

Annual Report

Office of Academic and Student Affairs

November, 2007

Introduction

This Academic and Student Affairs Annual report for 2006-2007 has two broad purposes. First, this is the annual report of the Office of the Vice Chancellor for Academic and Student Affairs and thus includes the elements common to every annual report of the units of the division of Academic and Student Affairs. Second, this report is also a summary document of all of the units of Academic and Student Affairs. It is designed to assist the planning and budgeting process of the University in that a summary of each unit and a summary of the budgetary needs of each unit are included. For more information and a fuller development of any of the units of Academic and Student Affairs, one should consult the individual reports, all which are included in the appendices to this report. This report is paralleled by a similar report for the business, finance and administrative services areas of the University.

The mission, vision and planning of Academic and Student Affairs is guided by the Strategic Goals of the University as outlined in the University Catalog (pp. 14-15), the concept of an “Educated Person” (Catalog, p. 69) and the working paper titled “What We Mean by a Baccalaureate Institution” [Last revised May 2006].

Overview of the Unit

Mission Summary

The mission of Academic and Student Academic and Student Affairs at LSU Alexandria is evolving as the University continues on its baccalaureate journey and as a unit of the LSU System. Academic and Student Affairs is committed to providing high quality, associate and baccalaureate degree programs within a context of a comprehensive array of student services appropriate to a commuter campus which serves both traditional and non-traditional students and which serves primarily on the main campus south of Alexandria but also through programs at satellite locations such as the Learning Center of Rapides Parish or LSUA Downtown (Alexandria Museum of Art, the Kress Theatre, the Allied Health Education Center at 807 Jackson Street, and the Business Education Initiative at the Business Incubator of Central Louisiana.) Headed by the Provost and Vice Chancellor for Academic and Student Affairs, Academic and Student Affairs includes the Departments of Allied Health; Arts, English and Humanities; Behavioral and Social Sciences; Biological Sciences; Business (including Criminal Justice); Education; Nursing, and Mathematics and Physical Sciences. Also included are the Bolton Library, Enrollment Services and the Registrar, Continuing Education, the Advising Center, the Office of Multicultural Affairs, LSU Alexandria Downtown (including the Alexandria Museum of Art, 807 Jackson, and the Kress Theatre), the LSUA/LSUE

Collaborative, and Student Services including counseling, testing, a writing center, tutoring, career counseling and student activities.

Current Mission (2004-2006 Cycle)

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals, grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Proposed Mission (September 1, 2007)

The Provost and Vice Chancellor for Academic and Student Affairs through the Office of Academic and Student Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic and Student Affairs provides leadership and supervision for all academic departments, the Title III programs including the advising center, the LSUA Downtown including the Alexandria Museum of Art, the Bolton Library, student services, multicultural affairs, the LSUA operations at the Learning Center for Rapides Parish and Continuing Education. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals, grievances related to these policies, and provides oversight of all grants and contracts related to academic and student affairs. The Vice Chancellor monitors and implements policies appropriate to academic and student affairs. The Vice Chancellor for Academic and Student Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic and Student Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Vision (September 1, 2007)

In keeping with expectations of all academic and student affairs units of the University, the Vice Chancellor for Academic and Student Affairs has drafted a vision statement which is presented in draft form below.

Academic and Student Affairs at LSU Alexandria aspires to build on its mission to maintain associate degree programs as appropriate to the region, strengthen the baccalaureate offerings by increasing the availability of core baccalaureate majors, majors which serve the central Louisiana region and a select few majors which represent a niche-market and have a state-wide appeal. The vision is to further strengthen existing and new programs with appropriate attention to global perspectives, interdisciplinary learning, internships, service learning, undergraduate research, student organizations, and opportunities which bridge the gap between high school and college as well as programs

which celebrate excellence in our students. Where possible and where appropriate, programs will be collaborative in nature be it with K-12 systems of education, area health care providers, local and regional business enterprises, and other institutions of higher education. Programs and services will be offered with attention to an ever changing technological environment and we will continue to serve our students and faculty with appropriate resources to access and process information. With housing on campus, Academic and Student Affairs will embrace the learning-living opportunities for those students choosing an on-campus living opportunity.

General Statement*

***Information from Fact Book, 2006**

The division of Academic and Student Affairs includes 106 full-time faculty, 57 professional and support staff. Adjunct faculty and temporary employees are utilized to meet instructional and other needs. Of the 106 full-time faculty, 34 are tenured, 72 are not tenured and either on tenure-track or are appointed to non-tenure track renewable appointments. There is reasonable balance between men and women with 49 men and 57 women. The distribution among the ranks of the faculty is, however, somewhat uneven with 20 full professors, 21 associate professors, 47 assistant professors and 18 instructors. Forty-eight (49.05%) of the full-time faculty hold the doctorate and several full-time faculty have either completed all requirements for the doctorate or are nearing completion just within the last year. Some 10.37% percent of the faculty in the fall of 2006 represented ethnic minorities; hiring for the fall of 2007 positively affected those percentages. The academic and student affairs staff (including some individuals with faculty rank and a number of individuals with the credentials to teach) includes 28 classified and 29 unclassified employees; of those 7 are male and 50 are female. Some 8.8% of the staff (classified and unclassified together) represent ethnic minorities.

The programmatic mix of the division is one which offers both credit and non-credit courses and which now offers six baccalaureate programs and nine majors. Associate degrees are offered in seven fields. A certificate program in Pharmacy Technology is also offered. Non-credit programs offered through the Department of Continuing Education center on industry training largely through IWTP contracts, short-courses in a variety of areas including but not limited to computer skills training, leadership development, recreational activities, licensure in areas such as fire arms and more, youth programs and leadership programs. Through student affairs, the division offers a comprehensive approach to recruiting, admissions, registration, degree audits and schedule development; the division also offers advising services, multicultural development, disability services, tutoring services, counseling services, some career planning, intramural sports, sponsorship of student organizations, oversight of student publications and monitors student discipline issues. Programs, both credit and non-credit, are offered through the main campus and at the LSUA Downtown (Alexandria Museum of Art, the Kress Theatre for the Empty Space Players and the Allied Health Education Center at 807 Jackson beginning in January 2008) and through the Learning Center for Rapides Parish. Several academic programs are in process through campus reviews, and reviews of either the Board of Supervisors and the Board of Regents.

Enrollment and Service Trends

The combined enrollment of the University constitutes the enrollment picture of Academic and Student Affairs. The trend lines are those outlined below with a recent flattening of the enrollment growth of the early part of this decade. Indeed the enrollments of the early part of the decade (before the full implementation of new degree programs and before selective admissions). In the fall of 2005, before the hurricane evacuees were enrolled, total enrollment was 2988. For the fall of 2006, the enrollment was 2720. The mix of students is beginning to show a larger percentage of traditional students, a trend that should continue with the advent of student housing. In 2003, 50.9 % of all students were part-time. In the next year 46.9% were part-time and in the fall of 2005, 47.38% were part time. For the fall of 2006, some 48.5% were part-time and 51.5% were full time. This trend away from part-time to more full-time is not as pronounced as one might expect given the changing programmatic mix of the institution. That is attributable, as is the overall enrollment decrease from fall of 2005 to fall 2006, to the economic conditions in central Louisiana. As the University moves forward, the local economy will continue to have a considerable impact on course-taking patterns. Many students will “stop out” or change from full-time to part-time status if more hours can be obtained through their source of employment. Some 80% of LSUA students work either part or full time. There remain a significant number of adult learners with an average age of 26.7, a statistic that has remained flat for the three years from 2003-2005 and then increased slightly with this last fall. Some 30% of LSUA students are self-reported as first generation college students. The student population of the University has a larger percentage of women than would typically be found at regional universities; some 75% of LSUA’s students are female.

The combination of enrollment patterns and enrollment mix is something that will change as housing comes to campus but will not change dramatically in that the first phase of housing will only house 256 students. Moreover selective admissions will most dramatically affect the traditional student. These two realities may counteract each other in that housing will attract more traditional students but fewer traditional students will be eligible for admission to the University. Adult learning patterns will continue to be strongly influence by access, convenience of classes and cost. Projections are, at best, difficult but it is reasonable for the University to plan in terms of 2600 students for the fall of 2007 and then with steady growth for the next few years as the area economy and population base expands, the number of students eligible under selective admissions increases (largely a by-product of improvements in the high schools), and the number of baccalaureate programs is expanded.

The programmatic changes of the University are reflected in the graduation patterns. The number of associate degrees is holding constant (188 in 2004-2005; 190 in 2005-2006) while the number of baccalaureate degrees is increasing (81 in 2004-2005 and 112 in 2005-2006). The University is quickly becoming the baccalaureate institution envisioned in the legislature mandate of 2001. The enrollment impact of new baccalaureate programs will vary with the program; some are not likely to be large programs but others will doubtless promote considerable growth in University numbers. Growth in absolute numbers should come particularly from new degrees in Criminal Justice, Health Science and Nursing, all of which are “in process.” In the short run, business graduates will be those who have migrated from the BLS with a major in business to the BS in Business Administration. The same will likely be true for proposed new programs in history, fine arts, communication studies, English and theatre.

The faculty and staff of Academic and Student Affairs are committed to service to the campus community and to the larger community. Much of that service is documented in the unit reports that are summarized below and the full reports are included in the appendices to this report. Those same service trends are manifest in the leadership of Academic and Student Affairs in that the former administrative assistant to the Vice Chancellor is actively involved with her church and local community while the Vice Chancellor for Academic and Student Affairs serves such groups as the Chamber of Commerce (Board of Directors, 2006-2008 and Chair, Education Division, 2007-2008; Executive Committee for 2007-2008), the Rapides Symphony Orchestra (Board of Directors, 2005-2008 and Executive Committee and Secretary for 2006-2007 and 2007-2008), the Arts Council of Central Louisiana (Board Member, 2005-2006 and First Vice Chair, 2006-2007, President, 2007-2008), the Board of Managers for the Alexandria Museum of Art and the choral program of the First United Methodist Church. Also active in service to the community are the directors of student services (Rotary), the Director of the Advising Center and Title III programs (Kiwanis), the former Director of the LSUA/LSUE Collaborative (Kiwanis), the Coordinator of Multicultural Affairs (Arts Council, Arna Bontemps House) and others. Nearly all academic department chairs are active in service to both the University and to the community.

