

DEPARTMENT OF LANGUAGES AND COMMUNICATIONS

Quality Enhancement Plan

2004-2008

Part One: Vision and Mission

The Department of Languages and Communications follows the vision and mission of the College of Arts and Sciences within Prairie View A&M University.

IA. Vision of the unit:

The Unit will be characterized by high quality service to meet the needs of students at Prairie View A&M University. By the year 2008, the department will be characterized by having 100% of tenure-track faculty with terminal Ph.D. degrees in their appropriate academic fields. Furthermore, all program faculty will be more proficient in employing technology-assisted teaching and learning, and more online courses will be offered. They will also be more productive in the areas of research and service and have high ratings in the area of teaching as determined by peer observation and student opinion results.

Each of the three programs within the unit – Communication, English, and Spanish – also has a more specific mission. By 2008 the Communication program will be a fully accredited learning-centered community for advanced communication technologies, human communication and computer-mediated communication serving graduate (MA in digital media and communication) and undergraduate students, faculty, and staff at Prairie View A&M University campus. The English program also will expand its offerings for the community, with an undergraduate interdisciplinary minor in creative writing and an MA degree with three concentration options. A Writing Center and tutorial system will be operational for use by all students. The Spanish program will consist of professionals with native or near-native fluency in Spanish to better enable students to join the workforce or pursue graduate studies with competency in the foreign language.

IB. Mission of the unit:

The mission of the unit as a whole is to achieve national and international distinction in research, teaching, and service. To accomplish this mission, the unit will promote high quality scholarship and excellent education within a strong liberal arts context and research that advances and anticipates changes in those fields consistent with the mission of Prairie View A&M University. The unit will emphasize technology in the classroom and class work to maximize the potential of its student populations.

Each of the three programs within the unit has an individual mission as well. The Communications program will serve the scholarly, professional, and public constituencies by helping improve the understanding of communication processes and by working with professional constituencies to improve the practice of communication. It offers a basic service course in speech and three tracks for communications majors and minors. The Spanish program is to provide basic service courses to students of the College of Arts and Sciences who need

these courses for graduation, to students who select Spanish courses as electives, and for the Spanish majors and minors who need upper-level courses to fulfill their degree requirements. The English program provides writing instruction in core curriculum courses and offers comprehensive courses in literature and languages for English majors and minors. The unit prepares students for graduate and professional schools as well as for careers in secondary English education.

IC. Relationship of the Unit Mission to the University's Mission:

Each of the unit's three programs enhances and reinforces different aspects of the Prairie View A&M University mission. First, the Spanish program will respond to the need for graduates to be competent in Spanish so that these graduates may have better chances to join the workforce and to provide better service to the growing Spanish-speaking population of Texas and the nation. Next, the English program is committed to expanding and diversifying its offerings in relation to the direction of University expansion. The program will continue to support initiatives aimed at distance education, particularly in creative writing, and programs that challenge the academically talented, that increase the competence of the under-prepared, and that enhance the language and communication skills of all students. Finally, the Communications program's mission coincides with the University's mission in its emphasis on teaching excellence and services rendered to graduate and undergraduate students, and in the program's faculty members' commitment to research in their perspective fields and their service to the university and to the state of Texas.

Part Two: Assessment of Progress

Baseline: Spring 2003

College Strategic Goal I:

Improve the quality of the degree programs

Departmental Goal 1: Perform an assessment of the existing degree programs.

Objective:	Performance Outcome:	Effect of Strategies Employed:
By Fall 2002, examine relevance of current courses in college catalog for all existing programs of English, Communication, and Spanish.	By Spring 2003, all three programs proposed new courses and new tracks in the undergraduate and/or graduate programs.	English-approved: Undergraduate 1) Minor in Creative Writing 2) Seven new courses Graduate 1) Two new tracks- Technical Writing and Creative Writing 2) Literature Track revised 3) Nine new courses approved by the College Communications: M.A. program was proposed.
Perform an exit interview with graduating seniors	Needs to be done yearly.	Program assessment committee will conduct interviews.
By Fall 2002, examine programs for Accreditation needs.	By March 2003, the committee for English program reported that there was no agency in the region for accreditation. By Fall 2002, the committee for Communication began working with ACA (American Communication Association) for accreditation. Proposals for course deletion and addition were 80% completed by March 2003.	Communication committee is working for accreditation by Fall 2005.
By Fall 2002, work out the degree assessment plan.	By Fall 2002, degree assessment plans for Communication, English, and Spanish were completed.	Plan is reviewed bi-annually.
By Fall 2002, implement degree assessment measures.	Partially done. Collected course exam data. Did not use standard tests.	Need to designate the task to a committee.

