

2015

College of Arts and Letters,
Missouri State University

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ANNUAL REPORT FOR ACADEMIC UNITS

Mission

SECTION ONE: PROGRESS ON 2015 GOALS

The College of Arts & Letters: Uniting Passion and Creativity

The College of Arts and Letters is dedicated to the success of our students. Our rigorous programs provide a solid platform for personal growth and professional preparation. We are proud of our mission to nurture literacy in the arts and letters, stimulate self-reflection and build critical thinking while fostering excellence and fueling the creative passions of our students.

GOALS, 2015

Alignment with University Goals

- Continue recruitment and retention efforts
 - Continued focused recruitment: KC and St. Louis (particularly Jazz Studies, Musical Theatre, Theater & Dance); Northern Arkansas (Spring Creek Art Festival, for journalism/media students, primarily Hispanic; Performing and Visual Arts College Fair, St. Louis)
- Continue diversity initiatives (students and faculty)
 - Hired two diverse (international) faculty (Andrea Hellman, assistant prof, ENG, Hungary; Marrie Ochieng, instructor, AD, Kenya)
 - Hired Stephen Spates, assistant prof, COM, African American, to start fall 2017
- Improve faculty compensation
 - COAL added money to its allocation for equity adjustments in 2015 so that it could raise all full-time instructor salaries to \$40,000.
- Continue development of and use of assessment data to improve curriculum
 - Created BS degrees in Theatre, Dance, and Music
 - Combined print/internet/broadcast journalism into a single major to better represent changes in the profession
 - MUS program review data used to redesign the graduate program in MUS; eliminated the music theory track
- Continue development of alternative pathway programs
 - Offered online MA program, COM; Technical/Prof writing, ENG
 - Created MSAS option in screenwriting, MJF
 - Developed rotation for offering COM degree completion courses at OTC Table Rock
 - Offered additional second-block courses in Spring 2015 to support first-year completion efforts
 - Alternative audition methods were developed in MUS; a fall audition day was added and the department accepted videotape auditions (thereby increasing its range)
- Develop clear statements about workload and “research active” faculty
 - All seven departments have clear statements about workload and definitions of “research active”

Curriculum and Budget

- Continue monitoring summer and per course offerings and budget
 - Increased SCH; more closely monitored enrollments
 - Added appropriate online sections for summer and second block spring
- Facilitate development of additional online courses, particularly in the general education program
 - In development, 2015; ready to offer, 2016: MED 120, MED 274; MUS 239
 - Supports Alternative Pathways initiative
- Explore feasibility of creating new certificate programs—undergraduate or graduate—using existing courses
 - Discussed Arts Management program (in conjunction with COB); no progress; major requirement would be “Accounting for the Lay Person,” which does not yet exist
 - Discussions re: recording arts certificate, MUS; some progress, discussions continue
- Revamped English Education curriculum (under direction of new English Ed coordinator) to bring into better compliance with DESE requirements.
- Audit reassignment of time: who has reassigned time and for what purpose?
 - All departments submitted audit of who has reassigned time, for what
 - Discrepancies across departments and poor choices discovered; working to address such inequities
- Audit use of GAs: what are the GA assignments?
 - GAs are used appropriately (primarily teaching, advising, performing quasi-professional duties) but some better choices can and should be made
- Utilize formal and informal assessment data to inform curricular changes
 - Departments best utilizing such data: COM, ENG, MJF, MCL, MUS

Faculty, Student and Staff Development

- Continue offering faculty year-long development opportunities
 - Supported Peer Mentoring program designed by heads Wahl and Cardenas; 6 faculty in spring
 - Continued Arts/Letters Leadership Year (ALLY) leadership development program for faculty
 - Continued new faculty orientation throughout the year
 - Refined per course orientation/piggybacked onto University PC orientation
 - Sabbaticals: Funded 5 sabbaticals during CY 15
 - COAL summer 2015 fellowships: Funded 4 tenure-track faculty summer research fellowships
- Support heads, associate dean, professional and administrative staff in development opportunities
- Continue student success initiatives
 - Provided monetary support for 24 students (presenting papers and exhibitions, receiving important residencies, etc.)
- Strengthen relationships with alumni to support student internship/networking opportunities
- Successful permanent hires: AD, assistant professor, design; assistant professor, 3-D; Instructor, design; COM, assistant professor; ENG, two assistant professors, English Ed and TESOL; MUS, assistant professor, orchestra director; TD/MUS, musical theatre, interim director; piano faculty/accompanist.

Raising COAL's profile

- Continue COAL magazine distribution
- Effectively utilize social media for recruitment, retention, and promotion of COAL/departments
 - Created COAL Communication Team to work with departments in promotion, social media
 - Assigned COAL GA to work with publications as part of COAL Com Team
- Continue support of Missouri Fine Arts Academy

- Develop partnerships to promote events and activities that raise the college profile
 - Supported COAL alums Tess Harper and Jack Laufer to co-sponsor production with Springfield Contemporary Theatre and offer master classes
 - Supported Any Given Child initiative with Springfield Public Schools to bring eighth-graders to campus to see productions in fall and spring
 - Sponsored hospitality room at Scholastic Writing Awards (middle and high school) banquet

SECTION TWO: DASHBOARD INDICATORS

Enrollment Management

SCH and Headcount: Chart 1 displays changes in student credit hour production and Chart 2 displays changes in first and second major headcount since 2006. Chart 3 summarizes changes from 2014 to 2015. COAL SCH has increased steadily (from 90,100 in 2006 to 97,399 in 2015), with small dips in 2012 and 2014. Last year's increase was 2.6% (+2422) and all but two departments increased, with the highest increases in AD (6%) and COM (5.9%). The two departments whose SCH decreased were Music (-6.5%) and TD (-2.7). Headcount (first and second majors) in recent years has been uneven; COAL was up 8 students (.03%) in 2015 (2622 compared to 2614). Four departments' headcounts increased: AD, .04%; COM, 9.4%; ENG, 2.1%; MUS, 3%. Three departments' headcounts decreased (MCL, -14.3%; MJF, -5.5%; TD, -5.3%). The SCH percentage increase was higher than the headcount increase, likely due to the fact that we offered more online sections, particularly in summer and second block.

