COLLEGE OF LIBERAL ARTS

STRATEGIC PLAN

The Strategic Plan of the College of Liberal Arts is intended to fulfill the following Missions:

Mission Statement of the College of Liberal Arts

As part of Louisiana Tech University, the College of Liberal Arts is committed to the University=s dedication to quality in teaching, in research and creative activity, and in public service. First and foremost, the College of Liberal Arts seeks to support the mission of Louisiana Tech University in maintaining a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. . . . a faculty that will through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Missions of Liberal Arts Academic Areas

Through their studies, students in the College of Liberal Arts become acquainted with many areas of intellectual interest and acquire a thorough knowledge of a specific field through the courses in their major field. This liberal arts education prepares students for business and professional careers as well as providing the basis for a richer and better life. To bring about these ends, The College of Liberal Arts serves both its own majors and the University community in the following ways:

- Liberal Arts offers courses in such areas as English, history, foreign languages, the arts, and social sciences which are required in many of the curricula at Louisiana Tech University;
Liberal Arts provides traditional humanities and arts courses for students desiring minor fields of study, for non-traditional students who may or may not seek a degree, and for any other student interested in learning about various areas of liberal arts;

Liberal Arts provides pre-professional training for those students who intend to study law and speech-language pathology or audiology;

Liberal Arts assists in the preparation of prospective teachers who desire to major in such subjects as art, English, foreign languages, music, social science, and speech;

Liberal Arts provides specialized training for vocations in such fields as architecture, aviation, graphic design, interior design, journalism, music, and theatre; and

Liberal Arts provides graduate training leading toward various graduate degrees.

The Strategic Plan for the College of Liberal Arts encompasses the following areas:

1. Assessment Activities
2. Faculty Development
3. Technology
4. Funding
5. Facilities

These areas are discussed below in detail.

Assessment

Continuous Assessment will be carried out in each academic unit of the College of Liberal Arts in three forms:

1. SACS Unit-level Assessment:

SACS assessment will be done on a yearly cycle by every academic unit in the College, with goals being set in the fall of each year from the results collected from the previous year’s spring assessment of the academic unit. This assessment determines strengths and areas needing attention in the unit from results of such assessment tools as major field achievement tests, graduating student interviews, portfolios, and various other appropriate assessment tools, as determined by each academic unit.

2. Accreditation Assessments:

Professional-area assessments will be done on a cyclical basis, depending on the particular unit’s accrediting body. These assessments are given the highest
priority both by the unit and by the University, as accreditations must be
maintained for the viability of the particular major. These assessments are done
in addition to the yearly SACS assessments. The units having outside
accreditation are Art, Architecture, Interior Design, Performing Arts (Music),
Professional Aviation, and Speech Pathology and Audiology.

3. Non-Accredited Unit Assessments:

Academic units in the College which do not have outside accrediting agencies will
assess themselves, using the approved University-wide guidelines for Program
Review (included as Attachment One). These units include English, History,
Sociology, Foreign Languages, Journalism, Speech Communication, Geography,
Political Science, and Theatre. This review will be done every 5 years; the
resulting unit reports will be reviewed by the University Assessment Committee.

Faculty Development

The College of Liberal Arts will ensure that the academic faculty are well prepared for
their duties at Louisiana Tech University. The College will use the following
methodologies to achieve this end:

1. Yearly Assessment by the Unit Head:

Each year, each faculty member is reviewed, in writing, by that faculty member=s
unit head. This review, completed in the spring, examines the faculty member=s
teaching evaluations, research accomplishments, and service activities as well as
the faculty member=s plans in these areas for the upcoming year. As there is a
great deal of variance in different faculty members= teaching areas, research
interests, and service to the profession and to the university, this annual review
allows the unit head to individualize the expectations of each faculty member and
allows the unit head and faculty member to consult on areas needing attention.
This review is also used to clarify tenure expectations of those faculty on tenure
track and promotion expectations for faculty working toward promotion.