Summary of Assessment as Undertaken for 2006-2007

Each of the units of Academic and Student Affairs participated in the University-wide assessment initiatives for 2006-2007. New units to the University including the Advising Center as well as LSUA Downtown began the development of their assessment programs to include learning outcomes and/or process outcomes, measures of effectiveness, and the ultimate use of the results of assessment. The specific assessment measures of the Office of Academic and Student Affairs are outlined in Appendix IV; these assessment measures are under continuing review with a particular need to ensure that the unit is assessing and measuring “what matters” and with an eye to ensuring that all areas of academic and student affairs are assessed and, more importantly, use the results of assessment to improve. Of particular note is the continuing need to strengthen the assessment of the Bachelor of General Studies and the need to assure an assessment program for graduates of the Associate of Arts and Associate of Science degrees. The hiring of the Assistant Vice Chancellor for Academic and Student Affairs (Dr. Eamon Halpin) will materially assist with these initiatives.

For the 2006-2007 cycle, the Vice Chancellor for Academic and Student Affairs recommended substantial changes in the goals for Academic and Student Affairs. This was done to shift the assessment emphases of this office. These goals replace those used in the 2004-2005 and 2005-2006 cycles for Institutional Effectiveness. The results for 2006-2007 were reported to the Office of Institutional Research/Institutional Effectiveness. On the whole the 2006-2007 year was one of establishing baseline information for a number of the goals for the Office of Academic and Student Affairs.

More specifically, Academic and Student Affairs established several outcomes with regard to achieving the LSUA goal of “developing facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.” Of those, the unit partially met Unit Desired Outcome I which included the adding of new degrees. During the 2006-2007 year, new degree proposals for the BS in Business Administration, the BSN and the BS in Criminal Justice

Administration advanced to final review stages. Since the beginning of the 2007-2008 year, that trend has continued and the BS in Business Administration now has conditional approval, the BSN and BS in Criminal Justice Administration will likely be approved, either conditionally or fully, during the 2007-2008 year. Other degrees are before the Board of Supervisors for review. A Unit Desired Outcome on enrollment growth established 2007-2008 (the first year of selective admission) as the base year. A Unit Desired Outcome on library development is on-going but the 2006-2007 year saw progress on collection development for new programs, the title-by-title review process, the expansion of library hours and the solidification of staff through approval for the hiring of an archivist/reference librarian. A Unit Desired Outcome on the development of new minors was one on which progress was made although the development of minor programs and their effectiveness are two quite different issues. There remains work to be done on the tracking of minors, the promotion of minors and the still needed development of a program in international studies. Academic and Student Affairs undertook work on the web pages during 2006-2007. The process was considerably simplified but there remains a need for on-going review of departmental and other unit web pages to ensure currency and accuracy. An outcome on the development of new student organizations was met but it, like others, is on-going. Among other groups, the University is welcoming organizations and clubs from each of the emerging academic areas. Graduation activities with regard to student organizations are increasing with end-of-term lunches in Education, an awards and celebration ceremony in Radiologic Technology, and the long-standing pinning ceremony in Nursing. Greek organizations are beginning to make an appearance on the campus.

Academic and Student Affairs developed a number of questions to be included on the annual surveys of faculty, staff and students. Those questions were designed to elicit specific information on the effectiveness of the various aspects of Academic and Student Affairs. The 2006-2007 data was meant to provide baseline data for future improvement. Questions concerning access, community engagement, effective communication, long range planning, professional development, and budget were asked; the results were typically well above 80%. At this point it is unclear whether the standard should be one of maintenance or improvement but the baseline information provides some affirmation that several areas of Academic and Student Affairs are being appropriately handled. Overall satisfaction levels for faculty and staff are above 87%.

Academic and Student Affairs is actively encouraging community engagement both on and off the campus. Such engagement serves to give the University visibility even as it builds community. While the assessment goal was to reach 85% participation, the actual results fell slightly short of that and Academic and Student Affairs will continue to stress that as an important area of University commitment.

Assessment results and changes in planning are closely connected in Academic and Student Affairs. The ultimate goal is to have planning, assessment and budgeting closely linked. The annual report is a vehicle for fostering that linkage.

More specifically, the planning goals of the Office of the Vice Chancellor for Academic and Student Affairs are discussed below under Unit Planning. Assessment of these goals is evolving. When the current Vice Chancellor arrived, there were several goals in place along with associated measures of assessment. Those proved a good basis for initial responses to the mandates of the Institutional Effectiveness of the University. With the development of a more

comprehensive plan for the Office of the Vice Chancellor for Academic and Student Affairs, there must, of necessity, be a shift in assessment strategies. To that end the Vice Chancellor has suggested additional survey questions which can be asked, has instituted new goals for the unit and has recommended new measures of assessment which, it is hoped, will prove for useful in improving the operations of the unit and in guiding the development of Academic and Student Affairs. Institutional effectiveness reports as well as new goals are included in Appendix D of this report. The coming year will be the first in which dramatic changes in the process will be evident.

For Academic and Student Affairs, there is a thorough discussion of assessment in the Institutional Report Card for 2007. What is clear is that all units of Academic and Student Affairs are participating in assessment initiatives and that all are using the results of assessment to improve. Some of the most active use of assessment is occurring in departments such as Arts, English and Humanities where there are a number of new programs under development and in the Department of Education where assessment and the use of results is such an important part of the NCATE process. Also very active in this area is the General Education Assessment Committee through which there is a thorough review of competencies, outcomes and the general education list, itself, underway. Moreover, the General Education Assessment Committee, has recommended an e-portfolio approach which is being piloted in the Department of Biology and will be incorporated (in lieu of using PassPort) into the Department of Education.

Budgetary Review

A “roll up” of the academic and student affairs budgets is not currently available. Such a “roll up” would provide an opportunity to consider major trends and major budgetary directions affecting the academic and student affairs areas of the university. With specific reference to the Office of the Vice Chancellor for Academic and Student Affairs, the budgetary support is adequate. Some adjustments in the line items are needed to better reflect the costs of graduation, the costs of supporting professional growth and development of the Vice Chancellor and his associates and the supply needs of the unit. Specific information on these areas is included in the 2008-2009 budget proposal.

Unit Planning

Planning for Academic and Student Affairs is still relatively embryonic. The University has long had a planning process; goals are submitted through this process and are incorporated into the University Institutional Effectiveness Reports. The planning has, not, however, driven budgetary development nor has there been much departmental ownership of unit plans. The 2007-2008 year (with annual reports reflecting 2006-2007) is the first year in which the annual reporting and budgeting cycle is reaching a level of maturity and stability such that we can consistently begin to implement plan-driven budgeting. The hope remains one of connecting unit planning, assessment and budgeting in such a way that unit-based ideas are the driving force for divisional planning, assessment and budgeting and that unit-based ideas along with divisional summaries will drive the conversations and thinking of the Budget Planning Committees and as well as Long Range Planning discussions for the University.

Even though the process remains relatively embryonic, the academic departments and units of Academic and Student Affairs are committed to comprehensive planning. The annual report is

one aspect of that. That planning is designed to reinforce the Strategic Plan of the University and to reinforce the University-wide program of Institutional Effectiveness. Since this is the first comprehensive attempt at divisional planning, there are no goals to delete as we move beyond 2006-2007 (the focus of this report) to 2007-2008 and beyond.

The specific planning expectations and/or outcomes of Academic and Student Affairs are outlined below along with the assessment approaches; these are replicated in Appendix D and are also the basis for reporting through Institutional Effectiveness:

- Academic and Student Affairs will average adding two new academic majors in each of the next five years.
 - Assessment Method: Beginning with the 2005-2006 year, minutes of the Board of Regents will reflect approval of at least two new majors per year.
- Beginning with the 2007-2008 year as the baseline year (first year of selective admissions), Academic and Student Affairs will show an enrollment increase of at least 2% per year.
 - Assessment Method: Using information from the Office of Institutional Research, the Vice Chancellor will report on enrollment increases.
- Enrollment at the University will continue to reflect a strong commitment to non-traditional as well as traditional students and a strong commitment to ethnic diversity in the populations served.
 - Assessment Method: Using information from the Office of Institutional Research, The Vice Chancellor will report data on part-time versus full-time students, traditional versus non-traditional students, ethnic composition of the student body and will do so in year to year comparisons.
- Academic and Student Affairs will increase library support to all programs with a particular emphasis on new majors and new program areas.
 - Assessment Method: The report of the Director of the Bolton Library will indicate a growth in collections as well as a growth in services commensurate with the increase in students, faculty and staff served.
 - Assessment Method: The report of the Director of the Bolton Library will give specific attention to library support for new majors and new programs.
- Academic and Student Affairs will develop interdisciplinary minors as appropriate to include but not be limited to: Women's Studies, African-American Studies, International Studies.
 - Assessment Method: The Vice Chancellor will include in his/her report an update on the development of new minors.
 - Assessment Method: The annual catalog will reflect the development of these new minors.

- Academic and Student Affairs will explore, develop and recommend programs appropriate to preprofessional students who aspire to medicine, law, seminary and/or other areas of graduate and professional education.
 - Assessment Method: The Vice Chancellor will include in his/her report an update on the number of preprofessional students, changes in programmatic support for those students and, where possible, tracking information on the success of those students in entering professional programs after leaving LSUA.

- Academic and Student Affairs will develop the infrastructure to support the Advising Center, the Office of Professional Development and will sustain the infrastructure needed for other Academic and Student Affairs initiatives.
 - Assessment Method: Using Title III reports and independent evaluations, the Vice Chancellor will demonstrate the support for the development of the Advising Center.
 - Assessment Method: Using evaluation instruments developed by the advising center, the Vice Chancellor will demonstrate the successful implementation of the advising center.