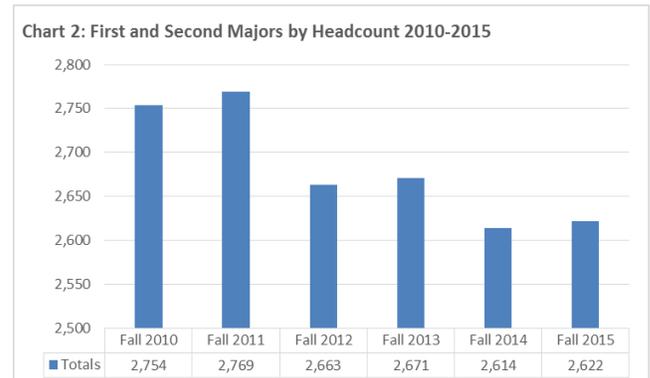
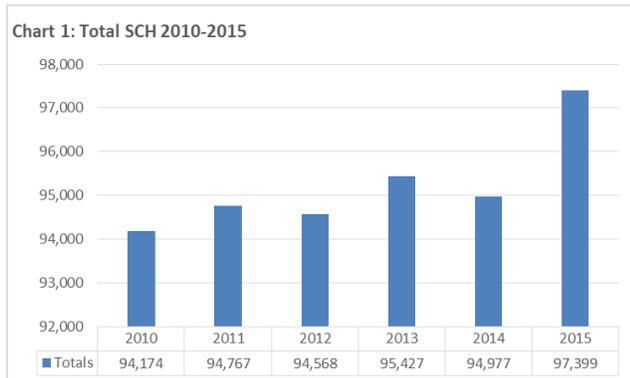


Chart 3: SCH and First and Second Majors Headcount CY15 vs CY14

	SCH CY15 vs CY14	First/Second Majors Headcount CY15 vs CY14
A/D	Increased 6.0%	544 vs. 542 (Increased 2, 0.4%)
COM	Increased 5.9%	477 vs. 436 (Increased 41, 9.4%)
ENG	Increased 3.8%	585 vs. 573 (Increased 12, 2.1%)
MJF	Increased 0.7%	375 vs. 397 (Decreased 22, -5.5%)
MCL	Increased 4.5%	138 vs. 161 (Decreased 23, -14.3%)
MUS	Decreased 6.5%	308 vs. 299 (Increased 9, 3.0%)
T/D	Decreased 2.7%	195 vs. 206 (Decreased 11, -5.3%)
COAL Totals	Increased 2.6%	2622 vs. 2614 (Increased 8, 0.3%)

Chart 4: SCH by Undergraduate and Graduate Levels, CY 2011-2015

Calendar Year		2011	2012	2013	2014	2015	CY 15 vs CY 14	
Department	UG/GR	Credit Hours	Number	Percent				
A/D		12,013	11,660	11,068	10,721	11,365	644	6.0%
	UG	11,956	11,606	11,019	10,635	10,980	345	3.2%
	GR	21	30	19	65	145	80	123.1%
COM		14,547	14,258	16,085	16,937	17,933	996	5.9%
	UG	13,192	12,875	14,519	15,216	16,100	884	5.8%
	GR	1,121	1,113	1,089	1,058	1,320	262	24.8%
ENG		28,271	28,453	29,229	29,155	30,249	1,094	3.8%
	UG	24,084	23,813	23,985	23,797	25,330	1,533	6.4%
	GR	1,628	1,721	1,998	2,012	2,150	138	6.9%
MJF		8,205	7,822	7,486	7,670	7,722	52	0.7%
	UG	8,091	7,690	7,351	7,532	7,602	70	0.9%
	GR	114	132	135	138	120	-18	-13.0%
MCL		11,967	12,619	12,016	11,696	12,225	529	4.5%
	UG	11,400	11,998	11,467	11,102	11,563	461	4.2%
	GR	27	12	12	30	26	-4	-13.3%
MUS		10,805	10,978	10,928	9,952	9,301	-651	-6.5%
	UG	10,195	10,363	10,360	9,344	8,618	-726	-7.8%
	GR	574	604	565	608	662	54	8.9%
T/D		8,959	8,778	8,615	8,846	8,604	-242	-2.7%
	UG	8,714	8,575	8,418	8,702	8,549	-153	-1.8%
	GR	155	149	146	102	22	-80	-78.4%
COAL Totals		94,767	94,568	95,427	94,977	97,399	2,422	2.6%

Charts 4 and 5 provide more detail about enrollment data by student level, graduate and undergraduate.

Undergraduate SCH increased in all departments except MUS and TD; graduate SCH, however, decreased in MJF, MCL, and TD. The biggest decrease—an expected one—was 78.4% in TD, occurring because of the elimination of the MA. While the department offers graduate courses for the MS Ed, the MA courses are being phased out, with only two or so students left to complete the MA. MCL’s and MJF’s drops in SCH are less explainable, but are actually small in number (MCL, 4 SCH, -13.3%; MJF, 18, -13%). The departments whose increases were highest (ENG and COM) have embraced online delivery and made more courses available online, particularly general education and Writing II. Other departments are coming onboard (MJF, with MED 120 and 274; MUS, with MUS 239, a general education course; and MCL, with online Spanish); these efforts will increase their SCH next year. AD is willing to offer a general education art history course online, but we have not figured out how to accommodate the legal issues with copyrighted images.