2. Participation in Faculty Development Activities:

The College will continue to expect each faculty member to participate in
University, College, and unit sponsored faculty development activities. These
activities include

$ participating in events, discussions, and presentations sponsored by the
  Center for Faculty Excellence;
$ applying for summer research and instructional innovation grants;
participating in professional conferences and meetings, with emphasis on presentation of research results at those events; participating in unit-level development events, such as presentations and workshops by invited speakers; participating in College-level events, such as the annual Academic Excellence Activities; participating in University-level organizations such as University committees and the University Senate; and participating in College and unit-level organization and committees such as grade appeal committees, assessment committees, and textbook and curriculum committees.

This participation will be part of each faculty member’s record and will be discussed at the unit head’s annual spring evaluation of the faculty member. In this way, each faculty member will be able to progress from year-to-year in development.

Technology

The College of Liberal Arts will continue to assess its present technology and future technology needs to ensure that it makes use of the most current hardware and software in its teaching and that up-to-date technology is available to its faculty and staff. To do so, the College will focus on these areas:

1. Classroom Hardware and Software Needs:

The University is in the process of upgrading classrooms available to Liberal Arts through the installation of Asmart® classroom equipment. The College and individual units will ensure that their faculty are trained in the use of this equipment, either by unit-level training or training done by the Center for Instructional Technology and Distance Learning. In addition, the faculty will be encouraged to apply for various grants to be used to upgrade present computer facilities and to acquire new hardware and software for classes and labs and for carrying out individual research projects. Such funding sources are discussed later in this Strategic Plan.

2. Distance and Electronic Learning:

The College will encourage all faculty to use the Blackboard system to make their classroom materials more widely and easily available to students. Faculty in all academic units will be encouraged to develop courses that can be taught over the WorldWide Web, thus increasing Tech’s outreach. And, faculty in all units will be encouraged to teach appropriate and needed courses by compressed video. At some time in the future, with the combination of the fast internet, Asmart® classrooms, and enhanced technology, it may be possible that all faculty would be
able to simultaneously teach classes in the classroom that are also available to internet users at a distance. The College will try to ensure that its faculty are technologically trained for that future teaching situation.

**Funding**

Funding sources for the College of Liberal Arts come both from within the University and from outside sources. The Dean and the unit heads have been and will be diligent in their efforts to give their faculty and staff the best compensation available for their efforts. Additionally, the Dean and the unit heads will keep themselves apprized of current salary levels in each academic field in the region and try to meet or even exceed those levels when hiring new faculty, to ensure that the best possible faculty are employed. These same administrators in the College will also try to ensure that sufficient funds are available to faculty for research, travel, and for technology and equipment. And, they will work to be sure that support staff are funded well. In addition to these internal administrative strategies, the College of Liberal Arts will pursue the following areas in an effort to ensure sufficient funding:

1. **External Funding from Contributions:**

   The College will work with its fund-raising representative, Ms. Jennifer Riley, as well as with the staff of University Advancement to maximize alumni contributions to the College. These funds will be used to fund scholarships and individual projects and needs within the College.

2. **External Funding from Granting Organizations:**

   The College will encourage its faculty to submit proposals to appropriate funding organizations to gain the funds necessary for high-ticket items such as computer labs, replacement of outdated technology, and for on-campus activities such as conferences and speakers. The Board of Regents Support Fund Enhancement grants have been a particularly valuable source of funding for Liberal Arts, and faculty will be encouraged to continue the submission of proposals to that source. Other funding sources for Liberal Arts areas are the Louisiana Endowment for the Arts and the Louisiana Endowment for the Humanities. Some areas, such as Art and Architecture, have private organization funding sources available for funds through proposals.

