. | Facilitate two faculty workshops (one each semester), four faculty reading and discussion groups (two each semester), and four faculty interdisciplinary writing groups (two each semester). | 100% of faculty participants at Writing Across the Curriculum workshops, reading discussion groups, and interdisciplinary writing groups will assess the professional development activities through an evaluation instrument developed by the Writing Across the Curriculum Task Force. These evaluations will document that two faculty workshops, four faculty reading and discussion groups and four faculty interdisciplinary writings groups will be held by May 31, 2007. | Funds: <ul style="list-style-type: none"> <li>Approximately \$900 each semester to buy approximately thirty books each term for faculty participants in the reading and discussion groups.</li> </ul> |

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**UTPA Goal:** Provide students with a quality educational experience that enables them to complete their educational goals in a timely fashion.

**Academic Affairs Objective:** Review and restructure all educational programs to ensure that students complete their educational goals in a timely fashion.

**College/AVP Objective:** Improve academic initiatives to ensure timely graduation for undergraduate students.

| Unit Objective   | Strategy(ies) to Achieve Unit Objective   | Measurable Outcome for Unit Objective                               | Assessment Criteria, Evaluation Methods for Measurable Outcome   | New Resources Needed in FY07  |
|--|---|---|--|---|
| Improve academic initiatives to ensure timely graduation for undergraduate students. | Write a proposal for a Reading Center designed as a component of the University Writing Center. | Develop the Reading Center proposal during the academic FY '06-'07. | The Reading Center proposal will have been completed and submitted (spring 07). The Reading Center Proposal will be reviewed by the Office of Undergraduate Studies. | Reading Center Coordinator: <ul style="list-style-type: none"> <li>• Salary, approximately \$40,000</li> <li>• Tutors: 5 at \$9 an hour, between 10-15 hours each week: \$20,000: yearly total</li> <li>• Supplies, travel, other operating costs: \$5,000</li> </ul> |



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| Unit Objective   | Measurable Outcome for Unit Objective                               | Assessment Criteria, Evaluation Methods for Measurable Outcome           | Assessment Results (Use actual data to describe annual performance)   | Use of Results (What change was made?)   |
|--|---|--|---|--|
| Improve academic success and achievement for undergraduate students. | Design weekly tutor workshops to improve writing assistance offered | Tutors will assess 100% of weekly tutor training workshops by completion | A tutor evaluation/ assessment session was held in April 2007. Tutors | Director and Supervisors determined to initiate two future changes: 1) Provide |

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|----------------|---------------------------------------|--|--|--|
| (1)            | to students.                          | of an annual workshop evaluation survey.                       | who achieved the requirements set by the College Reading and Learning Association (CRLA) and the University Writing Center standards were awarded Level I and Level II Achievement Certificates. | an AVID tutor training workshop in September 07 to broaden exposure to methods of tutoring. 2) Invite faculty members who consistently send students to the UWC to meet on an advisory council with the Director and Supervisors to discuss suggestions for improving tutor effectiveness. |

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|--|--|---|---|---|
| Provide professional development opportunities for faculty in undergraduate studies. (2) | Facilitate two faculty workshops (one each semester), four faculty reading and discussion groups (two each semester), and four faculty interdisciplinary writing groups (two each semester). | 100% of faculty participants at Writing Across the Curriculum workshops, reading discussion groups, and interdisciplinary writing groups will assess the professional development activities through an evaluation instrument | Faculty members attending the reading and discussion groups and those attending the interdisciplinary writing groups were administered an evaluation survey.<br><u>WAC Reading Groups:</u><br>-Results indicated both reading groups had high | WAC Committee used the assessment information for changes:<br>-Searched for a reading text with a focus on culture and writing issues<br>-Plans were made to Increase the number of faculty writing groups from |

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|----------------|---------------------------------------|---|--|---|
|                |                                       | <p>developed by the Writing Across the Curriculum Task Force. These evaluations will document that two faculty workshops, four faculty reading and discussion groups and four faculty interdisciplinary writings groups will be held by May 31, 2007.</p> | <p>satisfaction with the faculty interaction and discussion within the group.</p> <ul style="list-style-type: none"> <li>-One group was less happy with the text selection. The other group was very satisfied with the text selection for them.</li> </ul> <p><u>WAC Writing Groups</u></p> <ul style="list-style-type: none"> <li>-All three interdisciplinary writing groups stated they had received valuable peer feedback on their writing.</li> <li>-Several indicated a complete rewrite of a manuscript as a result of faculty feedback.</li> <li>-Several indicated submission of manuscripts for publication as a result of faculty feedback.</li> </ul> <p><u>WAC Workshops:</u></p> <ul style="list-style-type: none"> <li>-One workshop was held in October 06, <i>Writing Across Borders</i>. Assessment follow-up indicated high satisfaction with the discussion.</li> <li>-WAC committee met twice with the College of Social and Behavioral Science to plan participation and collaboration for a CSBS writing/communication initiative for Fall 07.</li> </ul> | <p>three groups of six to four groups of six.</p> <ul style="list-style-type: none"> <li>-Plans were made to work with the CSBS and their Writing Initiative Council to set up a workshop designed for that discipline in Fall 2007.</li> </ul> |

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|---|---|--|---|---|
| Improve academic initiatives to ensure timely graduation for undergraduate students.<br>(3) | Develop the Reading Center proposal during the academic FY '06-'07. | The Reading Center proposal will have been completed and submitted (spring 07). The Reading Center Proposal will be reviewed by the Office of Undergraduate Studies. | The Reading Task Force revised and resubmitted the Reading Proposal.<br>-John Wittman researched figures to substantiate the need for a reading center in collaboration with the developmental English courses.<br>-Rebekah Hamilton conducted a survey of students in the Learning Frameworks course to determine their response to the need for reading assistance. | As a result of the researched information, in February the Task Force revised the proposal and submitted it to the Senior Vice Provost. Presently, further action is pending based on whether or not the reading proposal successfully moves through the budget hearings. |