College of Liberal Arts

#8 Plan cycle - 8
Plan cycle 2022/2023
7/1/22 - 6/30/23

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, Interdisciplinary Studies, 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: 50% 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 2022-2023, the benchmark was that 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.

1.1 Data

Academic Year	Faculty participating in at least one activity	
	#	%
2013-2014	—	79%
2014-2015	—	83%
2015-2016	—	81%
2016-2017	—	79%
2017-2018	—	64%
2018-2019	—	65%
2019-2020	45/85	51%
2020-2021	18/85	21%
2021-2022	30/85	35%
2022-2023	64/81	79%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Essentially no change from last year. Department heads will communicate the importance of service to our community and re-evaluate in December 2019.

2019-2020:
Activity was for the most part, halted by March 2020, due to COVID.

2020-2021:
Practically, all activity and conference attendance was halted due to COVID.

2021-2022:
Improving as we emerged from two hurricanes and COVID. Will discuss with faculty to connect with community as this will align with future, university goals. We will lower the benchmark to 50% to set a reasonable benchmark at this time.

2022-2023:
We far exceeded our 50% benchmark. In addition to encouraging to engage with our communities, we were also aided by improving conditions "on the ground", such as our continued emergence from COVID, as well as ongoing recovery from our past, four natural disasters. We will set our benchmark for 2023-2024 to 80% faculty.

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

1 Assessment and Benchmark

Benchmark: 80% of faculty (excluding graduate assistants) will be at or above the University average for SEI scores during the evaluation period of the concluding academic year.

Prior to 2022-2023, the benchmark was: 60% of faculty (excluding graduate assistants) will be at or above the University average for SEI scores during the evaluation period of the concluding academic year.

1.1 Data

Academic Year	Faculty meeting or exceeding University SEI average	
	#	%
2013-2014	—	73.4%
2014-2015	—	73%
2015-2016	—	70%
2016-2017	—	71%
2017-2018	—	61%
2018-2019	—	76%
2019-2020	—	—
2020-2021	—	—
2021-2022	—	80%
2022-2023	64/81	79%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Much better and above benchmark. Keep in mind that HIST and ENFL see a broad array of students. Of concern is SOSC and this has been communicated to the faculty from the department head. SOSC will closely examine progress in December 2019.

2019-2020:

2020-2021:

2021-2022:
University SEI average is higher than normal. Move our benchmark to 80%.

2022-2023:
Keep our benchmark at 80%. Plan for continuous improvement is to look closer at retention, in particular from the freshman to sophomore year. Improving engagement here should improve retention and overall SEI 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	
	#	%
2016-2017	66/84	79%
2017-2018	57/85	67%

2018-2019	59/81	73%
2019-2020	45/85	51%
2020-2021	18/85	21%
2021-2022	40/85	47%
2022-2023	60/81	74%

Academic Year	Type of activity	# of activities
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
2018-2019	Tier 1 Publications	10
	Tier 2 Publications	93
	Tier 3 Publications	113
	Grants funded	14
	Papers Read	36
	Music Performances	478
	Other	106
2019-2020	Tier 1 Publications	1
	Tier 2 Publications	20
	Tier 3 Publications	24
	Grants funded	1
	Papers Read	10
	Music Performances	35
	Other	0
2020-2021	Tier 1 Publications	1
	Tier 2 Publications	12
	Tier 3 Publications	12
	Grants funded	1
	Papers Read	12
	Music Performances	15
	Other	0
2021-2022	Tier 1 Publications	5
	Tier 2 Publications	10
	Tier 3 Publications	15
	Grants funded	0
	Papers Read	12
	Music Performances	75
	Other	0

2022-2023	Tier 1 Publications	4
	Tier 2 Publications	11
	Tier 3 Publications	23
	Grants funded	2
	Papers Read	6
	Music Performances	79
	Other	55

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Overall production has inched up slightly. Department heads will continue to stress the importance of scholarly activity, emphasizing that it is an expectation.

2019-2020:
COVID impact seen in numbers reported.

2020-2021:
Continued impact from COVID.

2021-2022:
Improving, emerging from two hurricanes and COVID. Keep current benchmark.

2022-2023:
Greater creative/research output from faculty this year. Strong output came from Visual Arts and Performing Arts. In their case, there were additional opportunities to create and perform post natural disasters and COVID.
We will plan to move our benchmark to 80% of faculty engaged in research/creative 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 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
2016-2017	2
2017-2018	4
2018-2019	4
2019-2020	4
2020-2021	1
2021-2022	2
2022-2023	4

Academic Year	Source of Funding	Amount Received
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	$65,000
2018-2019	Community Support Funds	$0
	TASC Funds	$49,015
	TASC "Big Ticket" Funds	$71,648
2019-2020	"Other" support funds	—
	TASC Funds	—
	TASC "Big Ticket" Funds	—
2020-2021	"Other" support funds	$0
	TASC Funds	$0
	TASC "Big Ticket" Funds	$0
2021-2022	"Other" support funds	$0
	TASC Funds	$0
	TASC "Big Ticket" Funds	$61,800
2022-2023	"Other" support funds	$0
	TASC Funds	$0
	TASC "Big Ticket" Funds	$39,210

2017-2018:
    TASC "Big Ticket" Funds
- Computer equipment for graphic design lab

2018-2019:
    TASC Funds
- $18,775 for the replacement/installation and labor/computer replacement for Smart Classroom installations in SFAA 107, 108, and 207. $30,240 for the replacement/installation and labor/computer for Smart Classroom installations in KAUF 206, 207, 214, 218, 302, and 306.
  TASC "Big Ticket" Funds
- $38,252 to install smart classrooms in SFA 224 and 205 and projector plus labor for replacement of overhead projector in 201. $17,006 to install smart classroom in KAUF 200. $16,390 for installation of replacement computers, headphones, and printers in the Visual Resource Center in SFAA 112.

2019-2020:
    TASC "Big Ticket" Funds
- Computer equipment for graphic design lab

2020-2021:
- No funds were spent this year due to the pandemic, two hurricanes, an ice storm, and then a major flood.

2021-2022:
- 15.3K for Marching Band, and 46.5K for Graphic Design lab

2022-2023:

- We are grateful every year for these funds from Student Government. This year we had proposals vetted and awarded for HDPA and VART - (smartboards, replacement computers, and music keyboards for HDPA, and a folding machine for VART).

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Much needed equipment was secured for SFA, SFAA, and Kaufman. The community support fund can be deleted from the expectations as no funds were provided from that source in several years.

2019-2020:

2020-2021:

2021-2022:
Met benchmark and received funding for outdated equipment in Graphic Design lab and general 'wear and tear' replacement of equipment for Marching Band. Keep current benchmark.

2022-2023:
This year, knowing that there was great need across campus - for student facilities needs, for student support services, and for the sciences overall, we did not know what to expect from TASC funds and would not have been surprised (and would have accepted with understanding) if we did not receive any TASC funds this year. The $39K we received replaced outdated equipment and modernized classrooms in HDPA, and the purchase of the folding machine for VART will provide added lab experiences for our Graphic Design students. For next year, we will submit proposals to update old computers in our English Language Lab, our Foreign Language Lab, and expand our new (but very small) GIS Lab. $40K would be adequate to do such a job, yet with a reduction in students and thus our TASC fee, we can make smaller gains if awarded $20K. Our 2023-2024 proposal will seek $40K in funds.