Louisiana Tech University

College of Education

Strategic Plan
# College Of Education
## Strategic Plan 2002-2003 to 2006-2007

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**Note:** The document continues with detailed sections and goals as outlined in the table of contents.
Louisiana Tech University

College of Education


Forward

January 2003

The Strategic Planning Committee (SPC) considers this long-term plan for the College of Education to be a ‘living’ document and, while providing explicit direction, is subject to continuing review and revision as the College’s circumstances and environmental conditions warrant.

The Committee wishes to express its appreciation for the support it received from the College of Education community – both on campus and beyond – throughout the planning process.

Dean Jo Ann Dauzat and Committee Chair Dr. Lawrence Leonard extend their gratitude to the Committee members who remained dedicated to the strategic planning process and worked resolutely toward its completion.

Members of the
College of Education
Strategic Planning Committee

Dean Jo Ann Dauzat Dr. Carynn Wiggins Dr. David Gullatt
Dr. Martha Summers Dr. Dawn Basinger Dr. Walt Buboltz
Dr. James Heimdal Dr. Randy Parker Dr. Gail Clark
Dr. Cathy Stockton Dr. Connie LaBorde Ms. Michele Bozeman
Ms. Libby Manning Dr. Kathy Matthew Mr. Glen Gleason
Dr. Tony Young Dr. Jerome Tobacyk Dr. Mike Page
Dr. Carolyn Talton Dr. B. J. Talton Dr. Lawrence Leonard (chair)
The University Strategic Plan

The Louisiana Tech University Strategic Plan 2001-2002 to 2005-2006 was formally approved by the Administrative and Planning Council on September 24, 2001. To ensure coherence and constancy of purpose, the College of Education Strategic Planning Committee intends that its long-term planning directions be supportive of the intent and spirit of the University’s Strategic Plan, yet allows the College to address goals that are reflective of its distinctive mission within the campus community. The broad goals and specific objectives of the University Strategic Plan are linked with those of the Board of Regents and the Louisiana Governor’s 20/20 Initiatives and are outlined below. (The complete Louisiana Tech Strategic Plan 2001-2002 to 2005-2006 is available online at: http://www.latech.edu/tech/administration/strategic-plan.pdf.)

GOAL 1: Increase opportunities for student access and success

Objective 1.1: Attract, recruit, and retain undergraduate student enrollment consistent, at a minimum, with the Louisiana Selective II Profile.

Objective 1.2: Attract, recruit, and retain high quality graduate students.

Objective 1.3: Enhance educational opportunities by developing selected programs to ensure sufficient access to campus-based and outreach initiatives.

Objective 1.4: While higher admission standards are phased in, establish strategies to maintain minority enrollment.

GOAL 2: Ensure quality and accountability

Objective 2.1 Enhance the quality of services to all University stakeholders.

Objective 2.2 Develop and integrate the effective use of information technology in University activities.

Objective 2.3 Ensure that curricula, educational program requirements, and teaching and learning strategies are responsive to stakeholders' needs.

Objective 2.4 Enhance the research and scholarly activity of students, faculty, and staff so as to elevate the national identity of the University.

Objective 2.5: Maintain 100% accreditation of "mandatory" programs through 2005.
GOAL 3: Enhance service to the community and state

Objective 3.1: Leverage the intellectual property and human capital of the University to enhance the economic and cultural development of the community, state, and region.

Objective 3.2: Enhance P-16 education by increasing University partnerships with schools, businesses, and communities.

Objective 3.3: Enhance interaction with alumni, community, and other stakeholders.

The College of Education Vision, Mission, and Goals

Shared Vision

Since its inception, the Louisiana Tech University College of Education has sought to serve as an exemplary model for the preparation and support of education and human sciences professionals. In realizing that enduring vision, our highly qualified program completers are to be continually distinguished by their professional competence, ethical character, and caring commitment to the community they serve. Well-respected by their students, clients, peers, employers, and all stakeholders, the College’s graduates will personify professional identities based on sound knowledge and thorough understanding of their chosen field. Whether as a teacher, an administrator, a school counselor, psychologist, or health promotion specialist, each is expected to exemplify the constant dedication to professional inquiry and self-improvement that allows uncompromised fidelity to the intellectual, social, and emotional growth of their students and clients. This compelling vision of both initial and advanced program completers who exemplify the consummate professional are reflected in the College of Education’s underlying philosophies, in our research-based beliefs about best practice, and in our newly defined S.T.A.R. Professional model (see Appendix A).