3. **Internal Funding:**

   Faculty will be encouraged to apply for funding from the following University sources, all of which have granted funds to Liberal Arts:
$ The Student Technology Fee Board $ The Student Technology Fee Board, 3 or 4 times per year, accepts proposals for technology that is accessible and useful to students, particularly in classrooms and labs. Funds from this Board have been helpful in acquiring and updating technology in the College and have also been used as matching funds for Board of Regents Enhancement proposals. All Liberal Arts areas will be encouraged to write proposals to this Board for student-used hardware and software.

$ Graduate School Summer Research Grants $ The Graduate School offers competitive seed grants of up to $1000 to faculty who successfully propose research projects to be largely carried out during the summer. Liberal Arts faculty have been successful in securing these funds and will be encouraged each spring to apply for them.

$ Instructional Innovation Grants $ These grants are generally used to fund faculty who during the summer want to develop a distance learning course. The funding may be for software, hardware, or other necessary items to be used in developing these courses. Liberal Arts faculty have been successful in applying for these grants and will be encouraged each spring to apply for them.

Facilities

A broader area to be attended to in the future is facilities, encompassing the broader areas of campus space and buildings. Each unit head will continue to make his or her classroom and space needs known to the Dean of the College, who will make them known to the appropriate University officials. These needs may vary, from needing office space for a new faculty member to needing a new building for an academic area. The University has been generous in expanding and upgrading the facilities available to Liberal Arts. Examples are Davison Hall for Professional Aviation and general classroom use, the Visual Arts Center, the rebuilt Hale Hall to house Architecture, refurbishments made to the Howard Center, the new Aviation building at the Ruston Airport, and new shop facilities for Architecture.

In the future, the Dean will continue to consult with unit heads and University officials to determine space and facility needs and will prioritize them to ensure that the most needy area is given the higher priority.
Program self-assessment is conducted regularly for many programs as part of the accreditation process and guided by specific guidelines from a disciplinary accreditation agency. For academic programs at Louisiana Tech University for which no accreditation agency provides guidelines, the following program evaluation documentation and review is required. A self-assessment study will be prepared by the unit head and the program faculty. The contents of the study are described below. The self-assessment study will be required for these programs every five years.

This study will be reviewed by the University Assessment Committee. The Assessment Committee will provide recommendations to the program and to the University regarding the assessment process, program goals, learning outcomes, curriculum, faculty, and resources.

The review of your program(s) should consist of a narrative report which:

1. describes all of the graduate and undergraduate degree programs offered,
2. analyzes their strengths and weaknesses, and
3. proposes actions to improve the programs.
This narrative should be a brief self-examination of the degree programs offered, but not of the department as a whole. Detailed information should be placed in appendices. The body of the report should be 20 to 40 pages plus appendices.

**The completed report is due May 15, 2003.** Please submit 12 copies of your report to your Dean’s office who will forward copies to the Office of Academic Affairs.

I. **Relationship of the Academic Unit to the College and University Mission**

Evaluate the program’s contributions to the College and to the University. Tie the program to the College and University missions. Here is the University Mission Statement:

**MISSION**

*Louisiana Tech University*

Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; Louisiana Tech offers master’s degrees in a variety of areas and doctoral programs in areas of specified expertise.

Louisiana Tech maintains, as its highest priority, the education of its students. To that end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides, in a challenging, yet safe and supportive environment, extra-curricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business and civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who see research and teaching as intertwined and complementary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University understands its community and civic obligations. Through on-campus learning, through its off-campus presence, through outreach programs and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

As a university with a rich engineering heritage, Louisiana Tech has a special responsibility to integrate advanced technology into teaching and learning. At Tech, advanced technology supports quality teaching, research, administration, and service. The University is committed to providing its students with the advanced technological skills that will help to ensure their success both in the internal environment of the University and in the wider surrounding community.

In this section, include the following information:
1. Give the College mission statement, tying it to the above University Mission Statement.

2. Give the mission of your unit, tying it to both the University mission statement and the College mission statement.

II. Relationship to Other Programs

1. Describe the links between this program and others within the department, the college and the university. Include such issues as shared requirements, interdisciplinary activities, and so on.