- Academic and Student Affairs will, within five years, develop an Office of International Programs which will serve as a one-stop center for the recruitment, admission, orientation of international students, the sponsorship of international activities on campus, and the promotion of study abroad for the LSU at Alexandria community.
 - Assessment Method: The ad hoc International Studies Committee will recommend an international studies minor in 2006-2007.
 - Assessment Method: The University will formalize the international studies committee and begin a process of promoting international study for the students of LSUA.

- Academic and Student Affairs will actively promote the enhancement of facilities appropriate to the mission and vision including completion of the Science Building renovation, initiation and completion of the Student Center renovation, construction of the Multi-Purpose building, acquisition of the Bo Nipper Building for continuing education, access to a downtown Alexandria location for programs appropriate to the facility and the University, planning, funding and construction of the Education building, appropriate renovations to Coughlin, Chambers and Oakland to accommodate a continuing Academic and Student Affairs presence, and the demolition of the temporary buildings known as the Conference Center, the Fine Arts Building and including the modular spaces located behind those facilities.
 - Assessment Method: Using Campus Facility Updates, the Vice Chancellor will demonstrate progress on major renovation, repair and construction projects appropriate to the mission and scope of academic and student affairs.

- Academic and Student Affairs will engage in a comprehensive program of communication to both internal and external partners and will do so by taking full advantage of e-mail communication, the website, public relations and alumni and friends publications.
 - Assessment Method: The Office of the Vice Chancellor will demonstrate regular communication through monthly issues of the “Acorn,” regular meetings of the Academic and Student Life Leadership teams.
- Academic and Student Affairs will develop a family of publications designed to recruit students to the University.
 - Assessment Method: By the end of 2007-2008, there will be updated web pages, traveling pieces for recruitment, departmental communications and all will be in keeping with University design standards.
- Academic and Student Affairs will develop student organizations appropriate to the commuting nature of the majority of our students but with sensitivity to what we anticipate will be a growing number of residential students. Such organizations should include but are not limited to sororities, fraternities, honorary organizations and discipline and/or department based clubs.
 - Assessment Method: There will be a quantitative increase in the number of student organizations.
 - Assessment Method: Student organizations appropriate to the discipline will develop in keeping with the introduction of new academic programs.
- Academic and Student Affairs will continually monitor and develop an appropriate mix of student activities to include but not be limited to film series, intramural athletics, mixers/socials appropriate to our students, cultural events either specific to our campus or in collaboration with the Arts Council and other providers of the cultural arts in Alexandria and Rapides Parish.
 - Assessment Method: The University “calendar of events” will reflect a growing list of activities appropriate to the mix of students served.
- Academic and Student Affairs will continuously evaluate the administrative structure of Academic and Student Affairs areas with an eye to devoting resources to direct service to students and programs and with an eye to the organizational structure which best reflects the size and mission of the university.
 - Assessment Method: The Vice Chancellor will work with his counterpart and the Chancellor in a continuing evaluation of the administrative structure of Academic and Student Affairs to ensure high quality service to students and faculty.
- Academic and Student Affairs will engage in a comprehensive program of unit-based planning which links assessment, planning and budgeting.

- Assessment Method: Each department and/or unit of Academic and Student Affairs will review and update the mission and vision of the unit each year.
- Assessment Method: Each department and/or unit of Academic and Student Affairs will submit appropriate updates to planning documents which are accompanied by appropriate assessments.
- On the annual survey of faculty, the Office of Academic and Student Affairs will maintain or improve upon the ratings on those questions directly germane to the services provided and/or operations of this office.
 - Assessment Method: The results of the evaluations will be reviewed on an annual basis.
- On the annual survey of staff, the Office of Academic and Student Affairs will maintain or improve upon the ratings on those questions directly germane to the services provided and/or operations of this office.
 - Assessment Method: The results of evaluations will be reviewed on an annual basis.

Goals Which May be Deleted

The goals listed above will have the effect of significantly changing the Institutional Effectiveness goals for the Office of Academic and Student Affairs. In some sense, all of the old goals are deleted and replaced with these.

Goals to be continued

All goals outlined above will be continued

Goals and Activities for 2007-2008

See statement in previous bullet

Unit Planning and University Planning

The division of Academic and Student Affairs is committed to University wide planning. The Vice Chancellor and several representatives of discrete units were active participants in the Long Range Planning initiatives of the spring of 2006 and again in the spring of 2007. The Vice Chancellor for Academic and Student Affairs is actively engaged with the Board of Supervisors and the Board of Regents to reinforce the connections between those units and University as well as divisional planning. All units of Academic and Student Affairs are firmly committed to regional accreditation guidelines and to professional accreditation as appropriate to the program and/or discipline. For example, the annual Academic and Student Affairs Leadership Team Retreat (June 29, 2007) focused on long-range planning with a theme of “what next” as a

baccalaureate institution. The discussions were most fruitful in identifying those areas of programmatic and service emphasis which would be given attention in 2007-2008 and beyond. The Department of Education is committing considerable time and resources to NCATE accreditation; the Department of Allied Health will undergo JCERT accreditation in Radiologic Technology during the 2006-2007 academic year, the Nursing program works actively with NLNAC and the Department of Business is designing its new program in such a way as to adhere to the standards of AACSB.

Departmental/Unit Summaries

Introduction

For readers of this document, it is hoped that the following summaries will provide an overview of each of the respective units of Academic and Student Affairs. More comprehensive treatments may be found in each of the unit reports which are included in the appendix. In most instances, more information can also be obtained through the unit offices which developed the unit reports and which contributed to the report of the Academic and Student Affairs division.

Academic Departments

Allied Health

The Department of Allied Health is a solid contributor to the University mission and goals. The department has achieved important progress toward its own goals and, as a result, graduates students who play essential roles in the LSUA service area. In 2003, the department generated 1274 credit hours or 4.2% of the University total; in 2005, the department generated 1172 or 3.8% of the University total. In 2006, the department generated 1159 credit hours, a slight decline from the fall 2005 in the number of credit hours. The percentage of the total university credit hour generation increased to 4.1% reflecting an overall decrease in University enrollments. Thus while the total number of credit hours declined, the percent of the University total has increased. The potential of the department as a key component in providing both associate and baccalaureate graduates for the public health sector of the CENLA economy is enormous. The potential is limited only by the number of programs currently offered and the limitations on resources (faculty and facilities). Plans are in place and program outlines developed which will substantially strengthen both the quality and quantity of allied health programs. It is essential that the department and the University move forward with both letters of intent and full program proposals to the Board of Supervisors and the Board of Regents; it is also essential that the University continue to address the facility needs of the department. The approval of those programs will necessitate additional faculty resources even as current faculty upgrade credentials to a level appropriate for a baccalaureate program. It is also essential that the University complete work on the 807 Jackson Street facility which will house the Department of Allied Health. Budgetary support for these initiatives is critical and there are first year needs (2008-2009) for faculty, travel and supplies which will enable phasing in the initial baccalaureate emphases under the BS in Health Science.

Arts, English and Humanities

The AEH Department has undergone growth in recent years and contributes in very significant ways to the University mission and goals. There is a growth in the number of credit hours generated although a slight decline in the percentage of the University total. In 2003, for example, the department generated some 7959 semester credit hours or 26.1% of the University total; in 2005, the department generated 8026 semester credit hours or 25.9% of the University total. In the fall of 2006, the department generated 7446 credit hours or 26.56% of the University total. Because of a decline in University enrollments, the lower number of credit hours for the department nevertheless represented an increased percentage. The department relies more heavily than many others on the use of adjunct faculty. The department serves a diverse array of programs and is actively involved in the University-wide dual enrollment initiative. The department has achieved progress on its own goals and its students are not only increasing in number but in quality. With that in mind, and to meet the departmental goals, the AEH department requests consideration of the filling of a vacant position in English (Jackson), and the creation of three new faculty positions, one to be assigned to Communications, another English and the other to Fine and Performing Arts (Music).

Behavioral and Social Sciences

The Behavioral and Social Sciences Department has had solid growth and is a solid contributor to the University mission and goals. The department is growing in both absolute terms and in terms of the percentage of total University credit hours. For example, in 2003 the department generated 4819 credit hours or 15.8% of the University total. In 2005, the department generated 5148 16.6% of the University total. The department generated 4754 credit hours in the fall 2006 or 16.9%, an increase in the percentage of the University total. The department has achieved important progress on its own goals including the development of a new BS in Psychology, the first steps toward an internship program, the strengthening of the honor society in psychology and more. With that in mind, and to meet the departmental and LSU Alexandria goals for 2006-2007, the department requests four faculty positions including two in psychology which are currently filled on a temporary basis and for which services are already underway and new positions in social work (search underway for fall 2008) and political science (search underway for fall 2008) and history, an additional administrative coordinator and new operating dollars.

Biological Sciences

The Department of Biological Sciences continues to serve a respectable number of student majors as well as provide many services courses (i.e. introductory biology, human anatomy and physiology) for the rest of the University. The department continues to generate an increasing number of credit hours and, in terms of overall contribution to the University, the percentage has remained virtually flat. In 2003, the department generated 2701 credit hours or 8.86% of the University total. In 2005, the department generated 2734 credit hours or 8.85% of the University total. In 2006, the department generated 2506 credit hours or 9.13%, an increase in the percentage of University credit hours. The department shows an increasing number of high quality graduates although the total numbers of those receiving the BS in Biology remain small. The small number who have graduated with the BS in Biology thus far have done well in the job market and in admission to graduate and professional programs. The department is a campus leader in promoting faculty research with undergraduate students. The department is also

servicing as the pilot department for the use of the TaskStream portfolio software for assessment of student learning outcomes. The University filled a vacant position in 2007-2008 (Cristof Stumpf).

