

Assessment Based Improvement Report
Department(Unit): English
College (Division): Dean - College of Liberal Arts

Assessment Result from UEP that Indicated Need for Improvement	Improvements Implemented	Semester
<p>1. Our assessment showed a relative weakness of students in ENGL 1302 being able to articulate assumptions, warrants, and the constraints of arguments.</p> <p>2. Our assessment showed a slight decline in papers presented at conferences; faculty participation in community service and outreach activities also were somewhat limited, owing, it was thought, to a undersized and overstretched faculty.</p> <p>3. The assessment showed marginally acceptable results for undergraduate students' ability to analyze and interpret literary and other texts.</p>	<p>1. The GTA Training class has placed additional emphasis on the pedagogical methods directed toward improving students' reading and critical thinking abilities.</p> <p>2. The Department hired two full time tenure-track faculty members. One of the new faculty members suggested and implemented a program that invited faculty members and graduate students to present their ongoing research in Department colloquia that could serve as opportunities to try out presentations locally as preparation for academic conferences. The colloquia have continued to attract good audiences and several of the presentations have gone on to be presented at external conferences. Additionally, English Department faculty have also presented their research at the Theory Center Colloquia, another venue for encouraging the sharing of research in progress with a view to increasing research presentations generally.</p> <p>3. The Department adopted new major requirements, including the addition of a required sophomore class for English majors, ENGL 2350: Introduction to Textual Analysis and Interpretation. The student evaluations for this course have been very positive and indicate that students have found it very helpful in preparing them for increased competence in their other courses in the English major.</p>	Fall-2003
<p>1. The 2001-2003 UEP reflected a slight decline in faculty participation at academic conferences attributed in part to a lack of travel funds and an overtaxed because understaffed faculty.</p>	<p>1. In the Fall of 2004 the Department was able to increase the amount of money earmarked for faculty travel and the Department was able to hire four new tenure-track faculty members.</p>	Fall-2004

<p>2. Faculty involvement in community service and outreach programs was acceptable as reflected in the 2001-2003 UEP, but the Department wanted to increase its activity in these areas.</p> <p>3. The Advising Assessment included in the 2001-2003 UEP reflected general satisfaction with Department advising but showed the student desired more hours when the advisors were available; however, one of our advisors retired at the end of the 2003-2004 academic year.</p> <p>4. The computer classroom upgrades needed to be continued.</p>	<p>2. The addition of faculty has allowed the Department to participate in more community cultural programs; for example, the Department responded to the "Arlington One Book" program by adding three sophomore literature sections in Southwestern and Texas literature which included in their curriculum the "One Book," <u>Lone Star Literature</u>. The instructor for two of the classes participated in an external community discussion of the book, as well.</p> <p>3. A new advisor position was created in the Department and filled in the Fall of 2004.</p> <p>4. A state-of-the-art SmartBoard was added to further enhance the technological teaching aids available in the Department's computer classroom, and additional classrooms are being outfitted with audio-visual capabilities.</p>	
<p>1. The assessment noted the need for continued upgrading of the Department's computer classroom and computer lab.</p>	<p>1. A large screen TV and a new DVD player were added to the computer classroom, and the computer lab and classroom computers were updated.</p>	<p>Spring-2004</p>

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