Departmental Goal 2: Propose new degree programs and new courses

Objective:	Performance Outcome:	Effect of Strategies Employed:
By Fall 2002, propose BA in Communication and Multimedia track	The curriculum committee is in the process of submitting a proposal.	By Fall 2003, we will hire additional faculty specializing in multimedia.
By Fall 2002, propose minor in creative writing.	In June 2003, the University Academic Council approved the proposal.	The department has created a strong creative writing faculty.
MA in English with creative writing and technical communication track.	By Spring 2003, the program was approved by the College.	Committee will work on having the program approved by the Graduate School.
MA in communication and multimedia.	By Spring 2003 the first draft of the proposal was submitted for review.	Faculty committee will work on having it approved by the Graduate School.
Six new courses for the existing undergraduate programs.	By Spring 2003, 11 new courses were submitted and 7 were approved.	The department will revise and resubmit the 4 courses not approved.

Departmental Goal 3: Improve faculty performance

Improve faculty record-keeping of student grades and assignments.	Every semester all faculty are required to provide student assessment and feedback.	Priority in performance expectation.
Improve student evaluation, returning of student assignments and other student feedback timely.	Great improvement.	Department head gets feedback from students and informs the faculty with proper advice.
Improved faculty attendance and punctuality in class.	Great improvement every semester. No unauthorized absences. Faculty arranged make-ups for missing classes for any reasons.	Timely check up and immediate advice.
Maintaining regular office hours (one hour per credit hour, spread out over at least four workdays).	Faculty availability 100%.	Emphasized and reminded faculty at most of the departmental meetings.

Departmental Goal 4: Improve the teaching infrastructure

Establish and maintain policy on realistic class size.	Goal was to limit service class sizes to 30 students (Composition, Speech, and	Hire additional faculty.
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	Spanish)	
Develop new courses for each of the existing programs.	Proposed new courses.	Most courses were approved.
Submit course revisions and new course descriptions.	Revised undergraduate catalog.	Met deadlines.
Examine qualifications and specializations of new faculty.	Search committees carefully interviewed potential hires.	Recruited and selected highly qualified faculty.

Departmental Goal 5: Research and grant application

Grants for multimedia production	Received \$200,000 for 2002-2003, Title III	Clear vision of the program. Scientific needs analysis. Well-written proposal.
Research projects by each individual	All faculty attended conferences and most of the faculty published articles. Three books were published by faculty in 2002-2003.	Research has been emphasized and supported by the department.
Research agenda in each program	A plan of research projects in each program (2002 –2005) has been discussed and shaped.	Department head has encouraged the faculty to collaborate on research and develop new research agenda.

College Strategic Goal II: Recruiting and retention

Departmental Goal 1: Incorporate changes to existing advising procedures

Assign all majors to appropriate faculty advisors.	Complete and update regularly	As required.
Train new faculty members in the use of the SIS system.	All faculty members were able to effectively advise students online with SIS.	Checked regularly.
Effect in-house advising that students fulfilled their respective department degree plans.	All faculty members are aware of the three degree program requirements.	Faculty advised students of these requirements.

Departmental Goal 2: Articulation agreements with community colleges

Establish relationships with community colleges in Houston area.	Five faculty visited two community colleges and two universities for potential collaborations.	Will encourage more faculty to reach out.
Recruiting students from community colleges.	15% increase in majors.	Were active in recruiting majors at academic fairs and in classes.
Brochures and Internet ads for program promotion.	Published on the Web for each program printed a brochure for the department.	Will revise the brochures as new programs and tracks are created and implemented.

Departmental Goal 3: Recruiting committee establishing relationships with high schools and local communities

Establish relationships with high schools in Houston area focusing on Hispanic students.	By Spring 2003, Spanish faculty delivered four promotional speeches to high schools.	Encouraged faculty to be actively engaged in recruiting.
Brochures and Internet ads for program promotion.	Web publication for each program, a hard copy brochure for the department	Have some specific faculty in charge.
Recruiting students from high schools.	15% increase in majors in all three programs.	Used all possible opportunities.
Recruit students from nearby communities and subdivisions such as Fairfield, Stone Gate, and Cole Crossing.	Faculty delivered some promotional materials.	Put active recruiting on priority list.