Business Administration

The Department of Business Administration is committed to our long-term goal of achieving AACSB accreditation. With the probationary approval of the BS in Business Administration (August 2007), the department took a significant step. The hiring of two academically qualified individuals for the fall, 2007 advanced the department in terms of faculty hires. One of these was the new endowed chair (Dr. Robert Bush) and the other a replacement for an individual who left the department (Dr. Cam Caldwell replaced Mr. Rick Conley). The department is currently advertising for a faculty position in economics to replace an individual who will leave at the end of the 2007-2008 year and is also seeking a terminally prepared accounting faculty member. An additional position in management is needed for the fall 2008 if possible although imperative for the fall 2009. The Department generated 2231 credit hours in 2003 or 7.3% of the University total; in 2005, the department generated 3149 credit hours or 10.2%. In the fall of 2006, the department generated 2746 credit hours or 9.79%, a decline in both the number of credit hours and in the percentage of University enrollments.

The Department of Business Administration houses the program in Criminal Justice. At present the program offers an Associate Degree in Criminal Justice; a proposed BS in Criminal Justice Administration is before the Board of Regents. There are three full-time faculty in the program. In 2006-2007, the Criminal Justice faculty generated 119 enrollments and another 91 in the spring of 2007, an average of 10 students per section. The demand – as attested to by the multiple letters of support – is for a baccalaureate degree which should generate not only increased departmental enrollment but also an increase in University enrollment since there appears to be pent-up demand for this program from area law enforcement professionals. Given the recent visit from the Board of Regents and what we anticipate in terms of recommendations from those consultants, it is clear that a fourth Criminal Justice faculty member (or an individual in the social sciences who can teach a broad range of courses appropriate for criminal justice majors) will be needed quite likely as early as 2008-2009. It is also clear that the University must look seriously at its organizational structure to determine whether or not the placement of Criminal Justice within the Department of Business Administration makes the most administrative sense.

Education

The state of the Louisiana State University at Alexandria Department of Education can report significant accomplishments for the 2006/2007 academic year. Implementation of new programs in secondary education and alternate certification as well as accreditation (the visit of NCATE is in the fall 2009) is the defining element of the department. The faculty members in the department have been extremely active carrying full course loads while engaging in professional and service activities.

However, with all of the positive outcomes that can be reported, the Department of Education finds itself in a precarious position. There is a less than two year window in which the education

unit must meet all of the requirements for a state and national accreditation visit. These visits are high-stakes as the outcome of the visits decides whether or not Louisiana State University at Alexandria can continue to offer program completers for certification. It is somewhat unsettling to be less than four years old where procedures, policies, and items such as basic forms are still in the developmental stage and, yet, in a short time we will be expected to perform like the well-established and seasoned programs in the state. While that unsettling prospect is before the department, it remains the case that there are positive accomplishments. A review of reading competencies resulting in a higher performance by LSUA programs than others within the LSU System.

The departmental commitment to high quality programs which will be accredited by NCATE requires a high commitment from the University. The department has that commitment; one new tenure-track faculty position was added for 2007-2008 even as the department hired a replacement tenure-track faculty member. An additional staff member is needed immediately (2007) as the part-time staff member who was handling much of NCATE preparation has accepted the position as assessment coordinator.

In terms of enrollment trends, the department generated 1900 credit hours in the fall of 2006, a decrease from the fall of 2005. The percentage of university credit hours was 7.1% in the fall of 2005 and 6.77% in the fall 2006.

Mathematics and Physical Sciences

The Department of Mathematics and Physical Sciences continues as a solid contributor to the University mission and University goals. The overall student numbers as well as the quality of students should increase with the approval of the BS in Mathematics and the development of an Education minor which will allow students wishing to teach mathematics at the secondary level to obtain both a content degree with certification. Faculty members in the department have, indeed, shown commitment to providing a high quality learning environment that cultivates the student's intellectual and professional growth. The department has taken the lead in the development of dual enrollment programs, an important aspect of service to the region. In 2003, the department generated 7028 semester credit hours or 23.06% of the University total; in 2005 the department generated 6249 semester credit hours or 20.2%. For the fall of 2006, the department generated 5282 credit hours which represents 18.8% of the University total. Faculty members have continued to be lifelong learners and have stayed active through research, service to the University and involvement in the community. The department has achieved important progress on its own goals. With that in mind, and to meet the departmental and LSUA 2008-2009 outcomes and goals, the department will begin to recruit additional students and to provide support for those students. The department responded well to the implementation of selective admissions, having revised its developmental education program and having worked closely with other departments in the development of the LSUA/LSUE Collaborative. The department is asking for two new faculty positions to expand offerings in physical science and chemistry to reduce overloads and to increase the availability of sections needed to serve additional nursing and allied health students who will come to the University for the baccalaureate degrees in those areas. For 2008-2009, the first priority is physical science and the second is chemistry as well as an additional faculty member in mathematics.

Nursing

The Nursing Department has solid growth and is a solid contributor to the University mission and goals. In 2003, the department generated 2088 credit hours or 6.8% of the University total; in 2005, the department generated 2199 credit hours or 7.1% of the University total. In the fall of 2006, the department generated 2183 credit hours or 7.78% of the University total. The department anticipates a substantial increase in the number of credit hours once the BSN is approved through the Board of Supervisors and the Board of Regents; final approval is pending as the department worked with Board of Regents consultants in the fall of 2007 and anticipates receipt of the final report in November 2007. The department has achieved important progress on its own goals and its students are not only increasing in number but in quality as well. A second support person was added in the fall of 2007. For 2008-2009, the department requests permanent funding for two positions created in 2007-2008 and expects to hire two terminally degreed faculty with the assistance of the local hospitals. This will mean a net addition of four faculty members (Book, Jeansonne and two terminally degreed individuals) in the period from 2007-2009.

Academic and Student Service Units

Advising Center

The Advising Center has been successful in its advising efforts and is a solid contributor to the University mission and goals. The center has demonstrated outstanding success and the number of advisees is continually increasing. To continue this progress, the Advising Center requests that one additional Professional Advisor be hired (paid through Title III Funds) and that four additional faculty advisors be hired (paid through Title III funds). There remain issues which must be addressed, most notably the technical support for the program. The University will achieve advising success because we are able to assist students in achieving a successful University experience; that assistance must be seamless and the current technological support is too often confusing students as it does advisors and does so to the detriment of success on the part of those students. A visit from our Title III coordinator affirmed this as the highest priority for the Advising Center.

Continuing Education

The Continuing Education staff believes that they and the unit make a valuable contribution to the University – both from a financial and public service viewpoint. The department must constantly adapt to changing market conditions and must be flexible enough to find new ways to achieve the end goal if the original plan is not working. During the 2005-2006 year, the market for continuing education short-courses was, for example, profoundly affected by the hurricanes. The unit shifted emphases and generated additional revenue through IWTP grants as well as a continuation of work with the One Stop Center of the Rapides Police Jury. With the addition of an added employee (albeit on a temporary basis through December 2006) and the new as well as dedicated space of the Technology Center, the Continuing Education department is well position to take advantage of more revenue producing opportunities during 2006-2007.

Enrollment Services

The Office of Enrollment Services and Registrar expects significant change during 2006-2007. This will range from full implementation of new software (Power Campus/IQ Web), Selective Admissions in 2007 and new student housing which will necessitate new recruitment strategies. The resignation of the Director of Enrollment Services and Registrar as well as her administrative assistant left a personnel void which must be addressed. The unit requested funding for an additional recruiter (hired in early 2007-2008), an additional analyst (hired in early 2007-2008) and funding for an Assistant Director of Enrollment Services (\$33,000 - \$37,000 per year), increase in funding for marketing efforts.

Library

The services provided by the Bolton Library continue to increase. This is measured, in part, through traditional measures in which the collection increased by 5184 volumes along with a parallel weeding program which eliminated some 777. The current collection has 166,304 volumes. The title by title review by departments continued during the year. During 2007-2008, English, History and Education will follow suit. During the year, in the midst of substantial renovation on the second floor, there was also a major shift in the collection. Interlibrary loans from the University to others remain consistent with the number loans requested. And while systematic library incorporation of information literacy into the curriculum is currently being addressed, library instruction is continuing with 1632 students receiving such library instruction from a professional librarian in the past year. The addition of an archivist who will double as a reference librarian will allow attention to special collections, records management and an increase in the number of hours to accommodate students from the "Oaks," the new University housing complex. The faculty and staff of the library are active contributors to all areas of University and community service and the faculty are significantly engaged in aspects of professional growth, development and contribution to their profession. For 2008-2009, there remains the need to add assistance to cataloguing, reference and library instruction. There is also the continuing need to strengthen the library budget such that it is no longer dependent on the Board of Regents Science Equipment and Library Fund to meet regular collection development and operating needs.

LSUA Downtown/Alexandria Museum of Art

The newest part of LSU Alexandria is a significant alliance for the University and for the community. The immediate need is to strengthen that alliance through expansion of both museum/cultural services to the community and to expand educational opportunities in downtown Alexandria. That will be enhanced if additional property can be leased in the downtown area. The need, too, is to significantly increase the revenue generating possibilities for LSUA Downtown in close collaboration with the Office of Development. The University support for the museum in terms of personnel is adequate although there remain significant strides which must be taken to ensure inclusion of the museum staff in the larger University.

LSUA/LSUE Collaborative

The LSUA/LSUE Collaborative, which operates from the Learning Center for Rapides Parish, achieved its purpose in 2006-2007. That purpose was to ensure access to higher education for

those students who are, as of the fall of 2007, no longer admissible to LSUA. The decision by the Board of Regents to request an RFP that ultimately led to the designation of LSUE as the provider of community college services in the region has, in effect, made the collaborative less of a necessity. The University anticipates phasing out the LSUA/LSUE Collaborative by the fall of 2008 although the University will continue to offer classes through the LCRP.