Vision Statement

The shared vision of the College of Education is encapsulated in the following adopted statement:

Our vision is of an inclusive learning community renowned for fostering competent, ethical, and caring professionals who contribute significantly to a diverse and dynamic world.
Mission

The mission of the College of Education is three-fold:

1. To provide high quality educational experiences for current and prospective professionals from baccalaureate through doctoral levels;

2. To enhance and extend the knowledge bases under-girding professional programs through research and other scholarly activities; and

3. To deliver professional services to the various business, civic, and educational communities through collaborative endeavors.

Goals

In order to provide purposive direction and to sustain fidelity in achieving its mission, the College of Education is committed to the following prevailing goals:

1. To recruit, admit, and graduate quality candidates and students who exemplify the capacity and commitment to become effective public educators, school counselors, psychologists, and health promotion specialists in diverse settings throughout Louisiana and elsewhere;

2. To provide education and human sciences students with quality programs of study and diverse practical experiences that prepare them to be wholly proficient in the knowledge, skills, and dispositions of their chosen areas of concentration and which are linked to competencies identified by recognized professional organizations;

3. To support continuous personal and professional development opportunities for all candidates, students, and instructors;

4. To recruit and retain a diverse student body;

5. To recruit and retain diverse faculty who demonstrate high levels of competencies in the College’s programs of study and who are committed to the College’s vision, mission, philosophical approaches, and professional model;

6. To continue to collaborate closely with personnel in the other colleges at Louisiana Tech University as well as at other university campuses, state agencies, professional organizations, school and health systems, and the community-at-large who are involved in the preparation of teacher candidates and other program students;
Goals (continued)

7. To continually refine curricula and instructional procedures ensuring that research, theory, and professional practice optimally inform all programs;

8. To enable faculty and program graduates to serve as positive change agents through the implementation of innovative ideas, strategies, research, and technology;

9. To generate original, quality research by faculty, candidates, and students consistent with College programs and goals;

10. To maintain a physical and psychological environment that is conducive to optimal student and faculty growth and development;

11. To maintain positive interaction with alumni, corporate sector, public institutions, and other valued members of the College’s external community.

The Development of the College of Education

The preparation of teachers has been an integral part of the mission of Louisiana Tech University for more than a hundred years. In 1912, and building on the initiative of his immediate predecessor, Louisiana Industrial Institute - as the University was then known - President J.E. Keeny established a well-structured teacher training program that through the ensuing years expanded to incorporate quality programs of study in related areas. Today, the College of Education not only prepares candidates to assume responsible positions as classroom teachers but also as professionals in such specialized areas as educational administration and supervision, school and clinical counseling, psychology, kiniseology, and health promotion.

In accomplishing its primary purpose of preparing quality education and human sciences professionals, the College of Education works closely with the other colleges at Louisiana Tech University, namely: the College of Liberal Arts, the College of Engineering and Science, the College of Applied and Natural Sciences, and the College of Administration and Business, as well as the Graduate School. Together, the university faculty, students, staff, and administrators regularly collaborate in developing and refining content-area programs that ensure graduates of all degree programs are wholly competent in their selected fields. For instance, the College of Education’s newly redesigned teacher preparation programs are fully aligned with the State of Louisiana’s education reform efforts. These reforms are designed to ensure that teacher candidates receive quality instruction and multiple and diverse field-based experiences founded in recognized conceptions of best practice and which are embedded in the latest in pedagogical research. In addition, the College is committed to maintaining close alliance with the National Council for Accreditation of Teacher
Education’s (NCATE 2000) professional standards as well as with the standards and guiding principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), and various professional organizations such as the Interstate School Leaders Licensure Consortium (ISSLC), the American Alliance for Health, Physical Education Recreation and Dance (AAHPERD), the American College of Sports Medicine (ACSM), the American Psychological Association (APA), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Overview of the College’s Strategic Planning Process**