College Strategic Goal III: Integrate Technology into Instruction

Departmental Goal 1: Work with faculty to create Web-based instruction.

Update Department website	Added detailed description of department programs, courses, and faculty members	Department Web Master will revise as needed.
Create Faculty Web pages.	Several faculty have built pages.	Encourage more faculty to create webpages.
Add course information to Web pages provided through publishers of adopted textbooks.	For Composition, Speech and Spanish courses, we have created some linkages.	All service courses will have course information on the web.

Create hyperlinks from Department Website and faculty Web pages to instructional sites online.	Some faculty have done it.	Much encouraged.
Web-based course.	Two WebCT courses have been offered by Spring 2003.	Department will create two more WebCT courses in Fall 2004.
Instructional technology in classroom teaching.	Most of the faculty use the multimedia lab and PowerPoint presentations.	Department needs laptops and digital projectors.

Departmental Goal 2: Improve faculty proficiency in the use of technology.

Conduct SIS Training	All faculty members have been able to effectively use SIS system for grade reporting purposes.	As required performance expectation.
Conduct faculty technology workshops	By Spring 2003 four in-house training workshops have been done.	Will conduct more training.
Increase the number of faculty involved in the University Laptop Program	Seven faculty were in the program.	Program is competitive.

Departmental Goal 3: Increase technology base in the department.

Upgrade existing computers used by faculty	By Spring 2003 all faculty have fairly new computers.	As priority.
Set up wireless equipment for the department building	Not done	No funding
Establish a journalism lab for communication majors by Fall 2002	By Fall 2002 two labs(PC and Mac) were established in the department.	As priority for students.

Part III: Azimuth Crosswalk: Strengths & Weaknesses

Azimuth #1: Foster Collaboration Among System Institutions

A-1-1 Strengths of the Department of Languages and Communications that can foster attainment of Azimuth #1

A.1.1.1 Over 90 percentage of tenure track or tenured faculty with terminal degrees.

A.1.1.2 Department faculty with extensive training and experience teaching college-level students.

A.1.1.3 Unique programs such as Creative Writing and Digital Media.

A-1-2 Weaknesses of the department that can hinder attainment of Azimuth #1

A.1.2.1 Heavy teaching load of the faculty of the service courses such as Composition, Speech, and Spanish.

A.1.2.2 Lack of research equipments.

A.1.2.3 Lack of travel and research funding.

A.1.2.4 Lack of technology equipped classrooms

A-1-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.1.3.1 Hire new faculty members to reduce teaching loads.

A.1.3.2 Recruit more Spanish and English majors and minors.

A.1.3.3 Invite to campus colleagues from system universities to engage in collaborative ventures; organize conferences and seminars with the respective departments of the system universities.

Azimuth #2: Provide educational access and excellence and nurture educational success

A-2-1 Strengths of the department that can foster attainment of Azimuth #2

A.2.1.1 Faculty who have high school teaching experience will help recruiting high school students.

A.2.1.2 Diversity of the faculty will attract students from all ethnic backgrounds.

A.2.1.3 Excellent faculty in both teaching and research.

A-2-2 Weaknesses of the department that can hinder attainment of Azimuth #2

A.2.2.1 Heavy teaching load affects research.

A.2.2.2 Lack of travel funds for conferences and professional training.

A.2.2.3 High percentage of under-prepared students in all programs.

A-2-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.2.3.1 Hire new faculty members.

A.2.3.2 Increase operational budget and establish specific budget for conferences and professional trainings.

A.2.3.3 Increase efforts in the area of academic collaboration.

A.2.3.4 Establish a Writing Center to help under-prepared students in writing

A.2.3.5 Develop study abroad programs for lower- and upper-level Spanish Students.

A.2.3.6 Continue to plan new programs and design new courses.

A.2.3.7 Increase the number of online courses in Spanish, English, and Communications.

Azimuth #3: Increase the value of our academic programs

A-3-1 Strengths of the department that can foster attainment of Azimuth #3

A.3.1.1 Over 90 percentage of tenured and tenure track faculty with terminal degrees in their respective fields.

A.3.1.2 Program faculty with extensive training and experience teaching college-level students.

A.3.1.3 Commitment to getting accreditation for Communications.

A.3.1.4 Degree programs revised to better suit the current job market.

A.3.1.5 Graduating seniors advised in their job searches and helped in applying graduate schools.

A-3-2 Weaknesses of the department that can hinder attainment of Azimuth #3

A.3.2.1 Relatively high number of students enrolled in basic service courses.