TD is the only department whose undergraduate and graduate SCH and majors headcount decreased. We think the personnel changes that will occur next year (new faculty in acting, dance, and musical theatre director) will help stop the attrition that often occurs with

Chart 5: Undergraduate and Graduate Headcounts, Fall Semesters 2011-2015

Academic Period	Student Level	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 15 vs Fall 14	
Department	Level	Count	Count	Count	Count	Count	Number Change	Percent Change
A/D		594	577	561	542	544	2	0.4%
	UG	594	577	561	537	535	-2	-0.4%
	GR	0	0	0	5	9	4	80.0%
COM		388	387	440	436	477	41	9.4%
	UG	328	329	365	365	396	31	8.5%
	GR	60	58	75	71	81	10	14.1%
ENG		573	540	571	573	585	12	2.1%
	UG	467	427	458	434	449	15	3.5%
	GR	106	113	113	139	136	-3	-2.2%
MJF		458	425	408	397	375	-22	-5.5%
	UG	456	422	401	388	371	-17	-4.4%
	GR	2	3	7	9	4	-5	-55.6%
MCL		171	160	154	161	138	-23	-14.3%
	UG	170	160	154	160	129	-31	-19.4%
	GR	1	0	0	1	9	8	800.0%
MUS		357	332	316	299	308	9	3.0%
	UG	318	297	283	258	269	11	4.3%
	GR	39	35	33	41	39	-2	-4.9%
T/D		228	242	221	206	195	-11	-5.3%
	UG	217	235	210	199	192	-7	-3.5%
	GR	11	7	11	7	3	-4	-57.1%
COAL Totals		2,769	2,663	2,671	2,614	2,622	8	0.3%

students who think they want to be acting or musical theatre majors. Attrition in musical theatre affects both MUS and TD (both had undergrad SCH decreases) and was largely (we believe) due to a personnel issue that has been addressed; we expect SCH in both departments to increase next year.

Faculty Productivity

2014 Delaware data are not available yet. Chart 6, based on 2013 data, shows COAL departments' SCH, taught by all faculty combined, ranged from 103.3 (ENG) to 136.8 (TD) in comparison with Delaware data. (A number of 100 indicates that the proportion of SCH taught by that category of faculty is identical to the Delaware proportion; a number higher than 100 indicates a higher proportion of SCH taught by MSU faculty compared to Delaware

figures.) Tenure-track faculty produce a greater proportion of SCH in COAL than Delaware comparisons, other than in Communication (this is compensated for by the greater proportion of SCH produced by other regular faculty [i.e., instructors]) and MUS (at 98.4, close to 100). However, COAL evidences heavy reliance on per course faculty. In all departments, COAL SCH taught by per course faculty exceeded 100 (ranging from MJF's 119.2 to TD's 250.7). The highest reliance on per course faculty was in TD (250.7) and MUS (178). In MUS, many studio lessons are handled by per course faculty, particularly in those areas where the full-time faculty studios are full

Chart 6: SCH Delaware Comparison Information
(Note: 2014 Delaware data are not available as of the preparation of this report)

Academic Period		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Department	Delaware Faculty Group	MSU/ DEL	MSU/ DEL	MSU/ DEL	MSU/ DEL	MSU/DEL	MSU/DEL
A/D	a) Tenured/Tenure-Track Faculty	82.4	98.2	94.7	86.7	101.4	103.5
	b) Other Regular Faculty	43.8	50.4	53.6	97.9	59.5	62.9
	c) Supplemental Faculty	124.5	106.2	96.1	136.2	138.8	156.8
	d) Graduate Assistants	0.0	0.0	0.0	0.0	0.0	0.0
	e) All Faculty Combined	86.7	92.6	85.1	98.9	101.1	112.7
COM	a) Tenured/Tenure-Track Faculty	71.9	83.4	86.1	80.2	70.3	78.9
	b) Other Regular Faculty	91.5	92.7	91.5	100.7	93.4	114.1
	c) Supplemental Faculty	120.8	107.9	82.1	136.7	134.9	152.2
	d) Graduate Assistants	69.5	80.8	74.1	77.0	83.4	93.4
	e) All Faculty Combined	87.3	94.4	89.2	100.0	99.2	115.0
ENG	a) Tenured/Tenure-Track Faculty	97.0	98.4	108.8	103.1	92.7	104.4
	b) Other Regular Faculty	99.2	107.0	106.5	112.1	110.0	116.3
	c) Supplemental Faculty	103.5	100.0	99.6	98.1	110.6	120.1
	d) Graduate Assistants	77.1	80.6	79.6	75.8	80.1	77.5
	e) All Faculty Combined	92.6	96.3	99.1	101.9	100.9	105.3
MJF	a) Tenured/Tenure-Track Faculty	112.2	135.6	85.3	119.8	120.3	136.9
	b) Other Regular Faculty	91.5	108.8	92.1	100.6	91.6	100.8
	c) Supplemental Faculty	113.8	133.9	98.8	141.5	145.6	119.2
	d) Graduate Assistants	85.2	61.1	81.1	59.4	61.5	54.1
	e) All Faculty Combined	105.7	134.9	97.3	122.2	126.3	107.6
MCL	a) Tenured/Tenure-Track Faculty	138.9	128.2	124.0	124.3	129.0	123.1
	b) Other Regular Faculty	84.7	96.0	91.5	100.4	105.1	138.0
	c) Supplemental Faculty	169.1	128.3	134.4	216.5	181.9	145.6
	d) Graduate Assistants	0.0	48.7	51.1	43.3	53.6	56.6
	e) All Faculty Combined	123.1	112.3	107.8	117.5	119.8	131.4
MUS	a) Tenured/Tenure-Track Faculty	86.7	103.9	95.3	111.1	103.2	98.4
	b) Other Regular Faculty	35.0	53.2	81.4	28.0	0.0	57.6
	c) Supplemental Faculty	267.2	128.3	212.2	278.9	205.8	178.0
	d) Graduate Assistants	153.9	56.7	22.4	40.0	56.4	57.3
	e) All Faculty Combined	115.0	100.7	103.7	117.5	108.8	114.8
T/D	a) Tenured/Tenure-Track Faculty	118.2	111.0	124.0	110.1	145.6	119.7
	b) Other Regular Faculty	66.9	0.0	71.3	83.5	124.7	74.4
	c) Supplemental Faculty	139.3	129.9	152.9	197.6	119.0	250.7
	d) Graduate Assistants	139.9	133.1	161.8	192.5	172.0	170.3

