



ACADEMIC MASTER PLAN

2007-2012

ACADEMIC MASTER PLAN

*Grambling State University
Office of the Provost and Vice President for Academic Affairs
Grambling, LA 71245
May 2007*

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Preface

This plan was prepared by the Office of the Provost and Vice President for Academic Affairs in consultation with the Office of Planning and Institutional Research. It is based on input from a diverse set of sources and is informed by our review of trends in academic disciplines. More importantly it has been influenced and guided by the mission of the University. It is not a static document, rather it is one that annually will, through evaluations and updates, retain currency.

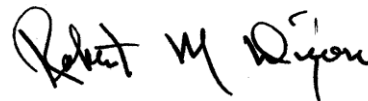
The plan is comprehensive in its examination of the academic program. This does not mean that it contains all projected programmatic changes. It contains those projected changes that are likely to influence operations in more than one organizational unit in Academic Affairs.

The plan is not comprehensive about other areas of the University. A comprehensive campus development plan is being written and will contain a universal focus that this plan admittedly does not have.

The plan also cites many needs at the University. Notably, this document does not directly address all of the needs presented. Some of the needs find resolution in the plans of other units at the University. Others may receive direct attention in updates to the plan.

Throughout the plan we have sought to document and verify all facts and figures. Any errors are inadvertent and we shall make timely corrections. We welcome any criticism and commentary on the content and organization of this document.

It is intended to guide us, not bind us, and to challenge and aid our decision making process.

A handwritten signature in black ink, reading "Robert M. Dixon". The signature is written in a cursive, slightly slanted style.

Robert M. Dixon, Ph.D.

I. Introduction

A. Planning at the University

During the latter half of the twentieth century Grambling State University, like many colleges and universities, came to understand the importance of planning and the use of institutional data to make programmatic and systematic improvements. Although the University established an office of planning and institutional effectiveness, the office engaged primarily in the collection of data needed to respond to state and federal requests, and to periodic surveys by educational organizations. The Louisiana Board of Regents developed a Master Plan for the Improvement of Postsecondary Education – 2001-2010. The plans of state supported colleges and universities are expected to be consonant with the Master Plan. Accordingly, Grambling State University submits annually updates to its goals and objectives, which are delineated in the Strategic Plan of the University. The Strategic Plan of the University contains goals/objectives and strategies that will be used to achieve the objectives. These goals and objectives and their subsequent updates have not derived from broad input. They have represented the input of the senior administration and not the faculty. Yet, the faculty is as concerned about remaining competitive as the administration.

The continuing demand for accountability in higher education by politicians, the U.S. Department of Education, the Louisiana Board of Regents, the University of Louisiana System Board of Supervisors, and accrediting agencies requires that the University plan, evaluate, and use evaluation to inform the revision of its planning. The University must, through its use of planning and research show that it is effective in carrying out its mission. Additionally, the rapid changes that have taken place in all academic disciplines in the last two decades require that the University develop a mode of operation which will insure that it remains competitive. Whether an institution is a leader in a given field or somewhere in the pack, planning is the most effective means of remaining viable and providing accountability.

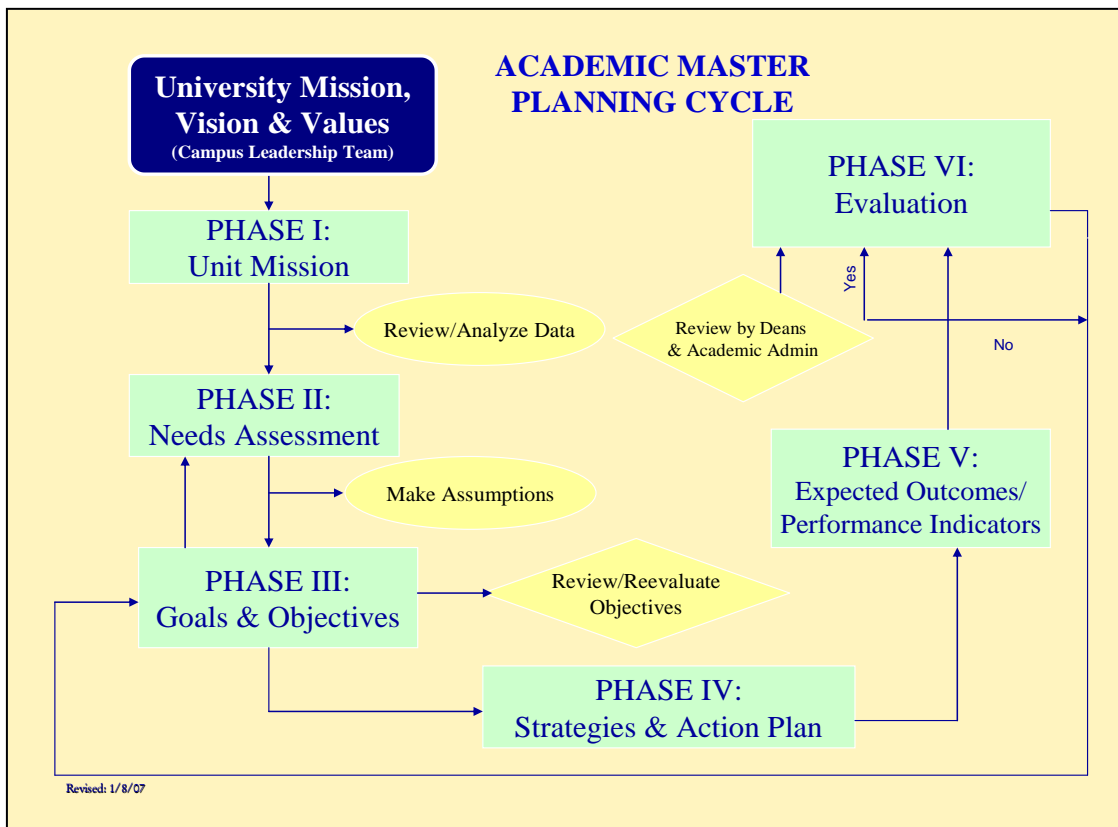
This Academic Master Plan is based on the input of the faculty, staff, students, and the administration. Each unit in the Division of Academic Affairs during the 2005-06 academic year began the development of a master plan. These unit plans have informed the University's Academic Master Plan (UAMP). These unit plans were based on the mission, resources, and projections informed by enrollment data for the service and major programs.

In the development of the UAMP, we established a planning process which shall be used to engage the university community in the systematic and continuous improvements of every dimension of Academic Affairs. The planning process which we adopted in August of 2005 consists of the following elements:

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1. Mission Review
2. Needs Assessment
3. Goals
4. Objectives
5. Strategies
6. Performance Indicators/Outcome Measures
7. Annual Evaluation
8. Annual Revision of Elements 2 through 6

A schematic diagram of these elements is shown below.



The UAMP is developed for a five-year period. The period addressed by this initial edition is from 2007 – 2012. In creating this first plan we have learned that it takes approximately one year for all academic units to complete the development of the elements described for a five year period. Consequently, in year four of the plan we shall initiate revision of the plan for the next five-year cycle. Annual updates are based on evaluations which occur in June of each year.

B. Background

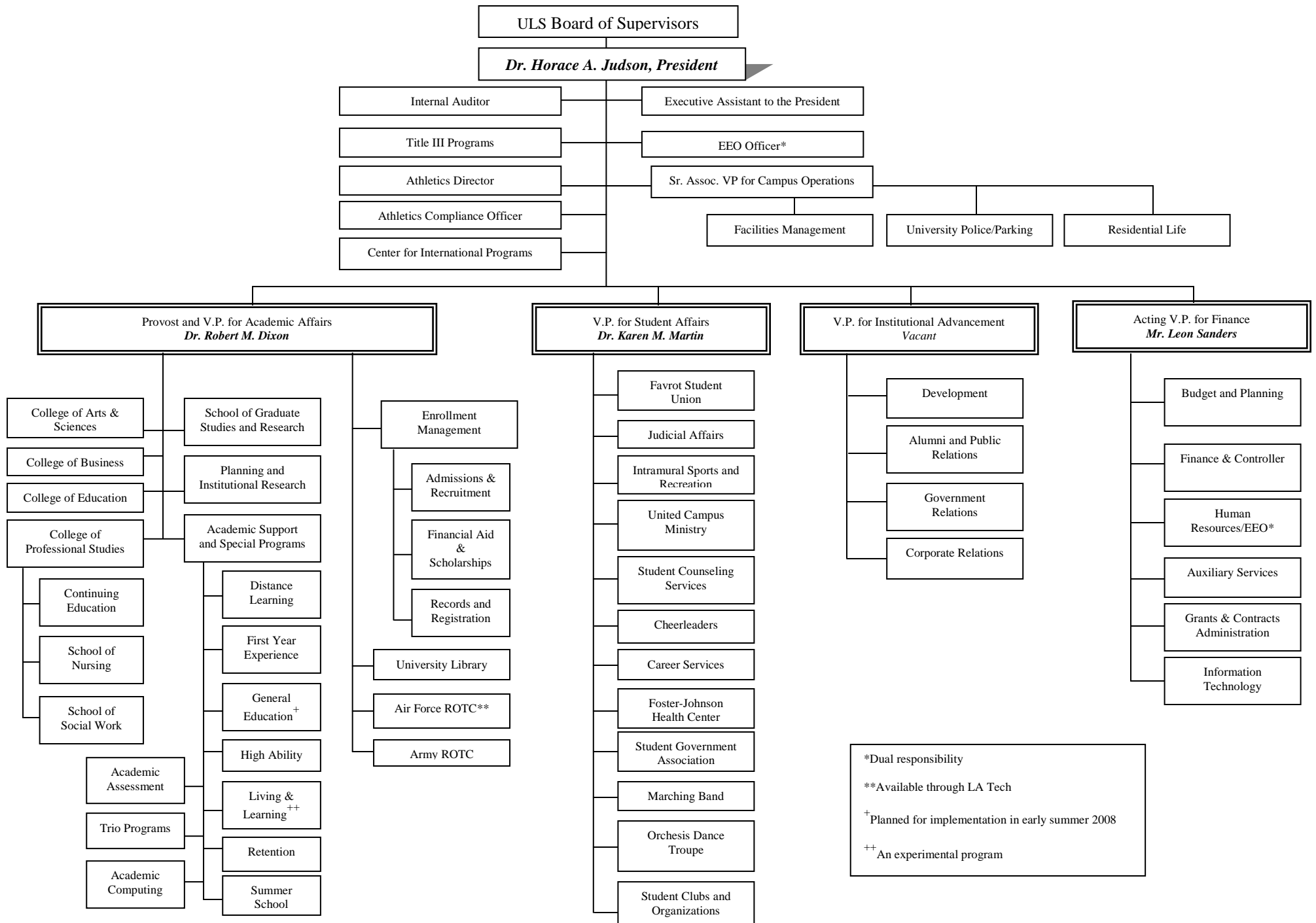
Since the summer of 2004 a number of needs at the University have been addressed. Based on the Self Study that was prepared for the reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools and the subsequent three follow-up reports, and the Fisher Report,* the colleges and schools in the Division of Academic Affairs were reorganized during the spring semester of the 2004-05 academic year. During the 2005-06 academic year we addressed shortcomings in our approach to recruitment and admissions and in the retention program by reorganizing these units and creating the Office of Enrollment Management. We show in Chart 1 the current organizational chart of the University and in Chart 2 the organizational chart for the Division of Academic Affairs.

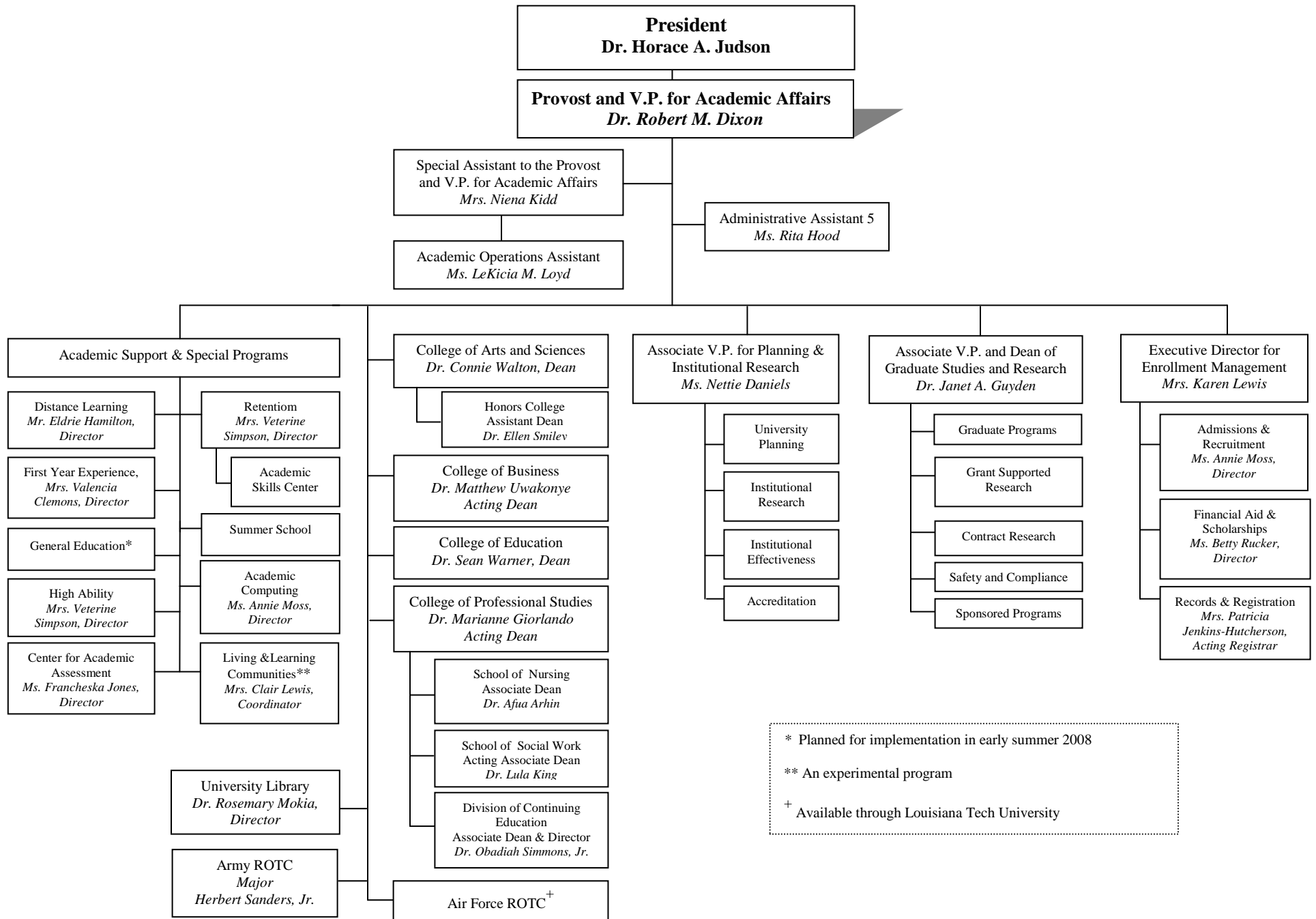
Additionally, we have added twenty-five new faculty members since May 2005. Twenty-two of these individuals have the doctorate in their respective fields and three of them are at the ABD stage. In Table I we show teaching faculty data.

Table I: Full-Time Teaching Faculty Profile – Fall Semester 2006

Rank	Instructor	Assistant Professor	Associate Professor	Professor	Totals
Number	33	108	53	71	265
Number Tenured	N/A	38	35	68	141
Number with Doctorate	0	42	42	71	155
Number College of Arts & Sciences	21	61	35	34	151
Number College of Business	5	9	5	6	25
Number College of Education	3	9	3	16	31
Number College of Professional Studies	4	29	10	15	58

*A report on an assessment of the University by a team of distinguished educators led by Dr. James L. Fisher (2002).





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In Table II we show the number of faculty tenured and untenured for the last five years.

**Table II: Tenured and Untenured Faculty
 2002-03 through 2006-07 (Fall Data)**

Academic Year	2002-03	2003-04	2004-05	2005-06	2006-07
Teaching Faculty Tenured	142	134	135	140	141
Teaching Faculty Untenured	99	112	109	115	124
Non Teaching Faculty with Tenure	7	7	4	4	4
Non Teaching Faculty Untenured	2	5	7	8	5
% Tenured	59.6%	54.7%	54.5%	53.9%	52.9%

In Table III we show all faculty, teaching faculty, librarians with faculty rank, and administrators with faculty rank.

Table III: All Faculty-Fall Semester 2006

Rank	Professors	Associate Professors	Assistant Professors	Instructors	Totals
Teaching Faculty	71	53	108	33	265
Librarians	0	0	5	0	5
Administrators	2	0	2	0	4
Total	73	53	115	33	274
Number with the Doctorate	73	42	42	0	157

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It will prove useful to consider part-time and adjunct faculty during the last five years. Although adjunct faculty usually are persons who have a strong relationship with a given department and can be counted on for continued support, the terms part-time and adjunct have been used interchangeably at the University. In the fall of 2007 we shall ask the deans to use a definition, yet to be developed, in order to distinguish between adjunct and part-time faculty. In Table IV we show the number of part-time and adjunct faculty for the last four years.

**Table IV: Part-Time and Adjunct Faculty
 2003-04 through 2006-07**

Academic Year	2003-04	2004-05	2005-06	2006-07
Number of Part-time and Adjunct Faculty Fall Semester	25	31	41	33
Number of Part-time and Adjunct Faculty Spring Semester	33	26	38	40

It will also prove useful in establishing the basis for certain goals and objectives to be able to refer to enrollment data. We show in Table V the headcount and full-time equivalent (FTE)* data for both undergraduate and graduate students for the last five years.

**Table V: Fall Enrollment by Student Level
 2002 – 2006**

Year (Fall)	2002	2003	2004	2005	2006
Undergraduate Headcount	4005	4171	4440	4573	4584
Graduate Headcount	459	498	599	591	481
Headcount Total	4464	4669	5039	5164	5065
Undergraduate FTE	3820	3985	4228	4277	4292
Graduate FTE	311	350	434	436	355
FTE Total	4131	4335	4662	4713	4647

*A full-time undergraduate load is 12 hours and a full-time graduate load is 9 hours.

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Using only headcount data we show enrollment numbers based on geographic information. Again, only fall numbers are used.

Table VI: Fall Enrollment by Residence

Year (Fall)	2002	2003	2004	2005	2006
In State	3090	3172	3370	3373	3214
Out-of-State ⁺	1309	1432	1595	1708	1665
International	65	65	74	83	186
Total Enrollment	4464	4669	5039	5164	5065

In terms of background data we shall also find useful the numbers on first-time, full-time students and the retention of these students.

Shown in Table VII are data on first-time, full-time students and the retention of these students for the following fall.

Table VII: First-Time, Full-Time Freshman to Sophomore Retention Rates (Fall to Fall Semesters)

Year (Fall)	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006
Enrolled	886	851	1027	1169	1131
Retained	585	583	643	673	621
Percent Retained at University	66.0%	68.5%	62.6%	57.6%	54.9%
Percent Retained State-wide	72.1%	71.8%	66.6%	62.4%	N/A

In the next five tables we provide useful information on the scope of the academic program.

⁺Out-of-State includes students from the U.S.A. whose home residences are not in the state of Louisiana.