A.3.2.2 Relatively low number of students enrolled in upper-level Spanish courses (number rarely reaches the minimum of fifteen).

A.3.2.3 Department head and faculty need more administrative (secretarial) assistance to help students.

A-3-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.3.3.1 Hire more new faculty.

A.3.3.2 Recruit more Spanish and English majors and minors.

A.3.3.3 Provide 25% release time to faculty.

A.3.3.4 Begin to administer standardized tests for student placement and course credit for Spanish.

A.3.3.5 Develop study abroad programs for lower- and upper-level Spanish students and propose summer study abroad program for English.

A.3.3.6 Continue to plan new programs and design new courses.

A.3.3.7 Recruit more students with higher achievements.

A.3.3.8 Advertise the programs to a greater degree.

Azimuth #4: Increase the value of our scholarship and research

A-4-1 Strengths of the department that can foster attainment of Azimuth #4

A.4.1.1 Over 90 percentage of the tenured and tenure track faculty with terminal degrees in their respective fields.

A.4.1.2 Promote applied and basic research.

A.4.1.3 Strengthen faculty productivity and effectiveness and promote individual, programmatic, and institutional leadership.

A-4-2 Weaknesses of the department that can hinder attainment of Azimuth #4

A.4.2.1 Lack of funding for national and international conferences.

A.4.2.2 Heavy teaching load.

A.4.2.3 No graduate students in English, no funding for graduate studies in Communication and Digital Media, and no graduate program in Spanish.

A-4-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.4.2.1 Release time for research (one course per year).

A.4.2.2 Recruit more majors and minors in all three programs to enroll in upper-level courses.

A.4.2.3 Begin a graduate program in Communications and Spanish.

A.4.2.4 Decrease the number of teaching overloads.

A.4.2.5 Establish funding for conferences.

A.4.2.6 Increase national and international publicity in more areas of publication.

Azimuth #5: Serve Texas and beyond—anticipate and solve critical problems

A-5-1 Strengths of the department that can foster attainment of Azimuth #5

A.5.1.1 Can extend further the department's public service through Internet programs and online course offerings.

A.5.1.2 Involved actively in community educational services.

A.5.1.3 Willing to collaborate on research with other institutions.

A-5-2 Weaknesses of the department that can hinder attainment of Azimuth #5

A.5.2.1 Heavy teaching load without release.

A.5.2.2 No incentives for online course offerings.

A.5.2.3 Lack of funding for travel and promotional materials.

A-5-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.5.2.1 Apply external grants to support community services and research.

A.5.2.2 Generate departmental fund to solve Texas' critical problems.

A.5.2.3 Increase the number of online courses.

A.5.2.4 Increase the number of state and national presentations and increase contact with professionals from other institutions.

Azimuth #6: Enhance acquisition of resources and maximize their effective use

A-6-1 Strengths of the department that can foster attainment of Azimuth #6

A.6.1.1 The department has a state-of-the art multimedia language laboratory which underwent a major upgraded in Fall 2002, a brand new video editing system and a media writing lab.

A.6.1.2 The audio/visual specialist is in charge of the acquisition and management of technology resources.

A.6.1.3 The Spanish Program has a coordinator who continues to provide numerous workshops in use of laboratory technology.

A.6.1.4 The University has many faculty development workshops in the area of use of technology for educational purposes.

A-6-2 Weaknesses of the department that can hinder attainment of Azimuth #6

A.6.2.1 Differential proficiency in technology of faculty members

A.6.2.2 Not all faculty members have experience with grant writing and targeting appropriate resources

A-6-3 Actions that the department and/or PVAMU can take to remedy these weaknesses

A.6.3.1 Additional training in the use of technology.

A.6.3.2 Training in grant writing.

A.6.3.3 Promote team work on research

Part IV: Objectives by priority goals and strategies 2004 – 2008

This part is classified by the individual programs within the unit, namely Communications, English, and Spanish.