(e.g., voice, saxophone) or where there are not enough students to justify hiring a full-time faculty member (e.g., harp). In TD, in 2013, one vacant position and one faculty with reassigned time for work with Faculty Senate created slightly higher reliance on per course faculty. Per course needs vary widely; data from 2015-16 will show an even greater reliance on per course instruction, explainable because of five late resignations in several departments we opted to fill with per course for one year instead of doing rushed searches. The review of GA assignments undertaken in 2015 revealed areas where GAs should be given teaching assignments, which will result in higher SCH production for GAs in some departments (AD, ENG).

Chart 7: Percentage of SCH by Instructor Type CY2015

	Ranked	Regular	Suppl.	GA
Art & Design	50.69%	4.28%	37.83%	4.46%
Communication	21.75%	29.98%	29.27%	15.51%
English	29.14%	20.90%	18.28%	22.17%
MJF	54.75%	12.64%	28.05%	4.52%
MCL	43.21%	31.08%	18.61%	1.35%
Music	63.95%	14.99%	17.71%	2.62%
Theatre & Dance	61.32%	4.63%	33.67%	0.00%
COAL Totals	40.30%	19.30%	24.70%	11.00%

Chart 7 shows that 59.6% of COAL’s SCH were taught by regular, full-time faculty (ranked and instructors). Per course faculty were used most heavily in AD (37.83%); COM (29.27%); MJF (28.05%); and TD (33.67%); AD, COM, and MJF each had at least one late resignations (five total) we opted to fill with per course for one year instead of rushing searches. In addition, T/D uses per course faculty to replace former TAs in the MA program. In COM, two faculty with special assignments (provost fellows) were covered by per course instruction.

Chart 8, showing average section size taught by all faculty, shows a slight increase overall, at about 1 student per section, over last year. Section sizes range from 17.21 (A/D) to 28.60 (MUS). COAL administration has more diligently monitored section sizes and insisted that departments utilize resources (particularly per course resources) more intentionally, although we still have work to do in this regard.

**Chart 8: Average Section Size Taught by All Faculty
CY2011-CY2015 vs. Five-year Average**

Calendar Year	2011	2012	2013	2014	2015	5 year avg
Art & Design	18.00	17.41	17.63	16.47	16.54	17.21
Communication	21.14	20.31	21.83	20.75	21.13	21.03
English	21.75	21.82	21.09	20.38	20.37	21.08
MJF	22.69	23.43	23.01	22.82	22.14	22.82
MCL	21.28	21.75	21.17	20.41	19.22	20.77
Music	31.50	31.08	30.02	25.30	25.10	28.60
Theatre & Dance	18.48	19.56	18.84	18.43	18.41	18.74
COAL Totals	21.81	21.88	21.69	20.50	20.30	21.24

In CY 14, Chart 9 shows COAL with five fewer full-time faculty compared to CY 14, which is because we had five late resignations that we did not immediately fill. The number of faculty will go up next year because we will fill these positions, add three diversity hires, and add at least one new position.

Chart 9: Faculty FTE by Department

Fall 2010 – Fall 2015

FY:	2010	2011	2012	2013	2014	2015
A/D	28	26	27	27	27	25
CM	20	19	18	19	21	20
EN	36	34	36	37	37	36
FL	20	19	19	18	20	20
MJ	16	15	13	13	14	13
MU	28	29	31	30	32	31.5
T/D	16	16	15	16	15	15.5
Tot	164	158	159	160	166	161

Chart 10 shows that, in terms of cost, COAL instruction is consistently lower than Delaware averages and ranges from 59.33 (MJF) to 100.78 (A/D, the only department to exceed slightly the Delaware benchmark). This is based on 2013 data, which has not been updated. Cost of instruction in COAL is a bargain, partly related to COAL's heavy reliance on per course and generally lower starting salaries.

Chart 10: Delaware SCH Cost Comparison

FY 2010 – FY 2014

FY:	2010	2011	2012	2013	2014
A/D	98.23	97.78	91.29	101.24	100.78
COM	75.15	77.01	75.29	83.91	70.10
ENG	79.52	78.53	76.65	82.04	75.13
MJF	67.84	68.52	66.45	63.12	59.33
MCL	89.09	83.73	84.97	85.55	68.10
MUS	86.22	84.24	80.18	86.98	95.31
T/D	62.72	65.96	66.32	67.71	70.04

Student Access

A key continuing priority, established three years ago, is to increase access via online and alternative instructional methods. Chart 11 shows what percentage of SCH is delivered by each delivery method. More than 21% of COAL's instruction is distance (a 1% increase over last year), .74% is blended, and 11.21% is evening. All departments provide some distance instruction (only AD does not provide Internet instruction), with COM and ENG having the largest percentages. All departments increased their distance percentages except MCL, whose distance percent fell by .14 over last year. In 2014, MCL's percent fell because the emeritus post-retirement faculty member who had been teaching a popular telecourse retired fully; in 2015, the percentage essentially held steady. The telecourse is currently being redesigned by another faculty member, so enrollment should increase in the future.