Table VIII: Number of Major/Degree Programs

Colleges	Arts & Sciences	Business	Education	Professional Studies
Number of Certificate Programs	0	0	0	3
Number of Associate Degree Programs	1	0	0	2
Number of Baccalaureate Degree Programs	19	5	19	5
Number of Masters Degree Programs	3	0	9	5
Number of Doctoral Programs	0	0	3	0

Table IX: Major Programs

CERTIFICATE PROGRAMS		
College of Professional Studies		
Paralegal Studies-CPS	Family Nurse-PMNPC	Family Nurse Practitioner-PMC
ASSOCIATE DEGREE PROGRAMS		
College of Arts and Sciences		
Child Development-AS		
College of Professional Studies		
Criminal Justice-AS	Paralegal Studies-AA	

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BACCALAUREATE PROGRAMS		
College of Arts and Sciences		
Applied Music (Performance)-BA	Art-BA	Biology-BS
Chemistry-BS	Computer Science-BS	Drafting Design Technology-BS
Electronics Engineering Technology-BS	English (General)-BA	French-BA
History-BA	Hotel/Restaurant Management-BS	Mathematics-BS
Physics-BS	Political Science-BA	Political Science (Pre-Law)-BA
Psychology (General)-BA	Sociology-BA	Spanish-BA
Theatre-BA		
College of Business		
Accounting-BS	Computer Information Systems-BS	Economics-BS
Management-BS	Marketing-BS	
College of Education		
Art Education (Grades K-12)-BA	Biology Education (Grades 6-12)-BS	Early Childhood Education (Grades PK-3)-BS
Elementary Education (Grades 1-5)-BS	English Education (Grades 6-12)-BA	Family & Consumer Science Education (Grades 6-12)-BS
Industrial Arts Education (Grades 6-12)-BS	Kinesiology-BS	Leisure Studies-BS
Mathematics Education (Grades 6-12)-BS	Middle School Education (Grades 4-8 English)-BS	Middle School Education (Grades 4-8 Math)-BS
Music Ed. Instrumental (Grades K-12)-BME	Music Education Vocal (Grades K-12)-BME	Physics Education (Grades 6-12)-BS
Social Studies Education (Grades 6-12)-BA	Special Education (Mild/Mod Elem. Dual)-BS	Special Education (M/M Secondary)-BS
Special Education (Pre Non-Cat ECH Dual)-BS		

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College of Professional Studies		
Criminal Justice-BS	Mass Communication-BA	Nursing-BSN
Paralegal Studies-BA	Social Work-BA	
MASTERS PROGRAMS		
College of Arts and Sciences		
Liberal Arts-MA	Social Sciences-MAT	Public Administration-MPA
College of Education		
Curriculum & Instruction: ECH Education-M.Ed.	Curriculum & Instruction: Ed. Techn Leader-M.Ed.	Curriculum & Instruction: Reading-M.Ed.
Curriculum & Instruction: Tech Facilitator-M.Ed.	Developmental Education- MS	Educational Leadership- M.Ed.
Elementary/Early Childhood Ed-MS	Special Education-M.Ed.	Sports Administration-MS
College of Professional Studies		
Criminal Justice-MS	Family Nurse Practitioner-MSN	Mass Communication-MA
Nurse Educator-MSN	Social Work-MSW	
DOCTORAL PROGRAMS (Ed.D.)		
College of Education		
Curriculum & Instruction	Developmental Education	Educational Leadership

Table X: Number of Students in Certificate and Associate Degree Programs

Program/Year (Fall)	2002	2003	2004	2005	2006
Paralegal Studies Certificate	3	4	4	1	0
Family Nurse Post Master's Certificate	0	0	0	0	0

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Family Nurse Practitioner Post Certification	0	0	0	0	0
Child Development AS	64	65	52	58	39
Criminal Justice AS	22	23	37	34	33
Paralegal Studies AA	7	12	5	12	7

Table XI: Number of Students in Baccalaureate Programs

Program/Year (Fall)	2002	2003	2004	2005	2006
Accounting	122	145	157	166	174
Applied Music (Performance)	14	16	17	18	12
Art	15	16	24	29	39
Art Education (Grade K-12)	5	5	4	3	3
Biology	183	217	220	242	224
Biology Education* (Grades 6-12)	N/A	N/A	2	5	81
Chemistry	36	27	46	56	58
Computer Information Systems	330	331	293	271	250
Computer Science	188	179	132	81	72
Criminal Justice	241	282	333	333	335
Drafting Design Technology	57	44	33	43	46
Early Childhood Education (Grades PK-3)	53	66	65	78	91
Economics	15	17	19	25	30

* Established in 2003.

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Electronics Engineering Technology	101	115	134	147	129
Elementary Education (Grades 1-5)	121	142	123	136	130
English Education* (Grades 6-12)	N/A	N/A	6	18	35
English(General)	36	37	35	39	31
Family & Consumer Sciences Education (Grades 6-12)	0	0	1	2	0
French	0	2	2	3	1
History	26	20	21	23	20
Hotel/Restaurant Management	46	59	68	71	56
Industrial Arts Education (Grades 6-12)	2	2	0	1	0
Kinesiology ⁺	138	193	203	96	204
Leisure Studies	97	188	287	157	146
Management	146	200	241	294	305
Marketing	95	111	136	149	191
Mass Communication	182	182	201	228	193
Mathematics	12	19	17	18	14
Mathematics Education (Grades 6-12)	N/A	N/A	N/A	4	6
Middle School Education** (Grades 4-8 English)					
Middle School Education** (Grades 4-8 Math)					
Music Education Instrumental (Grades K-12) ⁺⁺	N/A	N/A	N/A	14	64
Music Education Vocal (Grades K-12) ⁺⁺	N/A	N/A	N/A	4	24
Nursing	72	75	74	75	174
Paralegal Studies	36	43	60	56	46

*Established in 2003.

**New Programs.

⁺Physical Education became Kinesiology in 2005.

⁺⁺Music Education was separated into instrumental and vocal degree programs in 2005. The numbers in the combined programs for 2002, 2003, and 2004 were 70, 76, and 100, respectively.

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Physics	7	5	6	5	8
Physics Education* (Grades 6-12)	N/A	N/A	3	8	21
Political Science	21	23	19	19	28
Political Science (Pre-Law)	51	53	66	67	40
Psychology (General)	160	185	177	174	154
Social Studies Education* (Grades 6-12)	N/A	N/A	N/A	6	20
Social Work	97	118	139	119	131
Sociology	30	28	30	31	33
Spanish	1	3	4	6	7
Special Education (Mild/Mod Elem. Dual)	3	9	8	6	11
Special Education (M/M Secondary)	5	2	7	7	7
Special Education (Pre Non-Cat ECH Dual)	3	3	3	0	5
Theatre	31	32	22	33	32

XII: Number of Students in Graduate Programs

MASTER'S					
Program/Year (Fall)	2002	2003	2004	2005	2006
Criminal Justice	42	43	55	64	53
Curriculum & Instruction: ECH Education-M.Ed.**					
Curriculum & Instruction: Ed. Techn Leader-M.Ed.**					
Curriculum & Instruction: Reading-M.Ed.**					
Curriculum & Instruction: Tech Facilitator-M.Ed.*					
Developmental Education-MS	37	26	25	16	25

*Established in 2003.

**New Programs.

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Educational Leadership-M.Ed.*					
Elementary/Early Childhood Ed-MS	5	12	16	16	7
Family Nurse Practitioner-MSN	33	32	32	33	26
Liberal Arts-MA	6	9	3	2	0
Mass Communication-MA	18	10	17	18	18
Nurse Educator-MSN	0	2	2	7	6
Public Administration-MPA	89	102	121	118	98
Social Sciences-MAT	12	11	8	1	0
Social Work-MSW	32	50	84	84	73
Special Education-M.Ed.*					
Sports Administration-MS	39	55	56	35	47
DOCTORAL (Ed.D.)					
Program/Year (Fall)	2002	2003	2004	2005	2006
Curriculum & Instruction	0	1	1	3	4
Developmental Education	33	36	52	50	46
Educational Leadership	8	9	13	11	7

Last academic year (2005-06) the Faculty Handbook and the University Catalog were identified for revision. These revisions were launched in the spring semester of 2006 and are scheduled for completion in the spring semester of 2007. Early in 2006 a new University Recruitment Plan for undergraduates was completed and shared with the Board of Supervisors. This Plan accompanied the Plan to Transition from Open Admissions to Selectivity, which the Board approved in February 2006. The transition plan from open admissions to selectivity imposes increasingly demanding criteria beginning in the fall of 2007 and ending in the fall of 2010. The transition from open admissions to selectivity was mandated by the Board of Regents for 2010; however, the University chose to manage the change incrementally. The admissions criteria are summarized in Table XIII.

*New Programs.

Table XIII: Transition from Open Admissions to Selectivity Admissions Criteria

Minimum Criteria	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Completion of Regents High School Core Curriculum (16.5 Units thru 2007-08, 17.5 Units Fall 2008) <u>AND</u>	No (14.5 units)**	No (15.5 units)+	No (16.5 units)	Yes (17.5 units)
High School GPA of 2.0 or greater <u>OR</u>	Yes	Yes	Yes	Yes
ACT composite score of 20 or greater <u>OR</u>	No (16)	No (18)	No (19)	Yes (20)
High School graduation rank top 50% of class <u>AND</u>	Yes	Yes	Yes	Yes
Require no more than one remedial course	No (no more than 2 remedial courses)	No (no more than 2 remedial courses)	Yes (no more than 1 remedial courses)	Yes (no more than 1 remedial course)

The change in admissions standards is positive and brings the University into line with peer institutions.

In response to concerns about opportunity for access, the University has developed the Adams Bridge to College (ABC) Program. The ABC Program is designed to assist students who seek admission but who have small deficiencies in course work that can be addressed in Summer School. The ABC Program will be available for the first time in the summer of 2007.

A new University Retention Plan was written in the spring semester of 2006. Implementation of the Retention Plan was delayed until the beginning of the 2006-07 academic year at which time a new director was appointed. Retention at the University has been a challenge and is expected to improve with the recruitment of academically better prepared students. In the fall of 2006 the ULS Board of Supervisors approved a revised mission statement for the University. The revision of the mission statement began in 2005

and involved input from students, faculty, the Council of Academic Deans, the President's Cabinet, and alumni. The vision, mission, goals and brief history of the University are shown.

VISION

To be one of the premiere universities in the world that embraces educational opportunity and diversity

MISSION

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The university provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The university affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The university expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, "where everybody is somebody."

GOALS

The university aims to produce graduates from its undergraduate programs who (1) possess excellent oral, numeracy, and written communication skills; (2) understand the basic laws that describe the physical universe; (3) understand the evolution of biological systems; (4) are able to think critically; (5) understand the

development of economic, political, and social systems; (6) understand the history of civilization and the contributions of African Americans; (7) have knowledge of a language and culture other than their own; (8) appreciate the role of the fine and performing arts in the development of society; (9) practice high ethical standards of conduct; (10) show through their work a commitment to service for humankind, and (11) have acquired skills and knowledge in a major academic discipline that afford them the option of graduate/professional study or career employment. The university also aims through its graduate programs (1) to produce graduates who are able to contribute to the advancement of their fields, and (2) to produce research that advances the academic disciplines in which programs are offered.

HISTORICAL SKETCH

Grambling State University emerged from the desire of African-American farmers in rural north Louisiana who wanted to educate Black children in the northern and western parts of the state. In 1896, the North Louisiana Colored Agriculture Relief Association was formed to organize and operate a school.

After opening a small school west of what is now the town of Grambling, the Association requested assistance from Booker T. Washington of Tuskegee Institute in Alabama. Charles P. Adams was sent to aid the group in organizing an industrial school, becoming its founder and first president.

Under Adams' leadership, the Colored Industrial and Agricultural School opened on November 1, 1901. Four years later, the school moved to its present location and was renamed the North Louisiana Agricultural and Industrial School. By 1928, the school was able to offer two-year professional certificates and diplomas after becoming a state junior college. The school was renamed Louisiana Negro Normal and Industrial Institute.

In 1936, Ralph W. E. Jones became the second president. The program was reorganized to emphasize rural education. It became internationally known as "The Louisiana Plan" or "A Venture in Rural Teacher Education." Professional teaching certificates were awarded when a third year was added in 1936, and the first baccalaureate degree was awarded in 1944 in elementary education.

The institution's name was changed to Grambling College in 1946. Thereafter, the college prepared secondary teachers and added curricula in sciences, liberal arts and business. With these programs in effect, the school was transformed from a single purpose institution of teacher education into a multi-purpose college. The addition of graduate programs in early childhood and elementary education gave the school a new status and a new name - Grambling State University - granted in 1974.

In 1977, Dr. Joseph B. Johnson became the university's third president. During his tenure, an event significant to the future of the university occurred with the signing of a consent decree. The decree provided the university with major legislative appropriations for assistance in capital outlay projects and for implementation of new curricula. Among the various programs established were a doctoral program in developmental education and two professional schools, nursing and social work.

In the athletic arena, Coach Eddie Robinson became the winningest coach in college football with 324 victories on October 5, 1985.

The university's leadership changed in 1991 when Dr. Harold W. Lundy became the fourth president. Under his leadership, enrollment continued to increase, and the university continued to enjoy national and international acclaim for its academic and athletic programs and marching band.

In July 1994, leadership changed to Dr. Raymond A. Hicks, who began a new era in the university's history as interim president. On July 1, 1995, the Board of Supervisors of the University of Louisiana System named him the fifth president. During that time, the university began implementing a desegregation settlement that provided funding for expansion of facilities and the development of new curricula. As a result of the agreement, a doctoral degree in education is now offered through the Louisiana Education Consortium, which includes Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe. Through this program, doctoral studies in educational leadership and curriculum and instruction are offered.

On March 25, 1998, Dr. Steve A. Favors was named interim president at GSU. A little over three months later, on July 1, the Board of Supervisors of the University of Louisiana System selected him as the university's sixth president. Under a "collaborative commitment to excellence," Favors led the institution for nearly three years. Many accomplishments were made during his tenure including a visit by then U. S. President William "Bill" Clinton.

As the year 2001 unfolded and the university prepared to celebrate its centennial year, it did so with a new leader at the helm. Dr. Neari Francois Warner was named acting president. An alumna and the first woman ever to lead the institution, Warner continued to pursue full implantation of the desegregation settlement.

The Board of Supervisors announced on March 26, 2004 the selection of Dr. Horace A. Judson as the seventh president of Grambling State University. Dr.

Judson, an organic chemist with a stellar record of leadership in higher education as a president, provost, and dean, began his tenure as president on July 1, 2004. In the span of a few years, he has chartered a course to carry the university forward toward excellence in every dimension of its operation.

The goals of the University provide the foundation for the goals presented in this document.

Also initiated in the spring of 2006 was a review and revision of the general education program. The Provost established on January 5, 2006 a task force of faculty members to engage in this endeavor. The work of the task force will be completed in the spring of 2007. The current general education program is found in the appendices to this Plan. The new program will also be shown in the appendices once it has been approved.

A number of other strategic initiatives have taken place since August 2004:

1. An Assessment of Computer Technology at the University

This assessment led to the development of a new web site, an intra-net for staff and student use, e-mail accounts for all students, improvements in security and the development of a back-up system.

2. The creation of a campus development plan which provided the direction for improvements in campus residential life.
3. The building of a new residential complex.

Phase I which will accommodate 1200 students was started in October 2006 and is scheduled for completion in August 2007. Phase II which will accommodate 800 students is scheduled to begin in late 2007.

4. Installation of new entry to the University and other landscape improvements along R.W.E. Jones Boulevard.
5. Renovation of the Favrot Student Union is underway. This renovation will result in a food court, internet café, convenience store, small theatre, and new meeting rooms for student use.
6. The Dining Hall was renovated at cost of 2.8 million dollars to create a modernized spacious and colorful setting with food stations that offer students a variety of foods.

7. The University received a \$2.4 million-dollar grant from the National Science Foundation to establish the Center for Mathematical Achievement in Science and Technology (CMAST).

Through the Center the University is revising the introductory mathematics courses and aiming to increase its graduates in natural science, mathematics and computer science. The goals and objectives of the Center are referenced in the unit plans of the Departments of Biology, Chemistry, Mathematics & Computer Science and Physics.

8. The establishment of a Center for Academic Assessment which will make available for students on the Grambling campus major national examinations.
9. The University received \$1.0 million dollars from two sources (the Louisiana Board of Regents, \$600,000; and \$400,000 from the endowment program of Title III) to establish an endowed chair in mathematics.

The search for the person to occupy this chair began in January 2007. The University expects to recruit an outstanding scholar for this chair by August 2007.

Some developments which have been underway for a number of years are expected to be realized during the 2006-07 academic year.

1. Completion of the 23 million-dollar all-purpose assembly building which contains a state-of-the-art basketball arena.

This building will house 7,000 persons for basketball games and approximately 9,000 persons for events in which the basketball floor area is used. Once the building is complete which has been projected for the spring of 2007 it will house the faculty of the Department of Kinesiology, Sport and Leisure Studies, basketball coaches and selected other personnel from the Department of Athletics.

2. Construction of the new Dunbar Hall.

This structure has been in the planning of the Louisiana Department of Facilities for several years. It is a facility devoted entirely to the fine and theatre arts.

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Currently all academic programs that are mandated to have professional accreditation by the Louisiana Board of Regents are accredited. These program accreditations are shown in Table XIV.

Table XIV: Mandated Program Accreditations

Academic Program	Degree	Status	Accrediting Agency	Date of Next Review
College of Arts and Sciences				
Drafting Design Technology	BS	Approved	Accrediting Board for Engineering and Technology	July 2009
Electronic Engineering Technology	BS	Approved	Accrediting Board for Engineering and Technology	July 2009
Social Sciences	MAT	Approved	National Council for Accreditation of Teacher Education	September 2008
College of Business				
Computer Information Systems	BS	Approved	American Assembly of Collegiate Schools of Business	2010
Economics	BS	Approved	American Assembly of Collegiate Schools of Business	2010
Management	BS	Approved	American Assembly of Collegiate Schools of Business	2010
Marketing	BS	Approved	American Assembly of Collegiate Schools of Business	2010

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College of Education				
Art Education (Grades K-12)	BA	Approved	National Council for Accreditation of Teacher Education	September 2009
Biology Education (Grades 6-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Business and Office Education	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Early Childhood Education (Grades PK-3)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Elementary Education (Grades 1-5)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
English Education (Grades 6-12)	BA	Approved	National Council for Accreditation of Teacher Education	September 2009
Family & Consumer Sciences Education (Grades 6-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
French Education (Grades 6-12)	BA	Approved	National Council for Accreditation of Teacher Education	September 2009

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Industrial Arts Education (Grades 6-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Kinesiology	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Mathematics Education (Grades 6-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Middle School Education (Grades 4-8 English)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Middle School Education (Grades 4-8 Math)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Music Education-Instrumental (Grades K-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Music Education-Vocal (Grades K-12)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Social Studies Education (Grades 6-12)	BA	Approved	National Council for Accreditation of Teacher Education	September 2009

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Special Education (Mild/Mod Elementary Dual)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Special Education (Mild/Mod Secondary)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Special Education (Pre Non-Cat Early Child Dual)	BS	Approved	National Council for Accreditation of Teacher Education	September 2009
Curriculum and Instruction: Early Childhood Education	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Curriculum and Instruction: Ed Tech Leader	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Curriculum and Instruction: Reading	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Curriculum and Instruction: Tech Facilitator	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Developmental Education	MED	Approved	National Council for Accreditation of Teacher Education	September 2009

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Educational Leadership	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Elementary/Early Childhood Education	MED	Approved	National Council for Accreditation of Teacher Education	September 2009
Curriculum and Instruction	EDD	Approved	National Council for Accreditation of Teacher Education	September 2009
Developmental Education	EDD	Approved	National Council for Accreditation of Teacher Education	September 2009
Educational Leadership	EDD	Approved	National Council for Accreditation of Teacher Education	September 2009
College of Professional Studies				
Nursing	BSN	Approved	National League for Nursing Accrediting Commission	2012
Social Work	BA	Approved	Council on Social Work Education	2008
Family Nurse	PMC	Approved	National League for Nursing Accrediting Commission	2012
Family Nurse Practitioner	PMNPC	Approved	National League for Nursing Accrediting Commission	2012

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Family Nurse Practitioner	MSN	Approved	National League for Nursing Accrediting Commission	2012
Nurse Educator	MSN	Approved	National League for Nursing Accrediting Commission	2012
Social Work	MSW	Approved	Council on Social Work Education	2012

Shown in Table XV are other programs that are also accredited.

Table XV: Other Accredited Programs:

Academic Program	Degree	Status	Accrediting Agency	Date of Next Review
College of Arts and Sciences				
Applied Music (Performance)	BA	Approved	National Association of Schools of Music	2012
Chemistry	BS	Approved	American Chemical Society	April 2011
Computer Science	BS	Approved	Computing Science Accreditation Board	September 2011
Public Administration	MPA	Approved	National Association of Schools of Public Affairs and Administration	October 2011
Theatre	BA	Approved	National Association of Schools of Theatre	2008

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College of Business				
Accounting	BS	Approved	American Assembly of Collegiate Schools of Business	2010
College of Education				
Leisure Studies	BS	Approved	National Recreation and Park Association	October 2011
College of Professional Studies				
Mass Communication	BA	Approved	Accrediting Council on Education in Journalism and Mass Communication	2010

C. Assumptions

The enrollments in the undergraduate and graduate programs are projected to increase during the next five years. To place the projections that we make in perspective, the enrollment numbers for undergraduate and graduate students for the last five years are presented in Table XVI. In Table XVII we show projected enrollments based on analysis of variables influencing the student population. These numbers take into account a decline in undergraduate enrollment from the state of Louisiana for fall 2007 based on the new criteria for admission. They also take into account that the number of high school graduates annually in the state of Louisiana is projected to decline during the next ten years. (See appendices.) Additionally, we assume that the loss of students from the Gulf Coast region due to Hurricanes Katrina and Rita is permanent for the near future (next five years). We project an increase annually of international students at both the undergraduate and graduate level, associated with our aggressive and, to date, successful recruitment program. We expect that new programs at the graduate level will prove attractive to students, in-state and out-of-state.