Communications Program

Goal area by objectives	Strategies
<p>1 Participation</p> <p>1.1 Increase the number of communications majors to 600 by Fall 2008.</p> <p>1.2 Increase the number of online communications courses offered in the department, particularly upper-level online classes.</p> <p>1.3 Retain more majors in the Unit.</p> <p>1.4 Increase the value of the Communications Unit.</p>	<p>1.1.a. Create Unit review CD and send to area high schools and community colleges.</p> <p>1.1.b. Invite area high school communications teachers to campus to get to know the Unit and facilities and to serve as guest lecturers.</p> <p>1.1.c. Visit area high schools and community college campuses to advertise the Unit.</p> <p>1.1.d. Encourage more communications minors to become communications majors.</p> <p>1.2.a. Create at least one upper-level online class.</p> <p>1.2.b. Provide 25% release time for online course development and first-time course teaching.</p> <p>1.2.c. Work with additional faculty members to develop web-enhanced Communications courses.</p> <p>1.3.a Improve advising procedures with the incorporation of Web advising.</p> <p>1.3.b Teach independent study courses when needed by students.</p> <p>1.4.a Redesign the course structure and degree requirement offering more technology-related courses</p> <p>1.4.b Maintain standardization of course syllabi and exams.</p>

<p>2.Success</p> <p>2.1 Graduate at least 40 Communications majors per academic year.</p>	<p>2.1.a. Increase the number of communications majors and minors.</p> <p>2.1.b. Increase the number of community college transfers majoring in communications</p> <p>2.1.c. Add new courses and create new tracks according to student needs.</p>
<p>3.Excellence</p> <p>3.1 Increase the number of communications majors who go on to graduate schools or enter the work force with a position in communications.</p> <p>3.2. By Fall 2005, establish MA in Digital Media and Communications</p> <p>3.3. By Fall 2006, secure accreditation from NCA (National Communication Association)</p>	<p>3.1.a. Encourage graduates to pursue advanced studies in communications.</p> <p>3.1.b. Support our graduates with letters of recommendation and help with resume writing.</p> <p>3.1.c Create a database of job listings and graduate schools for communications.</p> <p>3.2.a. Finalize the proposal.</p> <p>3.2.b. Actively search for grants to support the program.</p> <p>3.2.c. Promote the program.</p> <p>3.2.d. Offer scholarships and assistantships</p> <p>3.3.a. Review and revise curriculum.</p> <p>3.3.b. Invite outside review of the program.</p> <p>3.3.c. Mocking accreditation procedure.</p> <p>3.3.d. Secure final accreditation.</p>
<p>4. Research</p> <p>4.1. Increase the amount and variety of research in which Unit faculty are involved.</p>	<p>4.1.a. Offer grant-writing workshops.</p> <p>4.1.b. Offer workshops to train and motivate Unit faculty to conduct applied research and produce creative work.</p> <p>4.1.c. Provide travel support for faculty who present at professional conferences/festivals.</p> <p>4.1.d. Offer seminars for faculty and Communications majors/minors.</p>
<p>5. Service/outreach</p>	

<p>5.1. Increase the level of service to area professionals.</p>	<p>5.1.a Establish contacts with area high schools. 5.1.b Begin one continuing education course in Communications. 5.1.c Establish a summer workshop program for area professionals in digital video and multimedia software. 5.1.d Create professional relationships with industry leading software developers.</p>
<p>6. Engagement</p> <p>6.1 Conduct at least four faculty workshops per academic year.</p> <p>6.2. Establish Student Managed TV Station</p> <p>6.3. Make full use of KPVU 91.3</p>	<p>6.1.a Conduct hands-on advising workshops. 6.1.b Conduct technology-related workshops on web page construction, digital-video capture and editing, and other topics of interest to interested university faculty members . 6.1.c. Provide monetary support for presentations at professional conferences. 6.1.d Offer communications seminar for faculty, students and professionals in the area 6.1.e Create and encourage student participation in national competitions in the areas of mass communication and multimedia work</p> <p>6.2.a. Train students to manage and operate TV production 6.2.b. Provide opportunities for students to be professionals in the field 6.2.c. Promote the program and the university 6.2.d. Promote dialogue between administration and faculty and students</p> <p>6.3.a. Make KPVU 91.3 the best environment for students internships 6.3.b. Promote the program, the department, the university and the local community 6.3.c. Voice students' concerns 6.3.d. Offer services to students</p>
<p>7. Technology</p> <p>7.1. Continue to build and maintain the</p>	<p>7.1.a. Provide funds for hardware and</p>

production facilities. 7.2. Continue to upgrade lab hardware and software as needed.	software upgrades, supplies, and student lab assistants.
8. Planning (organization, procedures, scheduling, budgeting) 8.1 Maintain the Communications Program as a well-organized unit.	8. 1.a Continue to incorporate the services of a coordinator of communications to direct tasks such as course and textbook selection, registration. 8.1.b Continue to foster faculty involvement and cooperation in developing new courses and programs, and in the overall direction of the program, and make recommendations to the Department Head. 8.1.c Continue to have monthly or bi-monthly Communications Program meetings for all faculty.