Multicultural Affairs

The Office of Multicultural Affairs has aligned itself with the University and is contributing to achievement of the University's goals of recruiting and retaining diverse students, developing cultural programming, and expanded the University's support network. The office has received support of its programs both on and off campus and has received some financial resources to meet some of its goals. The current part-time coordinator is respectfully asking that the position be made a Director of Multicultural Affairs and that there be a shift in the balance between instructional responsibilities and administrative responsibilities; the request is also that an administrative assistant be added.

Student Services

The annual report of student services represents a comprehensive attempt to combine planning, assessment and budgeting. From this comprehensive review, the staff of student services has articulated the need to support the developing baccalaureate mission of the University through an expansion in the array of student services and the strengthening of those that already exist. Such an expansion should include more attention to disability services, retention strategies, tutoring, career services, student activities and more. It is clear, too, that the addition of University housing (beginning with the fall of 2007) will require increased attention from Student Services even though the housing is managed by Campus Advantage on a contract basis.

Personnel Plan* [Full-time positions only]

*The listing below includes both positions for which current searches are underway and those which are outlined in the departmental and/or other unit planning documents. Personnel listings such as this are not intended to be definitive nor can the University begin to fill all positions in a given year. Looking out over the next three to five years (and with the anticipated construction of a multi-purpose building which will allow the current classroom and office crunch to ease somewhat), these are the positions which are most likely to be needed. The listing of positions does not anticipate retirements and/or resignations although clearly that is to be expected over the next three to five years and beyond.

Circulation/Reference Associate, Library

A 1.0 FTE staff position. Estimated salary of \$22,000 - \$26,000. University funds. Position would replace two half-time positions which are currently "frozen."

Cataloguing Associate, Library

A new 1.0 FTE staff position. Estimated salary of \$18,000 - \$22,000. University funds.

Assistant Professor, English

A .75 FTE faculty position. Estimated salary of \$33,000 - \$38,000. University funds. Position was formerly dedicated to English within the Department of AEH. With the demand for more assistance in communication studies, the position was transferred to that area of the department. Given the number of adjunct and continuing demand for expertise in the teaching of writing, this new position is needed for 2007-2008.

Assistant Professor of Business (Accounting)

A .75 FTE faculty position. Estimated salary of \$65,000 - \$75,000 for terminal degree in Accounting. University funds. The recent selection of Dr. Dixie Clark as chair of the Department of Business Administration led to a reduction in the teaching strength of the accounting program. To enhance that strength and to offer a full array of accounting classes suitable to a concentration under the BLS in Business or the developing BS in Business Administration, this position should be filled.

NCATE Associate (Department of Education)

A 1.0 staff position which is needed through the conclusion of the NCATE accreditation process. University funds; funded on a temporary/transient basis for 2006-2007. The need to engage in research for demonstration of NCATE standards, organize reports, develop work/resource room for NCATE visiting teams, assist with logistics of the visit.

Coordinator of Disability Services

A 1.0 staff position in Student Services. Estimated salary of \$25,000 - \$30,000. University funds. Expansion in the number of students requested disability services makes it impossible for the Director of Student Services to maintain this role and still give attention to necessary issues in other areas of student life.

Coordinator, Career Center

A 1.0 staff position in Student Services. Estimated salary of \$30,000 - \$33,000. University funds. Career services at the University is limited to vocational programs supported through the Carl Perkins grants. For baccalaureate students who are seeking positions, the development of a professional career center is essential. Current student services staff do not have expertise or time to develop.

Associate Professor of Nursing

A .75 faculty position to have terminal degree and preparation appropriate for instruction in the BSN program. Estimated salary of \$60,000 - \$65,000. Position to be partially funded (\$50,000) through the area hospitals; remainder through University funds.

Associate Professor of Nursing

A .75 faculty position to have terminal degree and preparation appropriate for instruction in the BSN program. Estimated salary of \$60,000 - \$65,000. Position to be partially funded (\$50,000) through area hospitals; remainder through University funds.

Assistant Professor, Allied Health

A .75 faculty position/coordinator for newly developing baccalaureate programs in Allied Health. Estimated salary of \$45,000 - \$55,000. University funds required. The offering of baccalaureate degrees in allied health will require a combination of new faculty positions along with an increase in adjunct support, largely for clinical instruction.

Assistant Professor of Political Science/Public Administration

A .75 faculty position in the Department of Behavioral Sciences. University funding. Assistant Professor with estimated salary of \$35,000 - \$40,000. An area for programmatic expansion and potential growth for the University is public administration/political science. With only one faculty member currently dedicated to that area of the curriculum, significant expansion will be difficult without investment in an additional faculty position.

Assistant Professor of Sociology (Social Work)

A .75 faculty position in the Department of Behavioral Sciences. University funding. Assistant professor with an estimated salary of \$40,000 - \$45,000. An area for programmatic expansion and potential growth for the University is social work. With only one faculty member teaching sociology and anthropology, significant expansion will be difficult without the addition of a new faculty member.

Assistant Professor of Business (Marketing/Management)

A .75 faculty position in the Department of Business. University funding. Assistant Professor with an estimated salary of \$60,000 - \$65,000. With the creation of a standalone degree in business administration and with the need to move toward AACSB accreditation, adding doctorally trained expertise in management/marketing is essential.

Clerical Assistance, Student Services/Testing Center/Multicultural Affairs

A 1.0 staff position in the Student Success Center. University funding. Estimated salary is \$17,000 - \$21,000. Currently the administrative assistance of the Student Success Center is that of Student Services and/or the Advising Center. With the expansion of these services to include Testing, Tutoring, increased attention to retention and housing, there is the need to

expand clerical assistance. One individual, appropriately supervised, could assist with several areas of Student Services, including those listed above.

Assistant Director of Enrollment Services

A 1.0 Administrative position in Enrollment Services. Estimated salary is \$33,000 to \$37,000. University funding. The expansion of Enrollment Services and the number of functions as well as the number of staff suggests the need for an Assistant Director of Enrollment Services.

Director of Special and Interdisciplinary Programs

A 1.0 Administrative position in Academic and Student Affairs. University funding. Estimated salary of \$40,000 to \$42,000. University funds required. Position is not anticipated as high priority until 2008-2009. The development of an honors program, several interdisciplinary minors and the possibility of expanding international programs suggest the need for a Director level appointment who can coordinate such programs including marketing, further course development, policy and procedure development and more.

Assistant Professor of Nursing

A .75 faculty position. Estimated salary of \$45,000 - \$48,000. University funding. The Department of Nursing remains dependent on adjunct faculty for several clinical rotations; this has the potential of an adverse impact on clinical instruction. The need is to add an additional full-time assistant professor; MSN required with doctorate preferred.

Assistant Professor, Music/Fine and Performing Arts

A .75 faculty position. Estimated salary of \$37,000 - \$42,000. University funding. The Department of Arts, English and Humanities is developing several new programs including a proposed major in the Fine Arts. A third faculty position will be needed to appropriately address all of the areas envisioned in the new major. It is conceivable that an individual with broad training could assist the University in the initial stages of developing a music program.

Assistant Professor, Theatre

A .75 faculty position. Estimated salary of \$37,000 - \$42,000. University funding. The Department of Arts, English and Humanities offers a Theatre major under the Bachelor of Liberal Studies; the department is developing a stand alone major. Although, four faculty are assigned to the theatre program, the actual amount of time that can be devoted to the instructional needs of the department. For example, Mr. Richard Gwartney is a member of the theatre faculty but also Executive Director of LSUA Downtown which significantly limits his involvement in instruction; Dr. Jim Stacy divides his instructional time between Communication Studies and Theatre. Dr. Rhonda Shook is Director of the Theatre program and receives workload credit for those responsibilities; Mr. Tim Saucier, Assistant Professor, serves full time in theatre and has some instructional credit for work in technical theatre. The impact of this is that a new assistant professor is needed to significantly build the program,

one that will be an anchor of the liberal arts offerings at the campus and a significant part of the outreach to the community.

Assistant Professor, Communications Studies. Two positions.

Each is a .75 faculty position. Estimated salary of \$42,000 - \$45,000. University funding. The Department of Arts, English and Humanities offers a major in Communications Studies under the Bachelor of Liberal Studies. A proposal before the Board of Supervisors for a BA in Communications Studies is pending. The need is add additional full-time strength in the program which would have the effect of freeing individuals currently teaching both in theatre and in communications and giving them the ability to focus more on theatre.

Counselor, Student Services

A 1.0 staff position. Estimated salary is \$34,000 - \$37,000. University funding. The growth in the student body combined with the dearth of counseling services underscores the need for a new counseling position. Current staff is, of necessity, engaged in a number of non-counseling responsibilities and the case load makes it important that the University add another counseling position.

Assistant Professor, Criminal Justice

A .75 faculty position. Estimated salary of \$45,000 - \$52,000. University funding. The Department of Business Administration houses the Criminal Justice program which has three full-time faculty devoted to it. The program needs to add multi-disciplinary curricula to its mix with a particular eye to strengthening expertise in developing local and state law enforcement personnel. A consulting visit from the Board of Regents underscores this need.

Assistant Professor, History

A .75 faculty position. Estimated salary of \$38,000-\$43,000. University funding. The Department of Behavioral and Social Sciences has three historians. The proposed BA in History is before the Board of Supervisors. The need is to add a 4th historian who can assist particularly with third-world history. While the particular emphasis could vary, there is currently no one capable of handling the wide range of courses appropriate to understanding the history of Asia, Africa, Central and South America and the Middle East.

Budget Proposal for Coming Year

Academic and Student Affairs is working closely with the Vice Chancellor for Business and Administrative Services and the Chancellor on the budget constraints facing the University. What must be anticipated is that as we add new programs, there is a compelling need for new positions, associated benefits, infrastructure support (offices, technology, telephones, office furnishings) and library resources. The University is rapidly approaching a point where further expansion is limited without additional classroom and office space and significant improvements

in existing facilities for academic, student service and administrative areas of the University. Beyond significant increases in facilities (which would be accomplished through the construction of the Multi-Purpose Academic Building and the Education Building as well as on-going renovation of space such as Oakland, Chambers and Coughlin), the need is for personnel as outlined in the personnel budget.