In the fall of 2006 we experienced a decline in graduate enrollment associated with a more rigorous application of admissions criteria. We project that the graduate enrollment will increase in the fall of 2007 and annually thereafter. We also project that programs in nursing and education and new academic programs will result in an increase in the enrollment of white students.

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We expect that our effort in retention will begin in the fall of 2007 to yield positive results. Retention projections are shown in the Retention Plan which is included in the appendices.

The total enrollment in 2012 is projected to be more than 7,300 students with the percent of international and white students increasing annually from 2007 forward. In Table XVIII and XIX we show data on the enrollment of American white students, historical and projected.

The majority enrollment at GSU is projected to remain African American. The academic preparation of undergraduate students will improve significantly prior to the 2012-13 academic year. Financial support from all sectors, state, federal, corporate, foundation, and alumni will grow during the five year period. Because of the growing concern by state government over economic development and the fact that the state lags in most indicators of quality education, the funding for higher education will increase during the next five years.

Table XVI: Enrollment History (Fall Numbers)

	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	U	G	U	G	U	G	U	G	U	G	U	G
Louisiana	2704	386	2753	419	2862		508	2872	501	2829		
Other States	1239	70	1355	77	1510		85	1626	82	1564		
International	62	3	63	2	68		6	75	8	191		
Totals	4005	459	4171	498	4440		599	4573	591	4584		
Total	4464		4669		5039		5164		5065			

Table XVII: Enrollment Projections (Fall Numbers)

	2007-08		2008-09		2009-10		2010-11		2011-12	
	U	G	U	G	U	G	U	G	U	G
Louisiana	2700	510	2850	550	2900	600	3000	675	3120	680
Other States	1600	80	1800	100	2000	150	2300	175	2350	190
International	400	20	450	40	600	100	800	125	850	150
Totals	4700	610	5100	690	5500	850	6100	975	6320	1020
Total	5310		5790		6350		7075		7340	

Table XVIII: Enrollment History of White Students (Fall Numbers)

	2002-03		2003-04		2004-05		2005-06		2006-07	
	U	G	U	G	U	G	U	G	U	G
Louisiana	74	52	95	43	113	60	152	67	182	44
Other States	8	10	5	11	10	14	14	17	11	13
Totals	82	62	100	54	123	74	166	84	193	57
Total	144		154		197		250		250	

Table XIX: Enrollment Projections of White Students (Fall Numbers)

	2007-08		2008-09		2009-10		2010-11		2011-12	
	U	G	U	G	U	G	U	G	U	G
Louisiana	190	54	210	64	300	90	400	110	505	140
Other States	15	15	25	25	60	50	70	60	90	75
Totals	205	69	235	89	360	140	470	170	595	215
Total	274		324		500		640		810	

D. Overview

The University Academic Master Plan charts the course for changes that are expected in programs, curricula, resources and students in Academic Affairs during the period from fall 2007 until fall 2012. It captures major directions, those that influence more than one college or school, in the Division. Although each department and office in the Division has an academic master plan, and although these unit plans have informed the UAMP, they are not directly reflected in it. The content of the UAMP has emerged from systematic reviews of the unit plans, of program plans, self studies including documents and reports for SACS, the campus development plan, past studies and interim reports of current examinations of the curriculum. Some updates to the Plan will be made annually when required by circumstances, achievements, and new opportunities.

In Section II a needs analysis is presented. The needs shown and discussed are those that are critical to the future development and stability of academic programs. The needs are presented in terms of faculty and staff, facilities, curricula, instruction, students, research, financial resources and administration.

Goals and objectives are set forth in Section III. The format found in Section II is followed in sections III, IV, and V. Strategies to achieve the objectives are developed in Section IV. They take into account extant and projected resources

and are based on methods and courses of action that have proven successful elsewhere. The metrics that will be used to measure progress and achievement are described in Section V. The metrics, also termed outcome and performance indicators are rigorous measures and will not support indications of success when mediocrity has been realized. The evaluation of the UAMP is discussed in Section VI. It involves both formative and summative methods that use qualitative and quantitative data. A summary of the Plan is found in Section VII.

The UAMP fairly sets forth the most ambitious five-year agenda in the history of the University. In all areas, the climate is one of high expectations. Whether the subject is teaching, research, or service all constituent groups of the University have high aims. The vision, “to be one of the premier universities in the world that embraces educational opportunity and diversity,” initially articulated by President Horace A. Judson in his inauguration speech on April 16, 2005 reflects a view which is growing among all constituents of the University. In each department and office, in every program, and in every activity the quest for excellence is evident.

II. Needs Analysis

A. Faculty and Staff

The Office of Planning and Institutional Research led all academic units in an examination of needs during the fall of 2005. Academic units were invited in the fall of 2006 to update their respective reports on needs. The expressed needs of most departments involved financial resources. In fact 95 percent of the academic units indicated that their major need is additional funding. In Table XX we show the percent of academic units that would use additional funding for the indicated line items.

Table XX: Percent of Units Needing Funds for Objects Shown

Item	Travel	Equipment/ Technology	Supplies	Contractual	Faculty/Staff Increases
Percent of Units	44.1	29.4	32.4	32.4	29.4

Personnel needs were expressed by 88.2 percent of the units in Academic Affairs. The specific faculty and staff needs are summarized in Table XXI. These positions are in addition to the current vacancies which we expect to fill by the fall semester 2007.

Table XXI: Faculty and Staff Needs

College/School	Arts & Sciences	Business	Education	Graduate School	Professional Studies	Library
Number of Staff Members	2	0	0	1	0	2
Number of Faculty Members	12	0	5	N/A	3	3

The current vacancies as of 3/30/07 are shown listed in Table XXII.

**Table XXII: Faculty Vacancies
Spring Semester 2007**

Department/School	Number of Positions
Accounting	1
Biology	3
Computer Information Systems	1
Computer Science	1
Criminal Justice	3
Economics	1
English	3
Finance	1
Foreign Language	2
History	2
Kinesiology, Sport & Leisure Studies	2
Management	2
Marketing	1
Mathematics	1
Nursing	1
Paralegal Studies	2
Physics	1

The vacancies summarized in Table XXII are to be compared with the needs made explicit in Table XXIII.

Table XXIII: Faculty Needs by Department/School

Department/School	Number of Positions
Biology	2
Chemistry	1
Computer Science	1
FCS-Hotel & Restaurant Management	2
Foreign Languages	2
History	1
Library	3
Mass Communication	1
Mathematics	2
Nursing	2
Sociology	1
Teacher Education	5

Notable is the need for additional faculty for the Hotel and Restaurant Management Program which has operated with one full-time person and part-time faculty since being established in 1985. The need for additional faculty in Foreign Languages is also acute and must be addressed through aggressive recruitment. The need for additional faculty in Arts & Sciences is related to meeting teaching responsibilities. The position in Mass Communication is for Radio Production and Programming. The positions in Nursing are needed based on the increased number of students who are pursuing the Bachelor of Science in Nursing degree. The positions in Teacher Education are needed to meet the standards of the National Council for Accreditation of Teacher Education programs. In all cases the new positions will enhance the capability of the Division to develop new programs. The Library positions (2) are in acquisitions and a much needed archivist. The additional staff persons (Table XXI) are for a Secretary in the Art Department, a Coordinator of the Foreign Languages Laboratory, an Administrative Assistant for the School of Graduate Studies and Research, and two staff persons to aid in extending the hours of operation of the Library. Given the projected increased in enrollment, the corresponding increase in needed faculty is shown in Table XXIV.

Table XXIV: Projected Enrollment Increases and Instructional Faculty Needed

	2007-08	2008-09	2009-10	2010-11	2011-12
Enrollment	5310	5790	6350	7075	7340
Faculty	270	290	302	336	350

B. Facilities

Inadequate facilities were identified by 82.4 percent of the academic units. Proper maintenance of existing buildings was indicated as a problem area by over 50 percent of the academic units. Improvements in maintenance are immediately achievable. They would probably reduce significantly negative comments from the faculty about the poor condition of facilities.

The department heads in the natural sciences and mathematics and computer science have recognized the need for a new science building. We refer to this building as the New Carver Hall. It will house Biology, Chemistry, Mathematics & Computer Science, and Physics. The New Carver Hall will be equipped with four lecture halls, twenty-one classrooms, and sixteen teaching laboratories, all equipped with the latest optical and sound systems and supporting internet access. The New Carver Hall will also contain four office suites for department heads, a suite for the Dean of Arts and Sciences and seventy-five faculty offices. Each Department Head and the Dean will have a conference room. Each department will have a computer laboratory for student use and each department will have

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tutorial rooms, and reading/lounge areas for majors. The building will house the Center for Mathematical Achievement in Science and Technology (an office suite and a reading/lounge area for students). Significantly, each department will have laboratory space for faculty research. The features of the New Carver Hall are summarized in Table XXV.

Table XXV: Features of the New Carver Hall

Facilities, Departments/Units	Biology	Chemistry	Math & CS	Physics	CMAST	COAS Dean
Classrooms	5	4	8	4		
Lecture Halls	1	1	1	1		
Teaching Labs	6	5		5		
Faculty Research Labs	5	4		3		
Faculty Offices	20	15	28	12		
Conference Rooms	1	1	1	1	1	1
Reading Rooms	1	1	1	1	1	
Tutorial Rooms	2	2	4	2		
Computer Labs	1	1	1	1		
Office Suites	1	1	1	1	1	1
Supply Rooms	2	2	1	2	1	1
Storage Rooms	3	3	1	3		1

The existing Carver Hall has major heating and cooling problems. The basement sometimes takes on water when it rains. Plumbing problems were pointed out by departments now in Carver Hall. The existing Hall must be renovated and converted into a classroom building. The fact that faculty members in English, History, and Psychology/Sociology have inadequate office space in Woodson Hall will be solved by moving them to the renovated Carver Hall. The renovation will result in upgrading the facility and furnishings, and creating twelve electronic classrooms.

The west side of the campus has a problem whenever there is a hard rain. Woodson Hall floods and Adams Hall takes in water. The heating and cooling of these buildings is also inadequate. Engineering studies should be done on how best to alleviate the flooding and leaks in these two buildings. It may be possible to landscape and create a better drainage system to solve the flooding problem. Woodson Hall should be renovated to bring all systems into proper operation. Bathrooms should be redone, doors replaced, walls repaired and painted and classroom desks should be replaced. Lecture hall desks should be replaced and offices should be refurnished.

Adams Hall should also be renovated. The elevator system in Adams should be replaced. The stairs are dangerous. The width and the rise of each step are nonstandard. The front of the building has a landing which is at least ten inches above the sidewalk surface. In addition to the elevators, stairs and front landing Adams should receive the same renovation as Woodson Hall.

T. L. James which houses the Engineering Technology Department is in need of work. Roofing damage has been identified and some flooring in the building must be replaced. The air conditioning system for James Hall should also be replaced.

The one classroom building which has the most severe set of problems is Dunbar Hall. It has been slated to be replaced. We expect to break ground in May 2007 for the New Dunbar Hall. The new facility will house the Music and Speech & Theatre Departments. This includes the marching band and other music units. The problems with the existing Dunbar Hall have been well documented and resulted in the State committing resources to replace it.

The current plan for the New Dunbar Hall requires the Department of Art to remain in its current wing of the existing facility. The plan also requires the demolition of those sections of Dunbar which have been found to be unsalvageable. The remaining wing of the building will require renovation.

The New Dunbar Hall will contain academic classroom space, a recital hall, small theatre, band room, faculty offices, individual and group practice rooms, studios, choir room, dance studio, dressing rooms, changing rooms, shops, and storage rooms.

If we begin construction in late spring of 2007 the building should be completed by early 2009.

Robert Hutchins, who served as President of the University of Chicago from 1929 to 1945 and its chancellor from 1945 to 1951 wrote that the library is the heart of a university. The heart of our University must be replaced. The A.C. Lewis Memorial Library is inadequate and does not meet the current needs of the faculty and students. The facility has a continuous water and mold problem on the lower level. The heating and cooling system continues to malfunction. The ventilation is poor, and the shelving and furnishings are outdated.

The Administration has committed itself to the construction of a New Library, one that will serve the University based on its projections for the future. The New Library will have state-of-the-art technology, provide individuals study carrels, meeting rooms, lounge areas, a coffee shop, and a special collections room.

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Among the special collections the Library must preserve are the papers of former presidents, notably Charles P. Adams and R.W. E. Jones.

We summarize the plans for academic facilities in Table XXVI with projected start dates.

Table XXVI: Development of Academic Facilities

Building/Area	New Construction (start date)	Renovation (start date)
Adams Hall		✓ (2011)
Existing Carver Hall		✓(2011)
New Carver Hall	✓ (2010)	
Existing Dunbar Hall		Partial Demolition & Renovation (2008)
New Dunbar Hall	✓ (2007)	
New Library	✓ (2009)	
A.C. Lewis Memorial Library		Demolition (2011)
Grambling Laboratory School	✓ (2009)	
T. L. James Hall		✓(2008)
Foreign Language Laboratory		✓ (2008)
Woodson Hall		✓ (2010)
West Campus	Engineer Drainage (2008)	

We have included in Table XXVI the Laboratory School because programmatically it is a part of the College of Education. Additionally the College of Education has committed to leading the School in the conduct of innovative approaches to teaching and learning. The School has an extensive list of maintenance issues which combine to make renovation impractical. Currently, the School has the following distribution of students:

Alma J. Brown Elementary School (K-5)	<u>246</u>
Grambling Middle Magnet School (6-8)	<u>106</u>
Grambling High School (9-12)	<u>169</u>

The new facility will be constructed to accommodate 1,000 students (300 at the elementary level, 300 at the middle level, and 400 at the high school level).

We have also included renovation of the Foreign Languages Laboratory to serve more students. The Laboratory must have modern equipment which shall be purchased as a part of the renovation project.

C. Curricula/Programs

The current review and revision of the general education program must be completed in the spring of 2007. Over a period of time various departments have taken it on themselves to impose particular requirements on their respective majors and to categorize these requirements as a part of the general education program. There is a need to have a well defined general education program with clearly articulated goals and an assessment system for evaluating its effectiveness. The final report entitled Proposed Revision of the General Education Program is included in the appendices.

The Grambling State University curriculum has historically had a strong career focus. The career influence in programs can be traced to its origin which involved the Tuskegee Institute (now Tuskegee University). From the time that the institution became a four year college in 1940 until 1958 the only degree offered was in Teacher Education (Elementary and Secondary). The liberal arts program was developed in the 1957-58 academic year and implemented in the 1958-59 academic year. Thereby, the liberal arts have had a rather brief tenure at the institution. In spite of their youth the arts and sciences have come to exert considerable influence over curriculum decisions. Today, the diverse set of programs that comprise the curriculum reflect both our history and the demands of constituents for preparation to enable them to function in a dynamic society. The changing role of technology in education has been recognized and the University is committed to remaining current and making the best use of technology in teaching and learning, research, and service.

We believe that the best preparation for an uncertain and dynamic workplace is grounding in the arts and sciences. We also understand that the ever rising influence of technology renders science and engineering important. We accept that engineering has become as Dean Mort Friedman of the Fu Foundation School of Engineering and Applied Science at Columbia University described, “the new liberal arts.”

The need to prepare students to live in a highly technical society where many decisions made by citizens involve knowledge of basic science and mathematics has been recognized by the General Education Task Force. The “new liberal arts” is embraced in our curriculum planning by the requirements in the General Education Program in science and mathematics.

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The Distance Learning Program at Grambling began with support from the Title III Program in 1993. The Program attempted to attract funding through contract work and met with only marginal success. Larger universities consumed most of the market and Grambling's Program was not competitive. Many faculty members viewed the Program as an opportunity to extend the boundaries of the University and to reach other markets. After a few years in operation the Program did not have a large body of distant learners but was populated by on campus students who regarded the Program as a way of avoiding class attendance.

Additionally, the Program did not have adequate controls to eliminate dishonesty. A task force assigned to study the role and future scope of the Distance Learning Program produced a report which constituted a review of the program. It did not advance a conceptual framework for what Distance Learning might be, rather, it responded to a list of standards from the Southern Association of Colleges and Schools.

The University has moved forward with a select group of academic programs which are available through Distance Learning. These programs are listed:

Child Development	A.S. Degree
Paralegal Studies	Certificate
Paralegal Studies	A.A. Degree
Mass Communication concentration in Public Relations	B.A. Degree
Developmental Education	Ed.D. Degree

With the exception of the BA Program in Mass Communication the University will not in the near term offer General Education courses for students in baccalaureate degree programs through Distance Learning. The University will continue to impose controls, intermittent reviews, and evaluation of security measures to insure integrity in the Distance Learning Program. We shall market select career focused programs. Examples are:

Nursing:	A.S.N. to B.S.N.
Child Development:	A.S. Degree
Criminal Justice	A.S. Degree
Paralegal Studies:	A.A. Degree

The University advocates the use of technology in all courses for the advantages afforded students such as communication, continuous review of material, and self paced study. Training on the use of technology to enhance the offering of instruction is provided continuously for the faculty. The University expects to use distance learning to provide workshops, training, and short-term courses for target audiences on a contractual basis.

The faculty members, under the leadership of President Horace A. Judson, have accepted their responsibility to prepare students to live and compete in a global society. Accordingly, all languages and cultures will continue to grow at the University, in the classrooms, laboratories, and in activities.

Currently, departments are engaged in curriculum reviews which will be completed this semester. Any significant changes from these reviews will be included in the appendices under the heading, "Recent Changes." We expect to remove some programs that have not produced graduates in several years.

During the 2007-08 academic year we need to continue to strengthen the curriculum and to make certain that our programs are at the cutting edge of the disciplines that undergird them. The programs that we need to develop, based on our mission and extant societal factors, are listed according to the college/school in which they will be found. These programs are now under consideration by faculty committees.

College of Arts and Sciences

M.A. in African American Studies
with concentrations in Art, History, Literature, and Music.
Located in the Department of History

*B.S. in Child Development.
Located in the Department of Family and Consumer Sciences

College of Business

*M.B.A. coupled with another field/discipline.
Located in the Department of Management.

The M.B.A. Program was initiated in 1984 and formally suspended in 2001 because the research output from the College was insufficient to sustain a graduate program. The committee considering the viability of the M.B.A. must take into account all resources in advancing its recommendations.

There are other programs that have been identified as needed; however, they have not developed broad faculty support. These do not have the same degree of history at the University as the three programs just cited.

College of Arts and Sciences

*B.A. in Film Studies

This program is consistent with our philosophy of providing study options with relevant scholarly dimensions involving many fields and having significant career opportunities.

*B.A. in Jazz Studies

The need for an HBCU to produce more scholars/performers in this American art form has been discussed and the field deserves our exploration.

*B.A. in Music Technology.
Located in the Department of Music.

There is tremendous student interest in this field, and its viability is demonstrated by successful programs at Georgia State University, Northwestern University (Illinois), and Northeastern University (Boston).

*B.S. in Surveying and Mapping.
Located in the Department of Engineering Technology

The only program in surveying is now located in the southern part of the state at Nicholls State University.

*M.A. in Creative Writing.
Located in the Department of English

This program is compatible with interests and talent at the University, and would bring to the region an opportunity that would attract students and writers.

*M.S. in Computational Science

Consistent with our thrust to strengthen the natural sciences and mathematics is the development of a graduate program that will contribute to our aims to produce more scientists and mathematicians. The field of computational science will foster interdisciplinary research work and it probably represents the only area involving the sciences and mathematics in which we could establish a viable graduate program.

College of Arts and Sciences and the College of Education

*B.S. in Spanish Education

*B.S. in French & Spanish Education

Located in the Department of Foreign Languages

These are programs with currency and given the rapidly changing demographics in America they should already be a part of the curriculum.

College of Professional Studies

*M.S. in Homeland Security

Located in the Department of Criminal Justice

This program is rendered viable by international conflict and has the potential to attract outside support. Currently, a group of faculty members from Criminal Justice and Political Science and Public Administration are examining the feasibility of a graduate program in Homeland Security.

On establishing the Center for Mathematical Achievement in Science and Technology (CMAST), the University accepted the challenge of assisting the nation in meeting its 21st century workforce needs in science and engineering. The goals and objectives of CMAST, which are found in the appendices, establish an aggressive agenda for producing graduates in science, engineering technology, mathematics, and computer science. They also compel the development of resources that will support the likelihood of success. These include laboratories, equipment, faculty and the recruitment of academically well prepared students.