English Program

Goal Area by Objective	Strategies
1. Participation 1.1 By Spring 2008, increase number of English majors 100% from 2004 levels. 1.2 By Fall 2006, increase number of English minors 50% from 2004 levels.	1.1.a. Employ intensive advertising on campus and in area high schools. 1.1.b. Use articulation agreements with community colleges and other educational institutions, especially with regard to creative writing. 1.1.c. Increase online course offerings and Web presence of unit. 1.2.a. Employ intensive advertising on campus and in area high schools. 1.2.b. Use articulation agreements with community colleges and other educational institutions, especially with regard to creative writing. 1.2.c. Increase online course offerings and Web presence of unit.

<p>2. Success</p> <p>2.1 Produce more graduate and undergraduate degrees.</p> <p>2.2 By Spring 2008, graduate 5 M.A. candidates.</p> <p>2.3 Produce and enhance teachers for higher secondary English.</p> <p>3. Excellence</p> <p>3.1 By 2008, increase graduate/professional school admits.</p> <p>3.2 Starting 2004, implement end-of-the-year assessments of student outcomes.</p> <p>3.3. Starting 2004, offer World Literature courses towards diversity and teacher education goals.</p> <p>4. Research</p> <p>4.1 By 2008, cut faculty course load by 25% to open time for research and scholarship (encourage faculty to apply for courseload reduction while engaged in major scholarly or grant writing project).</p>	<p>2.1.a. Enroll and recruit additional majors. 2.1.b. Mentor majors carefully to encourage continued matriculation.</p> <p>2.2.a. Enroll and recruit M.A. candidates. 2.2.b. Create a sequence of course offerings to facilitate timely completion of program.</p> <p>2.3.a. Work closely with Department of Education to determine appropriate course offerings.</p> <p>3.1.a. Increase faculty advising and mentoring. 3.1.b. Schedule activities and informative seminars about choosing, applying to, and succeeding in graduate school.</p> <p>3.2.a. Compare course evaluation averages from year to year. 3.2.b. Check student records and use exit surveys to keep track of job placement and career paths.</p> <p>3.3.a. Get course approved. 3.3.b. Encourage enrollment.</p> <p>4.1.a. Hire additional faculty. 4.1.b. Use revenue generated by courses such as upper-level creative writing and graduate classes to fund efforts towards decreased class size and course load.</p>
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<p>5. Service/Outreach</p> <p>5.1. By Fall 2005, bring creative writing exchange to Texas A&M and course outreach to wider community.</p>	<p>5.1.a. Advertise in community. 5.1.b. Enter into accords with grammar, middle, and high schools as well as community colleges.</p>
<p>6. Engagement</p> <p>6.1 Motivate and mentor more effectively.</p> <p>6.2 By Fall 2004, implement writing lab and tutorials.</p>	<p>6.1.a Streamline advising system so each student has an assigned faculty advisor for entire PV career.</p> <p>6.2.a. Recruit students based on GPA and professor recommendations 6.2.b Train student tutors through independent study course in Fall 2003 6.2.c Launch pilot lab in Hilliard Hall in Spring 2004; advertise to campus population</p>
<p>7. Technology</p> <p>7.1 By Spring 2004, all faculty will have Web space activated for use.</p> <p>7.2 By 2005, each professor will have a laptop computer for use in class in conjunction with Internet and LCD projectors.</p> <p>7.3 By 2004, increase number of LCD projectors by 2.</p> <p>7.4. Train faculty to use computer software and hardware (ongoing).</p>	<p>7.1.a Work with Information Technology to start accounts for each professor</p> <p>7.2.a. Request equipment; inform faculty they need to have a laptop.</p> <p>7.3.a. Requisition funds.</p> <p>7.4.a. Hold mandatory, monthly, one-day, 8-5 training sessions for faculty; students assigned to library during class time. 7.4.b. Continue individual training of faculty by other department members during noon hour meetings.</p>
<p>8. Planning</p> <p>8.1 By 2008, schedule faculty for reduced course loads and/or reduced class sizes to</p>	<p>8.1.a. Limit undergraduate composition classes to 20 and literature classes to 30.</p>