The College of Education’s most recent long-term planning process began in January 2001 when Dean Jo Ann Dauzat appointed a Strategic Planning Committee (SPC) of 16 members and with broad representation from all College units and programs. The SPC was charged with the task of assessing progress on past long-term planning initiatives and with identifying future directions. The Committee met frequently over the next several months and consumed numerous hours immersed in deep discourse about the College’s purposes and operations, the nature and extent of the services it provided its students and the community, the ways in which it could better take advantage of improvement and growth opportunities, and in the setting of new, specific strategic goals. In September 2001, in order to comply with the State Board of Regents directive that all Louisiana universities and colleges redesign their initial teacher preparation programs, the SPC was obliged to temporarily suspend its work to allow faculty to focus time and efforts on that more immediate task. Upon the successful completion of the redesign initiative, the Committee renewed its deliberations and completed the new five-year Strategic Plan in January of 2003.

The strategic planning process upon which the SPC embarked involved ten basic steps:

**Step One:** Developing Key Performance Indicators (KPIs) or focus areas

**Step Two:** Assessing the College’s external environment

**Step Three:** Assessing of College’s internal environment

**Step Four:** Analyzing College’s strengths, weaknesses, opportunities, and threats (SWOT)

**Step Five:** Generating ideas based upon the SWOT analysis as well as in consideration of various political, economic, sociological, and technological (PEST) trends and events

**Step Six:** Formulating goals, objectives, strategies, and intended outcomes

**Step Seven:** Drafting the initial Strategic Plan document
**Step Eight:** Soliciting feedback from the P-16+ community

**Step Nine:** Using feedback to revise the Strategic Plan, as appropriate

**Step Ten:** Making the plan visible and monitoring progress of goal achievement (continuous)

The stages of the planning process outlined above involved the entire SPC while other tasks were assigned to various sub-committees charged with reporting back to the SPC for direction and subsequent modifications to proposals. These additional procedural assignments included the following tasks:

1. Revisiting our vision and mission (in conjunction with the other committees involved in the NCATE review process);

2. Clarifying our core values and goals and reaffirming our community of stakeholders;

3. Finalizing our key areas of focus;

4. Using current data as benchmarks in setting focus area goals for the next two and five-year periods;

5. Identifying specific objectives and the strategies to be employed for realizing intended outcomes;

6. Identifying those units and/or persons responsible for monitoring goal progress;

7. Ensuring that the College’s Strategic Plan was aligned with the University’s Strategic Plan and with the College’s overriding goals;

8. Soliciting feedback and support from the College and University faculty as well as from students and other stakeholders about the College’s evolving Strategic Plan.

The Strategic Planning Committee identified its key performance indicators, or areas of focus, using the SWOT analysis technique. As well, additional consideration was given to the various political, economic, sociological, and technological (PEST) trends and events considered to have impacted upon or are likely to impact upon the College within the next several years. The identified areas of focus were used as starting points for the generation of new broad goals which were then used as the basis for SPC subcommittees to formulate specific objectives aimed at realizing those goals as well as the particular strategies that would be employed in addressing them. Using current information as benchmarks, and by assigning specific measurable outcomes where possible, new targets were identified for two and five-year periods. Each
A subcommittee sought feedback from the SPC on a regular basis. After several initial draft documents had been prepared and refined, additional input was sought from the remaining College faculty as well as students and other stakeholders. The five identified areas of focus are outlined below.