We recognize that to recruit academically talented students we must offer merit based scholarships. We shall use our aims in science and mathematics to attract scholarship support from agencies and corporations with vested interests in the production of graduates in these fields.

The Office of Advancement will seek through the endowed scholarship program to provide more scholarships connected to high academic achievement.

D. Instruction

Throughout its history the University has had a faculty dedicated to teaching and student success. This tradition continues and is perhaps the greatest strength of the University. Although faculty members are proud of this legacy, they recognize the need to strive for improvement in teaching. Previously cited needs

in the Faculty and Staff and Facilities Sections will, if addressed, greatly assist the faculty in their efforts to provide the best instruction available in higher education.

We recognize that in both the undergraduate and graduate programs that our students benefit from frequent contact with their professors. Accordingly, we recognize the following instructional needs:

To schedule all lower division, undergraduate, major-discipline courses to meet at least three days per week

To schedule all first year graduate courses to meet at least three days per week.

To improve the advisement of students.

The current advisement system which was revised during the 2003-04 academic year and implemented in the fall semester of 2004 should be reviewed. We have observed criticism of the system from students and faculty.

To limit the size of English Composition and College Algebra to twenty-five students per section.

This limitation would allow students to receive more attention from their professors. These two courses have proven to be challenges for students who enter the University with poor writing skills and completely inadequate high school preparation in mathematics.

To teach across the undergraduate curriculum writing and numeracy.

Numeracy or quantitative skills must receive a unified effort in order to prepare undergraduates to function in a society whose use of technology grows exponentially. To be able to analyze a simple set of data, understand simple graphs and information presented graphically, solve simple algebraic equations, and identify a fallacious argument are essential skills for competing in tomorrow's workforce.

If there is a uniform or constant lament from faculty members, independent of the institution, it is about the poor writing skills of students. To improve the writing ability of our students will require the concerted effort of the entire faculty. To produce graduates who are able to express themselves in writing is the business of not just the English faculty, but of all professors.

To require students to engage in extensive outside reading in all undergraduate and graduate courses.

The improvement of the reading skills of undergraduate students can be effectively addressed by requiring extensive reading across the curriculum. Many faculty members have recognized this imperative and are prepared to lead the University in this endeavor. Graduate students must read widely to gain knowledge of past and current developments in their fields. To set forth properly a good thesis and avoid a redundant path require knowledge that can most easily be acquired through reading.

To provide opportunities for undergraduate students to engage in research.

Undergraduate research can enhance the preparation of our students for graduate studies and career pursuits. It can provide a level of rigor to the undergraduate experience that will give our graduates a competitive edge.

To improve the quality of research in graduate programs that require a thesis or dissertation.

Research is the currency that gives a graduate program standing. It reflects on the instructional program which provides the foundation for the formulation of meaningful research problems.

E. Students

In all colleges and schools at the University the need is to provide the resources which match the needs of students. The strengthening of the faculty and extant programs, and the provision of better facilities will produce greater parity between resources and the needs of students.

The student population is quite diverse and presents many challenges for the instructional program. Students have expressed openly the need for more events and activities on campus. Some students have expressed dismay about the isolation of the campus and the fact that on many week-ends they do not have any social or athletic events available to them. We recognize the necessity to have more cultural and social events, and we are committed to working with the Living and Learning Program⁺ to schedule more events during week-ends. Students have also cited the following needs to improve campus life:

To offer more cable channels.

To expand computer laboratories and their availability.

⁺Living and Learning Program - A Title III funded activity.

To reduce theft in the residence halls and provide a more secure environment.

To provide a ‘real’ choice of foods in the dining hall for international students.

Students have complained about the quality of service in “Financial Aid.” Counseling services have not been targeted by students; however, some parents have contended that their sons and daughters did not receive adequate service.

International students have indicated some frustration with the recruitment and admission process.

F. Research

Throughout its history the University has not attracted significant financial support for research. The research funding level for fiscal year 2006 was \$790,039. The graduate program cannot become competitive, i.e. attract graduates from other universities without a strong research agenda. The aim to increase research opportunities for undergraduate students will be achievable if the faculty can garner more support for pure and applied research. In Table XXVII we show the financial support from federal agencies for educational grants and for research grants for the last four years. We list the Title III grant separately since it is regarded as the President’s grant and is used to address some infrastructure needs.

Table XXVII: Federal Grants for Fiscal Years 2003-2006

Grants/Year	2002-2003	2003-2004	2004-2005	2005-2006
Title III	3,572,688	3,666,873	4,189,762	3,741,319
Educational	3,792,872	2,653,130	1,883,613	2,898,755
Research	100,160	85,846	60,742	166,463
Total (Educational + Research)	3,893,032	2,738,976	1,944,355	3,065,218

The University must increase the federal support for pure and applied research. The indirect costs from funded research could greatly aid the University in enhancing all aspects of the academic program. The academic units that must take the lead in this effort are Biology, Chemistry, Education, Mass Communication, Mathematics & Computer Science, Nursing, and Physics. Others might contribute, but these academic units need to accept the challenge of strengthening funded scholarship at the University.

Based on current capabilities the likely areas of research are effectiveness of charter schools, mathematical methods in biological and physical systems, media representations and societal biases, and nanotechnology.

Other departments in which faculty members are involved in research, which has resulted in books and publications in refereed journals, include Computer Science, Criminal Justice, Economics, English, History, and Psychology. In Table XXVIII we show the number of books published and refereed journal articles by the faculty for the last three years.

Table XXVIII: Number of Research Publication*

	2004	2005	2006
Journal Articles	15	20	42
Published Books	1	2	6

The University should encourage faculty research by using reduced teaching loads, travel grants, and internally funding small (\$5000-\$10,000) research projects. Merit compensation must take into account scholarly contributions.

The future of the School of Graduate Studies and Research is dependent on the quality of faculty research. To attract financial support for research and to attract a broader cross section of students from other universities will require more scholarly work by the faculty. To provide undergraduate students the academic enrichment that research usually affords can be achieved if faculty members increase their research pursuits.

Many faculty members contend that their research endeavors would increase if the teaching load were reduced. The University must show more flexibility in defining the faculty work load as it pursues excellence in all of programs and activities.

G. Financial Resources

The funds for operating the University come from two primary sources, a general appropriation from the State and tuition and fees collected from students. The endowment which is held and managed by the Black and Gold Foundation is small and over 95 percent of the funds generated annually by interest on investments are restricted to endowed chairs, professorships and scholarships. As of October 1, 2006 the endowment was approximately \$4,000,000. Federal grants including Title III provided last year about 10 percent of the operating budget.

*Self reported information.

In order for the University to make the competitive transitions indicated in this document will require an increase in annual funding. The Office of Institutional Advancement with direction from the President has initiated a number of strategic initiatives to enhance the profile of the University and to raise funds. Some of these initiatives are listed:

Alumni Hall of Fame Banquet

Phone-a-thon Program

Dinner Theatre (planned for 2007-08 academic year)

Bayou Classic After-the-Game Gala (planned for November 24, 2007)

Faculty and Staff Annual Giving Program

In Academic Affairs the Faculty must contribute more to the operation of the University through grants from state and federal government and from the foundation community. It is not unreasonable to have modest goals for each of these sources to assist in addressing our infrastructure needs and extending academic program opportunities.

H. Administration

The needs of management are to operate in a mode that yields maximum benefit to our students and delivers to all constituents the most effective educational and research programs available anywhere. The staff needs an on-going continuous series of workshops or training seminars on the topics listed:

1. Customer Service
2. Banner
3. University Policies
4. Diversity
5. Sexual Harassment
6. American with Disabilities Act

Another need which faculty members have pointed out is to have orientation seminars during the first year for new faculty members about the University, administrative policies and fringe benefits.

We understand that an evaluation system for each program and for each process is crucial to effective management of the University. Reviews of vital documents cannot be a function of an accreditation process or of some crisis. Documents such as the Faculty Handbook and the Policies and Procedures Manual must have

periodic reviews and they must be maintained in current mode. These documents are not relics, but elements which are central to good communication with faculty and staff.

Looming in the near future are two major accreditation visits, NCATE and SACS. The NCATE visit is scheduled for September 2008 and the SACS visit is scheduled for February 2010. Initial reviews and preparations for NCATE have revealed the need to make organizational changes in the College of Education.

The Administration recognizes the need to begin preparation this spring (2007) for the SACS visit. The Provost must develop a plan of preparation with a schedule of milestones that will result in the production by October 31, 2008 of the Compliance Certification document and by November 30, 2009 the Quality Enhancement Plan. Reaffirmations of accreditation by NCATE and SACS have been established as absolute necessities for maintaining progress toward our vision.

III. Goals and Objectives

The institutional goals found in the introduction to this document frame the course charted by this plan. These goals are set forth below for the clarity that they provide for the goals of this academic master plan. The UAMP goals stem from the institutional goals and from the needs previously identified. While the goals of this plan yield a very high aim for the University, they are, nevertheless, logically rooted in what has been achieved and rationally projected toward a future that must be realized for the University to remain viable and competitive.

University Goals

The University aims to produce graduates from its undergraduate programs who:

1. Possess excellent oral and written communication, numeracy, and computer technology skills
2. Understand the basic laws that describe the physical universe
3. Understand the evolution of biological systems
4. Are able to think critically
5. Understand the development of economic, political, and social systems
6. Understand the history of civilization and the contributions of African Americans
7. Have knowledge of a language and a culture other than their own
8. Practice high ethical standards of conduct
9. Show through their work a commitment to service for humankind; and
10. Have acquired skills and knowledge in a major academic discipline that afford them the option of graduate/professional study or career employment.

The University also aims through its graduate programs to:

1. Produce graduates who are able to contribute to the advancement of their fields; and

2. Produce research that advances the academic disciplines in which programs are offered

Some of the UAMP goals are presented with discussion. All are followed by objectives that are derived from them. Some objectives are also followed by a discussion which may clarify the needs addressed or explain issues related to the objectives.

A. Faculty and Staff

Goal 1. To provide an excellent faculty and an outstanding staff

- Objective 1.1 To increase the percent of instructional faculty holding the terminal degree in their respective disciplines from 55 percent in 2005 to 75 percent by 2012.
- Objective 1.2 To fill current faculty vacancies shown in Table XXII by the beginning of the 2007-08 academic year.
- Objective 1.3 To recruit and employ faculty identified as needed in Table XXIII by the fall of 2008-09.
- Objective 1.4 To increase the size of the faculty in proportion to the planned increase in enrollment as shown in Table XXIV.
- Objective 1.5 To employ the staff identified as needed in Table XXI.

B. Facilities

Goal 2. To offer an exceptional living and learning environment

This is a goal which involves the entire University. It has been aggressively addressed by the Judson Administration with remarkable achievements. A residential complex for 1200 students is under construction and scheduled for completion by August 2007.

- Objective 2.1 To construct additional housing for 800 students by August 2009.
- Objective 2.2 To develop plans for the construction of a new state-of-the-art library by January 2008.
- Objective 2.3 To begin construction of the new Dunbar Hall by June 2007.

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The construction of this much needed facility is funded by the state and has been in the planning stage for many years. The debilitating condition of the existing Dunbar Hall and the delays that have occurred in initiating the construction of this building have been sources of frustration for students and faculty.

Objective 2.4 To develop plans for the construction of a new science building by January 2008.

This objective should be realized through the University Master Development Plan, which should be available by early 2008.

In the plan to improve the living environment the following buildings have been scheduled for demolition. (Phase II)

1. Holland Hall
2. Knott Hall
3. Douglas Hall
4. Bethune Hall
5. Truth Hall
6. Tubman Hall
7. Bowen Hall
8. Wheatley Hall
9. Pinchback Hall
10. Attucks Hall

During the 2006-07 academic year the Martha Adams and the Jones dormitories were demolished. Plans have been developed to renovate the dormitories listed:

<u>Dormitories</u>	<u>Renovation Schedule</u>
1. Jeanes Hall	Fall 2008
2. Jewett Hall	Fall 2008
3. Garner Hall	Fall 2008

Objective 2.5 To make available in selected residential buildings by September 30, 2007 the following academic programs/activities:

- First Year Experience Classes
- Tutorials in English, College Algebra, Western Civilization
- Special Lectures by invited faculty members

C. Curricula/Programs

Goal 3. To offer relevant academic programs to prepare students for career pursuits and/or graduate/professional studies

Objective 3.1 To develop between August 2007 and August 2009 the following new academic programs:

Baccalaureate Degree Programs

- African American Studies with concentrations in Art, History, Literature, and Music
- Child Development
- Surveying and Mapping
- Film Studies
- Jazz Studies
- Music Technology
- Spanish Education
- French and Spanish Education

These programs are rendered viable because of our existing faculty strengths. The faculty members in the Department of English and History have research interests and demonstrated strengths which make the objective to establish the African American Studies program reasonable and achievable in a short period of time. Moreover, several decades ago the University offered a major in African American Studies.

We currently offer the Associate of Science degree in Child Development, and we shall rely on this experience to establish the four-year program.

The surveying and mapping program was identified as a need in the northern part of the state.

Faculty and students have requested that the University consider the development of degree programs in film studies. These programs would involve faculty from the Departments of Speech and Theatre and Mass Communication. Degree

programs in film studies would offer opportunities that are not available in northern Louisiana.

Given our location, the music performance interests of faculty in the Department of Music, and our history, many persons would have assumed that we have a baccalaureate program in Jazz Studies. This is a program that should have been developed some years ago.

The rapidly developing field of music technology offers opportunities that should be available in a university curriculum which aspires to be relevant.

The Spanish Education and French and Spanish Education programs address a need for secondary foreign language teachers throughout the state and region.

Masters Degree Programs

- African American Studies
with concentrations in Art,
History, Literature, and Music
- Creative Writing
- Computational Science
- Homeland Security
- M.B.A. in International Business
- Film Studies

The African American Studies program will replace the M.A. program in Liberal Arts, which is a low completer program and has not proven viable in recent years. The University has the existing faculty to implement the M.A. in African American Studies.

The creative writing program will be the only one of its kind in the University of Louisiana System. Given the wealth of outstanding writers in the state and from Mississippi we expect this program to attract many students. We shall maintain a writer-in-residence faculty slot for an accomplished writer.

The computational science program will use computational methods to model and analyze complicated biological, physical, and financial systems. Using mathematicians, computer scientists and scientists this program will seek

solutions to problems using computation to inform and be informed by theory and experiment.

Homeland Security is an area that brings together social science, the law, and science and technology. Using the experience of faculty in the Department of Criminal Justice and courses on terrorism and constitutional law we shall build a program that will prepare students for work at the State Department, Homeland Security, and other federal agencies concerned with national security and international terrorism.

The University established in 1984 an M.B.A. program. Through the Desegregation Agreement of 1995 the University sought to strengthen the M.B.A. program and to increase graduate degree offerings in the College of Business. A review of the graduate programs in the College of Business in the late nineties led to the suspension of the M.B.A. program and the elimination of all graduate programs in the College of Business. The rationale for this suspension was that consultants informed the University that the volume and quality of research produced in the College of Business annually was insufficient to meet the standards of the Association to Advance Collegiate Schools in Business (AACSB) International. The University was informed that maintaining the program would place in jeopardy the accreditation of the undergraduate program. Thereby, the venture into graduate education in the College of Business was ended. The M.B.A. program was not eliminated but suspended. Actually, an incomplete effort was made to suspend the M.B.A. program in 2000 and the program was formally suspended in 2001.

The University is engaged in a concerted effort to recruit and employ additional faculty in the College of Business. The proposal to activate the program by giving it a concentration in international business must include evidence of a qualified faculty and research produced by the faculty.

The thrust in international business could add to the diversity among M.B.A. programs in the UL System. The program would prepare students to work in multi-national corporations.

Objective 3.2 To develop by September 2007 proposals to establish options in pediatrics and geriatrics in the M.S.N. program in Nursing.

Letters of intent were submitted and approved by the ULS Board of Supervisors and the Board of Regents in the fall of 2005.

D. Instruction

- Goal 4. To provide a system of instruction that fosters the intellectual development of all students who matriculate at the University
- Objective 4.1 To schedule by the spring term of the 2007-08 academic year all lower division major-discipline courses to meet three days per week.
- Objective 4.2 To schedule by the spring term of the 2007-08 academic year all first year graduate courses in all fields except Education and Criminal Justice to meet three days per week.

The graduate programs in Education and Criminal Justice attract a number of persons who are working in their fields and who do not aim to become contributors to the advancement of knowledge in their respective disciplines.

- Objective 4.3 To review and assess the current advisement system and to develop recommendations for its improvement by May 10, 2008.
- Objective 4.4 To limit the size of English Composition and College Algebra to twenty-five students per section by the fall term 2007-08.
- Objective 4.5 To establish committees that will develop plans for teaching writing and numeracy across the curriculum by May 10, 2008.
- Objective 4.6 To have the Graduate Council develop a plan for engaging students in graduate programs in extensive reading that will strengthen their educational experience by May 10, 2008.
- Objective 4.7 To have a subcommittee from the Council of Academic Deans develop a plan to engage all undergraduate students in extensive outside reading by May 10, 2008.
- Objective 4.8 By May 9, 2009 all dissertations and theses will result in publications in refereed journals.
- Objective 4.9^I To increase the first-time, full-time freshman to sophomore retention rate from 55 percent in 2006 to 72 percent by 2010.
- Objective 4.9^{II} To increase the six-year graduation rate from 37 percent in 2005 to 60 percent by 2010.

Objective 4.9^{III} To increase the percent of graduates who attend graduate school from 30 percent in 2006 to 50 percent by 2010.

E. Students

Goal 5. To make available to students an environment and extra-curricula programs which meet their development needs

Objective 5.1 To offer in each residential hall wireless internet services and a full range of the popular cable channels (HBO, Encore, Starz, MAX, ESPN, ESPN2, BET, Comedy, History, TMC, NICK, COURT, A&E, MTV, et cetera) by January 2, 2008.

Objective 5.2 To provide computer laboratories in the new residential village and in some of the buildings for Phase II of new housing construction.

Completion dates:

New Residential Village – August 13, 2007

Phase II – August 15, 2009.

Objective 5.3 To provide by August 13, 2007 in the new housing and across the campus a video camera system and more call boxes.

Objective 5.4 To arrange with food service to offer a choice of foods to meet the needs of a growing international population of students by August 13, 2007.

Objective 5.5 To hire a new Director of Financial Aid by August 13, 2007.

Objective 5.6 To have all transcripts of international students reviewed by a reputable external agency by July 1, 2007 at a cost to be paid by the students.

F. Research

Goal 6. To become a significant producer of scholarly work in all fields in which the University has degree programs

Objective 6.1 To develop by March 1, 2008 a system of incentives to encourage research/creative work which shall include reduced teaching loads, an awards program to support faculty projects that have the potential to lead to externally funded research,

and the return of a percent of indirect costs for funded grants to the principal investigator.

Objective 6.2 To establish by July 1, 2008 a travel program in the Office of the Provost to support travel for the purpose of presenting research in nationally recognized conferences or internationally recognized conferences.

Objective 6.3 To increase the number of scholarly works produced by the faculty on an annual basis from 48 in 2006 to 100 in 2010. (Scholarly works include books, chapters in books, articles in refereed journals, invited presentations, creative work such as plays, musical composition, novels, art, performances, inventions, patents, etc.)

G. Financial Resources

Goal 7. To increase the financial resources available to support teaching, research, and public service

Objective 7.1 To increase the number of endowed scholarships from twenty-six (26) in 2006 to fifty-two (52) in 2012.

Objective 7.2 To increase the number of endowed professorships from twelve (12) in 2006 to twenty-four (24) by 2012.

Objective 7.3 To increase the number of endowed chairs from one (1) in 2005 to five (5) by 2012.

Objective 7.4 To increase the number of institutional scholarships based on academic merit from all sources from 182 in 2006 to 364 by 2012.

Objective 7.5 To increase the dollar amount of federally funded research from \$166,463 in 2006 to \$10 million by 2012.

Objective 7.6 To increase the dollar amount of federally funded educational grants from \$2,898,755 in 2006 to \$12 million by 2012.

If the objectives that focus on federally funded research and educational grants are achieved, the indirect costs received by the University will increase significantly, at least multiplying by eight the \$297,420 received in 2006.

H. Administration

Goal 8. To employ a system of reviews for all academic units and programs in order to maintain standards consistent with the best practices in higher education

Objective 8.1 Each College will establish by May 2008 an Advisory Committee composed of business and government leaders, academicians, and persons who have achieved in their fields in such a way as to render them valuable to the University.

