

Unit Effectiveness Plan for 2001-2002
Department(Unit): English
College (Division): Dean - College of Liberal Arts

Unit Mission or Purpose:

Graduate and Undergraduate Program in English offer a wide selection of courses in literature, rhetoric, composition, and literary and cultural theory. The overall purpose of this curriculum is to enable students to understand, critique, and work in teaching, scholarship, writing, or other fields that value strong backgrounds in language, rhetoric, or the study of culture through texts and traditions of discourse. The courses and the scholarships of the faculty contribute to the advancement of knowledge by developing and disseminating significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures. On the University level the Department makes particular contributions to the core curriculum (the development of critical thinking and reading and effective writing; and the understanding of literary forms, aesthetic principles, and diversity) and to specific undergraduate and graduate programs, including Honors, Humanities, Interdisciplinary Studies, Women's Studi

Articulation of how unit mission/purpose relates to University mission:

The English Department mission supports the University mission by contributing to the University's "shared values" articulated in its core curriculum requirements; by enhancing the University's "position as a comprehensive educational insitution with [English} bachelors, masters, and...[and] doctoral programs" and with course and faculty contributions to the above-named non-English programs; by "discovering new knowledge through research"; and by helping students to understand "diversity of opinion, mutual respect and social responsibility" as they develop their abilities to interpret and compose texts reflecting diversified traditions of discourse and cultures.

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
1. 80% of a graduate student sample should be able to demonstrate their ability to analyze and interpret literary and other texts in terms of 1) style; 2) historical context; 3) relation to other texts; 4) relation to theoretical and methodological issues in English studies by scoring at least 4 out of 5 points	University and Department: relates to the "discovery of new knowledge through research" and to the future development of scholars who will disseminate "significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures" (Goal 1, Objective 1.1; 1.1; Goal 2, Objective 2.1)	The Department will offer a variety of courses in which the student will be taught interpretation skills, literary history, literary theory, rhetoric, and other topics related to literature discourse theory, and textuality.	At the end of the long semesters in 2001-2002, a four-question test will be given to a sample of graduate classes in the Department. In the Fall semester ENGL 5323 will comprise the sample. In the Spring semester, ENGL 6333 & ENGL 6339 will comprise the sample. The teachers of the selected	Results of Assessment: In the three classes, 75% of the students achieved a score of 4 or 5. Although this result didn't meet the anticipated 80% we expected, a large factor in the discrepancy	No recommendations at this time.	None

<p>on a brief assessment test.</p>	<p>Department: relates to developing students' abilities "to understand [and] critique...texts and traditions of discourse"</p>		<p>classes will grade each question on the test on a scale of 1 to 5 (5 being the best score) and average them to determine the students cumulative score.</p>	<p>probably was the assessment instrument itself. This assessment instrument will be revised to better assess student outcomes. Intended Outcome Achieved: _ Yes X No Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair</p>		
<p>2. Graduate students will demonstrate the ability to conduct research and to document their research appropriately.</p>	<p>University and Department: relates to the "discovery of new knowledge through research" and to the future development of scholars who will disseminate "significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures" (Goal 1, Objective 1.1; 1.1; Goal 2, Objective 2.1)</p> <p>Department: relates to developing students' abilities "to understand [and] critique...texts and traditions of discourse"</p>	<p>The Graduate Faculty of the Department will require research in the courses they teach, where appropriate, and will support students in the acquisition of research skills and methods.</p>	<p>Instructors of a sample of graduate courses in the long semester of 2001-2002 will do a standard assessment in checklist form of several measures of research skills on the semester's major assignment. In the Fall semester ENGL 5323 will comprise the sample. In the Spring semester, ENGL 6333 and ENGL 6339 will comprise the sample.</p>	<p>Results of Assessment: 83% of the graduate students in the sample classes demonstrated competence in research and documentation. Three different checklists were used. Intended Outcome Achieved: X Yes _ No Person(s)/Group Who Evaluated</p>	<p>No recommendations.</p>	<p>None</p>

				Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair		
3. Students in ENGL 1301-1302 will demonstrate improved reading and writing ability over the course of the First Year English program.	University and Department: relates to the Department's contribution to the University's core curriculum "shared value" of developing "effective writing" (Goal 1; Objective 1.1, Objective 1.3)	Instructors in ENGL 1301-1302 will implement a curriculum that aims to develop students' reading, writing, and analytical skills. This curriculum includes instruction in identification and development of a subject, organization, audience analysis, style, and revision and editing processes.	During the final exam week of the Spring semester all 1302 students will write an in-class argumentative essay based on a collection of short readings. This exam will count as 10% of the students final grade, and is based on concepts regularly taught in 1302. A meeting for all 1302 faculty that explains the final exam process will be held in the latter part of this semester. On the day of the final examination students will be asked to give short answers to the following prompts: (1) State the position that each article takes; (2) Describe the rhetorical situation for the issue; (3) Explain the underlying assumptions or values of each position. Students will then be asked to write a short argumentative essay on the issue. The answers to the	Results of Assessment: The students in the ENGL 1302 sample generally performed well in the assessment test. The average scores in all but one area of the test were between 1.91 and 2.07 (where 3=excellent, 2=good, 1=unsatisfactory). The one score that fell beneath the acceptable range involved identifying the assumptions, warrants, and constraints of the argument. This score was 1.45. Intended Outcome Achieved: X Yes _ No	Emphasize identifications of warrants and assumptions in GTA training. Consider inviting adjuncts to GTA training meetings.	None, though a stipend for adjunct training might be considered.

			first three prompts will indicate students understanding of purpose, occasion and audience" in the essays they have read. The longer essay will assess students ability to produce "clear, correct and coherent prose" that also shows an awareness of purpose, occasion an	Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Audrey Wick, and First Year English Committee		
4. 70% of an undergraduate student sample should be able to demonstrate their ability to analyze and interpret literary and other texts in terms of 1) style; 2) historical context; 3) relation to other texts; 4) relation to theoretical and methodological issues in English studies by scoring at least 4 out of 5 points on a brief assessment test.	University and Department: relates to the "discovery of new knowledge through research" and to the future development of scholars who will disseminate "significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures" (Goal 1, Objective 1.1; 1.1; Goal 2, Objective 2.1) Relates to the goals of "provid[ing] an environment that fosters broad-based education" and "support[ing] an environment conducive to...the acquisition, preservation, and dissemination of knowledge. (Strategic Planning Priorities, 1, 4)	The Department will offer a variety of courses in which students will be taught interpretation of texts, literary history, literary theory, rhetoric, composition, and other concepts and skills related to English studies.	At the end of the long semesters in 2001-2002, a four-question test will be given to a sample of undergraduate classes in the Department. In the Fall ENGL 3342 and ENGL 4331 will comprise the sample. In the Spring semester, ENGL 3340:002 and ENGL 3362:001 will comprise the sample. The teachers of the selected classes will grade each question on the test on a scale of 1 to 5 (5 being the best score) and average them to determine the student's cumulative score.	Results of Assessment: In the Fall semester, almost 70% (25 of 36 or 69.44%) of the sampled students scored 4 or better. In the Spring, 38 of 48 sampled students scored 4 or better (79%), giving an overall average of 75% scoring 4 or better. Intended Outcome Achieved: X Yes _ No Person(s)/Group Who Evaluated Results and Made Recommendations	No recommendations.	None.

				for Improvement: Tom Ryan, Associate Chair		
5. The Department's tenured and tenure-track faculty and senior adjuncts, where appropriate, will participate in appropriate community service or outreach programs	University: Promotes the continued development of a distinguished faculty that excels in teaching, service, and scholarship (Goal 1, Objective 1.2)	The faculty will be encouraged to participate in appropriate community service and outreach programs.	The Chair will monitor faculty participation in community service or outreach programs.	Fifteen faculty members participated in community service or outreach programs. Intended Outcome Achieved: X Yes _ No Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tim Morris	No recommendations.	None.
6. Advising Outcomes a. Students will receive accurate information about completion of English degree requirements and academic standards in a timely and efficient manner. b. Students will receive accurate information about the myriad of services and support systems available at the	Students are informed about university requirements and university academic standards (Goal 1, Objective 1.3) Students are informed about English Department degree requirements (and/or EDUC certification requirements) and acceptable course substitutions (Goal 1, Objective 1.3)	The Undergraduate Advisor will be available to meet with students, answer their questions, and attempt to resolve their problems. The Undergraduate Advisor will attend University-sponsored Advisor Association colloquies and events to keep informed of developing university policies and resources.	Results of the 1999-2000 Advising Survey will be studied. The survey will be revised again, if necessary, to improve its clarity and usefulness. English majors and those students who have English specializations for teaching certification will be surveyed on their opinion	The survey indicated that students were generally satisfied with the efforts of the Department's Undergraduate Advisors. Results of the survey ranged from 1.57 (where 1=very satisfied and 2=moderately satisfied) for	An additional advisor is being contemplated.	None at this time; in the future perhaps funds to hire an additional advisor may become necessary.