Identified Areas of Planning Focus

I. Academics
   - Quality graduates
   - Appropriate field experiences
   - Professional development (faculty, staff, students)
   - Program assessment

II. Enrollment
   - Recruitment and retention
   - Admission standards
   - Minority enrollment

III. Campus Support and Professional Development
   - Variety and nature of support resources
   - Physical facilities (space, maintenance, access)
   - Support for professional activities

IV. Information Technology
   - Currency of computer software and hardware
   - Access to, and training in, the latest computer technology
   - Instructional uses of technology

V. Internal and External Communities Involvement
   - PK-16, business, civic, and community partnerships
   - Professional collaboration
   - Sci-TEC outreach
The Articulated Strategic Plan

Following a lengthy period of collective reflection, inquiry, and discussion involving numerous stakeholders, the College of Education reaffirmed its primary mission to meet the needs of the State and the region in the provision of quality programs for the preparation and continuing support of education and human sciences professionals. Through its strategic planning process, the College identified the five primary areas of focus to which it feels its must attend over the next several years. By articulating explicit goals, objectives, strategies, and where appropriate, setting intended outcome measurements at two and five-year periods, the Strategic Planning Committee endeavored to ensure that the College remains aligned with the University’s long-term directions as well as with successfully responding to the emerging requirements of its internal and external environments. Each of the five areas of focus identified in the strategic planning process is addressed in detail below.

I. Academic Focus Area

*Rationale:* Recognizing that the acquisition of relevant knowledge, skills, and dispositions continues to be an unqualified necessity, the College of Education will continue to place great emphasis on the selection, the retention, and the intellectual and experiential development of its teacher and other professional candidates. Coordinated with standing policies and initiatives, the following four academic goals and their concomitant objectives, strategies, and outcomes have been articulated. *[Note: Alignment with the University’s goals and objectives and College of Education’s overriding goals are cited in brackets.]*

**Goal I.1: To ensure that quality graduates exit the College’s programs**  
*Alignment: University - Goal Two; College - Goals 1, 6, 7*

**Objective I.1.1:** To continue to ensure that the College’s teacher education and other professional programs are consistent with local, state, and national standards.  
*University alignment: Objectives 2.1, 2.3, 2.5*

**Strategy I.1.1.1:** Continuously monitor program standards to ensure compliance.

**Intended Outcomes:**
- Current measure: all initial K-12 teacher preparation programs redesigned to state standards
- Two Years (2004): redesign advanced programs as appropriate
- Five Years (2007): all programs aligned with state and national standards

**Monitoring Responsibility:** department heads; content area specialists
Goal I.2: To provide diverse, quality field experiences and clinical practices opportunities for all teacher candidates
[Alignment: University - Goals One and Two; College – Goals 2, 6]

Objective I.2.1: To ensure all candidates experience multiple field and clinical placements in diverse settings
[University alignment: Objectives 1.4, 2.1, 2.3]

Strategy I.2.1.1: Develop a rotation of field-based placements that fully reflect diversity in classrooms and clinical settings with competent clinical supervisors

Intended Outcomes: Current measure: 60% fully diverse
Two Years (2004): 80% fully diverse
Five Years (2007): 100% fully diverse

Monitoring Responsibility: Director of Field and Clinical Experiences; clinical faculty; school principals

Goal I.3: To maintain continuous program and unit improvement through the accurate aggregation and analysis of candidate and program data
[Alignment: University - Goal Two; College - Goals 3, 7]

Objective I.3.1: To implement a consistent and reliable means of collecting and analyzing aggregated candidate and program data using emerging computer software technology [University alignment: Objectives 2.3]

Strategy I.3.1.1: Implement a web-based system (e.g. PASS-PORT) and a College-based system (e.g., Access) of performance data collection and analysis

Intended Outcomes: Current measure: initiation pending
Two Years (2004): fully operational
Five Years (2007): fully operational

Monitoring Responsibility: Unit Assessment Coordinator; Director of Clinical and Field-based Experiences; staff; department heads, faculty advisors
II. Enrollment Focus Area

*Rationale:* The College of Education firmly believes that the quality of candidates entering the College is a major factor in program excellence. In order to serve the community and to remain organizationally viable, the College recognizes that it must attract sufficient numbers of the quality candidates who are fully prepared to serve in their chosen field. Of particular importance is the need to recruit, retain, and graduate candidates from diverse backgrounds and who are equipped to work in subject areas of high demand. The following four enrollment goals and their concomitant objectives, strategies, and outcomes have been articulated. [Note: Alignment with the University’s goals and objectives and College of Education’s overriding goals are cited in brackets.]