The Advisory Committee will monitor and periodically review the developments, programs, and plans for the College. Reviews will be biennial and are the responsibility of the respective Dean. The reviews in the Colleges will include all subunits such as the Honors College, the School of Nursing, and the School of Social Work.

Once the General Education Task Force completes its work, the Provost will appoint a General Education Committee to assist with monitoring and evaluation of the General Education Program. This is a University Committee and it will report to the Provost.

Objective 8.2 To create or assign an academic affairs unit to administer and direct the General Education Program by August 13, 2007.

Objective 8.3 The unit referred to in Objective 8.2 will with the assistance of the General Education Committee (GEC) engage the faculty quadrennially in a review of the general education program.

The review referenced in Objective 8.3 might lead to a proposal to the Provost to have the GEC develop the needed revisions.

The Academic Master Plan will be monitored, and evaluated with the assistance of the Planning and Institutional Research (PAIR) Office. The staff in PAIR will collect and organize data related to the measures chosen to assess progress. PAIR will assist the Provost with updating the plan annually.

Objective 8.4 The PAIR Office will assist in the development of plans that keep the University competitive through annual reviews and updates to the Academic Master Plan, usually in the month of June.

The Faculty Handbook and the University Catalog will be monitored by committees appointed by the Provost. These committees will engage in recommending to the Provost needed changes in these publications. Each

committee will monitor its respective document to make certain that it remains consistent with changes that may occur at the University or within the ULS.

- Objective 8.5 To examine critically and revise as appropriate the Faculty Handbook triennially.
- Objective 8.6 To examine critically and revise as appropriate the University catalog biennially.
- Objective 8.7 To reorganize the College of Education by August 31, 2007 in preparation for the NCATE visit in September 2008.
- Objective 8.8 To establish by August 13, 2007 the plan to prepare for the SACS visit in 2010.

IV. Strategies

In this section we describe the means and methods that we shall use to achieve the objectives presented in the last section. The strategies are shown in the same order as the goals and objectives. Associated with Goal #1 and Objective #1.1 will be Strategy #1.11.

The development of the new bachelor's degree and master's degree programs will be achieved using appropriate faculty committees, selected consultants, and well researched arguments.

A. Faculty and Staff

- | | |
|---------------|---|
| Strategy 1.11 | Only employ new faculty who hold the terminal degree. |
| Strategy 1.12 | Use the Title III Faculty Development Program to encourage ABD faculty to complete the terminal degree. |
| Strategy 1.21 | Complete searches underway and make timely and competitive offers. |
| Strategy 1.31 | Use professional networks to identify potential candidates for faculty positions. |
| Strategy 1.32 | Advertise available faculty positions in viable national publications. |
| Strategy 1.33 | Use the history, mission and vision of the University to recruit well qualified faculty members. |
| Strategy 1.41 | Monitor enrollment increases closely and initiate faculty searches timely. |
| Strategy 1.51 | Use local networks, the web and local publications to attract talented applicants for staff openings. |

B. Facilities

- | | |
|---------------|--|
| Strategy 2.11 | The University will continue to implement Phase II of the plan that resulted in the current construction of Tiger Village. |
| Strategy 2.21 | The program plans for the construction of a new library will be developed as a part of the University Master |

Development Plan (UMDP). The UMDP is being written with the assistance of STRATUS, Heery International Incorporated Consulting Group.

- Strategy 2.31 The University will continue to communicate with state officials to move the new Dunbar Hall project forward.
- Strategy 2.41 The program plans for the construction of a new science building will be developed as a part of the University Master Development Plan (UMDP). The UMDP is being written with the assistance of STRATUS, Heery International Incorporated Consulting Group.
- Strategy 2.51 The University will schedule sections of FYE in a residential hall.
- Strategy 2.52 The Retention Program will offer some tutorials in English, College Algebra, and Western Civilization in residence halls for freshmen.
- Strategy 2.53 The Coordinator of the Living & Learning Title III activity will plan and conduct a lecture series by select faculty members each academic year beginning in the fall of 2007. These lectures will take place in a selected residential hall.

C. Curricula/Programs

- Strategy 3.11 (B.A. in African American Studies) The Dean of Arts & Sciences will appoint a committee consisting of department heads from Art, English, History and Music and Doctors Teresa Washington, Donald Allen, and Jennifer McMullen that will develop the letter of intent for a B.A. program in African American Studies. The Committee and the Dean will obtain the approval of the UCC⁺ for this letter of intent.
- Strategy 3.12 (B.S. in Child Development) The Dean of Arts & Sciences will appoint a committee consisting of faculty at the University from Family and Consumer Sciences and ask the Dean of the College of Education to appoint a faculty member from Teacher Education. The committee will develop the letter of intent for this program and along with the Dean of Arts & Sciences obtain the approval of the UCC.

⁺UCC – University Curriculum Committee

- Strategy 3.13 (B.S. in Surveying and Mapping) The Dean of Arts & Sciences will appoint a committee consisting of faculty from the Department of Engineering Technology. The committee will consult with engineering faculty from other universities in developing the letter of intent for this program. The Dean and the committee will obtain the approval of the UCC.
- Strategy 3.14 (B.S. in Film Studies) The Dean of Arts & Sciences will appoint three faculty members from Speech & Theatre and the Dean of Professional Studies will appoint two faculty members from Mass Communication to develop the letter of intent for this program. The Dean of Arts & Sciences will name the chair of the committee. The Dean of Arts & Sciences and the committee will obtain the approval of the UCC.
- Strategy 3.15 (B.A. in Jazz Studies) The Dean of Arts & Sciences will appoint a committee consisting of faculty from the Department of Music. The committee will develop the letter of intent for this program and obtain approval from the UCC.
- Strategy 3.16 (B.S. in Music Technology) The Dean of Arts & Sciences will appoint a committee consisting of faculty from the Departments of Music and Mathematics & Computer Science. The committee will develop the letter of intent for this program and obtain approval from the UCC.
- Strategy 3.16^l (B.A. in Spanish Education and B.A. in French and Spanish Education) The Deans of Arts & Sciences and Education will collaborate in appointing a committee to develop letters of intent for these programs. The Deans will obtain approvals from the UCC for these programs.
- Strategy 3.17 (M.A. in African American Studies) The committee for the B.A. Program in African American Studies will develop the letter of intent for the master's degree program. The Dean and the committee will obtain the approval of the UCC.
- Strategy 3.18 (M.A. in Creative Writing) The Dean of Arts & Sciences will appoint a committee consisting of faculty from the Department of English and others who have credibility as writers. The committee will develop the letter of intent for

this program and along with the Dean obtain approval of the UCC.

Strategy 3.19 (M.S. in Computational Science) The Dean of Arts & Sciences will appoint a committee consisting of faculty from Mathematics, Computer Science, Biology, Chemistry, and Physics that will develop the letter of intent for the M.S. Program in Computational Science. The Dean may invite a faculty member from the College of Business with background in finance to join the committee. The Dean and the committee will obtain approval for the letter of intent from the UCC.

Strategy 3.19^I (M.S. in Homeland Security) The Dean of Professional Studies will appoint a committee consisting of faculty from the Department of Criminal Justice that will develop the letter of intent for the M.S. in Homeland Security. The Dean and the committee will obtain approval of the letter of intent from the UCC.

Strategy 3.19^{II} (M.B.A. in International Business) The Dean of Business will appoint a committee consisting of faculty from management, marketing, and accounting that will develop the letter of intent for the M.B.A. in International Business. The Dean and the committee will obtain approval of the letter of intent from the UCC.

Strategy 3.19^{III} The Provost will assist the new program development committees by providing them with consultants and selected opportunities to visit other programs. The Provost will take the letters of intent approved by the UCC and gain approval of the ULS Board of Supervisors and the Louisiana Board of Regents. Subsequently, formal proposals will be developed and approvals obtained from the UCC, ULS, and the Board of Regents.

Strategy 3.21 By working with the Associate Dean of Nursing, revise and update proposal previously developed for pediatrics and geriatrics and submit it to the UCC, and subsequently to the ULS Board of Supervisors and the Board of Regents.

D. Instruction

- Strategy 4.11 Inform the Deans and Department Heads that lower division major-discipline courses are to meet three days per week beginning with the spring term 2008.
- Strategy 4.21 Inform the Deans and Department Heads that first year graduate courses excluding Education and Criminal Justice are to meet three days per week beginning with the spring term 2008.
- Strategy 4.31 The Provost will meet with Deans Connie Walton and Anthony Nelson and charge them to use the advisement committee to review the current advisement system and to develop recommendations for its improvement.
- Strategy 4.41 The Provost will inform Deans, Department Heads and the Registrar that the class size for English Composition and College Algebra is limited to twenty-five students, effective fall 2007.
- Strategy 4.51 Establish by August 13 a committee on writing across the curriculum and a committee on numeracy across the curriculum that will develop plans to involve the entire faculty in teaching writing and elementary mathematics.
- Strategy 4.61 Meet with the Graduate Council and charge the Council with developing a plan to engage students in graduate programs in extensive reading.
- Strategy 4.71 Establish an ad-hoc committee from the Council of Academic Deans to develop a plan to engage all undergraduate students in extensive outside reading.
- Strategy 4.81 Inform the Graduate Council that graduate programs will be evaluated annually beginning in the spring of 2009 and that one element in the evaluation will be publication of theses and dissertations.
- Strategy 4.91 Strategy 4.91 Implement all strategies set forth in the Retention Plan with support from the Title III and the University budget.

Strategy 4.91^I Maintain and expand the strategies found in the Retention Plan.

Strategy 4.91^{II} All Department Heads will implement weekly seminars, open to all students, which will focus on interesting research taking place in their respective disciplines.

E. Students

Strategy 5.11 Work with the Information Technology Center (ITC) to provide wireless internet access in all campus facilities and to offer the popular cable channels.

Strategy 5.21 Work with ITC and Ambling Inc. to provide computer laboratories in residential halls.

Strategy 5.31 Work with Campus Police and Ambling Construction to install, and monitor a system of video cameras and call boxes.

Strategy 5.41 Meet with Aramark Food Service Management and Mr. Mahmoud Lamandanie, Associate Vice President of the Center for International Affairs, and six international students to discuss and agree on making available an acceptable choice of foods for our diverse student population. This meeting will take place before Summer School 2007 with the intent of beginning the academic year 2007-08 with an acceptable choice of foods.

Strategy 5.51 Complete the review of applicants and extend an offer for the position of Director of Financial Aid by May 31, 2007.

Strategy 5.61 Meet with Dean Janet Guyden, Executive Director Karin Lewis, a representative of the Center for International Affairs and faculty chosen by the Provost to establish a firm policy and procedure on how transcripts of international students from schools and colleges outside the U.S. are to be evaluated before May 30, 2007.

F. Research

Strategy 6.11 The Provost will develop the system of incentives to encourage research and have it reviewed by the Council of Academic Deans and the President's Cabinet. Input

received will be used to develop a final version of the system.

Strategy 6.21 The Provost will work with the President and the Vice President for Finance to develop a faculty travel program for faculty whose travel involves presentations of scholarly work.

Strategy 6.31 Salary increases for faculty will involve merit and merit will be scaled to give greater weight to publications or presentations, or performances or creative works as appropriate.

G. Financial Resources

Strategy 7.11 The Office of University Advancement will continue to solicit aggressively from successful alumni support for the endowed scholarship program. Using special events, and athletic games the President will offer alumni the opportunity to contribute to the program.

Strategy 7.21 The University will use the endowment program of Title III, solicited gifts by the Office of University Advancement, and matching funds from the Board of Regents to establish endowed professorships each academic year.

Strategy 7.31 The University will use the endowment program of Title III and the Endowed Chairs Program of the Louisiana Board of Regents to establish one endowed chair each academic year.

Strategy 7.41 The University will include funding for merit based scholarships in educational grant proposals where appropriate.

H. Administration

Strategy 8.11 The Provost will assign the Deans with the responsibility of proposing Advisory Committees by January 4, 2008.

Strategy 8.21 The Provost will assign administration of the General Education Program to an appropriate academic unit.

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- Strategy 8.31 The Provost will provide the General Education Committee with the support to conduct the quadrennial review of the general education program.
- Strategy 8.41 The Provost in concert with the PAIR Office will conduct annual reviews and updates to the UAMP.
- Strategy 8.51 The Provost will make certain that the Faculty Handbook Committee conducts its triennial review and revision of the Handbook.
- Strategy 8.61 The Provost will make certain that the University Catalog Committee conducts its biennial review and revision of the Catalog.
- Strategy 8.71 Create the organizational structure in the College of Education that will conform to best practice and be consistent with the scope of its academic programs.
- Strategy 8.72 Provide the financial support to assist with NCATE preparation.
- Strategy 8.81 Outline steps to be taken in the development of the Certification of Compliance document by July 1, 2007.
- Strategy 8.82 Outline steps to be taken in the development of the Quality Enhancement Plan by August 13, 2007.
- Strategy 8.83 Use a consultant to review the University's plan to prepare for the visit by SACS.

V. Metrics (Outcomes and Performance Indicators)

The standards that we shall use to assess the level of achievement and/or progress made for the objectives outlined in section III are described in this section. These standards are not all on the same footing and some involve well established University and/or ULS processes.

A. Faculty and Staff

The objectives that are related to the Faculty span several sections of the plan; however, those found in this subsection involve qualifications, meeting current and near-term needs, and numerical increases based on projected enrollment increases. The objectives involving staff address meeting current and near-term needs.

The measures that will be used to determine the degree to which the objectives are accomplished are shown in Table XXIX.

Table XXIX: Metrics for Faculty and Staff

Objectives	Metrics
Increase the percent of faculty holding the terminal degree in their respective disciplines from 55 percent in 2005 to 75 percent by 2012.	The percent of faculty holding the terminal degree in their respective disciplines computed annually.
Fill current faculty vacancies referenced in Table XXI by the beginning of the 2007-08 academic year.	Number of the positions filled.
Recruit and employ faculty identified as needed in Table XXIII by the fall of 2008-09.	Number of the positions filled.
Increase the size of the faculty in proportion to the planned increase in enrollment.	Number of faculty and total enrollment determined annually at the beginning of the fall term.
Employ the staff identified as needed by the fall of 2008-09.	Number of positions filled.

B. Facilities

Although facilities are addressed in the Campus Master Development Plan, some of the objectives concerning residential and academic buildings are so crucial to the planning of academic programs that they have been included in this document. The facilities for which objectives were set forth are additional housing, the new Dunbar Hall, and plans for the construction of a new library and a new science building. The standards for measuring progress on the development of these vital facilities are outlined in Table XXX.

Table XXX: Metrics for Facilities

Objectives	Metrics
Construct additional housing for 800 students by August 2009.	Percent of project completed measured each August.
Develop plans for the construction of a new state-of-the-art library by January 2008.	Plans available on January 31, 2008.
Begin construction of the new Dunbar Hall by June 2007.	Construction underway by June 30, 2007.
Develop plans for the construction of a new science building by January 2008.	Plans available on January 31, 2008.
Make available in selected residential buildings by September 30, 2007 the following academic programs/activities: First Year Experience Classes Tutorials in English, College Algebra, and Western Civilization Special lectures by invited faculty members.	FYE classes available in a residential hall by September 30, 2007. Tutorials in College Algebra, English, and Western Civilization available in a residential hall by September 30, 2007. Special lectures planned by August 14, 2007. Lecture series initiated by September 30, 2007 and conducted during the 2007-08 academic year.

C. Curricula/Programs

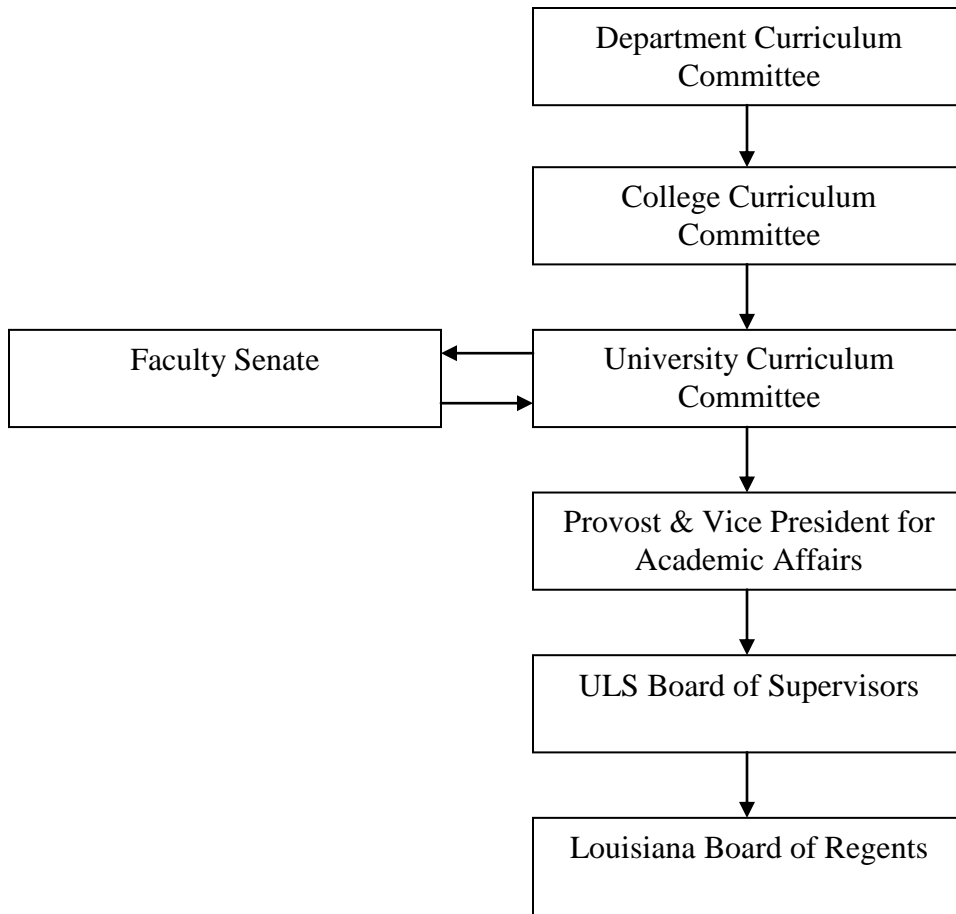
The proposed baccalaureate and master-level programs are based on strengths and opportunities. The various programs resonate well with current faculty interests and research projects. They respond to some of the needs cited and they provide a foundation for future curriculum developments.

The program approval process involves two stages, the letter of intent and the proposal. In the letter of intent the need for the program must be established and any requirements for additional resources must be addressed. The state is concerned about program duplication and the efficient use of resources.

The letter of intent is generally developed within a department by its curriculum committee and approved by the department before submission to the College Curriculum Committee. If approved at the college-level the proposal is submitted to the University Curriculum Committee (UCC). The proposal and the recommendation of the UCC are shared with the Faculty Senate for comments/advice and endorsement. Subsequently, the proposal and the recommendations of the UCC and the commentary from the Faculty Senate are submitted to the Provost and Vice President for Academic Affairs. If approved by the Provost the proposal for a new program is submitted to the ULS Board of Supervisors. If the ULS Board approves the proposal, it is submitted for final approval to the Louisiana Board of Regents. This process is shown schematically in Chart 3.

Once the letter of intent is approved, then within a period of two years a formal proposal is taken through the same sequence of reviews and approvals.

Chart 3. Program Approval Process



The metrics used for the proposed programs involve the steps which are outlined:

1. Completion of the Letter of Intent
2. Approval by the UCC
3. Approval by the Provost
4. Approval by the ULS Board of Supervisors
5. Approval by the Louisiana Board of Regents
6. Completion of the Proposal
7. Repeat steps 2 through 5

The intent is to implement those programs that receive approvals by August 2009 within the five-year period covered by this plan.

D. Instruction

Ultimately, the quality of teaching is faculty dependent; however, we can provide the support and structure, informed by experience, to enable learning by students. We are aware that challenges such as the improvement of the writing and numeracy skills of students must be addressed on a university wide scale. The objectives in instruction address these aims as well as raising standards and aspirations. In Table XXXI we show the objectives and the corresponding metrics for instruction.

