

STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
2013 - 2014 Unit Action Plan – Year Four

Unit Name: **Department of English and Humanities**

Unit Mission: The mission of the Department of English and Humanities is to support students in their pursuit of knowledge and to prepare them for participation in the increasingly global culture of the 21st century.

Goal 1: Advance Academic Excellence
This Unit Action Plan Specifically Supports Commitments 1.1, 1.2, 1.4 and 1.5.

Plan for 2013-2014 This section due by May 17, 2013.				Report for 2013-2014 This section due by May 1, 2014.	
Objective	Action or Activity	Evaluation Measure	Performance Standard	Data/Findings	Status*
1.1 Provide creative and innovative learning environments.	E-campus online supplements will be available to all on-ground classes.	On-ground classes will be assessed for on online supplement.	At least 70% of classes will include an online supplement.	E-campus online supplements were assigned to all on-ground classes in Claremore, Pryor, and Bartlesville. Care will be taken next academic year to 1) monitor how many instructors utilize online supplements and 2) assess whether those using these supplements are following best practices.	Complete
	The computer classroom will be utilized for writing classes.	Computer classroom schedule will be reviewed.	The classroom will be scheduled for at least 70% of prime class times.	Use of the Composition computer classroom (CCC) was maximized during prime class times (i.e., mornings and early afternoons). Although not every instructor teaching Freshman Composition requests the CCC, there are enough who do to establish the need for a second classroom. Students these days are required to compose, at least in part, on computers; and they do nearly all of their research online. If the learning environment is too different from the composing environment, then their learning suffers. Students need access to computers and internet connections as they are actively learning how to write. Thus, an effort will be made this academic year to secure the funds necessary to add a second CCC to our cadre of classrooms.	Complete
	Insert group tasks in online courses.	Online faculty will be queried about group tasks in online	At least 70% of online classes will include group	All Composition I and II online courses are created by full-time faculty and incorporate group tasks. Group tasks include class seven or more discussions over reading and	

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		classes.	tasks.	writing assignments to prepare students for the larger, more involved work that they will complete on their own, such as timed essay exams and research essays. The discussions also enable students to reflect on their progress as writers and as critical thinkers. In addition, Composition II online courses require at least three group summary/reviews of assigned readings. The feedback students receive from one another during the completion of these summary/reviews allows them to identify weaknesses and strengths in their writing that they may not recognize on their own or with an instructor before a grade is assigned. Finally, all composition online courses require peer reviews for each of the major essays due during the semester. These peer reviews provide students a look at how their classmates are approaching the same assignment and encourage them to look critically and constructively at essay structure, content, and format.	
1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience.	Writing Center will provide technological resources and studios setting for students working on college-level written assessment.	Writing Center sign-in sheet data will be gathered and reviewed monthly and each semester.	The Writing Center will maintain consistently high usage numbers of approximately 500 students per month.	During the Fall semester, the Writing Center had 4,599 sign-ins. During the Spring semester (as of April 30), the Writing Center had 3,451 sign-ins. Total sign-ins as of 4/30/14: 8,050. Monthly average: 894	Complete
	Writing Center will provide peer tutoring sessions to assist students with college-level writing	Writing Center Consultation Sheet data will be gathered and reviewed monthly and each	The Writing Center will maintain consistently high number of peer tutoring sessions	During the Fall semester, the Writing Center performed 481 one-on-one writing consultations. During the Spring semester (as of April 30), the Writing Center performed 511 one-on-one consultations.	Complete