Chart 11: Percentages of SCH by Course Delivery Modality CY15

Mode	Traditional	Evening/ Weekend	Blended	Arranged	Intersession	Dual Credit	Interactive Video	Internet	Media/CD/ Telecourse	Off Campus	Distance Total
A/D	84.76%	10.40%		0.08%	0.08%	2.11%				2.57%	4.68%
COM	53.59%	11.11%	3.01%		0.20%	2.86%		27.15%		2.08%	32.09%
ENG	60.45%	11.17%	0.22%	1.24%	0.04%	9.15%	0.49%	15.66%		1.58%	26.88%
MJF	69.92%	20.47%	0.51%		1.40%			5.48%		2.23%	7.71%
MCL	64.49%	14.01%	0.59%	1.12%	0.21%	5.20%		7.31%	6.36%	0.70%	19.57%
MUS	59.66%	10.17%		14.79%		0.23%		6.61%	4.81%	3.73%	15.37%
T/D	76.44%	1.48%		0.05%	1.08%	0.38%		12.31%	7.43%	0.84%	20.96%
COAL	64.61%	11.21%	0.74%	1.95%	0.29%	4.32%	0.15%	12.93%	1.91%	1.87%	21.18%

Chart 12 shows the changes in percentages of SCH, per delivery method, since CY 2011. SCH increased (by 2422) last year to the highest level in 5 years. Both Internet and traditional instruction contributed to the largest increases. It is clear that those departments that have embraced Internet/online instruction and departments that offer needed face-to-face sections are the ones that have grown.

Chart 12: SCH by Course Delivery Modality, CY 2011-2015

Calendar Year	2011	2012	2013	2014	2015
Instructional Format	SCH	SCH	SCH	SCH	SCH
Arranged	2,465	2,485	2,127	1,828	1,902
Blended	822	1,449	1,257	822	717
Dual Credit	3,495	3,887	4,344	4,636	4,212
Evening/Weekend	10,960	11,443	11,270	11,457	10,919
Interactive Video	207	326	213	189	147
Internet	5,283	6,779	8,433	10,591	12,597
Intersession	396	313	261	318	285
Media/Telecourse/CD	3,117	2,829	2,199	2,130	1,863
Off Campus	1,318	1,258	1,675	1,513	1,819
Traditional	66,704	63,799	63,648	61,493	62,938
Total SCH Production	94,767	94,568	95,427	94,977	97,399

Student Success

Chart 13 shows overall retention percentages for first-time, new in college students, starting with the cohort that began in Fall 2011, and Chart 14 shows overall retention rates for those same years. COAL's freshman retention percentage is 4.63 % points better than the university's (82.87% vs. 78.24%) and, in general, has shown improvement since 2011. The departments with the highest freshman retention rates last year were COM and TD. The department with the lowest freshman retention rate was MJF, the only department whose rate was lower than the university's. Of all departments, MJF has struggled to find a way to provide appropriate hands-on experiences

for its students after its generally unsuccessful “bootcamp” block course. COAL’s overall retention rate, after three years of essentially flat rates, jumped by slightly over 1 percentage point in 2015 and is 11.6 % higher than the university’s (87.47% vs. 75.87%). All departments, except MJF, increased their overall retention rate. All departments show a general pattern of increasing retention since 2011 (although not necessarily steadily) except MJF, which has shown steadily declining rates since then.

**Chart 13: Retention, First Time New in College
Fall 2011 to Fall 2014 (percent retained)**

Dept	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
A/D	75.00	74.07	78.95	80.77
COM	78.26	66.67	76.19	91.30
ENG	79.49	68.75	74.51	78.57
MJF	75.86	66.67	74.14	73.77
MCL	71.42	85.71	78.57	87.50
MUS	82.56	76.36	76.12	87.27
T/D	80.00	80.00	70.00	91.30
COAL	78.28	73.08	75.54	82.87
MSU	75.35	75.25	75.22	78.24

**Chart 14: Retention, Full-Time Students*
Fall 2011 to Fall 2014 (percent retained)**

Dept	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
A/D	85.25	86.15	85.98	86.84
COM	90.88	87.94	88.81	90.07
ENG	85.43	85.21	85.98	87.65
MJF	86.19	84.93	83.24	82.53
MCL	89.16	89.87	84.81	85.00
MUS	87.76	89.68	90.04	91.70
T/D	85.58	85.07	86.15	88.40
COAL	86.67	86.50	86.42	87.47
MSU	76.72	76.71	76.08	75.87

*includes graduate students

This trend, which we hope continues, reflects COAL’s focus on retention the past three years. The departments used a combination of strategies: Meet and Greet events (ENG, T/D), disciplinary celebrations (e.g., COM’s Communication Week, MJF’s web series, MUS and MCL’s scholarship receptions), Transfer Orientations (COAL, for all departments) and mentoring programs (e.g., MUS’s student groups mentoring incoming students). Recruitment and particularly retention will continue to be a COAL focus for the next several years.

Chart 15 displays COAL’s FY 15 MAPP scores (General Education Exit Exam), compared with scores of the other colleges. COAL is second (behind CNAS) in students with MAPP scores above the 80% percentile and has the second smallest percentage (behind CNAS) in students below the 50th percentile.