Table XXXI: Metrics for Instruction

Objectives	Metrics
Schedule by the spring term of the 2007-08 academic year all lower division major-discipline courses to meet three days per week.	The schedule of courses, Spring 2008.
Schedule by the spring term of the 2007-08 academic year all first year graduate courses in all fields except Education and Criminal Justice to meet three days per week.	The schedule of courses, Spring 2008.
Review and assess the current advisement system and develop recommendations for its improvement by May 10, 2008.	Recommendations written and submitted to the Provost
Limit the size of English Composition and College Algebra classes to twenty-five students per section by the fall term 2007-08.	Schedule of courses and course enrollments for English Composition and College Algebra.
Establish committees that will develop plans for teaching and writing and numeracy across the curriculum by May 10, 2008.	Committees established. Plans available by May 10, 2008.
Graduate Council will develop a plan for engaging students in graduate programs in extensive reading by May 10, 2008.	Plan submitted to the Provost by May 10, 2008.
Council of Academic Deans will develop a plan for engaging undergraduate students in extensive outside reading by May 10, 2008.	Plan submitted to Provost by May 10, 2008.
Dissertations and theses will result in	Publications available.

publications by May 9, 2009	
Increase retention of first-time, full-time freshmen from 55 percent in 2006 to 72 percent by 2010.	Percent of first-time, full-time freshmen retained as sophomores measured annually at the beginning of the fall term.
Increase the six-year graduation rate from 37 percent in 2005 to 60 percent by 2010.	Six-year graduation rate computed annually.
Increase the percent of graduates who attend graduate/professional school from 30 percent in 2006 to 50 percent by 2010.	Percent of graduates who attend graduate/professional school measured annually.

E. Students

All objectives in this section originate with concerns and needs expressed and identified by students. These objectives and the associated metrics are shown in Table XXXII.

Table XXXII: Metrics for Students

Objectives	Metrics
To offer in each residential hall wireless internet service and a full range of popular cable channels by January 2, 2008.	Wireless service available. Cable channels available.
Computer laboratories in new residential village and in some of the buildings for Phase II of new housing construction. New Residential Village 8/13/07 Phase II 8/13/09	Computer laboratories operational in new residential village and in some buildings of Phase II of new housing.
A campus video camera system and a system of call/alarm boxes.	Existence of the video camera system. Existence of the system of call/alarm boxes.
Offer a choice of foods to meet the needs of international students by August 13, 2007.	A selection of foods to meet the cultural/religious dietary preferences of international students is available.
Hire a Director of Financial Aid by August 13, 2007.	The Director is employed.
Have transcripts of international students	

reviewed by a reputable external agency.	Policy and Procedure established.
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F. Research

As the University strives for excellence in all of its endeavors, the faculty will aggressively produce more scholarly work. The objectives in the plan aim to promote and support research and to increase, on an annual basis, publications, presentations, performances, etc. In Table XXXIII the metrics for these objectives are outlined.

Table XXXIII: Metrics for Research

Objectives	Metrics
Development of a system of incentives to encourage faculty research by March 1, 2008.	System of incentives established.
A travel program to support research presentations at national and international conferences by July 1, 2008.	Travel program established.
Increase in the number of scholarly works produced on an annual basis from 48 in 2006 to 100 in 2010.	Measure the number of scholarly works produced annually.

G. Financial Resources

Many of the programs discussed in this document will require funding above that generated through the normal budget process. The President is moving forward to raise funds from alumni, friends, corporations, and foundations. The objectives in this plan address those sources that are accessible to the faculty. In Table XXXIV the metrics on financial resources are described.

Table XXXIV: Metrics for Financial Resources

Objectives	Metrics
Increase the number of endowed scholarships from twenty-six (26) in 2006 to fifty-two (52) in 2012.	The number of endowed scholarships measured annually.

Increase the number of endowed	The number of endowed professorships
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professorships from twelve (12) in 2006 to twenty-four (24) in 2012.	measured annually.
Increase the number of endowed chairs from one (1) in 2005 to five (5) by 2012.	The number of endowed chairs measured annually.
Increase the number of institutional scholarships based on merit from 182 in 2006 to 364 by 2012.	The number of merit based institutional scholarships.
Increase the dollar amount of federally funded research annually from \$166,463 in 2006 to \$10 million by 2012.	The annual funding of federally sponsored research.
Increase the dollar amount of federally funded educational grants from \$2,898,755 in 2006 to \$12 million by 2012.	The annual funding of federally sponsored educational grants.

H. Administration

Overall, the aim of the administration is to become what Peter Senge of the Sloan School of Management at the Massachusetts Institute of Technology called a “learning organization.” The University must evaluate periodically, every unit, every process, and policies and procedures and use those evaluations to make improvements. The administration aims to insure that the University has a system of reviews and assessments which are more rigorous and stringent than those of any accrediting agency.

The objectives set forth in this plan constitute our pursuit of becoming a “learning organization.” The metrics associated with the objectives in the area of administration are shown in Table XXXV.

Table XXXV: Metrics for Administration

Objectives	Metrics
Establish an Advisory Committee for each College by May 2008.	An Advisory Committee exists for each College.
Management of the General Education Program by August 13, 2007.	A unit is assigned responsibility for administration of the General Education Program.
Conduct quadrennial reviews of the	Report of the review available at the end of

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General Education Program.	the 2011-12 academic year.
Conduct annual reviews and recommend changes to the Academic Master Plan.	The Office of PAIR has available beginning in July 2008, the results of the review and recommendations for changes to the Plan.
Conduct triennial reviews of the Faculty Handbook.	Report on the review is available beginning in the spring 2011 ⁺ in the Office of the Provost.
Conduct biennial reviews of the University Catalog.	The recommended changes are available in the Office of the Provost. Changes and updates are evident in the Catalog.
Reorganize the College of Education by August 13, 2007 in preparation for the NCATE visit in September 2008.	All preparations for NCATE are completed by April 26, 2008 as certified by the NCATE Coordinator.
Establish by August 13, 2007 the plan to prepare for the SACS visit in 2010.	Existence of the preparation plan and evidence that it is being followed.

⁺This review will be delayed one year because of the SACS visit scheduled for the spring of 2010.

VI. Evaluation

The metrics described in the previous section will be used to assess progress on an annual basis. The annual assessment will provide the primary input into modification of the objectives, strategies and metrics of the UAMP. Other factors that may influence changes in the objectives include changes in needs, new developments in fields of study offered at the University, and unexpected resource fluctuations.

The annual evaluation of some aspects of the UAMP involves obtaining numerical data, such as enrollments, number of faculty members, number of publications, funding for research grants, et cetera. Other aspects require simply monitoring of selective events. All aspects require analysis and, in most cases, the examination of data gathered over an extended period of time.

The annual evaluation includes assessments of progress by the individual units in Academic Affairs. Unit heads will conduct assessments in May and submit their updated plans to the PAIR Office by June 10. Reviews of these updated plans may result in revision of the UAMP.

Each June, the Office of Planning and Institutional Research will gather data on the progress made toward achievement of the objectives of the UAMP. The Office of the Provost and Vice President for Academic Affairs will use the data to analyze performance. The analysis and update to the UAMP will be completed by July 1.

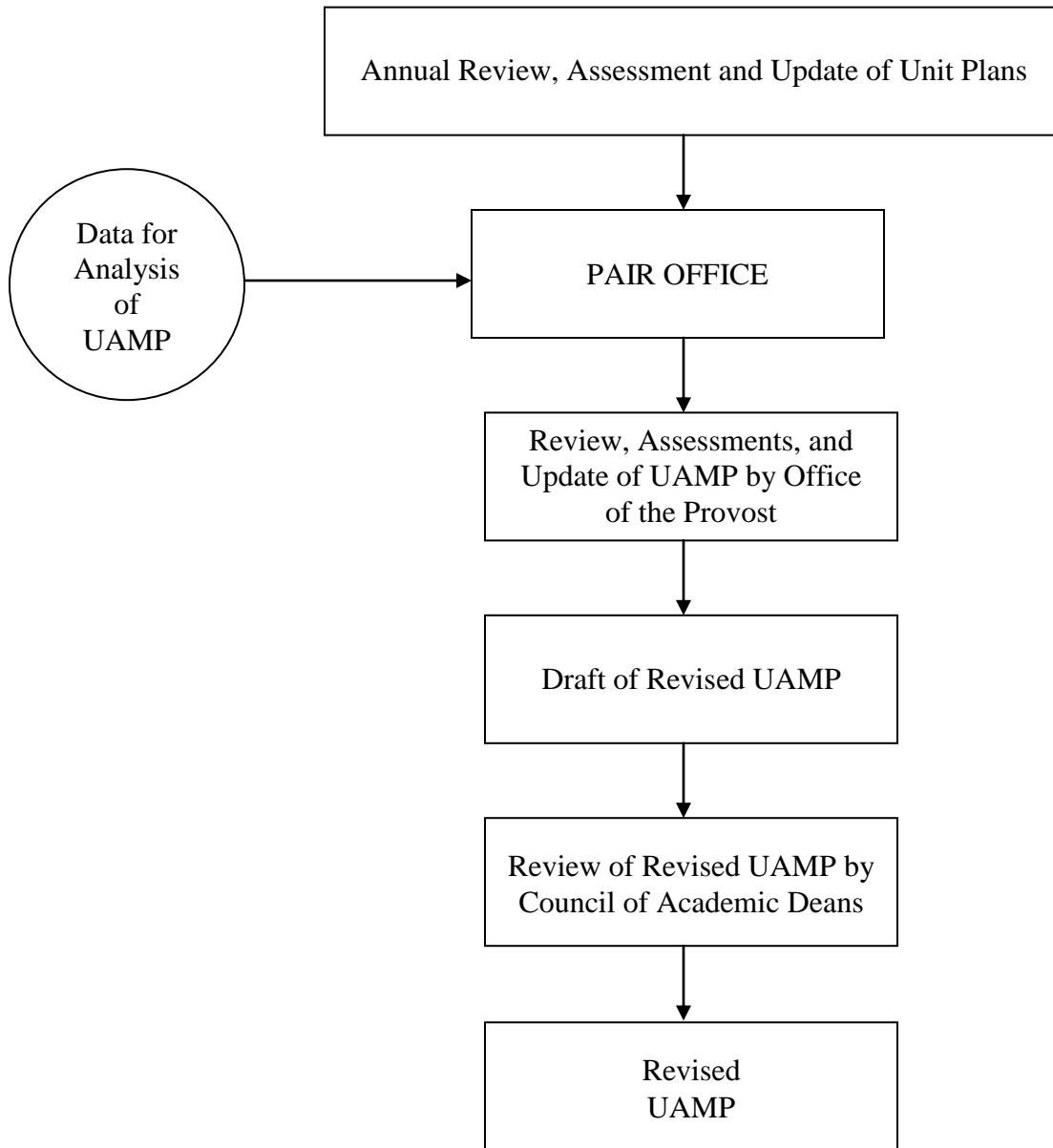
A draft of the analysis and updates to the UAMP will be shared with the Council of Academic Deans for review and recommendations to improve the plan. The evaluation process is shown graphically in Chart 4.

Biennially, the goals of the plan will be reviewed and revised, if justified, by the Council of Academic Deans. Thus, the first review of the goals will occur in June 2009.

Each July beginning in 2008, the PAIR Office will survey department heads about the planning process. The PAIR Office will use the information obtained to recommend improvements to the Provost and the Council of Academic Deans.

The University has established a budget planning cycle which begins in September and ends in early spring with the budget for the next fiscal year. The unit plans and the UAMP will provide documentation for budget requests and make the administrative review of the requests more efficient.

Chart 4. Annual Evaluation of UAMP



VII. Summary

VII. Summary

This plan is the first academic master plan in the history of the University. It represents a significant and necessary development. The future is not given, but must be forged through the efforts of the faculty, administration, and the Board guided by a plan. As good as we may be or believe that we are, the best insurance for a viable future is an excellent plan. We believe this document gives us an instrument that will support our quest to remain competitive, to serve, even to lead.

Any plan is only as good as the use we make of it. We must adhere to the planning and evaluation process. We may change direction, but such a change must emerge from the crucible of the planning process. All department heads, directors, and deans must participate in the planning process to strengthen the University and to give it the potential for unparalleled success. Any university's future viability depends on growth and contributions and not on its past, no matter how glorious or mythical.

The University Academic Master Plan charts an ambitious course for Academic Affairs. It will aid in fostering meaningful changes in the University since it comprehensively captures our direction. That direction is clearly defined by the eight goals presented in the plan and here restated:

1. To provide an excellent faculty and staff.
2. To offer an exceptional living and learning environment.
3. To offer relevant academic programs to prepare students for career pursuits and/or graduate/professional studies.
4. To provide a system of instruction that fosters the intellectual development of all students who matriculate at the University.
5. To make available to students an environment and extra-curricula programs which meet their development needs.
6. To become a significant producer of scholarly work in all fields in which the University has degree programs.
7. To increase the financial resources available to support teaching, research, and service activities.
8. To employ a system of reviews for all academic units and programs in order to maintain standards consistent with the best practices in higher education.

The aims delineated by these goals and the objectives selected portend a bright future for the University. Grambling State University plans by 2012 to be a larger institution, with an expanded academic program at both the undergraduate and graduate levels, an excellent living environment and faculty members who are leaders in their respective disciplines. The University expects to be more selective in admissions and competitive in all facets of its operation. It also expects to be recognized for its diversity, innovative pedagogy and the success of its instructional program in the natural sciences and mathematics. The University intends to be a leading producer of baccalaureate degree recipients in mathematics, computer science, and the natural sciences. Grambling will continue to attract international students and white students. Through planned development in graduate studies and the research of the faculty the University will become a leader in African American Studies, Homeland Security and Computational Science.

In all offices that interact with the public, outstanding customer service will become our hallmark. Staff members will engage in continuous training to improve work performance and to gain knowledge that will aid them in functioning as team members. In our effort to provide better service we shall strive to be a “learning organization.”

Appendices

- A. Current General Education Program*
- B. New General Education Program (Proposed December 2007)*
- C. Projections of High School Graduates*
- D. Retention Projections*
- E. Report on the Proposed Revision of the General Education Program*
- F. Recent Curriculum/Program Changes*
- G. Goals and Objectives of CMAST*

A. Current General Education Program

Current General Education Program

ASSOCIATE DEGREES

Board of Regents

General Education Course Requirements:

English (composition)	6
Mathematics	<u>5</u>
Total:	12

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General Education Course Requirements:

Freshman Seminar (BSS 101)	2
Health or Phys Ed (activity)	1
Computer Literacy (CS 107)	<u>3</u>
Total:	6

Degree Course Requirements:

Range	<u>51-58</u>
Total range for Associate Degrees:	61-76

BACHELOR DEGREES

Board of Regents General Education Course Requirements:

The Board of Regents has designated both REQUIRED and SUGGESTED coursework in general education for baccalaureate degrees, and has urged all public colleges and universities to prominently display them in their respective catalogs, brochures, and other publications. Students who complete the Regent's SUGGESTED coursework with a cumulative grade point average of 3.0 or better (on a 4.0 scale) shall be awarded the Certificate of Excellence.

Board of Regents

General Education Requirements:

English	6
Mathematics	6
Computer Literacy	3
Natural Sciences	9
Art	3
Humanities	9
Social Sciences	<u>6</u>
Total:	42

Compliance by GSU

English 101, 102	6
*Math 131, 132	6
*CS 107	3
*Biol 103, 104	9
Chem 101 or Sci 101	
Art 105 or Art 210 or Mus 219	3
Hist 201, ST 208 or 212, **TBN	9
Econ 201, **TBN	<u>6</u>
Total:	42

*or higher equivalent based on major

**TBN (To be named by the Department)

Breakdown of Hours and Categories

General Education	42
Major Courses	36-40
Minor Courses	18
Elective Courses	14-19
GSU Requirements	7-8
BSS 101—Freshman Seminar	2
HED 100—First Aid	1
PE—P.E. Activity	1-2
ENG 213—Advanced Composition	3

*B. New General Education Program
(Proposed December 2007)*

The Proposed Curriculum

English	Freshman Composition I & II*	6 hours
Mathematics	Precalculus I & II*	6 hours
History	History*	6 hours
Foreign Language		6 hours
The Natural Sciences	Biological Science and Physical Science in combination* Six hours of Biological Science and three hours of Physical Science or three hours of Biological Science and six hours of Physical Science	9 hours
The Social Sciences	Economics, Sociology, Political Science, Psychology**	3 hours
Economics	Macroeconomics	3 hours
Fine and Performing Arts	Humanities*	3 hours
English	Literature*	3 hours
Freshman Seminar	First Year Experience*	2 hours

The proposed curriculum involves a total of 47 semester credit hours. The following changes have been made:

1. Precalculus I & II comprise the proposed freshman mathematics requirement. This change parallels the requirement by the Regents that the high school core curriculum contain four years of mathematics. The Precalculus I & II (college preparatory) courses represent a significant change but one that is required by the aims that we have for our students.
2. A six-hour foreign language requirement has been added. A global perspective must be offered to our students if they are to be competitive.
3. A survey course in the social sciences which will introduce students to social, political, and economic systems in America. (3 hours)
4. Requirements that may be satisfied without taking courses.
5. A service learning requirement is a part of the General Education Program: 160 hours in approved activities.
6. Eliminated is the 3 hours computer literacy course. Students will demonstrate computer literacy across the curriculum. Those students in need of assistance can use tutorials available across campus. Those students who need the computer literacy course can take it as an elective.
7. Eliminated is the requirement English 213.

*Courses are to be modified to include appropriate topics to achieve learning outcomes desired. In the cases of English, mathematics, and the natural sciences the modifications are easily achieved.

**A new one-semester survey course.

C. Projection of High School Graduates

Projection of High School Graduates from Selected States*

STATE	2005-06	2015-16	% Change
Louisiana	44,838	39,906	-11
Alabama	41,469	42,713	+3
Arkansas	27,890	29,285	+5
California	390,747	379,025	-3
Florida	145,975	163,492	+12
Georgia	82,992	102,910	+24
Illinois	135,510	136,865	+1
Michigan	108,224	104,977	-3
Mississippi	25,627	25,883	+1
Missouri	61,019	59,799	-2
New York	173,884	158,234	-9
Texas	249,803	287,273	+15

*The source of the data shown is the Almanac Issue of The Chronicle of Higher Education, August 26, 2005.

D. Retention Projections

Retention Projections
Percent of First-time, Full-time Freshmen Retained for Second Year

Year	2006	2007	2008	2009	2010	2011	2012
Retention Projections	57%	60%	63%	67%	71%	74%	77%
Actuals	54.9 %	59.8%					

*E. Report on the Proposed Revision of
the General Education Program*

A Proposed Revision

of the

**GENERAL EDUCATION
PROGRAM**

at

Grambling State University

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I. Introduction

On January 5, 2006 the Provost, Dr. Robert M. Dixon, established a task force composed of faculty members from a broad cross section of academic disciplines to review and revise, as deemed necessary, the general education program. The task force members met with the Provost on January 11, 2006 to receive the assignment and to be informed of the administration's expectations. The scope of work for the task force, which was summarized in a memorandum dated January 5, 2006 to the task force members, was set forth in detail in the initial meeting of the Provost with the task force. A copy of the memorandum dated January 5, 2006 and the list of the task force members and their respective academic disciplines can be found in the appendices to this report.

The task force under the leadership of Professor Hugh Wilson, Head of the Department of English held weekly meetings during the spring semester of 2006. The Provost attended a few of these meetings to address issues related to direction and questions and/or debate about what should be done first. Admittedly, the perspectives of the members of the task force and the vocally expressed philosophies and biases about the nature of the task sometimes impeded the work. A small number of the members of the task force did not attend meetings on a regular basis and did not address forthrightly the scope of work. The importance of the assignment persuaded persistence and Dr. Wilson and a majority of the members of the task force continued to work diligently.

During the fall semester 2006, the task force met less frequently than the prior semester. The Provost requested a report on what had been accomplished. In January 2007, Dr. Hugh Wilson submitted an interim report. Although a topical outline for a report on the work of the task force was developed by the Provost and shared with the members, the interim report did not follow the outline. The outline is shown in the appendices. The interim report did contain a history of the general education program which was written by Professor Nikki Brown, Head of the Department of History.

A significant section of the report contains an essay by Dr. Hugh Wilson on various threats to the growth and development of the University. The report also contains resolutions and recommendations developed by the General Education Task Force. According to the report resolutions were adopted by a majority of the task force members at a meeting with a quorum. Recommendations were also presented; however, they were not properly adopted by the task force members. The resolutions and recommendations are shown in tables I and II, respectively.

Table I: Resolutions from the Task Force on the General Education Program

1. Fourteen goals of the General Education Program: Graduates should be able
<ul style="list-style-type: none"> a. To communicate effectively in oral and written English; and be encouraged to acquire the rudiments of a foreign language. b. To read, comprehend, analyze and evaluate complex information. c. To reason abstractly, think critically and engage in problem solving. d. To understand mathematical concepts, numerical data and statistics. e. To understand and apply the scientific method. f. To be familiar with key information and communication technologies. g. To engage in creative thought and independent learning. h. To recognize and appreciate cultural diversity. i. To understand and appreciate the nature and value of the fine and performing arts. j. To develop a personal value system while retaining a tolerance for others. k. To understand world history and the current American economic, social and political system. l. To be acquainted with important issues, figures and events in world literature, history, religion, science and philosophy. m. To be familiar with the most important issues, figures and events in Western literature, history, religion, science and philosophy. n. To recognize, appreciate, communicate and preserve an awareness of the contributions of African Americans to world culture.
2. Reduction of the GEP requirements to the Regents minimum (42 hours).
3. Students should be allowed more electives.
4. Students should be required to take one course in African-American literature, history, psychology, sociology, music, etc.
5. The number of students in first year courses should be reduced.
6. The foci of general education should be changed from skills and knowledge to skills, knowledge and ethical values.