University.	Students are acquainted with support services available at the University. (Goal 1, Objective 1.3; Goal 6, Objective 6.2)		of the success of the English Department's Undergraduate Advising during the Spring semester of 2002.	"Knowledge of UTA Policies" to 1.21 for "Courtesy of Advisors." The 1.57 result was the only result to dip below 1.5. Intended Outcome Achieved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair		
7. Increase the visibility of the ongoing research activities in the Department, measured by conference papers delivered, an additional 5% beyond the per capita level established in 1999-2000.	University: Increase the University's commitment to research and creative activity (Goal 4, Objective 4.1) University: Increase public awareness and promote an understanding of the role of UT Arlington as a major public teaching and resource university (Goal 6, Objective 6.2).	The faculty is working to increase the number of papers delivered at academic conferences and will publicize their presentations in the Department newsletter and where possible, the local and national media.	The Department will determine the number of papers presented at academic conferences in AY 2001-2002 academic year and compare the number to the 39 presentations recorded in 1999-2000. Because of a continuing depletion of faculty, however, the number of presentations will be figured on a collective per capita basis (in 1999-2000 this was about 1.77).	About 1.15 papers were presented on a per capita basis. Intended Outcome Achieved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair	More information about the availability of travel funds and a more coherent and efficient distribution system for the available funds would be helpful.	None.

<p>8. Students in a sample of undergraduate English classes will demonstrate appropriate levels and kinds of computer proficiency by word-processing their out of class essays, submitting them electronically, or creating web pages; by pursuing class-specific research on the Internet; by their participation on class email lists; or by other means determined by the subject matters and goals of the course.</p>	<p>University: To promote and sustain the excellence of undergraduate programs that prepare students for careers and graduate studies (Goal 1, Objective 1.1)</p> <p>University: To use technology to make higher education more effective in the traditional classroom and beyond for degree-seeking and continuing education students (Goal 2, Objective 2.1)</p>	<p>Encourage students to use the computers in the University labs or at home by providing a grade-based incentive for evidence of computer use and proficiency.</p>	<p>Instructors of the courses included in the sample will assess the students' use of computers in accomplishing the work of the course either directly through specific computer assignments or computer tests or by assessing the use of computers in completing the work of the course.</p>	<p>All students in the class sample indicated competence in word processing, email use, and the ability to access the Internet. In the upper-division classes, many students also gave evidence of competence in using spreadsheet programs, in webpage design, and in other areas of computing.</p> <p>Intended Outcome Achieved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair</p>	<p>Continued upgrading of computer facilities.</p>	<p>Funds for continued evolution and upgrading of the Department's computer facilities and classrooms.</p>
<p>9. Students obtaining a Bachelor of Arts degree in English will demonstrate oral proficiency.</p>	<p>To promote and sustain the excellence of undergraduate programs that prepare students for careers and graduate studies (Goal 1, Objective 1.1)</p>	<p>Faculty members in the Department of English will expect students to be able to participate in class discussions and may include oral presentations among the assignments</p>	<p>At the end of the Fall semester of 2001 and the Fall semester of 2002, the Associate Chair will survey the English Department faculty to gather their evaluations of the levels of</p>	<p>The faculty overwhelmingly reported (34 out of 35 respondents to the Fall and Spring surveys) that the students</p>	<p>No recommendations.</p>	<p>None.</p>

		required in their courses.	oral proficiency demonstrated by the students in their upper-division classes.	<p>in their classes spoke English clearly and correctly. 26 out of 35 respondents who taught 41 of 55 upper-division classes also reported that the students appeared comfortable and at ease when they spoke.</p> <p>Intended Outcome Achieved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Tom Ryan, Associate Chair</p>		
--	--	----------------------------	--	---	--	--

[Click here to go back to Options Screen](#)