	COAL	AGR	COB	COE	CHHS	CHPA	CNAS
Above 80th	22.73%	13.56%	16.38%	12.75%	17.54%	17.02%	27.27%
50th to 80th	26.36%	30.51%	28.88%	23.11%	25.00%	29.08%	23.30%
Below 50th Percentile	50.91%	55.93%	54.74%	64.14%	57.46%	53.90%	49.43%

Chart 16: Degrees Conferred 2011-2015

Fiscal Year		FY2011	FY2012	FY2013	FY2014	FY2015
Department	Student	Headcount	Headcount	Headcount	Headcount	Headcount
A/D	UG	100	90	76	100	94
COM		124	136	126	159	132
	GR	31	28	32	39	24
	UG	93	108	94	120	108
ENG		141	142	119	154	149
	GR	32	36	31	52	51
	UG	109	106	88	102	98
MJF		100	105	86	84	98
	GR	0	0	1	0	7
	UG	100	105	85	84	91
MCL		53	53	55	45	40
	GR	2	2	2	0	1
	UG	51	51	53	45	39
MUS		50	53	65	51	78
	GR	9	21	19	12	18
	UG	41	32	46	39	60
T/D		40	37	38	45	37
	GR	0	6	6	2	4
	UG	40	31	32	43	33
COAL Totals		612	616	565	638	628

Chart 16 summarizes COAL degrees conferred since 2011. Numbers fluctuate and, of course, are dependent on headcount from 4 to 6 years prior to the graduation year. However, graduation numbers are robust, with COM and ENG consistently producing the highest numbers of graduates and MCL and TD producing the lowest.

COAL established the Student Achievement Award program in 2011, as far as we can tell. The Student Achievement fund provides \$200 (occasionally more, if the situation warrants) to support an undergraduate or graduate student who has achieved success in the form of a paper accepted to a conference, a piece of art accepted to an exhibition, a notable award for received for work completed, a competitive residency secured, and so forth. Chart 17 summarizes student success numbers since 2011. The program was utilized slightly more in 2015 than 2014, but is underutilized and COAL will work to promote it more vigorously. Departments also provide support for their students to attend professional conferences, residencies, and so forth. Collectively, the departments provided \$8,173 to support their students, and COAL provided an additional \$4,777.

Chart 17: COAL Student Achievement Awards

Department	2011	2012	2013	2014	2015
A&D		3	2	2	2
COM	1	5		7	8
ENG	4	4	10	7	7
MJF	2	1	5		
MCL					
MUS	17	12		6	7
T&D		2			
COAL	27	27	17	22	24

Student Diversity

COAL has worked diligently to recruit minority students. Our numbers of non-Caucasian students have grown by 28 (from 424 in 2014 to 452 in 2015). While our numbers of Black/African American students fell by 2, numbers in every other category grew, with the largest increase in non-resident alien students. Altogether, 14% of COAL majors were of diverse ethnicities (other than Caucasian, Non-resident Aliens or Unknown). This represents a slight

increase of half a percent over 2014, but a substantial increase from 2008, when only 7.3% of students were diverse. We continue to look for opportunities to recruit minority students by such things as attending specialized recruitment events (Spring Creek Art Festival, AR) involving many Hispanic students with media-related interests; faculty recruitment (e.g., MUS has sent faculty to Asia, where we have recruited numerous Asian graduate students); shadow

Chart 18: Student Diversity 2011-2015

Academic Period	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Race/Ethnicity	Number	Number	Number	Number	Number
Amer Indian/Alaskan	23	17	14	17	19
Asian	32	30	33	26	30
Black or African American	89	104	110	116	114
Hispanic or Latino	81	81	88	81	85
More than one race	59	82	97	109	115
Hawaiian/Pacific Islander	9	7	8	2	4
Non-Resident Alien	58	65	60	73	85
Unknown	85	55	54	46	32
White or Caucasian	2,333	2,222	2,207	2,144	2,138
Total by COLUMNS	2,769	2,663	2,671	2,614	2,622

days (MUS and AD bring high school students to campus); touring performance troupes (the Jazz Studies Ensemble's trips to targeted high schools in St. Louis; and on-campus events such as COM's statewide debate tournament and MCL's World Languages Day). MCL has targeted heritage speakers of languages by offering a liberal credit-by-assessment program that provides substantial credit for heritage speakers.

Chart 19: Faculty Scholarly Productivity, CY 2011 – CY 2015

Year	2011	2012	2013	2014	2015
Type	Number	Number	Number	Number	Number
Book	9	3	14	9	7
Book Chapter	11	6	11	15	11
Journal Article	31	27	43	42	29
Performance	17	14	17	30	24
Exhibition	8	10	23	10	10
COAL Totals	76	60	108	81	80

The AIM dashboard notes that the amount of peer reviewed scholarship activities was flat from CY 2014 to CY 2015 (81 vs. 80, but had decreased by 28 from CY 2013, which I can't explain. Based on the number of exhibitions recorded in 2013, I suspect some faculty are making mistakes in recording all their research activities on Digital Measures. We will continue to train around Digital Measures and urge faculty to report all their activities.

SECTION THREE: NARRATIVE ASSESSMENT

COAL's three overarching goals the past four years, and which will continue to be our focus this coming year, are recruitment, retention, and college visibility. The COAL retreats for the last three years have focused on how departments might enhance their recruitment and retention efforts, which are led by associate dean Mark Biggs.