**Goal II.1:** To increase the number of students majoring in College of Education programs [Alignment: University - Goal One; College – Goals 1, 4]

**Objective II.1.1:** To increase public awareness of the quality programs and career opportunities available through the College of Education [University alignment: Objectives 1.1, 1.2]

**Strategy II.1.1:** To publicize the College and its programs via such means as promotional brochures, professional publications, University webpage, University recruitment initiatives, public media coverage, and student and faculty participation in regional and national conferences

**Intended Outcomes:** Current measure: fall 2002: 1,980 (combined)
Two Years (2004): increase by 5%
Five Years (2007): increase by 10%

**Monitoring Responsibility:** department chairs; associate deans; marketing and recruitment committees

**Goal II.2:** To increase the number of candidates pursuing teaching certification in critical shortage subject areas (e.g., mathematics, science, special education, middle grade) [Alignment: University - Goal One; College – Goals 1, 4]

**Objective II.2.1:** To increase candidate awareness of critical shortage areas [University alignment: Objectives 1.1, 1.2, 1.3]
Strategy II.2.1.1: Increase number of students in Teacher Cadet Program
Strategy II.2.1.2: Recruit high school students interested in critical shortage areas
Strategy II.2.1.3: Target currently enrolled students by addressing market demands in appropriate classes (e.g., introductory education, counseling, and health and exercise science classes)
Strategy II.2.1.4: Create dedicated scholarships for critical shortage subject areas
Strategy II.2.1.5: Promote redesigned alternative certification programs
Strategy II.2.1.6: Encourage relevant student organizations to demonstrate, mathematics and science activities and procedures in PK-12 settings

Two Years (2004): 10% increase
Five Years (2007): 15% increase

Monitoring Responsibility: department chairs; faculty

Goal II.3: To recruit and retain high quality students entering programs in each department [Alignment: University - Goal One; College – Goal 1]

Objective II.3.1: Continue to require higher overall average ACT scores for College majors [University alignment: Objective 1.2]

Strategy II.3.1.1: Identify high-achieving high school students
Strategy II.3.1.2: Encourage high-achieving students in service courses to consider departmental majors
Strategy II.3.1.3: Actively seek TOPS scholars as departmental majors
Intended Outcomes:  
Current measure:  Fall 2002 – 21.5 ACT mean
Two Years (2004):  22.5 ACT mean
Five Years (2007):  24.0 ACT mean

Monitoring Responsibility:  College and department administrators; faculty and staff

Objective II.3.2:  To increase the percentage of first-time freshman and transfer students who remain in program 
[University alignment: Objective 1.2]

Strategy II.3.2.1:  Improve advising and mentoring programs within departments

Strategy II.3.2.2:  Involve students in departmental activities (professional organizations, presentations, research, etc.)

Strategy II.3.2.3:  Expand tutoring and other support services to those students in need

Strategy II.3.2.4:  Provide content-related seminars addressing test-taking skills (e.g., PRAXIS tips; graduate comprehensive examination guidance)

Intended Outcomes:  Current measure:  fall 2002: 141 retainees
Two Years (2004):  increase retainees by 7%
Five Years (2007):  increase retainees by 10%

Monitoring Responsibility:  Department heads; faculty

Goal II.4:  To increase the diversity of undergraduate and graduate students enrolled in the College 
[Alignment: University - Goal One; College – Goal 4]

Objective II.4.1:  Increase minority student awareness of program opportunities [University alignment: Objective 1.4]

Strategy II.4.1.1:  Provide additional minority scholarships and fellowships in College of Education

Strategy II.4.2.1:  Encourage minority high school students to participate in the Teacher Cadet program
Intended Outcomes: Current measure: fall 2002 – 27% minority
Two Years (2004): increase minority by 5%
Five Years (2007): increase minority by 10%

Monitoring Responsibility: Admissions Office; department heads
III. Campus Support and Professional Development Focus Area

Rationale: The College of Education recognizes that quality programs must be adequately resourced, particularly by way of competent personnel, professional development opportunities, and physical facilities. There is acknowledgement that the College should be allocated its proportionate share of the University budget but that it must also attract supplementary external funding. Attracting and retaining superior faculty usually requires competitive compensation and sufficient opportunities to pursue research and professional involvement in an environment in which they and their students can work together effectively. The following six campus support and professional development goals and their concomitant objectives, strategies, and outcomes have been articulated. [Note: Alignment with the University’s goals and objectives and College of Education’s overriding goals are cited in brackets.]