Table II: Recommendations from the Task Force on the General Education Program

1. Foreign Languages	All students should take at least six credit hours of one foreign language.
2. Assessment	Each of the three major sub-divisions of the general education faculty should construct one-third of a two-hour test required of students who have completed the general education program.

The report offers numerous observations and suggestions on the library, teacher education, pedagogy, and raising academic standards. Dr. Wilson suggested that the University adopt a modified version of the “great books curriculum.” He included a list of recommended readings. The report also offered two other major suggestions:

...In order to prepare students to take and pass the Rising Junior Exam, more reading, writing, and scholarly research should be assigned across the curriculum...

...In order to prepare students for intellectual and post graduate education, students should be introduced to genuine research and research papers in their first semester...

Notably, the report includes in the appendices an article entitled, "Assessment of the General Education Program" by Dr. Ray W. Foster which provides an overview of the work of the task force. In the article Professor Foster offers a discussion of the current instrument that the University uses, the Measure of Academic Proficiency and Progress (MAPP), and suggests how the University might improve assessment of the general education program.

This report and the recommended revisions of the General Education Program are based on the minutes of the meetings of the task force, its interim report, a series of meetings with a subcommittee composed of members of the task force, and discussions with the Council of Academic Deans, and the President's Cabinet. It is also informed by informal discussions that we have had with department heads and faculty members during the last three years. The report provides the context for understanding the revisions proposed.

In section II a historical overview of the program is presented. The overview relies extensively on the article by Dr. Nikki Brown on the "History of General Education at Grambling."¹ In Section III the undergraduate curriculum is discussed along with factors that influence the General Education Program. The first recommended revision is set forth in this section. Section IV contains the philosophy of the program. The statement reflects reviews of catalogs, self studies and varied reports and plans. A synthesis of the fourteen goals recommended by the task force is described in section V. The goals presented by the task force are augmented in section VI and categorized as learning outcomes. The program, consisting of a set of courses and experiences, is described in section VII. Administration and assessment are outlined and discussed in section VIII. The conclusion to this report is found in section IX. The aims of the revisions shown in this report are to achieve a program that better serves our current needs and that recognizes the admission of academically better prepared students in the future.

Many individuals might question the rationale for revising the General Education Program. Any examination of the performance of students on the Rising Junior Examination* should prove disturbing. We show in Table III student performance data on this examination for fall 2006 and spring 2007. Students do not show evidence on this examination that they have acquired the verbal and quantitative skills that we would expect of students who have

¹Interim Report of the Chairman of the General Education Commission, Hugh Wilson, Jan. 2007.

*The examination used until the fall of 2006 was the Academic Profile by ETS. It was replaced by the Measure of Academic Progress and Proficiency.

completed forty-five plus hours of college course work. In many cases students take this examination after having completed more than seventy-five hours of course work. A longitudinal review of data on this examination, which formerly involved the Academic Profile*, reveals the same pattern of scores. (The performance of the students on the Academic Profile was not statistically different from the performance on the MAPP.)

According to the Educational Testing Service:

The skills measured by the MAPP test are grouped into proficiency levels – three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking.

...A student classified as marginal is one whose test results do not provide enough evidence to classify the student as either proficient or as not proficient.

The proficiency classifications are based on established levels of performance.

Table III: Performance on MAPP 2006-07

Skill	Fall 2006 (281 students)			Spring 2007 (379 students)		
	Proficiency Classification			Proficiency Classification		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Reading, Level 1	47%	24%	28%	43%	32%	25%
Reading, Level 2	12%	19%	69%	10%	17%	72%
Critical Thinking	1%	4%	95%	1%	5%	94%
Writing, Level 1	48%	35%	17%	49%	35%	16%
Writing, Level 2	8%	31%	61%	7%	30%	64%
Writing, Level 3	2%	16%	82%	1%	17%	83%
Mathematics, Level 1	17%	23%	60%	19%	31%	49%
Mathematics, Level 2	5%	11%	84%	7%	13%	81%
Mathematics, Level 3	0%	4%	95%	0%	5%	94%

*The examination used until the fall of 2006 was the Academic Profile by ETS. It was replaced by the Measure of Academic Progress and Proficiency.

A second factor influencing revision is the fact that we transitioned from open admissions to selectivity. The students who entered the University this August met the standards shown on the Criteria for Admissions 2007-2011 Table, which is found in the appendices to this document. In succeeding years the University will enroll an academically better prepared student.

A third factor is that general education at the University has become ill defined. Departments have imposed their own requirements on the General Education Program.

Although we advocate that departments should have the latitude to prepare students, the General Education Program is the domain of the University which means all the faculty members and not just one particular group.

The fourth factor is that our resources are limited. We cannot offer the spectrum of academic courses found in a major research university. We must carefully consider the components of our program to insure that it contains courses and experiences which best enable the University to pursue its mission.

A fifth factor is that we must, as a twenty-first century institution, initiate a process of continuous review for all programs. All accrediting organizations expect that programs are periodically evaluated and that those evaluations are used to make systematic improvements. The improvements should relate to student learning that is measurable.

The discussions of members of the General Education Task Force at meetings are replete with observations about the poor writing skills of students, the need for students to read widely, the need for more free electives in the curriculum, and the strong overlap of the content of CS 107 with computer literacy courses found in high school programs. These observations and minutes of the meetings have been taken into account in the development of this report and the revised curriculum that is presented.

II. Historical Overview

Founded in 1901 as the Colored Industrial and Agricultural School, the institution known today as Grambling State University, evolved from an industrial school, to a junior college, to a four-year college, and finally, to a university. The names associated with the institution have undergone several changes. In 1905 after relocating to its current site the school was renamed the North Louisiana Agricultural and Industrial School. In 1928 the school became a state junior college and the name was changed to the Negro Normal and Industrial Institute. After acquiring the status of a four year college in 1940, the institution in 1946 became Grambling College. Twenty-eight years later in 1974 the institution became Grambling State University. The first baccalaureate degree was awarded in 1944 in the field of elementary education.

Founded by Charles P. Adams, who was sent by Booker T. Washington in response to a request from the North Louisiana Colored Agriculture Relief Association, the institution has always had a career/work focus to its educational program. With historical connections to the Tuskegee Institute and Hampton Institute, the University, through its numerous changes has continued to reflect Washington's influence. After becoming a four-year college, the only degree program offered for the next twenty years was in teacher education. Thereby, general education at Grambling State University has not emerged from a liberal arts tradition. In fact, general education developed in response to the institution's pursuit of major programs in the arts and sciences.

In 1960, Grambling College decided to add new programs to its teacher education only curriculum. This aim required the development of courses to support major programs in biology, English, history, mathematics, and other fields. This was the birth of general education at Grambling. As Professor Nikki Brown points out in her essay on general education the institution referred to the general requirements as liberal education. Dr. Brown also points out the influence of the Louisiana Board of Regents on the concept of general education at the University. "The GSU 1987-1989 catalogue offered the first reference to a general education curriculum." Significantly, she explains that departments give their own interpretation to distributional requirements.

...in the College of Arts and Sciences, the implementations of general education and its supplemental courses vary tremendously, at the expense of consistency and student choice. ...one department might require nine hours of History while another department might require only three.

The criteria of the Southern Association of College and Schools and the Louisiana Board of Regents have probably been more deterministic in shaping

the current general education program than any philosophical notions about the skills and knowledge that a college graduate should possess. Although the University's heritage in teacher education is richer than its heritage in the liberal arts, the University is committed to a level of academic achievement in its programs which requires it to move to the vanguard among its peers in its general education program.

III. The Undergraduate Curriculum

In this section we offer a discussion of the undergraduate curriculum which foreshadows later discussions in this document. The definitions and limits set forth in this section are recommendations which yield improvements in the organization of the undergraduate curriculum. They also provide us with useful starting points for discussions about, or proposed changes in, the curriculum.

At Grambling State University the undergraduate curriculum consists of the following elements:

1. The General Education Program
2. The Major Program of Study
3. Cognate Requirements
4. A Minor Program of Study
5. Free Electives

The General Education Program is composed of a set of skills and knowledge and experiences which all undergraduate students must demonstrate that they possess and satisfy. The demonstration of skills and knowledge is usually achieved by passing a set of courses with acceptable grades, or by making acceptable scores on University specified instruments associated with the courses. The experiences which are a part of the program may be satisfied by showing prior participation in a set of activities at a level and in a manner that is acceptable to the University or by participating in a set of activities specified by the University.

The courses which constitute a part of the General Education Program include a core and some distributional requirements. The experiences can involve service learning, citizenship, and selected skills.

The Major Program of Study consists of those courses specified by a department which must be passed to fulfill partially the requirements for graduation. In some programs, internships and/or practicums may be required. The Cognate Requirements are those courses that support the course work in the major program. They are usually closely related and facilitate the successful acquisition of knowledge in the major academic discipline. The Minor Program is a set of courses above the introductory level taken in an academic discipline. Minor programs of study are not required; however, they can provide breadth to the major and give the student options for future learning pursuits.

Free electives are courses that are not required to satisfy any major, cognate, or minor requirements, and that are taken by a student based on interests and choice.

The number of semester credit hours that we propose for each category of courses is outlined:

General Education Program	47 hours	
Major Program of Study	32-36 hours	} Not more than 60 hours
Cognate Requirements	24-28 hours	
Free Electives	18 hours	

Departments control 60 hours for each major program. The total number of hours for the major program and for the cognate requirements is sixty (60) and cannot be exceeded, unless approved by the University Curriculum Committee.

Only programs with clinical requirements and/or extensive internships should qualify for exceptions to this policy.

The Minor Program of Study consists of 18 semester credit hours of course work in one academic discipline involving courses above the 100 level, and that meet other stipulations specified by the respective department.

IV. Philosophy of the General Education Program

Through the General Education Program the University strives to achieve goals that complement and support its mission. Broadly the program seeks to prepare graduates for lives of learning. On a more focused level the program seeks to prepare students for the study of a major academic discipline. The faculty believes that it is the responsibility of the University to produce graduates who will contribute to the advancement of civilization. Therefore, the faculty seeks in the General Education Program to provide students with a foundation of intellectual skills and knowledge to enable them to lead productive and ethical lives. The program aims to enable students to think critically, to analyze information, and use it to make logical decisions.

The General Education Program seeks to have students understand and appreciate the best of what humanity has created and produced, the aesthetic and intellectual accomplishments.

As an HBCU with philosophical lineage to Tuskegee and Booker T. Washington, many supporters of the University expect that it will continue to have a curriculum with a decidedly professional dimension. Although the University does not necessarily aspire to lead in the area of general education, it must of necessity offer a program that addresses challenges which some would regard as imponderable conundrums. The experiences of numerous faculty members in HBCU's and other universities teach that the approach, the attitude, and the expectation of the professor are key to the successful education of those who are underprepared for college work. This observation will be a tenet in the program proposed.

The University has, since its founding, operated as an open admissions institution. This fact is the *raison d'être* for the former College of Basic and Special Studies and the developmental courses in mathematics and reading that were a part of the curriculum. The focus on fundamental skills is also the reason for the existence of English 213, which is essentially a third semester of freshman composition.

The students who entered the University in August 2007 met a set of admissions criteria. Each fall until 2010, the standards for admission will become more demanding. The change in the admissions criteria must influence the role and scope of general education. Admittedly, the University will continue to enroll some students whose preparation for college is marginal. Significantly, the existing General Education Program has sought to address the poor preparation for college evidenced by some students with a number of developmental courses. The data from the Rising Junior Examination do not show that the extant program has been successful at skill development in reading, writing and elementary mathematics. Philosophically, the revised General Education Program is based on the

observation that human performance is influenced by opportunity and environment. The revised program must have courses taught by professors who have high expectations about learning for all students. The revised program will raise the intellectual aims and achievements of all students.

V. Goals

The goals set forth in this section are derived from the goals developed by the General Education Task Force. The goals adopted by the task force are modified and/or extended statements of the goals established by the Louisiana Board of Regents. The perspective taken here is that the goals of the Regents and the modified versions adopted by the task force are learning outcomes. The goals presented are consonant with those of the task force. They constitute broader statements which are more reflective of the purpose of general education.

The General Education Program is buttressed by four goals which the University aims to achieve for all students who matriculate as undergraduates. The General Education Program strives to:

1. Provide students with a foundation for learning and for intellectual growth in an academic discipline;
2. Prepare students for successful lives in an increasingly technical, dynamic, and complex society;
3. Raise the intellectual aims and aspirations of students; and
4. Develop in students high ethical standards, and a responsibility for the quality of life on earth.

These goals are pursued through a set of learning outcomes or objectives. The level of mastery of a given learning outcome is determined by the evaluation metrics. The learning outcomes and evaluation metrics provide a rationale for the courses and experiences that constitute the curriculum of the General Education Program.

VI. Learning Outcomes

The learning outcomes are outlined in this section with their associated goals. Also shown are the respective evaluation metrics. The metrics are the indicators that a learning outcome has been achieved. The assessment of a level of achievement requires the judgment and evaluation experiences of faculty members. The indicators are not exhaustive and others may be proposed. The indicators presented provide a beginning. It is expected that in the administration of the program the indicators will be refined, and improved based on experience.

Goal 1. Provide students with a foundation for learning and for intellectual growth in an academic discipline.

Learning Outcome a. Communicate effectively in oral and written English

Indicators

*Demonstrate effective oral communication by using standard English in articulate presentations of at least four coherent, well organized speeches to an audience on the university campus while enrolled as a student.

*Show listening skill by taking good notes during an oral presentation. These notes must capture the purpose of the presentation, the major points, and the support provided for the major points.

*Write at least twelve essays which have identifiable theses or purposes; that discuss logically the theses using correct grammar and, appropriate documentation; and that use rhetorical methods in reaching reasonable conclusions.

Learning Outcome b. Read, comprehend, analyze and evaluate complex information

Indicators

*In an assigned reading, identify and interpret figurative language.

*Identify the purpose of an assigned reading and discuss its organization.

*Draw valid inferences from an assigned reading.

*Demonstrate by writing grammatically-correct, logical, and coherent summaries of assigned articles; book reports that include analyses of plots and character development in assigned novels; and discussions of other assigned readings (e.g., plays, short stories) which include evaluations of the intents of the authors.

Learning Outcome c. Reason abstractly, and think critically

Indicators

*Analyze an assigned reading by identifying its components and explaining their relationships

*In a given speech or assigned reading, identify and explain arguments that contain logical fallacies.

*Draw conclusions from an assigned reading and show that they are supported by the text.

*Synthesize two or more viewpoints on the same subject.

*Logically use assumptions, definitions, and established theorems to prove a proposition.

Learning Outcome d. Use elementary mathematics effectively

Indicators

*Identify assumptions made in the formulation of a problem, and distinguish between a deductive and an inductive argument.

*Discuss the nature of a mathematical proof distinguishing between direct proof, proof by exhaustion, proof by counter example, and proof by contradiction.

*Perform elementary operations on sets.

*Identify number systems and discuss their evolution.

- *Uses proportionality, symmetry, parity and periodicity to model a given word problem into mathematical expressions, equations, and inequalities.
- *Calculate distances and the areas and volumes of some simple geometric objects.
- *Solve linear and quadratic equations, and solve systems of equations using determinants and matrices.
- *Solve problems involving polynomial, rational, exponential and trigonometric functions.
- *Solve counting and elementary probability problems using permutations and combinations.
- *Analyze graphical representations of data, and compute statistical quantities of central tendency for a set of data.
- *Discuss features of the normal distribution and its significance in statistical analysis.

Learning Outcome e.

Effectively use information and communication technology

Indicators

- *Demonstrate by operating the computer to acquire and organize information.
- *Prepare written assignments using word processing software
- *Organize data using spreadsheet software.
- *Prepare PowerPoint presentations.
- *Use e-mail to communicate.
- *Critically evaluate information obtained via the internet.

*Solve mathematical problems that involve manipulating large amounts of data.

Learning Outcome f. Literacy in a language other than English

Indicators

*Read with comprehension literature in the language.

*Using correct grammar and proper syntax, write assignments in the language.

*Demonstrate oral communication skill by engaging in conversation in the language.

Goal 2. Prepare students for successful lives in an increasingly technical, dynamic, and complex society.

Learning Outcome a. Knowledge of the biological and physical sciences

Indicators

*Identify and explain the components of the scientific method in a report on a scientific study in the biological or physical sciences.

*Discuss and explain three experimental methods used to advance knowledge in either the biological or physical sciences.

*Use the fundamental laws and principles of physics to solve problems and discuss their applications in natural phenomena.

*Explain biological evolution.

*Use examples to discuss the interdependence between advances in science, mathematics and technology.

*Describe the role of ethics and honesty in the advancement of science.

Learning Outcome b.	<u>Knowledge of world history</u>
Indicators	<ul style="list-style-type: none"> <li data-bbox="716 342 1369 443">*Explain key historical developments that have shaped the current geopolitical divisions of the world. <li data-bbox="716 489 1369 590">*Explain historically the role of resources, political systems, and beliefs in fostering conflicts in the world.
Learning Outcome c.	<u>Knowledge of the current American economic, social and political systems</u>
Indicators	<ul style="list-style-type: none"> <li data-bbox="716 819 1369 886">*Discuss the development of the American political system. <li data-bbox="716 932 1369 999">*Describe the development of the American economic system. <li data-bbox="716 1045 1369 1113">*Discuss the evolution of social institutions in America. <li data-bbox="716 1159 1369 1226">*Explain the defining role of race in American politics.
Learning Outcome d.	<u>Recognize and appreciate cultural diversity</u>
Indicators	<ul style="list-style-type: none"> <li data-bbox="716 1404 1369 1472">*Recognize and discuss that there are other ways of viewing and interpreting the human experience. <li data-bbox="716 1518 1369 1619">*Discuss some cultural traditions which are similar for two geographically separate groups of persons who do not normally have social contact. <li data-bbox="716 1665 1369 1761">*Explain that some gradients found in nature compel the evolution of stronger biological systems.
Learning Outcome e.	<u>Knowledge of the nature and value of the fine and performing arts</u>

Indicators

- *Recognize the contributions of the fine and performing arts to the development of civilization.
- *Explain two major developments in the history of the fine and performing arts in America.
- *Recognize the defining works in both the fine and performing arts which characterize a period or an era.

Learning Outcome f.

Learn independently

Indicators

- *Complete an acceptable term paper in the second semester of Freshman English.
- *Complete at least one research project in the student's major field of study, which is found acceptable by the faculty in the particular department.

Learning Outcome g.

Knowledge of healthful living

Indicators

- *Evidence that the student knows how to become physically fit and how to maintain good health through medical examinations, exercise, diet, proper rest, and avoidance of at-risk behaviors.
- *Recognize the psychological and biological issues attendant to participation in sexual activity.

Learning Outcome h.

Knowledge of the history of Grambling State University

Indicators

- *Discuss the presidents and their contributions to the development of the University.
- *Discuss the mission of the University and its role in higher education.

- Learning Outcome i. Knowledge of financial institutions and systems
- *Discuss the Federal Reserve System
 - *Discuss the credit system and proper use of credit.
 - *Compute the interest associated with savings and loans at a given financial institution.
 - *Construct correctly an amortization table for a mortgage.
 - *Prepare a correct 1040 federal income tax return.
 - *Describe at least three types of investments and their value.
 - *Develop a plan for the financial independence of a given individual given a set of financial data and goals.

Goal 3. Raise the intellectual aims and aspirations of students

Learning Outcome a. Knowledge of major advances in science and technology

Indicators

- *Discuss the discovery of DNA.
- *Explain the inadequacy of classical mechanics which led to the development of quantum mechanics.
- *Discuss the unity achieved in physics through the development of the special theory of relativity.
- *Discuss the history and development of the computer.

Learning Outcome b. Knowledge of the contributions of African Americans in science and mathematics

Indicators

*Describe the work of two African Americans in biology and/or chemistry.

*Describe the work of two African Americans in physics and/or mathematics.

Learning Outcome c.

Knowledge of revolutionary movements to overthrow systems of injustice and human oppression

Indicators

*Compare the contributions of Mohandas Gandhi in overthrowing the British in India with the contributions of Martin Luther King, Jr. in overthrowing the system of segregation in America.