2. Discuss the relationship between your unit and other units which may require courses from your unit for instance, for minors and for content course for teacher training.

3. Discuss the extent to which students from other disciplines take courses in your field to satisfy GER requirements and how you think these courses are suitable for that purpose.

III. Student Demographics

For each academic program you offer, describe the students in the program.

1. Describe the quality of their academic preparation for the degree.

2. What is the student demand for the program?

3. How is the information on students made available to faculty and used in planning the curriculum?

4. Provide five-year enrollment and graduation figures.

IV. Program Goals and Curriculum
1. List the goals, expectations, or desired learning outcomes of the program, telling what students are expected to know and what skills they are expected to demonstrate. For reference, Expected Outcomes for All Tech Graduates are included on the Curricula Effectiveness Survey as part of Appendix A.

2. Describe how the above goals are communicated to faculty and students. Indicate how faculty are involved in the development of these outcomes and how these outcomes are communicated to faculty and students through courses, presentations, organizations, etc. If external stakeholders are involved in the development process, please describe.

3. For each academic program you offer, explain how the curriculum reflects program goals. In your description, focus on the structure of the curriculum, which may include the following items:

   $\$ Explain how the major is organized: Are there core courses that all majors take? Does the curriculum have options within it?

   $\$ Explain how major-area courses at various levels (freshman, sophomore, junior, and senior) are designed to build on each other and how the content and difficulty of the courses differs at the four levels. If there are prerequisites for courses, explain the rationale for those prerequisites.

   $\$ Explain the extent to which students in the program share learning experiences in their major fields. Explain how the program is designed to allow or enable the students to learn together.

   $\$ Explain which courses in the major that are designed specifically to address writing skills and knowledge of technology.

   $\$ Does the curriculum have a culminating experience such as a capstone course, comprehensive exam, research project, or dissertation? If so, what is the content and focus?

IV. Documentation

1. Describe the process used to regularly monitor and assess the quality of the program relative to the overall goals of the program and the learning outcomes. Identify the stakeholders and how and when they are consulted.

2. Present evidence of the extent to which the curriculum/program/major field goals are being met. List the sources of evidence, both quantitative and qualitative. Suggested measures for evaluating academic programs include the following: (NOTE: All may not be applicable to your academic unit):
N senior projects or theses for undergraduate programs,
N standardized tests,
N comprehensive oral and written examinations,
N analyses of theses,
N portfolios,
N completion rates,
N graduate school attendance rates,
N external review of theses/dissertations,
N annual review of student progress, especially for graduate students,
N exit interviews and graduating surveys,
N external awards and accomplishments and competitions,
N student satisfaction levels,
N job placement rates,
N evaluations by employers,
N follow-up studies of alumni,
N assessment reports or minutes from advisory boards or other external review agencies such as previous SACS Assessments.

3. Critically analyze/review information and data collected about the curriculum. Identify strengths, weaknesses, and opportunities for this curriculum. Report strengths, weaknesses and opportunities identified. Present your analysis of this data in the text; include the specific evidence in the Appendix.

VI. Prior Assessment and Development of the Program

1. Describe how assessment results have been used in the recent past to improve the program goals, learning outcomes, curriculum, faculty, or resources.

2. Report the implications of the findings, particularly as they relate to needed changes in the curriculum.

3. Describe how you will use the information you have collected and analyzed, outlining changes to be made based on the evidence collected; such changes might include developing new courses, deleting courses, adding special topics, etc.

4. If your academic unit teaches courses used to satisfy the General Education Requirements at Louisiana Tech University, describe in adequate detail the measures your unit and/or the University are using to evaluate the skills and knowledge added by these courses. **For this purpose, use Appendix B, Assessment of General Education Requirement Courses.**
VII. Faculty

The intent of this section is to tie faculty to unit goals and discuss means of maintaining faculty expertise and quality.

