

**Average Teaching Load (semester credit hours) by Discipline
for Academic Year 2010-2011
Full-Time Faculty**

The reported teaching loads reflect only teaching assignments in organized class sections and do not reflect other required work duties such as course grading, curriculum development, accreditation, advising, research, public service, and university service. Faculty with significant administrative duties and heavy research obligations are also included in the teaching load calculations for their respective departments.

DEPARTMENT	AVERAGE TEACHING LOAD (SEMESTER CREDIT HOURS)
ACCOUNTING	14.57
AGRICULTURAL SCIENCES	23.83
ARCHITECTURE	19.57
ART	27.93
BIOLOGICAL SCIENCES	26.88
BIOMEDICAL ENGINEERING	15.40
CHEMICAL ENGINEERING	20.00
CHEMISTRY	23.25
CIVIL ENGINEERING	19.00
COMPUTER SCIENCE	12.86
CURRICULUM, INSTRUCTION, & LEADERSHIP	27.60
ECONOMICS & FINANCE	18.70
ELECTRICAL ENGINEERING	23.75
FORESTRY	16.25
HEALTH INFORMATICS & INFORMATION MANAGEMENT	24.00
HISTORY	25.63
HUMAN ECOLOGY	25.38
INDUSTRIAL ENGINEERING	31.00
JOURNALISM	19.33
KINESIOLOGY	26.80
LITERATURE & LANGUAGE	26.55
MANAGEMENT & INFORMATION SYSTEMS	18.28
MARKETING & ANALYSIS	18.40
MATHEMATICS & STATISTICS	23.30
MECHANICAL ENGINEERING	18.20
PERFORMING ARTS	22.93
PHYSICS	16.30
PROFESSIONAL AVIATION	24.67
PSYCHOLOGY & BEHAVIORAL SCIENCES	24.76
SOCIAL SCIENCES	26.57
SPEECH	23.08

Louisiana Tech University follows the guidelines provided by The Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS) as part of its Reaffirmation of Accreditation process.

In the COC/SACS *The Principles of Accreditation: Foundations for Quality Enhancement*, Comprehensive Standard 3.3.1, subset 3.3.1.1, addresses the process for evaluating the effectiveness of each program and for explaining student outcomes expected for each program and their measurement:

3.3.1 *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:*

3.3.1.1 *educational programs, to include student learning outcomes.*

Each academic college is responsible for development a mission statement for the college and student learning outcomes appropriate for each academic degree program, including measurement protocols and documentation of use of results for program, unit, and University improvement. (These include PRAXIS for education and major field exams for English, history, math, music, psychology, and computer science. Other colleges have developed their own assessment instruments. The University plans to continue to use CLA for university-wide assessment.)

The University has also identified an inventory of student learning outcomes for all graduates of Louisiana Tech; these are published in the University's Policies and Procedures, P&P: #2224. The matrix is below:

Curricula Effectiveness Survey

Use the following description for indicating the extent to which each skill or outcome from the list below is addressed in your course:

Not Addressed – not a part of your course

Introduced – mentioned or considered in the class but not tested in any specific way

Assessed -- mentioned or considered in the class and formally tested or assessed

Mastered – tested formally and considered an essential skill needed to pass the course

Please mark only one column per outcome or skill. If a skill is "assessed," it is assumed that it is also "introduced" and if "mastered," then it is also "introduced" and "assessed."

Course:		Mastered			
Instructor:	Circle one: Grad Asst. Part-time Full-time	Assessed			
To what extent does this course, as taught by you, achieve the following outcomes for students who successfully complete it? Please mark in the appropriate column to the right.		Introduced			
		Not Addressed			
Critical Thinking					
Analyzes, synthesizes, and evaluates from a wide variety of information sources					
Utilizes logic					
Recognizes patterns and forms conclusions based on those patterns					
Adapts textbook information to real world					
Utilizes planning and organization skills					
Differentiates fact from opinion					
Transfers concepts within and among disciplines					
Creative Thinking					
Is open-minded, flexible and adapts to new ideas					
Devises new ideas, work, or solutions					
Recognizes and evaluates alternatives					
Communication Skills					
Uses standard English grammar in oral and written forms					
Applies listening skills appropriate to situation					
Reads with comprehension					
Communicates effectively in oral and written forms, including presentations					
Ethical Thinking					
Demonstrates professional conduct and ethical responsibility					
Demonstrates knowledge and application of moral and philosophical concepts					
Recognizes and evaluates assumptions, theses, and support of ethical arguments					
Recognizes ethical dilemmas and is aware of diverse answers to ethical problems					
Applies scientific methods to problem solving					
Research Skills					
Utilizes basic statistical analysis					
Synthesizes information into coherent whole					
Marketplace Skills					
Demonstrates ability to adapt to diverse organizational cultures					
Demonstrates awareness of workplace cultures and expectations					
Applies effective interpersonal skills					
Demonstrates ability to work effectively in individual and team situations					
Self-evaluates learning and performance					

Multi-cultural and Global Perspectives				
Has awareness and acceptance of cultural differences				
Recognizes contributions of diverse cultures				
Exhibits understanding of global interdependence				
Is adaptable to culturally diverse environments				
Technological Skills				
Demonstrates knowledge of state-of-the-art and emerging technologies related to the discipline				
Demonstrates knowledge and use of current technology for problem solving including: Internet use, word processing, and discipline-specific applications				

OTHER INSTITUTIONAL DATA:

The Percentage of Lower Level (100-200) Classes taught by Full-Time Faculty - 82.23%
 Internal Report: Courses Taught by Full-Time/Part-Time Faculty and Graduate Assistants

The institution's 4-yr, 5-yr, and 6-yr graduation rates:

FT Freshmen Cohort 2004 – 2011 IPEDS Report
 4-yr 27%, 5-yr 44%, 6-yr 49%

The percentage of students enrolled in remedial courses:

Unduplicated count of remedial students/UG enrollment
 Fall 2011 – 3.3%

The ratio of administrative staff to total staff:

Fall - 2011 IPEDS Report
 (Fulltime) Percentage of executives staff to total staff = 8.7%
 (excludes faculty)

General fund appropriations per in-state FTE student 2010-11:

\$5747 per instate FTE

Allocation of FY 2011-2012 Budget:

Instruction	\$37,435,791.00	39.30%
Research	\$11,641,678.00	12.22%
Public Service	\$209,697.00	0.22%
Academic Support**	\$9,865,437.00	10.36%
Student Services	\$3,619,059.00	3.80%
Institutional Services	\$8,507,890.00	8.93%
Scholarships/Fellowships	\$12,799,809.00	13.44%
Plant Operation/Maintenance	<u>\$11,173,125.00</u>	<u>11.73%</u>
Total	\$95,252,486.00	100.00%

**Library costs are included in this function