Operating budgets of Academic and Student Affairs are sufficient assuming occasional adjustments for new programs and new personnel. The need is to ensure that there is comprehensive budget treatment. For example, the need is to ensure that the science departments are budgeted for routine equipment needs such that the Board of Regents Science Equipment and Library Fund can be allocated to special and larger needs. The library should be supported at a level commensurate with the collection development needs of the University such that the Science and Library Equipment Fund becomes supplemental and not a condition of merely maintaining the collections. Another missing piece of the budgetary puzzle is support for special programmatic initiatives (often funded through foundation rather than state money) such as a special awards program for faculty and/or staff, a professional development fund for staff and more. The University is in the process of effectively absorbing the Title III programs (Advising Center), the Alexandria Museum of Art (which has its own revenue sources and fund raising potential) and the Allied Health Center at 807 Jackson. Progress in building budgetary support for those initiatives cannot be ignored. And, too, marketing programs of the University need substantial funding assistance particularly if we are to mount stronger recruiting efforts. There remain units of the University – the Office of Multicultural Affairs is an example – which must necessarily rely too heavily on grant or special support in order to maintain a minimum level of activity. There are also emerging programs such as Honors, International Programs, or Career Services which will need budgetary support in the near future.

Facility Improvements

The most important projects for Academic and Student Affairs are (a) Student Housing; (b) Renovation of the Student Center, and (c) Construction of the Multi-Purpose Academic building. While funding for the first two seems to be in place, the priority must now turn to obtaining funding for the MPAC. Beyond that there is the need to address the facility issues facing the Department of Education; a new building is needed. Also of high priority is attention to the Department of Allied Health, a need that could substantially be met through the Jackson Street property that is currently under discussion with Rapides General Hospital. Meeting the needs of Allied Health in a downtown location is a short-run solution; ultimately the need is to have Allied Health space on the main campus.

These developments will, in turn, create opportunities for more significant attention to the needs of the Athletic Department as housed in the Fitness Center. As the Multi-Purpose Academic Center comes “on-line” there will be the need to give attention to renovations of Oakland (primarily as an administrative service center), Chambers Hall (with a focus primarily on the Department of Business with Criminal Justice) and Coughlin Hall (with the thought that it will primarily be for Nursing but could also be renovated to house classrooms in support of science (such as microbiology or anatomy and physiology which often operate as service courses to nursing).

A broad consideration of facility and space issues is contained in Appendix E to this document.

Technology Needs

The University has an effective system of technology replacement and rotation in place. Appropriately administered with attention to the special needs of new faculty and staff (extra software or server capacity for research oriented positions, for example), the technology replacement cycle should work for the foreseeable future. Those needs for special laboratories, development of new smart classrooms and the like are generally handled through the work of the Student Technology Committee with support through the Student Technology Fee.

Budget Reduction Plan

There is no “loose change” in the budget of Academic and Student Services. There are some aspects of the budget which can be postponed and others which can be temporarily deferred without affecting capacity. In rough priority order, cuts in student worker budgets (non-federal), professional travel, adjunct and overload faculty funds, equipment funds are more easily dealt with than other cuts such as those in personnel and/or library support.

Executive Summary of Unit Needs

The most pressing need of Academic and Student Affairs is for space. If those issues can be addressed, the priorities for personnel, new programs and the like can be accommodated on a gradual basis as the University moves toward maturation as a baccalaureate institution. The key to managing the budget is to be conservative in expenditures even as we keep a constant eye on the capacity to develop high quality programs for the University. Clearly another key to managing the budget is to encourage enrollment growth through the enhanced quality of existing programs and the addition of new programs which will enable the University to serve students from Central Louisiana whom we are not already serving. While the issue of enrollment growth is key; it is also a conundrum. The University must have new baccalaureate programs (and an ability to serve the other constituencies of Central Louisiana whose needs stop short of baccalaureate programs). In order to get new programs of quality, we must often invest in faculty and space before the enrollment will come; only after the enrollment comes does the University generate the sufficient funds to offer the programs on a sustainable basis.

Appendices

a. Mission

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

b. Vision

Academic and Student Affairs at LSU Alexandria aspires to build on its mission to maintain associate degree programs as appropriate to the region, strengthen the baccalaureate offerings by increasing the availability of core baccalaureate majors, majors which serve the central Louisiana region and a select few majors which represent a niche-market and have a state-wide appeal. The vision is to further strengthen existing and new programs with appropriate attention to global perspectives, interdisciplinary learning, internships, service learning, undergraduate research, student organizations, and opportunities which bridge the gap between high school and college as well as programs which celebrate excellence in our students. Where possible and where appropriate, programs will be collaborative in nature be it with K-12 systems of education, area health care providers, local and regional business enterprises, and other institutions of higher education. Programs and services will be offered with attention to an ever changing technological environment and we will continue to serve our students and faculty with appropriate resources to access and process information. With housing on campus, Academic and Student Affairs will embrace the learning-living opportunities for those students choosing an on-campus living opportunity.

c. Academic and Student Affairs Outcomes/Projected Actions

- Academic and Student Affairs will average adding two new academic majors in each of the next five years.
 - Assessment Method: Beginning with the 2005-2006 year, minutes of the Board of Regents will reflect approval of at least two new majors per year. For example, in 2005-2006, the Board of Regents approved BS degrees in Psychology and in Mathematics.

- Beginning with the 2007-2008 year as the baseline year (first year of selective admissions), Academic and Student Affairs will show an enrollment increase of at least 2% per year.
 - Assessment Method: Using information from the Office of Institutional Research, the Vice Chancellor will report on enrollment increases.
- Enrollment at the University will continue to reflect a strong commitment to non-traditional as well as traditional students and a strong commitment to ethnic diversity in the populations served.
 - Assessment Method: Using information from the Office of Institutional Research, The Vice Chancellor will report data on part-time versus full-time students, traditional versus non-traditional students, ethnic composition of the student body and will do so in year to year comparisons.
- Academic and Student Affairs will increase library support to all programs with a particular emphasis on new majors and new program areas.
 - Assessment Method: The report of the Director of the Bolton Library will indicate a growth in collections as well as a growth in services commensurate with the increase in students, faculty and staff served.
 - Assessment Method: The report of the Director of the Bolton Library will give specific attention to library support for new majors and new programs.
- Academic and Student Affairs will develop interdisciplinary minors as appropriate to include but not be limited to: Women’s Studies, African-American Studies, International Studies.
 - Assessment Method: The Vice Chancellor will include in his/her report an update on the development of new minors.
 - Assessment Method: The annual catalog will reflect the development of these new minors.
- Academic and Student Affairs will explore, develop and recommend programs appropriate to preprofessional students who aspire to medicine, law, seminary and/or other areas of graduate and professional education.
 - Assessment Method: The Vice Chancellor will include in his/her report an update on the number of preprofessional students, changes in programmatic support for those students and, where possible, tracking information on the success of those students in entering professional programs after leaving LSUA.
- Academic and Student Affairs will develop the infrastructure to support the Advising Center, the Office of Professional Development and will sustain the infrastructure needed for other Academic and Student Affairs initiatives.

- Assessment Method: Using Title III reports and independent evaluations, the Vice Chancellor will demonstrate the support for the development of the Advising Center.
 - Assessment Method: Using evaluation instruments developed by the advising center, the Vice Chancellor will demonstrate the successful implementation of the advising center.
- Academic and Student Affairs will, within five years, develop an Office of International Programs which will serve as a one-stop center for the recruitment, admission, orientation of international students, the sponsorship of international activities on campus, and the promotion of study abroad for the LSU at Alexandria community.
 - Assessment Method: The ad hoc International Studies Committee will recommend an international studies minor in 2006-2007.
 - Assessment Method: The University will formalize the international studies committee and begin a process of promoting international study for the students of LSUA.
- Academic and Student Affairs will actively promote the enhancement of facilities appropriate to the mission and vision including completion of the Science Building renovation, initiation and completion of the Student Center renovation, construction of the Multi-Purpose building, acquisition of the Bo Nipper Building for continuing education, access to a downtown Alexandria location for programs appropriate to the facility and the University, planning, funding and construction of the Education building, appropriate renovations to Coughlin, Chambers and Oakland to accommodate a continuing Academic and Student Affairs presence, and the demolition of the temporary buildings known as the Conference Center, the Fine Arts Building and including the modular spaces located behind those facilities.
 - Assessment Method: Using Campus Facility Updates, the Vice Chancellor will demonstrate progress on major renovation, repair and construction projects appropriate to the mission and scope of academic and student affairs.
- Academic and Student Affairs will engage in a comprehensive program of communication to both internal and external partners and will do so by taking full advantage of e-mail communication, the website, public relations and alumni and friends publications.
 - Assessment Method: The Office of the Vice Chancellor will demonstrate regular communication through monthly issues of the “Acorn,” regular meetings of the Academic and Student Life Leadership teams.
- Academic and Student Affairs will develop a family of publications designed to recruit students to the University.