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	and Spanish language.	semester.	of approximately 100 per month.	Total consultations as of 4/30/2014: 992. Monthly average: 110 Note: the Writing Center no longer hosts Spanish language tutoring sessions.	
	Humanities I and II students will be offered a performance review of live performance of music, dance, theatre, opera or a visit to gallery exhibit or art museum.	The humanities faculty will review the number of students submitting a “performance review.”	At least 70% of all Humanities I and II students will submit a “performance review.”	The Humanities faculty met in August 2013—after the 2012-13 Plan had already been submitted—and decided to replace this particular assessment measure in devising a revised set of assessment measures for AY 2013-14. The decision to replace this particular measure involved 1) the lack of local and quality opportunities for students, 2) the difficulty for students to travel to opportunities outside of Claremore, and 3) the difficulty for faculty to assess the actual quality of the reviewed activities, especially in the case of online students.	With- drawn
1.4 Provide effective faculty and staff development in support of intellectual, professional and personal development.	All writing faculty members will submit their syllabi and at least one graded assignment for review, and each adjunct will submit him- or herself for in-class peer review.	The writing faculty task force will review all artifacts and syllabi, and full-time faculty will serve as mentors to adjunct faculty and review their in-class performance.	All writing faculty will submit syllabi and artifacts for review, and at least 50% of adjuncts will receive a “satisfactory” review from their mentors. Those not receiving “satisfactory” reviews will be required to submit a plan for improvement.	The entire writing faculty submitted syllabi and artifacts for review; 80% of the adjuncts underwent an in-class performance peer review, and all but one of the adjuncts received a “satisfactory” review. The adjunct who did not receive a “satisfactory” found other employment; therefore, no further action was taken.	Complete

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1.5 Provide opportunities to achieve and maintain essential program accreditation.	The department assessment committee will work to ensure the department's traditionally high assessment standards are upheld. In particular, great care will be given to assessing online courses.	Review the assessment measures and performance standards for all academic disciplines: English, Humanities, Philosophy and Foreign Language.	All concerns from the previous year's SLR Peer Review will be addressed and all major assessment deficiencies addressed. Data and analyses for online courses will be listed separately.	<p>The Department performed well during its annual program assessment review. On its three program reports (BA-LA, AA-LA, and General Education), the department received high praise, scoring perfect marks for its BA-LA report and nearly perfect marks on its AA-LA and General Education reports.</p> <p>All concerns from the previous year's Peer Review were addressed, as were all major assessment deficiencies.</p> <p>Data and analyses for online courses were, as planned, listed separately.</p>	Complete

Goal 2: Strengthen Enrollment Management
This Unit Action Plan Specifically Supports Commitment 2.1.

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2.1 Develop, implement, and advance a comprehensive enrollment management plan, including student recruitment, retention, and persistence toward graduation.	Program majors will be invited to a social gathering where they will be able to mingle with fellow majors and department faculty.	Majors will be invited to a social gathering via word-of-mouth and e-mail; an announcement will also be posted on the department's Facebook page.	50% of AA-LA and BA-LA majors will attend the social gathering.	The Department hosted a Halloween Social costume party on Oct 30, 2013. Both Majors and non-Major students in general were invited—and encouraged to attend in costume—via word-of-mouth, email announcements, full-color publicity flyers, and Facebook. Department faculty were well-represented—and costumed as figures from literature and humanities—but AA-LA and BA-LA attendance was less than 50%. One dilemma for meeting the performance standard was the proximity of the date of the social to the deadline for Majors to submit Capstone project proposals. Students who did attend were positive about the event, so the Department plans to repeat the event fall 2014 and consider strategies for improving student attendance.	Ongoing
	The Public Relations Task Force will publicize the department and degrees available.	The newly formed Public Relations Task Force will create bookmarks, information sheets, and a more entertaining and informative Facebook page for the department and its degrees. In addition, the task force will advertise through the school newspaper once a semester and participate in at least one meet-the-majors	All tasks established by the task force will be completed.	The Public Relations Task Force did create four different designs of full-color, double-sided bookmarks and information sheets including a “future-view” resume of a graduated BALA student. These materials were distributed to students and their parents at both Big Tent Day and Destination RSU. These materials continue to be available to interested students at the Dept. welcome desk. The Dept. Facebook page was updated. The plan to advertise in the school newspaper did not occur because the newspaper went defunct. The meet-the-majors event for fall 2013 was the Halloween Social (described above). There was no meet-the-majors event for spring 2014; this outcome was due to the demands on the Public Relations Task Force faculty (as well as Majors) involved in the Capstone process, as nearly every PR Task Force faculty member also serves on the Dept. Capstone Committee.	Ongoing