1. List the major subject subdivisions in your program, listing the faculty who teach in those areas.

For each faculty member listed above

$\quad$ Indicate if faculty member is full time or part time

$\quad$ List the highest degree attained, the name of the university awarding the degree, and the field in which the degree was awarded.

$\quad$ If the faculty member teaching undergraduate courses does not have a masters degree with 18 graduate semester hours in the teaching field, briefly describe outstanding professional experience and demonstrated contributions to the teaching discipline.

2. Describe the mechanisms used in your unit to ensure that each faculty member is providing quality instruction for all classes assigned. (Faculty and Staff Handbook). Such mechanisms would include unit level seminars and meetings devoted to teaching and curriculum development, attending faculty development activities presented by the Center for Faculty Excellence, attending subject area conferences, attending conferences and workshops focused on teaching, and competing for Summer Research Grants and Instructional Innovation Grants.

VIII. Faculty/Student Contact

1. Describe any activities which promote student-faculty interaction, such as organizations, formal meetings, and informal counseling and other contacts.

2. If faculty serve as advisors, describe how faculty are trained to be advisors in the program. If not, describe how advising occurs in the unit.

IX. Facilities and Support

1. Identify the facilities (classroom, laboratory, studio) and equipment available to the program.

2. Report all financial support for the program, including operating funds, travel funds, equipment funds, support from student fees, funds for assistantships and
fellowships, funds for student workers, and grant/gift income. Provide a three-year summary and a projection for the coming year:

\[
\begin{align*}
\$ & \quad 2000-2001 \\
\$ & \quad 2001-2002 \\
\$ & \quad 2002-2003 \\
\$ & \quad 2003-2004 \text{ (projection)}
\end{align*}
\]

X. **Program Strengths and Weaknesses**

Considering all of the above sections on students, program goals and organization, and faculty expertise, assess the program strengths and weaknesses.

1. Identify areas of particular strength in program make-up, students, and faculty. Refer to information documented in this report.

2. Identify areas that need improvement, again with specific reference to information given/documentated in this report.

XI. **Future Actions to Improve the Program**

Project any contemplated changes over the next two years to improve the program. Any changes should be those which can be achieved by the present or realistically-projected additional resources; any improvement dependent on additional resources should have those resources fully explained. Such resources might include increased enrollment, realistic changes in faculty, expanded budgets, higher admission standards, university recruiting changes, and grants or other outside funding that might be received.

This section should be grounded on the analysis in the earlier sections of this document.
Appendix A

Expected Outcomes for All Tech Graduates

This inventory of skills expected to be taught in university courses was compiled by the Curricula Effectiveness Council and approved by the Council of Academic Deans and Administrative and Planning Council. GER courses were surveyed in 1998 to determine the extent to which skills/outcomes were addressed. This survey instrument may be used in individual classes for assessment of achievement of expected skills/outcomes.

A copy of the Curricula Effectiveness Survey (noting Expected Outcomes) is attached.
Appendix B

Assessment of General Education Requirement Courses

The Board of Regents lists the following skills to be developed through the GER courses:

- to communicate effectively in oral and written English;
- to read with comprehension;
- to reason abstractly and think critically;
- to understand numerical data and statistics;
- to understand the scientific method;
- to be familiar with key technological applications of the basic sciences;
- to learn independently;
- to recognize and appreciate cultural diversity;
- to understand the nature and value of the fine and performing arts;
- to develop a personal value system while retaining a tolerance for those of others; and
- to understand the American political and economic system.