*Explain the contributions of Nelson Mandela in overthrowing the system of apartheid in South Africa.

Learning Outcome d.

Knowledge of major events, personalities and issues in African American History

Indicators

*Discuss the transatlantic slave trade.

*Summarize factors leading to the Civil War, the problems of Reconstruction, and the rise of segregation.

*Describe the rise of educational institutions in the 19th century to meet the needs of African Americans.

*Explain the history of the anti-slavery, anti-segregation, anti-lynching, and civil rights movements in America.

*Discuss the race-riots in America and their impact on the African American quest for social and economic justice.

*Analyze the contributions of two African Americans in the fine and performing arts and two African Americans in athletics.

*Critique the significant literary contributions of two African American writers.

Goal 4. Develop in students high ethical standards, and a responsibility for the quality of life on earth

Learning Outcome a. Integrity and ethical behavior in academic work and in extra-curricular activities

Indicators

*Comply with University policies on student conduct.

*Exhibit civility, respect for other persons, and responsible behavior at all times.

Learning Outcome b. Preparation for citizenship in a democratic society

Indicators

*Engage in at least two institutionally approved service learning projects involving at least 160 hours of work.

*Demonstrate the responsibilities and benefits of citizenship through participation in campus and/or community sociopolitical organizations

*Register to vote.

*Participate in student government.

Learning Outcome c. Knowledge of the importance of giving

Indicators

*Discuss the funding and operation of non-profit organizations.

*Explain the role of endowments.

VII. The Program

The learning outcomes described in the last section should logically relate to the curriculum that will afford students the opportunity to achieve those outcomes. The curriculum developed in this section takes into account extant general education courses and resources. It also reflects requirements of the Louisiana Board of Regents. Those familiar with the current curriculum will recognize that some courses will have to be modified. Although the case could be made to replace several courses, the recommendation made in this report is to modify some of the existing courses. This will allow implementation of the new program in the fall of 2008. It will prove helpful to begin with a discussion of the undergraduate curriculum.

Without exception all departments and schools should be able to conform to the standards proposed. It is critical that all units understand that the General Education Program is the domain of the University and departments cannot define or prescribe requirements for majors as a part of general education. It is also important to understand that the requirements set forth by the Louisiana Board of Regents constrain some of the course offerings and define a general education minimum.

The undergraduate curriculum consists of the following elements:

The General Education Program	47 hours
Major and Cognate Requirements	60 hours
Free Electives	18 hours

The free electives are limited only by the level of the courses taken

100 level courses	3 hours
200 level courses	6 hours
300 and 400 level courses	9 hours

It is strongly suggested that the major requirements in a discipline not exceed 36 hours, which would allow 24 hours in the cognate requirements (the supporting courses).

Some disciplines such as the natural sciences, mathematics and English enjoy prominence in the General Education Program which gives their respective majors added flexibility. This flexibility can be used to aid a student in achieving broad educational goals.

In Table IV the learning outcomes are grouped according to the academic discipline(s) that might be used to achieve them. In some cases a broad division is shown or suggested. A particular freshman seminar course (the First Year Experience) is shown for a diverse set of outcomes which lend

themselves to discussion and explanation in such a setting. There is overlap and a given discipline could easily claim more of the outcomes than shown. The grouping has been done based on the discipline(s) which can most easily at an elementary level (lower division college courses) demonstrate coverage of material that would result in achievement of the outcomes shown.

Table IV: Learning Outcomes Grouped According to Academic Discipline(s)

<p>Communicate effectively in oral and written English</p> <p>Read, comprehend, analyze and evaluate complex information</p> <p>Reason abstractly and think critically</p> <p>Effectively use information and communication technology</p> <p>Learn independently</p>	<p>English</p>
<p>Reason abstractly and think critically</p> <p>Use elementary mathematics effectively</p> <p>Effectively use information and communication technology</p> <p>Knowledge of the contributions of African Americans in science and mathematics</p>	<p>Mathematics</p>
<p>Knowledge of world history</p> <p>Recognize and appreciate cultural diversity</p>	<p>History</p>
<p>To be literate in a second language</p> <p>Recognize and appreciate cultural diversity</p>	<p>Foreign Language</p>
<p>Knowledge of the biological and physical sciences</p> <p>Knowledge of major advances in science and technology</p> <p>Knowledge of the contribution of African Americans in natural sciences and mathematics</p>	<p>Biology</p> <p>Chemistry</p> <p>Physics</p>

<p>Knowledge of revolutionary movements to overthrow systems of injustice and human oppression</p> <p>Knowledge of major events, personalities and issues in African American History</p>	<p>History</p>
<p>Knowledge of the nature and value of the fine and performing arts</p>	<p>Art, Music, Speech & Theatre</p>
<p>Knowledge of the American economic, social and political systems</p> <p>Knowledge of financial institutions and systems</p>	<p>Economics Sociology Political Science</p>
<p>Knowledge of healthful living</p> <p>Effective oral communication</p> <p>Evidence of integrity and ethical behavior in academic work and in extra curricular activities</p> <p>Preparation for citizenship in a democratic society</p> <p>Effectively use information and communication technology</p>	<p><u>Portfolio</u> Outcomes</p>
<p>Knowledge of the history of Grambling State University</p> <p>Knowledge of financial institutions and systems</p> <p>Preparation for citizenship in a democratic society</p> <p>Knowledge of the importance of giving</p> <p>Knowledge of healthful living</p>	<p>First Year Experience</p>
<p>Knowledge of healthful living</p>	<p>Kinesiology</p>

In Table V the particular courses that evolve from these outcomes are outlined. In some cases as shown the course(s) will have to be modified and in one instance two new courses are proposed.

Table V: The Proposed Curriculum

English	Freshman Composition I & II*	6 hours
Mathematics	Precalculus I & II*	6 hours
History	History*	6 hours
Foreign Language		6 hours
The Natural Sciences	Biological Science and Physical Science in combination* Six hours of Biological Science and three hours of Physical Science or three hours of Biological Science and six hours of Physical Science	9 hours
The Social Sciences	Economics, Sociology, Political Science, Psychology**	3 hours
Economics	Macroeconomics	3 hours
Fine and Performing Arts	Humanities*	3 hours
English	Literature*	3 hours
Freshman Seminar	First Year Experience*	2 hours

The proposed curriculum involves a total of 47 semester credit hours. The following changes have been made:

1. Precalculus I & II comprise the proposed freshman mathematics requirement. This change parallels the requirement by the Regents that the high school core curriculum contain four years of mathematics. The Precalculus I & II (college preparatory) courses represent a significant change but one that is required by the aims that we have for our students.
2. A six-hour foreign language requirement has been added. A global perspective must be offered to our students if they are to be competitive.
3. A survey course in the social sciences which will introduce students to social, political, and economic systems in America. (3 hours)
4. Requirements that may be satisfied without taking courses.
5. A service learning requirement is a part of the General Education Program: 160 hours in approved activities.
6. Eliminated is the 3 hours computer literacy course. Students will demonstrate computer literacy across the curriculum. Those students in need of assistance can use tutorials available across campus. Those students who need the computer literacy course can take it as an elective.
7. Eliminated is the requirement English 213.

*Courses are to be modified to include appropriate topics to achieve learning outcomes desired. In the cases of English, mathematics, and the natural sciences the modifications are easily achieved.

**A new one-semester survey course.

8. Eliminated are First Aid, Kinesiology (Physical Education) and Speech (Public Speaking). Excluding First Aid these are related to portfolio requirements, that is, the outcomes associated with these courses will be documented by the student and the student's advisor. The record will be maintained by the advisor in the student's portfolio. Courses in Speech and Kinesiology may be taken as electives.

VIII. Administration and Assessment

This endeavor has made clear that the General Education Program requires continuous oversight, periodic interpretation, frequent advocacy, and timed assessments. Given the evaluations that we must have of whether the learning outcomes of the General Education Program are being achieved, of the effectiveness of the Program, and of the strategies that we impose to make improvements, it is surprising that we have not assigned management responsibility for the Program to a particular administrator. To give prominence to the Program the management should be assigned to a senior administrator. This individual will meet periodically with a group of department heads who will comprise the Committee on General Education about scheduling of courses, class size, effectiveness of teaching, resources for general education, assignment of faculty who teach general education courses, learning outcomes and their assessment and the overall evaluation of the program.

The Committee on General Education will monitor and review the management of the program and assist in achieving all goals of the Program. The Committee on General Education will be comprised on the following department heads:

Dr. Donna McGee	Art
Dr. Hugh Wilson	English
Dr. Ruben Gonzales	Foreign Languages
Dr. Nikki Brown	History
Dr. Avaine Strong	Physics
Dr. Ogbonnaya Nwoha	Economics
Dr. Brett Sims	Mathematics & Computer Science
Dr. Charles Humphrey	Psychology/Sociology

The Provost will assign and replace department heads on this Committee to serve best the interests of the Program and the University.

The management of the General Education Program will be assigned to the Associate Vice President for Academic Support and Special Programs. This position is currently vacant and should be filled by the time the new Program goes into effect which has been projected to be the Fall 2008.

As previously indicated, assessment of learning outcomes is achieved through the Rising Junior Examination. This examination uses the MAPP which does not address many of the outcomes associated with either the current or the revised Program. The MAPP measures proficiency in reading, writing, critical thinking, and elementary mathematics. Although the General Education Task Force supported test development at the University, our interests in the short term would not be well served by such a strategy. The proposal is to continue to use MAPP and to use the provision provided by ETS to add fifty specific items which will address knowledge that should have been acquired in the General Education Program. The development of the fifty items will be completed by the summer of 2008 in time to be included in the MAPP administered in the Fall of 2009. The test items will be reviewed to make certain that they are fair given the extant program. These items may be modified and/or changed on future examinations. We shall determine if there is any correlation between the skill level assessment and the knowledge level assessment.

Given the proposed implementation date of the revised Program, ostensibly we would have the first clean assessment of the revised learning outcomes on the modified MAPP in the spring and fall of 2010. The Committee on General Education will use Professors Ray Foster, Reubenson Wanjohi, and Donald Allen as consultants to assist with validity and reliability issues for the fifty items added to the MAPP. The Rising Junior Examination is an important element in the evaluation of the Program; however, it is not the only one. The Committee will examine the grades of the students in English, Mathematics, and History and their performances on the modified MAPP for correlations.

In the operation of the Program all departments who offer general education courses will use common syllabi and common final examinations for these courses. Common textbooks and external readings will be used. Enrollment will be limited to twenty-five students per section of all general education courses. Professors teaching General Education Program courses will meet on occasion with the Director (Associate Vice President for Academic Support and Special Programs).

Departments that offer courses in the General Education Program will be expected to select textbooks and readings that are consistent with the goals and learning outcomes. The Committee on General Education will be expected to review the textbooks and readings as indicated on course syllabi. Any concerns by the Committee members will be expressed formally to the Director and may lead to other reviews by the Dean of Arts and Sciences and the Provost.

IX. Conclusion

This document describes proposed revisions of the General Education Program at Grambling State University. It also describes the process by which the revisions were developed. The revisions address organization, assessment, and management. From goals to learning outcomes, to performance indicators, these revisions provide a conceptual basis for future analyses and proposed changes. The document outlines not only the history of general education at the University but it sets forth a philosophy.

Some of the revisions are likely to stimulate discussions because they constitute dramatic changes in philosophy. The proposed changes in computer science, mathematics, and English are challenges that are supported by many faculty members. The rationales for these changes are compelling. They are consistent with changes in admissions criteria and future projections of student preparation for college work. Moreover, the proposed changes would position the University as a leader among peer institutions in the area of general education.

The revisions recognize that some requirements can be satisfied by experiences outside the courses associated with those requirements. These are so-called portfolio requirements. The revised program, like the existing one, has courses which can be addressed through credit by examination. The Committee on General Education will review the credit by examination program and propose changes if needed by the summer of 2008.

Although the freshman seminar course known as the First Year Experience (FYE) has received criticism and was not recommended for inclusion by the General Education Program Task Force, we believe FYE has an important role to play. We have identified a spectrum of learning outcomes that are easily addressed through FYE. We find that the FYE offers the opportunity for conveying institutional values, goals, history and for engaging students in discussion of ethical issues.

Overall, this proposal takes the University forward and yields for it a new approach to general education. It sets the stage for continuous and systematic examination and change. It indeed marks the beginning of a new era.

Appendices

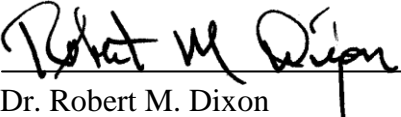
- A. Memorandum Establishing Task Force on General Education Program**
- B. List of Task Force Members and their Academic Disciplines**
- C. Topical Outline for Reporting on the Work of the Task Force**
- D. Criteria for Admissions 2007-2011**

A. Memorandum Establishing Task Force on the General Education Program



Office of the Provost and Vice President for Academic Affairs

TO: Dr. Matthew Uwakonye Ms. Mary Boden-Harris
 Dr. Nikki Brown Dr. Tabbetha A. Dobbins
 Dr. Stacey A. Duhon Dr. Sandra Gamble
 Dr. Lawanna Gunn-Williams Ms. Nellie Harvey
 Dr. William Horton Dr. Mahmoud Hosseini
 Dr. Anna K. Jones Dr. Prentiss Love
 Ms. Donna McGee Dr. Charles L. Mitchell
 Dr. Kathryn Newman Dr. Frank Ohene
 Dr. Yenumula B. Reddy Mr. Ye Tao
 Dr. Billy L. Williams Mr. J. Russell Willis
 Dr. Hugh Wilson Dr. Leummim Yao

FROM: 
 Dr. Robert M. Dixon
 Provost and Vice President for Academic Affairs

DATE: January 5, 2006

SUBJECT: TASK FORCE ON THE GENERAL EDUCATION PROGRAM

You are requested to participate on a task force, which will review and propose appropriate revisions of the General Education (Studies) Program. The work of this task force is a major and necessary undertaking for the University. Periodically, we must review the curriculum and subject it to a rigorous evaluation using a set of metrics derived from the goals of the program.

Your work will involve the following assignments:

1. Review and evaluation of the extant goals of the General Education Programs.
2. Review and evaluation of the courses and content of the General Education.
3. Review and evaluation of the current method of assessment.

4. Review and evaluation of the management of the General Education Program.
5. Development of a set of goals for the General Education Program (GEP).
6. Development of the curriculum to be used in the GEP.
7. Development of the expected learning outcomes.
8. Development of an assessment system for evaluating the GEP.
9. Development of a management system for the GEP.

In carrying out these assignments, you should use models that you believe constitute best practices in higher education. You should examine peer institutions and other institutions which you would contend have outstanding GEP's. You may interview other Grambling Faculty members and colleagues at other universities.

We shall meet on January 11, 2006 at 2:00 p.m. in Grambling Hall for the specific charge. We do not have years to devote to this task. I shall ask that you complete your work by the end of the Spring Semester. This will give us a model that the Faculty can review over the summer. I want the Faculty to engage the Task Force in some necessary revisions. I want to present the new GEP to the University Curriculum Committee in October 2006. My aim is to have the new program in place for the 2007-08 academic year.

I have asked Dr. Hugh Wilson, Head of the Department of English, to serve as Chair of the Task Force, and Dr. Lawanna Gunn-Williams of the Sociology/Psychology Department to serve as Vice Chair. I have also asked Dr. Sandra Gamble of the Mathematics Department to serve as Secretary for the Task Force. I shall participate in some of your discussions. My office will provide you with the resources that you need to carry out this work.

You have my gratitude for your acceptance of this significant task. If I must ask you to work during the summer, then I shall compensate you for that particular period of time. I look forward to meeting with you on January 11, 2006.

RMD:kh

B. List of Task Force Members and their Academic Disciplines

Task Force Member	Discipline
Mrs. Mary Boden-Harris	Education
Dr. Nikki Brown	History
Dr. Tabbetha A. Dobbins	Physics
Dr. Stacey A. Duhon	Biology
Dr. Sandra Gamble	Mathematics
Dr. Lawanna Gunn-Williams	Psychology
Ms. Nellie Harvey	English
Dr. William Horton	History
Dr. Mahmoud Hosseini	Engineering Technology
Dr. Anna K. Jones	Nursing
Dr. Prentiss Love	Educational Leadership
Ms. Donna McGee	Art
Dr. Charles Mitchell	Public Administration
Dr. Kathryn A. Newman	Education
Dr. Frank Ohene	Chemistry
Dr. Yenumula B. Reddy	Computer Science
Mr. Ye Tao	Music
Dr. Matthew Uwakonye	Economics
Dr. Billy L. Williams	Criminal Justice
Dr. J. Russell Willis	Sociology
Dr. Hugh Wilson	English
Dr. Leummim Yao	Mathematics

C. Topical Outline for Reporting on the Work of the Task Force

I. Background

- a) Historical Excursion
- b) The Current Program
- c) Goals of the Program
- d) Review of Assessment Data
- e) Summary of Strengths and Weaknesses of the Current Program

II. Factors Influencing General Education

- a) Mission of the University
- b) Goals of the University
- c) Profile Data on Student Population
- d) Transition Plan from Open Admissions to Selectivity

III. Learning Outcomes for the General Education Program. What do we expect the average student to know? Skills (Writing, Mathematics-Numeracy, Computer Literacy)

- a) Humanities
- b) Natural Science and Mathematics
- c) Social Science
- d) Health Issues
- e) Ethical Issues

IV. Courses and Experiences to Achieve Learning Outcomes

- a) Courses
- b) Course Descriptions
- c) Experiences
- d) Syllabi
- e) Role of the Honors College

V. Evaluation of the General Education Program

- a) Assessment of students' knowledge
- b) What instrument(s) should be used?
- c) Criteria for selection.
- d) What level of performance is acceptable?
- e) How is assessment data to be used?
- f) Faculty survey
- g) Student survey

VI. Management of Program

- a) Director?
- b) Articulation of goals
- c) Faculty committee?
- d) Annual Report on Program
- e) Recommendations on improvement/changes
- f) Should there be a General Education Faculty?

D. Criteria for Admissions 2007-2011

Minimum Criteria, Board of Regents	GSU Fall 2007	GSU Fall 2008	GSU Fall 2009	GSU Fall 2010	GSU Fall 2011
16.5 High School Core Units <u>AND</u>	14.5 High School Core Units <u>AND</u>	15.5 High School Core Units <u>AND</u>	16.5 High School Core Units <u>AND</u>	17.5 High School Core Units <u>AND</u>	17.5 High School Core Units <u>AND</u>
High School GPA of 2.0 or above <u>OR</u> Composite Score of 20 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class	High School GPA of 2.0 or above <u>OR</u> Composite Score of 16 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class	High School GPA of 2.0 or above <u>OR</u> Composite Score of 18 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class	High School GPA of 2.0 or above <u>OR</u> Composite Score of 19 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class	High School GPA of 2.0 or above <u>OR</u> Composite Score of 20 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class	High School GPA of 2.0 or above <u>OR</u> Composite Score of 20 or above on ACT <u>OR</u> Rank in the Top 50% of High School Graduation Class
<u>AND</u> Require no more than one remedial course	<u>AND</u> Require no more than two remedial courses	<u>AND</u> Require no more than two remedial courses	<u>AND</u> Require no more than one remedial course	<u>AND</u> Require no more than one remedial course	<u>AND</u> Require no more than one remedial course

F. Recent Curriculum/Program Changes

Recent Curriculum/Program Changes

Eliminated Programs

1. Family & Consumer Science Education (Grades 6-12) – BS
2. Industrial Arts Education (Grades 6-12) - BS

G. Goals and Objectives of CMAST

Goals and Objectives of CMAST

Grambling State University (GSU) established in the fall of 2005 the Center for Mathematical Achievement in Science and Technology. The Center seeks to increase the number of underrepresented minority graduates with a major in a science, technology, engineering or mathematics (STEM) discipline. The Center has used and has underway a variety of program strategies:

1. The reform of all introductory mathematics courses
2. Research in mathematics education
3. Summer program for prefreshman STEM majors
4. Summer program for presophomore STEM majors
5. Scholarships
6. Undergraduate research and mentoring

Additionally, the Center conducts summer programs for local middle and high school teachers to enhance the laboratory experiences of students in biology, chemistry and physics.

Objectives

Decrease the percentage of students that earn failing grades in introductory math courses from a five-year average of 60% to 25% over a five year period.

Increase the average grade point average of STEM majors from 2.23 to a 2.50 over five years.

Increase STEM graduates enrolling in STEM graduate programs from 5% to 15% over 5 years.

Increase STEM majors engaging in undergraduate research projects from 6% to 30 % over 5 years.