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		event during the year.			
	Academic advisors will increase efforts to contact students regarding their credit hours toward completion of the program.	Each academic advisor within the department will initiate contact with his or her advisees at least once during both the fall and spring semesters.	70% of the advisors will contact their advisees.	Insufficient effort was made to track the frequency with which advisors contacted their advisees. Nevertheless, care was taken in March to urge advisors to review their advisee files for purposes of identifying those BA-LA students eligible for the first-semester Capstone course, Humanities Seminar (HUM 4993). By identifying these students early, the department will be better able to share the policies, procedures, and expectations set by the Capstone committee.	In Progress

Goal 3: Increase Diversity
This Unit Action Plan Specifically Supports Commitments 3.1 and 3.2.

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3.1 Provide curricular and co-curricular experiences that increase student understanding of and appreciation for other cultures.	Department faculty will as a unit decide on which region to focus.	Continue to offer studies-at-large opportunities for students.	At least one studies-at-large opportunity will be offered during AY 2013-2014.	Two studies-at-large courses were offered during the 2013-2014 AY: Italy (Summer 2013; 9 students) and Peru (Summer 2013; 6 students), where students visited the Valle Sagrado, Machu Picchu, museums of cultural importance, participated in cultural celebrations, and in language/cultural exchanges with student of the Universidad Austral de Cusco.	Complete
3.2 Recruit, retain, advance and recognize a diverse faculty, staff and administration.	Fill two vacant faculty positions, or at the very least hire two temporary, one-year instructors.	Reduce reliance on adjunct faculty and overloads.	A net increase of two faculty members for 2013-14.	Due to University budgetary constraints, the Department was able to add only one temporary instructor for the fall 2013 semester.	Not Complete

Goal 4: Leverage Resources
This Unit Action Plan Specifically Supports Commitments NA.

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NA	NA	NA	NA		

Goal 5: Enhance Institutional Accountability
This Unit Action Plan Specifically Supports Commitments NA.

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NA	NA	NA	NA		

Goal 6: Leverage Resources
This Unit Action Plan Specifically Supports Commitment 6.2.

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6.2 Establish curricular and co-curricular opportunities for students to cultivate civic skills and strengthen social responsibility.	Instructors will involve students in both on- and off-campus activities by giving written assignments or by requiring them to attend said activities.	Instructor and student participation in the Martin Luther King Day of Service and Black History Month activities.	At least two instructors will involve their students in the Martin Luther King Day of Service and Black History Month activities.	Two ENG & HUM instructors took their classes to the opening ceremonies. Several ENG & HUM instructors whose classes did not meet during the opening ceremonies offered academic incentives for participating in any part of the MLK Week of Service.	Complete
	Instructors will be solicited to offer service-learning courses.	Offer courses with a service-learning component.	At least two sections of department courses for AY 2012-2013 will carry a service-learning tag, with ten hours of	One section of Service Learning Composition I was offered in the fall and one in the spring semester: 16/18 of students enrolled in the fall and 16/19 of students enrolled in the spring completed the required 10 hours of community service.	Complete

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			community service required.		

*Appropriate **Status** descriptors include the following: Completed, Ongoing, In Progress, Rescheduled for next year, Action/Activity withdrawn, or Other. If Other, please briefly describe whether the action or activity is completed, will continue, or has been modified for the coming year.

Budget Request Supplement for Academic Year 2013-2014
Year Three – Strategic Planning Cycle

This section due by May 17, 2013.							This section due by May 1, 2014
University Objective	Action for 2013-2014	Requested Resources				Estimated Cost	Was the Budget Request Approved?
		Human	Financial	(Enter Amount Approved)	Other (e.g., Technology)		(Enter Amount Approved)

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3.2 Recruit, retain, advance and recognize a diverse faculty, staff and administration.	Fill two vacant faculty positions, or at the very least hire two temporary, one-year instructors.	There are two vacant positions on our manning table that have been vacant for four years. To reduce the strain on current faculty, to reduce the number of adjuncts and to free faculty for other activities such as community more involvement we would like to fill these two vacant positions.				\$90,000 (salary) + benefits	\$15,000 (salary) + benefits
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