<p>better serve the underserved PV populations.</p> <p>8.2 Increase support staff from one secretary.</p>	<p>8.1.b. Hire additional qualified and experienced faculty, particularly in composition.</p> <p>8.1.c. Allow and encourage academically talented students to place out of ENGL1123 (CLEP exam).</p> <p>8.1.d. Increase enrollment in upper-division creative writing and graduate courses to generate additional dollars to fund these efforts.</p> <p>8.2.a. Apply for a full time secretary for English program.</p> <p>8.2.b. Employ student workers</p>
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Spanish Program

Goal area by objectives	Strategies
<p>1 Participation</p> <p>1.1 Increase the number of Spanish majors from less than 6 to 30 by Fall 2008.</p> <p>1.2 Increase the number of online Spanish courses offered in the department, particularly upper-level online classes.</p> <p>1.3 Retain more majors in the program.</p>	<p>1.1.a. Create program review CD and send to area high schools and community colleges.</p> <p>1.1.b. Invite area high school Spanish teachers to campus to get to know the program and facilities and to serve as guest lecturers.</p> <p>1.1.c. Visit area high schools and community college campuses to advertise the program.</p> <p>1.1.d. Encourage more Spanish minors to become Spanish majors.</p> <p>1.2.a. Create at least one upper-level online class.</p> <p>1.2.b. Provide 25% release time for online course development and first-time course teaching.</p> <p>1.2.c. Work with additional faculty members to develop web-enhanced Spanish courses.</p> <p>1.3.a. Improve advising procedures with the incorporation of Web advising.</p> <p>1.3.b. Teach independent study courses when needed by students.</p>

<p>1.5 Increase the value of the Spanish Program.</p> <p>1.5 Establish a Bilingual-Education/ESL program.</p>	<p>1.3.c Reach the minimum number of fifteen students for the upper-level classes.</p> <p>1.4.a Redesign the second-year courses to incorporate more of an oral proficiency approach. This includes textbook selection and oral testing.</p> <p>1.4.b Maintain standardization of course syllabi and exams.</p> <p>1.4.c Establish a high-quality study abroad program, where students can get six hours of credit in Spanish for their efforts.</p> <p>1.5.a Work with the College of Education to bring in experts to plan and begin the program.</p>
<p>2.Success</p> <p>2.1 Graduate at least five (6) Spanish majors per academic year.</p> <p>2.2 Increase the number of education majors who are certified to teach Spanish</p> <p>2.3 Increase double majors</p>	<p>2.1.a. Increase the number of Spanish majors and minors.</p> <p>2.1.b. Increase the number of community college transfers majoring in Spanish</p> <p>2.1.c Institute standardized placement tests for basic service courses.</p> <p>2.1.d. Add new courses and create new programs according to student needs.</p> <p>2.2.a. Work with the Department of Curriculum & Instruction to encourage more students to pursue the post-baccalaureate to be certified in Spanish.</p> <p>2.2.b. Work with the Department of Curriculum & Instruction to ensure that more of the post-bac candidates take their Spanish courses at PVAMU.</p> <p>2.3.a. Encourage students who are Spanish native speakers to pursue a major in Spanish and another major in any disciplines.</p> <p>2.3.b. Add new courses of students' interest</p>
<p>3.Excellence</p> <p>3.1 Increase the number of Spanish majors who go on to graduate school or enter the work force with a position in</p>	<p>3.1.a. Encourage graduates who have not taken the professional education courses to pursue a post-bac certification in Spanish.</p>

<p>Spanish.</p>	<p>3.1.b. Support our graduates with letters of recommendation and help with resume writing.</p> <p>3.1.c Create a database of job listings and graduate schools for Spanish.</p>
<p>4. Research</p> <p>4.1. Increase the amount and variety of research in which program faculty are involved.</p>	<p>4.1.a. Offer grant-writing workshops.</p> <p>4.1.b. Offer workshops to train and motivate program faculty to conduct applied research and complete creative work, such as digital-video productions, color publishing, and various online endeavors.</p> <p>4.1.c. Provide travel support for faculty who present at professional conferences.</p> <p>4.1.d. Begin brown bag seminars for faculty and Spanish majors/minors.</p>
<p>5. Service/outreach</p> <p>5.1. Increase the level of service to area professionals.</p>	<p>5.1.a Establish contacts with area high schools.</p> <p>5.1.b Begin one continuing education course in Spanish.</p> <p>5.1.c Establish a summer (or intersession) workshop for area professionals.</p>
<p>6. Engagement</p> <p>6.1 Conduct at least four faculty workshops per academic year.</p>	<p>6.1.a Conduct hands-on advising workshops.</p> <p>6.1.b Conduct technology-related workshops related to web page construction, digital-video capture and editing, and other topics of interest to faculty.</p> <p>6.1.c. Provide monetary support for presentations at professional conferences.</p> <p>6.1.d Begin Spanish brown bag seminar for faculty and students</p>
<p>7. Technology</p> <p>7.1. Continue to supervise and maintain the Multimedia Language Lab.</p> <p>7.2. Continue to upgrade lab hardware and software as needed.</p>	<p>7.1.a. Provide release time for Laboratory Director (Dr. Sullivan) in order to better employ existing technology for end users.</p> <p>7.2.a. Provide funds for hardware and software upgrades, supplies, and student lab assistants.</p>