- Assessment Method: By the end of 2007-2008, there will be updated web pages, traveling pieces for recruitment, departmental communications and all will be in keeping with University design standards.
- Academic and Student Affairs will develop student organizations appropriate to the commuting nature of the majority of our students but with sensitivity to what we anticipate will be a growing number of residential students. Such organizations should include but are not limited to sororities, fraternities, honorary organizations and discipline and/or department based clubs.
 - Assessment Method: There will be a quantitative increase in the number of student organizations.
 - Assessment Method: Student organizations appropriate to the discipline will develop in keeping with the introduction of new academic programs.
- Academic and Student Affairs will continually monitor and develop an appropriate mix of student activities to include but not be limited to film series, intramural athletics, mixers/socials appropriate to our students, cultural events either specific to our campus or in collaboration with the Arts Council and other providers of the cultural arts in Alexandria and Rapides Parish.
 - Assessment Method: The University “calendar of events” will reflect a growing list of activities appropriate to the mix of students served.
- Academic and Student Affairs will continuously evaluate the administrative structure of Academic and Student Affairs areas with an eye to devoting resources to direct service to students and programs and with an eye to the organizational structure which best reflects the size and mission of the university.
 - Assessment Method: The Vice Chancellor will work with his counterpart and the Chancellor in a continuing evaluation of the administrative structure of Academic and Student Affairs to ensure high quality service to students and faculty.
- Academic and Student Affairs will engage in a comprehensive program of unit-based planning which links assessment, planning and budgeting.
 - Assessment Method: Each department and/or unit of Academic and Student Affairs will review and update the mission and vision of the unit each year.
 - Assessment Method: Each department and/or unit of Academic and Student Affairs will submit appropriate updates to planning documents which are accompanied by appropriate assessments.
- On the annual survey of faculty, the Office of Academic and Student Affairs will maintain or improve upon the ratings on those questions directly germane to the services provided and/or operations of this office.

- Assessment Method: The results of the evaluations will be reviewed on an annual basis.
- On the annual survey of staff, the Office of Academic and Student Affairs will maintain or improve upon the ratings on those questions directly germane to the services provided and/or operations of this office.
 - Assessment Method: The results of evaluations will be reviewed on an annual basis.

d. Academic and Student Affairs Assessment/Results of Assessment

LSUA Annual Assessment Form

Academic Affairs	2006 – 2007
Reporting Unit	Academic Year

Section I

LSUA Goal:

I. Develop facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

1. Academic and Student Affairs will average adding two new academic majors in each of the next five years.

Assessment Methods and Criteria

1. Beginning with the 2005-2006 year, minutes of the Board of Regents will reflect approval of at least two new majors per year. For example, in 2005-2006, the Board of Regents approved BS degrees in Psychology and in Mathematics

Section II

Results of Assessment

1. During the 2006-2007 year, the Board of Supervisors approved new programs in Business Administration (BS), Nursing (BSN) and Criminal Justice (BS). All three programs are currently under review with the Board of Regents with the Business Administration degree on the agenda (anticipated) for August 2007. Technically the outcome was not met although significant progress was made.
-

Section III

Use of Results

1. Academic and Student Affairs learned considerably from the process during 2006-2007. First, we now know that the Board of Regents will conduct an on-site visit for our major programs although it is not known whether such visits will apply to all programs. The results of the first such visit were most constructive and will help us strengthen the BS in Business Administration. Second, we now know that the process for developing new proposals is one which must have ownership from the department and the department chairperson but also necessarily requires considerable work in this office if we are to have strong program proposals which require little editing on their way through the approval process. Work done “up front” on these proposals saves considerable time and energy later in the process.
-

LSUA Annual Assessment Form

Academic Affairs	2006 - 2007
Reporting Unit	Academic Year

Section I

LSUA Goal:

01. Recruit and retain a diverse faculty, staff, and student population.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances

related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

2. Beginning with the 2007-2008 year as the baseline year (first year of selective admissions), Academic and Student Affairs will show an enrollment increase of at least 2% per year.

Assessment Methods and Criteria

1. Using information from the Office of Institutional Research, the Vice Chancellor will report on enrollment increases.
-

Section II

Results of Assessment

1. There were no results anticipated for the 2006-2007 year although monitoring enrollment trends is a constant endeavor within the Office of Academic and Student Affairs. Because of new directions in the Office of Institutional Research, we anticipate having strong baseline information for the 2007-2008 year and it is that year on which we anticipate building our annual increases in the years that follow.
-

Section III

Use of Results

1. NA
-

LSUA Annual Assessment Form

Academic Affairs

Reporting Unit

2006 - 2007

Academic

Section I

LSUA Goal:

I. Develop facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

3. Will increase library support to all programs with a particular emphasis on new majors and new program areas.

Assessment Methods and Criteria

1. The report of the Director of the Bolton Library will indicate a growth in collections as well as a growth in services commensurate with the increase in students, faculty and staff served.
2. The report of the Director of the Bolton Library will give specific attention to library support for new majors and new programs

Section II

Results of Assessment

1. Although the 2006-2007 year was a difficult year budgetarily, the Office of Academic and Student Affairs, working with the Director of the Library and with Academic Department Chairpersons, was able to secure additional funding for the library such

that there were significant additions to the library collection (see library statistics in the annual report of the Bolton Library) and we were able to target those areas with new programs as well as those that had completed the labor intensive title-by-title review. Also helpful is the increasingly close collaboration between departments and the library collection development team as new courses, new programs and new needs are identified. Before a new course can be approved there is a mandated library review and library collection discussions are an integral part of each new program proposal.

2. The increasingly close collaboration between departments and the library collection development is evident in increased attention to information literacy, increasing utilization of the library impact statement (the process was changed during 2006-2007 to expedite review), and the use of departmental liaisons. Library statistics indicate a level of service commensurate with the student population although a shift in services from book and/or print circulation to increasing use of on-line resources and on-line access to services.

The Annual Report of the Director of the Library underscores the degree to which new programs have continued to get special attention. Those emerging majors under the BLS and the newly developed baccalaureate degrees are given the opportunity for extra funding. The “title-by-title review” of the print collection development analysis is reinforcing efforts to strengthen the collection for new programs. Year end funds were used to boost collections in critical new areas of the library.

Section III

Use of Results

1. The Office of Academic and Student Affairs will continue to address this issue. The results to this point are impressive and were accomplished without a major infusion of new money. Using new state allocations and using the work of the title-by-title analysis, we anticipate continued success in the near term in strengthening the collections. Recognizing, for example, that several thousand dollars was needed to purchase biology titles after the title-by-title review, the Vice Chancellor worked with the Director of the Library to secure appropriate funding.
2. Given that service trends appear to be tracking enrollment and programmatic trends, there does not appear to be a need for specific new initiatives. The Vice Chancellor is working closely with the professional library staff on ways to fully implement the concept of information literacy.

The budgetary difficulties facing the University in 2006-2007 necessarily meant that addressing collection development was difficult. As a result of these difficulties and with the increase in state funding, the University intends (assuming that self-generated funding meets expectations) to increase library support from regular operating budgets such that we can continue to give support to new

programs and new curricula.

LSUA Annual Assessment Form

Academic Affairs

2006 - 2007

Reporting Unit

Academic
Year

Section I

LSUA Goal:

I. Develop facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

4. Will develop interdisciplinary minors as appropriate to include but not be limited to: Women's Studies, African-American Studies, International Studies

Assessment Methods and Criteria

1. The Vice Chancellor will include in his/her annual report an update on the development of new minors

2. The annual catalog will reflect the development of these new minors.

Section II

Results of Assessment

1. New minors were developed in African-American Studies and work continues on a new minor in International Studies. A part of the job of the new Assistant Vice Chancellor will be to develop and monitor these interdisciplinary minors.
2. The new minor is still awaiting C&C approval, and so was not included in the 07-08 catalogue.

Section III

Use of Results

1. Developing new minors is one aspect of the outcome. There is the need to ensure tracking of minors for students desiring to complete them; there is the need to ensure appropriate promotion of the minors and there is the need to celebrate the opportunities for these interdisciplinary minors in the catalog and in other publications of the University.
2. The office will continue to work towards the development of new minors and will publish these opportunities in the next catalogue after their approval.

LSUA Annual Assessment Form

Academic Affairs

2006 - 2007

Reporting Unit

Academic
Year

Section I

LSUA Goal:

I. Develop facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.

Statement of Purpose

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Unit Desired Outcome:

5. Will, within five years, develop an Office of International Programs which will serve as a one-stop center for the recruitment, admission, orientation of international students, the sponsorship of international activities on campus, and the promotion of study abroad for the LSU at Alexandria community

Assessment Methods and Criteria

1. The ad hoc International Studies Committee will recommend an international studies minor in 2006-2007.
 2. The University will formalize the international studies committee and begin a process of promoting international study for the students of LSUA.
-

Section II

Results of Assessment

1. There was little or no progress on this desired outcome during 2006-2007.
 2. There was little or no progress on this desired outcome during 2006-2007.
-

Section III

Use of Results

1. A more targeted and active committee will be in place for the 2007-2008 year.

2. A more targeted and active committee will be in place for the 2007-2008 year.
-

LSUA Annual Assessment Form

Academic Affairs

2006 - 2007

Reporting Unit

Academic
Year

Section I

LSUA Goal:

II. Recruit and retain high quality students that meet raised academic standards.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

6. Academic and Student Affairs will develop a family of publications designed to recruit students to the University.

Assessment Methods and Criteria

1. By the end of 2007-2008, there will be updated web pages, traveling pieces for recruitment, departmental communications and all will be in keeping with University design standards.
-

Section II

Results of Assessment

1. While substantial work went into upgrading the website during 2006-2007, the brochure development was put on hold pending funding.
-

Section III

Use of Results

1. Such funding is anticipated for 2007-2008.
-

LSUA Annual Assessment Form

<u>Academic Affairs</u>	<u>2006 - 2007</u>
Reporting Unit	Academic Year

Section I

LSUA Goal:

I. Develop facilities, services, activities and academic programs conducive to the evolution of a baccalaureate culture.

Statement of Purpose

The Office of Academic Affairs provides leadership for all aspects of instructional and student services. The Vice Chancellor for Academic Affairs provides leadership and supervision for two colleges and their academic departments. The Vice Chancellor for Academic Affairs provides oversight for the policies and activities of the Bolton Library and for non-credit educational programs. The Vice Chancellor for Academic Affairs interprets all academic policies and arbitrates requests, appeals and grievances related to these policies, and provides oversight of all grants and contracts related to academic affairs. The Vice Chancellor for Academic Affairs has the responsibility for assessment of all activities and programs under his supervision. The Vice Chancellor for Academic Affairs is responsible for planning and budgeting for all faculty, staff, and equipment needs in the areas he supervises.

