

College of Liberal Arts

Introduction

The College of Liberal Arts (CoLA) has as its main purpose the implementation of the basic university purpose. Specifically, the departments of the CoLA provide specialized training in a large number of distinct academic and professional fields. In addition, the departments within CoLA offer a broad spectrum of service courses to the other curricula of the University. The CoLA includes the following departments: English and Foreign Languages, History, Mass Communication, Performing Arts, Social Sciences, and Visual Arts. Departments within the CoLA offer associate, baccalaureate, and specific graduate curricula.

Performance Objective 1 Engage in collaborative ventures and campus and community activities which enhance economic development, cultural and artistic growth, and or educational experiences for the SWLA region and beyond.

1 Assessment and Benchmark

Benchmark: 70% of College of Liberal Arts faculty will engage in at least one collaborative/service activity during the evaluation period of the concluding academic year.

Prior to 2016-2017, the benchmark was that 60% of College of Liberal Arts faculty will engage in at least one collaborative/service activity during the evaluation period of the concluding academic year.

1.1 Data

Academic Year	Assessment Data
2013-2014	79%
2014-2015	83%
2015-2016	81%
2016-2017	79%
2017-2018	64%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Note that level of achievement was raised in the 2017 report to 70%. College of Liberal Arts faculty consistently surpassed the previous level of 60%. Maintain current levels of activity while encouraging faculty to take advantage of appropriate opportunities when they arise.

2017-2018

This benchmark might be lower because productivity in P.O. #3 has risen significantly. This P.O.#1 is important, and for the next cycle, we may need to outline in some sort of tiered fashion the type of community outreach being conducted. Keep current benchmark of 70%.

Performance Objective 2 Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.

1 Assessment and Benchmark

Benchmark: 100% of faculty will be in compliance with the requirements of the credential portfolios (transcripts, certifications, resumes, etc.), maintained in the Office of Academic Affairs, during the evaluation period of the concluding academic year.

1.1 Data

Academic Year	Faculty Compliance
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2017-2018	100%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of compliance.

2017-2018:

Delete this assessment. This level is usually maintained. Any missing documentation is gathered quickly.

2 Assessment and Benchmark

Benchmark: 100% of department heads will monitor SEI results plus all other factors as required in their specific APR guidelines and will report these to the dean on an annual basis. The reports will be oral and will occur during the dean's

briefing of each department head on their personal APR.

2.1 Data

Academic Year	Faculty Compliance
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2017-2018	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of compliance.

2017-2018:

College of Liberal Arts did meet this benchmark.

Delete this assessment. Any changes to assessment will take place between department heads and their faculty.

Such discussions with the dean will be on an on-going basis.

3 Assessment and Benchmark

Benchmark: 60% of faculty/teaching staff (excluding Graduate Assistants) will be at or above the university average for SEI scores during the evaluation period of the concluding academic year.

3.1 Data

Academic Year	Faculty/Teaching Staff compliance (excluding Graduate Assistants)
2013-2014	73.4%
2014-2015	73%
2015-2016	70%
2016-2017	71%
2017-2018	61%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of quality but encourage improvement whenever possible.

2017-2018:

While College of Liberal Arts achieved this benchmark, there is a noticeable drop in the percentage of faculty reaching the benchmark. The drop comes from English and Foreign Languages, where even seasoned professors did not make the benchmark. As we continue to use the present SEI, a discussion with English and Foreign Languages faculty is planned for the beginning of fall 2018 regarding their collective scores.

Performance Objective 3 Demonstrate commitment to research as well as creative and scholarly activity.

1 Assessment and Benchmark

Benchmark: 75% of faculty will engage in scholarly and/or creative activities during the evaluation period. Scholarly and creative productivity is monitored by maintaining a tabulation of publications (including music compositions, documentaries, etc.) according to tiers; grants funded; art shows; music performances; prose/poetry readings; papers read at conferences; and "others".

1.1 Data

Academic Year	Faculty engaged in scholarly and/or creative activities

	#	%
2013-2014	63/85	74%
2014-2015	65/84	77%
2015-2016	64/83	77%
2016-2017	66/84	79%
2017-2018	57/85	67%

Academic Year	Type of Activity	# of activities
2013-2014	Tier 1 Publications	20
	Tier 2 Publications	63
	Tier 3 Publications	104
	Grants Funded	19
	Papers Read	38
	Music Performances	261
	Other	143
2014-2015	Tier 1 Publications	20
	Tier 2 Publications	60
	Tier 3 Publications	116
	Grants Funded	21
	Papers Read	60
	Music Performances	235
	Other	53
2015-2016	Tier 1 Publications	11
	Tier 2 Publications	39
	Tier 3 Publications	94
	Grants Funded	10
	Music Performances	278
	Papers Read	64
	Other	172
2016-2017	Tier 1 Publications	10
	Tier 2 Publications	53
	Tier 3 Publications	48
	Grants Funded	4
	Papers Read	30
	Music Performances	232
	Other	114
2017-2018	Tier 1 Publications	18
	Tier 2 Publications	87
	Tier 3 Publications	83
	Grants funded	17
	Papers Read	33
	Music Performances	496

	Other	93
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1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of productivity but encourage improvement whenever possible. Merit raises have not occurred in eight years; it is possible that there has been an erosion of morale.