Recruitment and Retention

Recruitment: In recruitment, in 2014, we had traveled to St. Charles Community College to make contacts there; in 2015, we traveled to Kansas City's Metropolitan Community Colleges for the same purpose. We continue to work with OTC and have created a rotation of courses to be offered at the Table Rock campus to assist OTC students in degree completion. These have not been particularly successful, but COAL has two online degree completion programs (Communication and Professional/Technical Writing in ENG) and we can support completion of the BS in General Studies via these and other online courses. We believe we are better off enhancing online course/degree options than face-to-face offerings at remote sites. Recruitment activities have included visits to St. Louis high schools (Jazz Studies), chorale visits to a variety of area high schools, attendance at the Spring Creek Art Festival in Arkansas (targeting Hispanic students interested in media, journalism, and film programs), attendance at various Thespian and Music annual meetings (Missouri, Kansas, Illinois and we will add Texas next year). We have also done such things as sponsoring a hospitality reception at the Missouri Scholastic Writing and Art awards held in mid-Missouri (we wrote a recruitment letter and included COAL's annual magazine to all winners who were sophomores and older). We continued departmental activities focused on recruitment as well, including shadow days in MUS and AD; the addition of World Language Day in MCL, targeting high school students; the Children/Young Adult Writing Festival in ENG; TD's involvement bringing Springfield Public Schools eighth graders to campus for excerpts of Theatre or Dance performances via the Any Given Child initiative; hosting the Missouri high school statewide debate tournament as well as the regional debate tournament on campus; and supporting a variety of visits to schools by various performance troupes (e.g., In-School Players and Inertia Dance Company, TD).

Retention: We created three new all-college retention activities in 2015, both of which were successful and which we will retain for the future, and the university created a fourth which has been successful:

- We invited all COAL new students—freshmen and transfer students—to come to pre-New Student Convocation pizza party and mini-Student Festival, from 11:30 am to 1 pm. This was held in the tent pad (last year, the tent was still up) behind Craig Hall. All department heads attended and we asked each COAL student organization to have a table with information about the organization and a sign-up sheet. This was well attended (we did not count numbers last year) and we were able to connect several “lost” students with a human being (head, faculty member, student organization representative) from their departments. This was the best COAL new-student event we have done—far better than previous transfer orientations.
- We designed a COAL communication plan for contacting newly admitted students. Each department already sends a fairly formal “welcome” letter to its newly admitted students (based on lists from Admissions that we distribute electronically to the appropriate departments). We still do that, but we have added a personal touch by having our COAL student workers send handwritten notes, in their own language (vetted by us), to all new students as they are admitted throughout the year. The notes welcome the new students and invite them to contact the student worker if they have any questions. We know this has been successful by the number of emails and calls our student workers have received with questions from the newly-admitted students. This personal touch has been praised by parents. We had a couple of minor glitches (welcoming a student to a department when that department has a competitive admission process for admission to a particular major, as in Theatre or Music), but we have worked those out.

- Associate dean Mark Biggs has worked with two first generation students to create a new organization, I'm First, targeted especially toward first generation students. We sponsored the film, First Generation, in spring 2015 and followed up with the creation of the new organization, which has become part of a national I'm First initiative. The organization meets about once a month and covers topics of interest (e.g., completing the FAFSA). In addition, Mark has recruited faculty and staff first generation mentors to work with first gen students. Many of the faculty mentors come from COAL, but staff and faculty mentors come from the Provost's Office, the Advising Center, the Registrar's Office and Financial Services as well.
- The university allowed for specialized college and/or first generation sections of GEP 101 to be offered, and COAL had two specialized GEP sections. From numbers currently provided by Kelly Wood, Provost Fellow for Student Success, we have reason to believe that these were successful and we plan to support more sections this coming year. COAL staffed two sections of GEP 101 in 2015, and will staff 4 sections in 2016.

We continued our other successful retention initiatives, which are primarily department-based. Departmental efforts include meet-and-greets (TD, ENG, MJF); departmental disciplinary celebration events (e.g., COM Week, which brings alums and scholars to campus to talk about communication issues; MCL's World Language Day and Chinese New Year; ENG's poetry and fiction readings; AD student exhibitions; MJF and Electronic Arts student showcases); mentoring (e.g., MUS upper class students in the vocal area are partnering with incoming vocal students to help them get situated—it is not an accident that the vocal area is growing in numbers and community); and various social events by several departments to help integrate new students.

We will not continue several other activities. One is our all-college transfer orientations which, while helpful to the few students who came, were miserably attended. Another is MJF's Boot Camp, the hands-on production block course for new students wherein they completed a short group project. This activity, offered in 2014 and 2015, was not successful—students did not have the requisite experience either with the technology or with how to work together in a team. Rethinking this, MJF will work to bring newer students into the department's already successful Show-Me Chefs cooking reality show. This will provide a better modeling experience for new students about how to work together on a production team. We also will re-think our Master Class Series, for which we brought alums in during homecoming to talk about their careers and professional experiences. Unless a department devoted a specific class time or required convocation time for this, the talks were not well attended (although they were very interesting). Students are not interested in coming to an educational activity around homecoming activities—it's a mismatch in concept. What we will do in the future is to encourage departments to provide master classes that work in conjunction with existing classes and activities; this is much more likely to succeed.

We have reason to believe that our past efforts in recruitment and retention are paying off (albeit slowly). COAL's first and second major headcount was up in 2015 (8 students, .3%) and SCH was up 2.6%. More tellingly, retention from 2014 to 2015, was significantly better than the University's rate (87.47% vs. 75.87% overall; 82.87% vs. 78.24% for first-time full-time freshmen). COAL's overall retention rate has improved nearly 1% over last year (87.47% in 2015 vs. 86.48% in 2014), while our first-time, full-time freshmen retention rate increased by 7.4% (82.97% in 2015 vs. 75.54% in 2014). We think we are on the right track.

Visibility

College visibility continues to be an important goal; important to accomplishing this goal is ensuring that audiences external to COAL (University Communications and University Publications) as well as internal COAL personnel know about our events and activities. Several initiatives are helping us accomplish this goal of increasing our profile.