Goal III.1: To secure adequate financial resources for all College of Education programs [Alignment: University - Goal Two; College – Goals 2, 5, and 10]

Objective III.1.1: To maintain average faculty salaries at or above SREB levels

Strategy III.1.1.1: Effectively articulate and advocate the need and value of competitive faculty compensation.

Intended Outcomes: Current measure: under review
Two Years (2004): salaries at/above SREB levels
Five Years (2007): salaries at/above SREB levels

Monitoring Responsibility: Dean; department heads

Objective III.1.2: To increase and equitably distribute professional travel funding [University alignment: Objective 2.4]

Strategy III.1.2.1: Effectively articulate and advocate the need and value of additional internal resources for professional travel

Intended Outcomes: Current measure: $41,968.00
Two Years (2004): 30% increase ($54,558.00)
Five Years (2007): 50% increase ($62,952.00)

Monitoring Responsibility: Dean; department heads
Goal III.2:  To increase College of Education external funding  
[Alignment: University - Goal Two; College – Goals 2, 11]

Objective III.2.1:  To increase the number of grant proposal submissions  
[University objectives: 2.1, 2.4]

Strategy III.2.1.1:  Increase administrative support for grant proposal writing (e.g., consultations, faculty development, provision of release time)

Intended Outcomes:
- Current measure: 22
- Two Years (2004): Increase by 25%
- Five Years (2007): Increase by 50%

Monitoring Responsibility:  Dean; department heads

Objective III.2.2:  Increase the monetary value of grants received  
[University alignment: Objectives 2.1, 2.4]

Strategy III.2.2.1:  Increase administrative support for grant proposal writing (e.g., consultations, faculty development, provision of release time)

Intended Outcomes:
- Current measure: 2001-02: $1,444,146.00
- Two Years (2004): Increase by 20%
- Five Years (2007): Increase by 40%

Monitoring Responsibility:  Dean; department heads

Goal III.3:  To increase financial support for professional development activities  
[Alignment: University - Goal Two; College – Goals 7, 10]

Objective III.3.1:  To develop a College of Education Professional Development Activity Fund  
[University objectives: 2.4]

Strategy III.3.1.1:  Reinstate the College Professional Development Committee with responsibilities to determine professional development needs, to identify funding sources, and to allocate funds as determined appropriate
Goal III.4: To provide increased in-house professional development of faculty and students [Alignment: University - Goal Two; College – Goals 5, 7, 9]

Objective III.4.1: Establish regular opportunities for faculty and students to acquire new learning and share their work with others in the College community [University objectives: 2.4]

Strategy III.4.1.1: Survey College faculty and students to determine professional development needs and interests

Strategy III.4.1.2: Organize quarterly colloquia for faculty and students based on identified needs and interests

Strategy III.4.1.3: Reestablish monthly College-level ‘Brown Bag Lunch Seminars’ Professional Seminars where faculty and graduate students present their research findings to interested parties from the College, the University, and Grambling State University

Intended Outcomes: Current measure: Make preliminary plans for survey, colloquia, and lunch seminars

Two Years (2004): Continuous (monitor)
Five Years (2007): Continuous (monitor)

Monitoring Responsibility: Dean; Professional Development Committee; department heads
Goal III.5: To optimize utilization of physical facilities
[Alignment: University - Goal Two; College – Goal 10]

Objective III.5.1: To develop a revised plan for efficient use of available space [University alignment: Objectives 2.1]

Strategy III.5.1.1: Conduct a facilities needs assessment and make appropriate recommendations to the Dean.