2017-2018:

There is a significant rise in almost every category of productivity when compared to the last two cycles. Keep this assessment. Discuss with department heads ideal numbers for each category and detail those numbers in the next cycle.

2 Assessment and Benchmark

Benchmark: College of Liberal Arts faculty will receive at least 50% of promotions sought, if eligible applicants apply.

2.1 Data

Academic Year	Promotions granted/sought	
	#	%
2013-2014	3/3*	100%
2014-2015	0/0	N/A
2015-2016	1/1	100%
2016-2017	1/1	100%
2017-2018	3/3	100%

*Three applied for Associate Professor rank (two of these were also accompanied by tenure requests), all three were successful.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of success.

2017-2018:

Delete this assessment. Promotions are no longer based, in part, on the number (percentage) of promotions available at a given rank.

3 Assessment and Benchmark

Benchmark: 10 awards will be given to faculty for scholarly and/or creative activity during the evaluation period of the concluding academic year.

3.1 Data

Academic Year	# of awards given to faculty for scholarly/creative activity
2013-2014	23
2014-2015	20
2015-2016	18
2016-2017	16
2017-2018	23

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of achievement but encourage improvement whenever possible.

2017-2018:

Delete this assessment. Future assessments will focus on community involvement, teaching excellence, and scholarly

activity.

Performance Objective 4 Utilize resources efficiently and effectively to support the university mission.

1 Assessment and Benchmark

Benchmark: College of Liberal Arts Technology Committee will meet at least two times each year to plan strategically for technology needs. This will include planning for applications for Community Support Funds, for requests for TASC support, and any other financial support applicable (e.g. Drew Funds, state enhancement funds, etc.).

1.1 Data

Academic Year	# of Technology Meetings
2013-2014	4
2014-2015	2
2015-2016	2
2016-2017	2
2017-2018	4

Academic Year	Source of Funding	Use of Funds	Amount Received
2013-2014	Community Support Funds		\$0
	TASC Funds		\$48,000
	TASC "Big Ticket" Funds	Band instruments, art equipment (brayers, vacuum tables, printer)	\$100,585
	Pending TASC "Big Ticket" Funds	Smart classroom technology for Kaufman Hall	\$57,000
	LESQF Grant	Creation of foreign languages lab in Kaufman Hall	\$49,155
2014-2015	Community Support Funds		\$0
	TASC Funds		\$50,000
	TASC "Big Ticket" Funds	Smart classrooms for Kaufman Hall, band instruments, sound equipment, and playmaker software	\$63,900
	Campus Development Committee	Mobile ventilation units for art	\$9,750
	LESQF Grant	Creations of foreign languages lab in Kaufman Hall	\$49,155
2015-2016	Community Support Funds		\$0
	TASC Funds		\$49,661
	VPAA/Provost Funds	Two smart classrooms for Kaufman Hall	\$31,884
	LESQF Grant	Complete replacement for MCOM labs	\$100,400
2016-2017	Community Support Funds		\$0
	TASC Funds		\$45,425
	TASC "Big Ticket" Funds		\$42,516
2017-2018	Community Support Funds		\$0
	TASC Funds		\$44,081.71
	TASC "Big Ticket" Funds	Computer equipment for graphic design lab	\$65,000

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain levels of funding success but encourage improvement whenever possible.

2017-2018:

TASC funds remain a critical source of funding for College of Liberal Arts. The current College of Liberal Arts committee that makes decisions on TASC funds reserved for the college does so in an equitable manner between the departments. Continue to report on funding received, but recognize that year to year, in particular, the "big ticket" proposals, may go to another college in equitable fashion.

Performance Objective 5 Monitor closely all personnel, instructional, and program/curricular issues with the purpose of making adjustments to assure academic excellence and relevance.

1 Assessment and Benchmark

Benchmark: 100% of College of Liberal Arts department heads will be required to update the dean on their specific program progress reports. The dean will hold private meetings with each department head to discuss all curricular, classroom technology, personnel, and teaching issues. This will be done as part of the formal Annual Performance Review. Any issues raised will be fully discussed and documented (on the Department Head APR Checklist) as part of this process. Follow-up discussions will be held as needed.

1.1 Data

2016-2017:

100% compliance. All meetings were held in May 2017. The dean reviewed College of Liberal Arts success in reaccreditation efforts and thanked department heads for their roles.

2017-2018:

All meetings took place as scheduled (during the APR process).

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain this level of compliance. Continue dialog to seek ways to expand curricula.

2017-2018:

Delete this assessment. College of Liberal Arts dean can make suggestions via Xitracs online.