Unit Desired Outcome:

7. Academic and Student Affairs will develop student organizations appropriate to the

commuting nature of the majority of our students but with sensitivity to what we anticipate will be a growing number of residential students.

Assessment Methods and Criteria

1. There will be a quantitative increase in the number of student organizations, as reflected in the University Catalogue.
-

Section II

Results of Assessment

1. Academic and Student Affairs continues to promote the development of student activities and organizations. New programs which do not already have a student organization are asked to develop one. The review process for new organizations is working more smoothly than in past years. A new director of student activities is giving considerable attention to student organizational development including the sponsorship of leadership development seminars. Statistics on the number of organizations are not currently kept.
-

Section III

Use of Results

1. The absence of actual statistical measures on this outcome will be rectified during 2007-2008.
-

LSUA Annual Assessment Form

Academic Affairs	2006 - 2007
Reporting Unit	Academic Year

Section I

LSUA Goal:

05. Increase campus effectiveness, efficiency, and accountability.

Statement of Purpose

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Unit Desired Outcome:

- 8. On the annual surveys of faculty and staff, the Office of Academic and Student Affairs will maintain or improve upon the ratings on those questions directly germane to the services provided and/or operations of this office.

Assessment Methods and Criteria

- 1. Reports of the annual surveys generated by Institutional Research and Effectiveness will reflect the desired results. The results of the evaluations will be reviewed on an annual basis.

Section II

Results of Assessment

- 1. Results of the annual surveys of faculty and staff are as follows:

Faculty:

The Vice Chancellor for Academic Affairs is accessible to faculty members.

a	33
	29
d	0
	2
n/o	2
tot	64
agree	62

percent 0.96875

The Vice Chancellor for Academic Affairs encourages engagement with the Central Louisiana community.

a	30
	29
d	2
	1
n/o	3
tot	<hr/> 62
agree	59
percent	0.951613

The Vice Chancellor for Academic Affairs provides effective communication to the faculty.

a	28
	30
d	4
	1
n/o	3
tot	<hr/> 63
agree	58
percent	0.920635

The Vice Chancellor for Academic Affairs effectively advocates for the development of new programs appropriate to the baccalaureate mission of the University.

a	29
	29
d	4
	2
n/o	2
tot	<hr/> 64
agree	58
percent	0.90625

The Vice Chancellor for Academic Affairs provides effective leadership to the development of long-range planning in academic units.

a	28
	24
d	10
	1
n/o	3
tot	<hr/> 63
agree	52
percent	0.825397

The Vice Chancellor for Academic Affairs provides effective advocacy for the professional development of the faculty.

a	26
	31
d	4
	1
n/o	4
tot	<hr/> 62
agree	57
percent	0.919355

The Vice Chancellor for Academic Affairs provides an effective example of University leadership.

a	30
	28
d	4
	3
n/o	1
tot	<hr/> 65
agree	58
percent	0.892308

The Vice Chancellor for Academic Affairs manages the fiscal affairs of the academic programs in a manner which maximizes their impact on the programmatic development of the University.

a	19
	28
d	4
	1
n/o	13
tot	52
agree	47
percent	0.903846

Staff:

The Vice Chancellor for Academic Affairs is accessible to staff members.

a	28
	31
d	4
	1
n/o	7
tot	64
agree	59
percent	0.921875

The Vice Chancellor for Academic Affairs contributes to the improvement of staff morale.

a	17
	30
d	7
	4
n/o	13
tot	58
agree	47
percent	0.810345

The Vice Chancellor for Academic Affairs encourages engagement with the Central Louisiana community.

a	17
	36
d	6
	1
n/o	11
tot	60
agree	53
percent	0.883333

The Vice Chancellor for Academic Affairs advocates for a partnership between faculty and staff in the services provided to students.

a	15
	31
d	8
	4
n/o	14
tot	58
agree	46
percent	0.793103

I am satisfied with the services provided through the Office of the Vice Chancellor for Academic Affairs.

a	18
	36
d	5
	3
n/o	10
tot	62
agree	54
percent	0.870968

Section III

Use of Results

1. The 2006-2007 year was set up to be the baseline year for survey results.

LSUA Annual Assessment Form

Academic Affairs	2006 - 2007
Reporting Unit	Academic Year

Section I

LSUA Goal:

- IV. Enhance reciprocal relationships with the Central Louisiana community.

Statement of Purpose

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Unit Desired Outcome:

9. Encourage engagement with and service to the Central Louisiana community among faculty and staff.

Assessment Methods and Criteria

1. An item will be added to the annual surveys of faculty and staff as

follows:

The Vice Chancellor for Academic Affairs encourages engagement with the Central Louisiana community.

It is desired that at least 85% of those expressing an opinion will respond positively to this item.

2. An item will be added to the annual surveys of faculty and staff as follows:

I am currently involved in at least one community organization, activity or volunteer service in Rapides parish or the surrounding area.

It is desired that at least 75% of those expressing an opinion will respond positively to this item. In any event, the rate of positive response to this initial assessment will serve as a baseline for future assessments of this outcome.

Section II

Results of Assessment

1. faculty:

The Vice Chancellor for Academic Affairs encourages engagement with the Central Louisiana community.

A	30
	29
D	2
	1
n/o	3
tot	62
agree	59
percent	0.951613

2. Staff:

A	17
	30
D	7
	4
n/o	13

tot	58
agree	47
percent	0.810345

2.

Are you currently an active participant in a service, community or professional organization within the LSUA service region?

Faculty:

Yes	77.27%
No	22.73%

Staff:

Yes	49.30%
No	50.70%

3.

Section III

Use of Results

1. Outcome achieved for faculty, but narrowly missed for staff. The Vice Chancellor will continue to be a strong advocate for engagement with the community.
2. Outcome achieved for faculty, but not for staff. The Vice Chancellor will continue to be a strong advocate for engagement with the community, and will seek to improve upon these baseline rates during the next evaluation period.

Also see summary of assessment in the Institutional Report Card.

Appendix E

Space/Facility Considerations – Beyond the Multipurpose Academic Center

DRAFT (September 2007)

This document outlines the projected use of space as the University anticipates the construction and ultimate occupation of the Multipurpose Academic Building, the demolition of the Conference Center and Fine Arts Building, and the construction of athletic fields in close proximity to the Fitness Center. In the broadest context, it is important to remember that the University adheres to a master plan which envisions our student housing located on the south side of campus, a campus academic quadrangle to the center of campus and athletic fields, including the golf course, to the north of campus.

Construction and occupation of the Multipurpose Academic Building will be the key to all other space use considerations. The building, itself, will be occupied by the Departments of Arts, English and Humanities, Behavioral and Social Sciences and the mathematics faculty of the Department of Math and Physical Sciences. The building will provide principal classroom space for those departments and specialized space for programs in theatre and fine arts.

The move of these departments will open up opportunities on the campus:

- Coughlin Hall will be primarily occupied by Nursing and Allied Health with the possibility of the Department of Education moving to Coughlin until a suitable Education Building can be approved, planned and constructed.
- Alternatively the education faculty could locate to the Multipurpose Academic Building but the classroom mix of that facility does not currently call for the specialized spaces that are appropriate for the Department of Education.
- Chambers Hall will be the primary location for the offices and classrooms of the Department of Business. Depending on the administrative organization selected, Criminal Justice will either be housed in Chambers with the Department of Business or housed in the Multipurpose Academic Building if Criminal Justice were to be joined to Behavioral and Social Sciences.

The shift of academic departments opens other opportunities:

- The move of education from the Fitness Center allows for the effective concentration of the offices associated with the fitness center, the athletic program and the kinesiology program in the Fitness Center.

- The move of the math faculty opens the possibility to renovate Oakland Hall for use by the administration including most logically enrollment services and financial aid.
- That, in turn, allows administrative units such as institutional research and institutional advancement to move into Abrams Hall. These moves minimize the need to construct additional administrative space but do commit the University to the renovation of Oakland Hall.
- The move of Arts, English and Humanities from the combination of Coughlin Hall, the Fine Arts Center and the Conference Center can lead to the demolition of the temporary buildings located just across the street from Abrams Hall.

As these shifts take place, there are other opportunities created:

- The move of administrative offices from the library to Abrams Hall opens up the second floor of the library to house the administrative offices of the library thus allowing for the expansion of archives on the second floor, the renovation of the first floor for collections and for improved library services. These renovations should not preclude the creation of an internet café near the entrance to the library and a faculty development center within the library. Creative renovation of the library may well preclude the need for a new library facility even as the campus continues to expand both in terms of student numbers and programs.
- Pursuit of these opportunities should not foreclose the need to continue efforts to expand the building inventory of the campus. The discussion above does not effectively meet other issues which should be addressed and which may ultimately need to be addressed with new facilities rather than continued move of units about the campus.

As a set of working considerations (and priorities), the following are noted:

- Education Building to house the Department of Education including offices, technology laboratory, specialized classrooms and appropriate seminar and/or conference rooms.
- Allied Health Building to house the Department of Allied Health including labs, offices, technology support, specialized classrooms and appropriate seminar and/or conference rooms.
- Technology center for the campus to accommodate administration and staff of IET services. Currently IET services is bilocated in the Bo Nipper building and in a temporary building. If the Bo Nipper Building is to remain focused on Continuing Education, a stand alone IET services building could be built. If another Continuing Education building were built, IET services could be concentrated in the Bo Nipper Building.

There are also a number of emerging issues which will require space considerations including those noted below. Some of these could be housed in existing spaces once the Multipurpose Building is open. For example, the honors program could be effectively housed in Coughlin Hall.

- New student service functions (career center, expanded testing center)
- A substantially improved space for multicultural issues
- The honors program
- An international student services center

There are also some missing elements that will need consideration as the campus expands. There is, for example, no structure to house Alumni and Friends activities. As those mature, there will be space considerations. There is also no center which can house a faculty center, often an effective vehicle for developing community on a campus as it expands beyond easy personal communication and interaction among faculty.