Intended Outcomes: Current measure: Conduct needs assessment
Two Years (2004): Complete recommendations based upon needs assessment
Five Years (2007): Conduct further needs assessment

Monitoring Responsibility: Facilities committee; unit heads; dean

Goal III.6: To increase aesthetic appeal of the main physical plant
[Alignment: University - Goal Two; College- Goal 10]

Objective III.6.1: To improve the interior and exterior physical appearance of Woodard Hall [University alignment: Objectives 2.1, 2.4]

Strategy III.6.1.1: Appoint an aesthetics committee with the task of soliciting ways and means of addressing aesthetic concerns

Intended Outcomes: Current measure: Appoint beautification committee
Two Years (2004): Monitor recommendations
Five Years (2007): Reassess aesthetics of plant

Monitoring Responsibility: aesthetics committee; facilities committee
IV. Technology Training and Utilization Focus Area

**Rationale:** Technological advancement is integral to the furtherance of quality education and, consequently, the College of Education strives to integrate technology throughout its programs. As a minimum condition, the College recognizes that both faculty and students should be proficient in various forms of computer hardware and software and how to model and utilize them appropriately for the purposes of teaching and learning. The following two technology training and utilization goals and their concomitant objectives, strategies, and outcomes have been articulated. [Note: Alignment with the University’s goals and objectives and College of Education’s overriding goals are cited in brackets.]

**Goal IV.1:** To continue to utilize emerging developments in electronic technology for faculty and student instructional, learning, and research purposes [Alignment: University - Goal Two; College Goals, 2, 3, 7, and 9]

**Objective IV.1.1:** To take advantage of opportunities for acquisition of technology resources [University alignment: Objectives 2.2, 2.4]

**Strategy IV.1.1.1:** Develop a new prioritized plan for the acquisition and maintenance of appropriate computer related hardware and software

**Intended Outcomes:**
- Current measure: initiate technology needs assessment
- Two Years (2004): Technology plan implemented and monitored
- Five Years (2007): Continuous assessment and adjustment of technology plan

**Monitoring Responsibility:** dean; department heads; technology committee

**Goal IV.2:** To facilitate the extensive use of technology by faculty, students, and staff [Alignment: University - Goal Two; College – Goals 3, 8, 7]

**Objective IV.2.1:** To provide professional development for the continuous acquisition of computer-based skills and their various applications for instructional purposes
Strategy IV.2.1.1: Increase student access to and utilization of the College’s computer laboratories

Strategy IV.2.1.2: Designate person/s responsible for regular maintenance of computer laboratory equipment

Intended Outcomes: Current measure: Assess student/faculty concerns re technology knowledge, access and utilization

Two Years (2004): Continuous monitoring and appropriate actions to address needs and accessibility concerns

Five Years (2007): Continuous monitoring and appropriate actions to address needs and accessibility concerns

Monitoring Responsibility: dean; department heads; technology committee
V. Internal and External Communities' Involvement Focus Area

**Rationale:** There has never been a time when the importance of strong connections between institutes of higher learning and the communities they serve has been greater. The College of Education recognizes the centrality of maintaining effective relations with the various agencies and people it serves through its quality graduates. Building and maintaining community and professional partnerships based upon common values and purposes requires multiple forms of continuous involvement founded in shared goals. To that end, the following two community involvement goals and their concomitant objectives, strategies, and outcomes have been articulated. [Note: Alignment with the University’s goals and objectives and College of Education’s overriding goals are cited in brackets.]

**Goal V.1:** To strengthen current working relationships and development of new partnerships within as well as beyond the college and the university campuses

[Alignment: University - Goal Three; College – Goals 6, 8, 11]

**Objective V.1.1:** To increase College of Education partnerships with P-16 schools, businesses, and other agencies

[University alignment: Objective 3.2]

**Strategy V.1.1.1:** Continue to host bi-monthly meetings of the regional school district superintendent’s association

**Strategy V.1.1.2:** Conduct needs and interest assessment for additional partnerships with local school systems

**Strategy V.1.1.3:** Implement at least three professional development and/or formal partnerships in schools by June 2004

**Strategy V.1.1.4:** Expand the Teacher Cadet program to at least two local high schools by June 2003

**Strategy V.1.1.5:** Match research needs of local agencies with research interests of faculty and graduate students

**Strategy V.1.1.6:** Include meaningful involvement in P-12 schools in the annual goals and evaluations of faculty, staff, and administrators

**Strategy V.1.1.7:** Establish an advisory body for programs with widespread representation from within and outside the College
**Strategy V.1.1.8:** Continue to host quarterly PK-16 Council meetings.