From that list, the Regents generated specific area requirements. From those area requirements, Louisiana developed its own version of the GER and the areas/courses to be used to satisfy those requirements:
<table>
<thead>
<tr>
<th>Board of Regents' Minimum</th>
<th>Louisiana Tech University 2001-2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English -- 6 hours</strong></td>
<td><strong>English -- 6 hours</strong></td>
</tr>
<tr>
<td>6 hours composition</td>
<td>6 hours composition</td>
</tr>
<tr>
<td><strong>Mathematics -- 6 hours, beginning at a level no lower than college algebra</strong></td>
<td><strong>Mathematics -- 6 hours</strong></td>
</tr>
<tr>
<td></td>
<td>101 or above + 3 hours</td>
</tr>
<tr>
<td><strong>Natural Sciences -- 9 hours</strong></td>
<td><strong>Natural Sciences -- 9 hours</strong></td>
</tr>
<tr>
<td>Must include both physical and biological sciences with at least 6 hours from a two-quarter sequence</td>
<td></td>
</tr>
<tr>
<td><strong>Physical:</strong> <strong>Chemistry</strong></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
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<tr>
<td>Geology</td>
<td></td>
</tr>
<tr>
<td><strong>Biological:</strong> <strong>Biological Sciences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Arts -- 3 hours</strong></td>
<td><strong>Arts -- 3 hours</strong></td>
</tr>
<tr>
<td>Art 290: Art Appreciation</td>
<td>Music 290: Music Appreciation</td>
</tr>
<tr>
<td>Speech 290: Theatre Appreciation</td>
<td>HPE 280: Dance Appreciation</td>
</tr>
<tr>
<td><strong>Humanities -- 9 hours (3 at sophomore or above)</strong></td>
<td><strong>Humanities -- 12 hours</strong></td>
</tr>
<tr>
<td></td>
<td>History ** B any 3 hours</td>
</tr>
<tr>
<td></td>
<td>Literature ** B any 3 hour literature class</td>
</tr>
<tr>
<td></td>
<td>Speech Communication **</td>
</tr>
<tr>
<td></td>
<td>** Minimum of three hours required from each of these 3 areas</td>
</tr>
<tr>
<td><strong>Three hours</strong> at the sophomore level or above from one of the following areas:</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages ** B 200 level or above</td>
<td>Philosophy ** B any course</td>
</tr>
<tr>
<td>English ** B 200 level or above</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies -- 6 hours</strong></td>
<td><strong>Social Sciences -- 9 hours</strong></td>
</tr>
<tr>
<td>From a minimum of 2 disciplines:</td>
<td>Anthropology, Economics, Geography, Political Science, Psychology, Sociology</td>
</tr>
<tr>
<td><strong>Computer Literacy -- Requirements to be determined by each institution</strong></td>
<td><strong>Computer Literacy</strong> -- Curriculum chosen by the student must provide basic instruction in and/or use of computer technology.</td>
</tr>
<tr>
<td><strong>Total Hours: 39</strong></td>
<td><strong>Total Hours: 45</strong></td>
</tr>
</tbody>
</table>
The Southern Association of Colleges and Schools (SACS) now requires that General Education courses be specifically evaluated as part of the SACS re-accreditation process. To satisfy this requirement, please submit the following information:

1. Give the Mission Statement for your academic unit, which must include a statement about the unit=s teaching of GER courses.

2. List the courses in your academic unit that are typically used to satisfy a Louisiana Tech University GER requirement.

3. For these courses, individually or in groups (if they are used to satisfy the same GER requirement), list the Expected Outcomes, those skills the course is to develop. For those skills, use the Regents= list in Appendix B.

4. For these courses, tell how your academic unit determines that those skills are being taught in the courses (such items as syllabi that list Expected Outcomes and Catalog course descriptions).

5. For these courses, tell how your academic unit internally documents that these skills have been transmitted to the student (such evaluation methods as standardized tests, written essays, final portfolios, oral presentations, research papers, and other teacher and peer assessments methods, as would apply).

6. For these courses, tell how your academic unit externally documents that these skills have been transmitted to the student (such evaluation methods such as feedback from other academic units, standardized university-level testing, outside reviewers or other assessments methods, as would apply).

7. Tell how the assessment results discussed in #5 and #6 are used in the annual academic unit plan to improve the GER courses taught in the unit (such possible improvements as changes in course content, textbooks, etc.).