<p>8. Planning (organization, procedures, scheduling, budgeting)</p> <p>8.1 Maintain the Spanish Program as a well-organized unit.</p>	<p>8. 1.a Continue to incorporate the services of a coordinator of foreign languages to direct tasks such as course and textbook selection, registration, incorporation of technology into instruction, standardization of course syllabi and exams, study abroad, oral proficiency instruction, new courses and programs, and over-all direction of the program, and make recommendations to the Department Head.</p> <p>8.1.b Continue to have monthly or bi-monthly Spanish Program meetings for all faculty.</p> <p>8.1.c Continue to create and disseminate Multimedia Language Laboratory procedures booklet.</p>
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Part V: Strategies by new funding requirements (above Fall 2003 levels):

Strategies by Priority Goals	Projected New Funding Requirements			
	2004-05	2005-06	2006-07	2007-08
1.1.a. Create program review CDs and send to area high schools and community colleges.	\$6,000	\$9,000	-0-	-0-
1.1.b. Invite area high school teachers to campus to get to know the program and facilities and to serve as guest lecturers.	-0-	\$1,500 Travel	-0-	\$1,500 Travel
1.1.c. Visit area high schools and community college campuses to advertise the program.	\$500	\$500	\$500	\$500
1.2.a. Create at least 6 WebCT courses (2 for each program, one lower and one upper-level)	\$9,000	\$18,000	\$18,000	\$18,000
1.2.b. Provide 25% release time for online course development and first-time course teaching.	-0-	\$18,000	\$18,000	\$18,000
1.3.a Establish a high-quality study abroad program, where students can get six hours of credit in Spanish for their efforts.	\$1,000	\$1,000	\$1,000	\$1,000
2.1.a Institute standardized placement tests for basic service courses in Spanish.	\$500	\$500	\$500	\$500
3.1.a. Support our graduates with letters of recommendation and help with resume writing.	-0-	-0-	-0-	-0-
3.1.b. Create a database of job listings and graduate schools for each program.	\$200	\$200	\$200	\$200

4.1.a. Provide travel support for faculty who present at professional conferences.	\$29,000	\$29,000	\$29,000	\$29,000
4.1.b. Support students conferences	\$1,000	\$1,000	\$1,000	\$1,000
5.1.a. Provide Fall Semester release time for Laboratory Director (Dr. Sullivan) in order to better employ existing technology for end users.	\$6,000	\$6,000	\$6,000	#6,000
5.1.b. Employ two part-time graduate students to operate multimedia labs	\$18,000 (.50FTEx2)	\$18,400 (.50FTEx2)	\$18,600 (.50FTEx2)	\$18,800 (.50FTEx2)
5.2.a. Provide funds for hardware and software upgrades and supplies for labs	\$25,000	\$30,000	\$30,000	\$30,000
5.2.b. Purchase new equipment to facilitate teaching and application of technology in classes	\$15,000	\$20,000	\$25,000	\$25,000
6.1. Hire two new faculty in communications, one in Spanish	\$120,000	\$123,600	\$127,308	\$131,127
6.2. Supplemental pay for an associate department head	\$12,000	\$12,000	\$12,000	\$12,000
6.3. Hire an administrative assistant	\$30,000	\$30,900	\$31,827	\$32,782
Sources:	\$273,200	\$319,600	\$318,935	\$325,408.8
AUF	-0-	-0-	-0-	-0-
E&G	120,000	150,000	200,000	250,000
OCR	150,000	125,000	115,000	70,000
Local (Gifts, grants, fees)	3,200	4,600	3,935	5,408
Auxiliary	-0-	-0-	-0-	-0-
Other	-0-	-0-	-0-	-0-
Projected New Funding Summary	\$273,200	\$319,600	\$318,935	\$325,408.8