**Intended Outcomes:** Current measure: continue current strategies and plan to implement others

Two Years (2004): all above strategies in place

Five Years (2007): monitor strategies for results

**Monitoring Responsibility:** dean; departments heads; faculty and staff

**Objective V.1.2:** To increase collaborative initiatives with Grambling State University [University alignment: Objectives 3.2, 3.3]

**Strategy V.1.2.1:** Reconstitute the Interinstitutional Liaison Council (ILC) and hold at least two Council meetings per year

**Strategy V.1.2.2:** Identify collaborative annual goals of the ILC.

**Intended Outcomes:** Current measure: continue work of ILC

Two Years (2004): monitor for effectiveness

Five Years (2007): monitor effectiveness

**Monitoring Responsibility:** dean

**Objective V.1.3:** To provide services through Sci-TEC to at least 15,000 learners per calendar year [University alignment: Objectives 2.1, 3.2, and 3.3]

**Strategy V.1.3.1:** Secure funds for state-of-the-art renovations of the Planetarium and for the acquisition of appropriate computer software

**Strategy V.1.3.2:** Develop and distribute promotional brochures to market Sci-TEC programs

**Strategy V.1.3.3:** Continue linkages with the local chamber of commerce and businesses to develop funding sources and to market Sci-TEC programs
**Intended Outcomes:**

- **Current measure:** 10,000 users
- **Year Two (2004):** 15,000 users
- **Year Five (2007):** 15,000 users

**Monitoring Responsibility:** dean; director of Idea Place/Planetarium

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**Goal V.2:**

To secure permanent approval from the Louisiana Board of Regents for the Professional Development and Research Institute on Blindness (PDRIB)  
*Alignment: University – Goals Two and Three; College – Goals 6, 11*

**Objective V.2.1:** To increase external funding for PDRIB by $100,000.00  
*University alignment: Objective, 2.1, 2.3*

**Strategy V.2.1.1:** Identify potential funding sources for PDRIB

**Strategy V.2.1.2:** Develop at least two proposals per year for external support

**Intended Outcomes:**

- **Current measure:** $500,000
- **Year Two (2004):** + $50,000
- **Year Five (2007):** + $100,000

**Monitoring Responsibility:** Director of PDRIB; dean

**Objective V.2.2:** To expand the professional development component of PDRIB  
*University alignment: Objectives 2.1 and 2.3*

**Strategy V.2.2.1:** Identify professional programs which may be implemented through PDRIB (e.g., rehabilitation counseling, early intervention, teaching visually impaired)

**Strategy V.2.2.2:** Create appropriate letters of intent and program proposals for submittal to governing bodies

**Strategy V.2.2.3:** Implement at least one professional development conference per year on issues of blindness and teaching and learning
Intended Outcomes: Current measure: initiate assessment of current professional development involvement
Year Two (2004): to be determined by assessment
Year Five (2007): to be determined by assessment

Monitoring Responsibility: Director of PDRIB, dean

Objective V.2.3: To expand the research initiatives of PDRIB
[University Alignment: Objectives 2.4 and 3.2]

Strategy V.2.3.1: Identify a research and grant agenda for PDRIB

Strategy V.2.3.2: Utilize existing resources to support approved research on a competitive basis

Strategy V.2.3.3: Disseminate research results at local, state, and national levels

Intended Outcomes: Current measure: initiate assessment of current research initiatives
Year Two (2004): to be determined by assessment
Year Five (2007): to be determined by assessment

Monitoring Responsibility: Director of PDRIB, Coordinator of PDRIB Research, Coordinator of PDRIB Professional Development, dean
APPENDIX A

College of Education

The S.T.A.R. Professional Model