- We continued to publish the COAL magazine, which has received positive comments (and some monetary contributions) from a variety of audiences. We structure this magazine, which has a contemporary and upbeat design, to feature a different department every year but to talk about activities happening throughout the college. Although this is expensive, we think it is worthwhile. We use this magazine for recruitment purposes as well as for general promotion purposes. For example, we mailed this, with a recruitment letter, to all senior high school winners of the Scholastic Writing and Art Awards in 2015.
- We created the COAL Communication Team to help promote our activities and accomplishments. Angela Barker, COAL's Instructional Technology Support Staff member, had been handling most of our promotion and external communication (essentially doing two full time jobs). In an attempt to distribute the workload, we created the COAL Com Team of students and our COAL GA, under Angela's and University Publication's supervision, to manage our communication activities. The students on the team included a graphic designer, a videographer, and a photographer; Angela and the COAL GA (who had been a professional journalist and was our main writer) provided the coordination and supervision. (We initially thought that our COAL executive assistant could provide the coordination necessary, but with her health issues, her attendance is too inconsistent for this purpose.) We then worked diligently with the departments to ensure that any important news comes to us so we can package it in various ways for distribution to particular internal and external outlets; the departments are now accustomed to looping us in with important news. The COAL Com Team concept has worked moderately well, although it didn't relieve Angela of much work.
- In 2015, our COAL GA continued to be housed with University Publications. This person is supervised by UP and Angela Barker jointly, writes blog posts, social media posts, and articles for the COAL magazine and covers general university events as time permits. This is the GA who is part of the COAL Com Team and it became clear that she had the supervisory and communication skills eventually to assume responsibility for the COAL Com Team. Thus, we morphed the GA position into a full-time staff position for this GA. As noted earlier, we created this with soft money, but we think we can convert a former DUSS line, which is now vacant, to this new position. So far, in Spring 2016, our strategic communication specialist is handling the COAL Com Team functions very well.
- Finally, we continue to use college funds to support the Missouri Fine Arts Academy, which enhances our reputation throughout Missouri as a center for the arts. We never know, from year to year, whether we will receive state funding. We often do not learn until May whether or not our June program will receive any funding. We charge tuition (sliding scale, reduction in cost for those students on free/reduced lunch); if the state provides funding, we are required to refund any tuition already paid, which happened in 2015. It is hard to convey how frustrating, inefficient, and time-wasteful this is. However, the MFAA is important to COAL and we will support it as long as we are able.

Departments are starting to think about how they can make themselves more visible as well. As an example of this, Randy Hamm, in Music, worked with his colleagues to develop Guided Practice Sessions (GPS) to show high school students how they should practice pieces to prepare for state contests. Randy and his colleagues broke the practice activity into small segments and recorded this so they would be available on the department's YouTube channel. This is an outstanding way of connecting high school students to faculty experts and making clear Missouri State's role as an important resource. COAL's focus in the foreseeable future will continue to be on recruitment, retention of both students and faculty, encouraging departments to look for creative ways they can promote themselves (such as the Music Department's GPS), and raising COAL's profile throughout Missouri and the region via a variety of print and social media outlets.

Searches

A major activity for COAL during calendar year 2015 (and into CY 2016) was the searching for new positions. There were 25 searches initiated in COAL during 2015 and 2016, which occupied considerable college energy this past year. The individuals hired from these searches will substantially change the nature of the college in the next few years—and we believe for the better. For example, after next year with two anticipated retirements in MCL, there will be only two remaining long-term faculty in that department. The new hires throughout the college are highly qualified, have a commitment both to teaching and research, are innovative and are interested in outreach to the community.

- COAL created a soft-money position for a strategic communication specialist to help us with our social media and visibility initiatives; the plan is for this to become a permanent position by converting a vacant DUSS line to this need. (We believe we can get done the necessary work with two DUSSes instead of three.)
- A search in AD to replace a late summer retirement concluded in a successful hire for a 3-D (sculpture) assistant professor, who started in January. An assistant professor in art education was hired in 2016 (a diverse hire).
- COM's assistant professor search to replace a late resignation culminated in the hiring of two assistant professors, one a diversity hire of an African American candidate. Two searches to replace a late instructor retirement and late assistant professor resignation resulted in an ongoing instructor and one-year instructor hire in COM. A national search for an assistant professor will be instituted next year.
- Five searches in ENG (from retirements and one death) resulted in four successful assistant professor searches, one a diverse hire; one instructor dual career search failed. A national search will be instituted next year.
- MCL's three retirements resulted in an assistant professor hire in Spanish and an instructor transfer from History in classics. The other position, a late 2016 resignation, will be filled next year. In addition, a diverse assistant professor hire was made in a line filled temporarily with an instructor. This hire is targeted specifically for applied second language acquisition.
- Two late resignations in MJF resulted in assistant professor and instructor hires; an additional assistant professor search is in progress now (2016) and another assistant professor position (late retirement) will be filled next year.
- Two critical hires were made in MUS, concluded in 2016: for concert band director and marching band director, both filled with assistant professor candidates. In addition, a music education instructor, diversity hire, was made in that department.
- A new coordinator, associate professor with tenure, of the musical theatre program was successfully concluded, with the position located in TD. TD also made successful assistant professor hires in dance (emphasis on musical theatre styles) and acting.
- Two unexpected searches were successfully concluded for interim department heads, in AD and TD, in 2016. Both were filled with internal candidates (one from the department, one from a different department).

Diversity

Diversifying the faculty was a key goal for all administrators for the 2015-16 hiring season, and we had success here. We created two new diversity hire positions (an African American assistant professor in COM; a Hispanic instructor in MUS). In addition, in 2016, we have just concluded an instructor diverse hire in the School of Communication Studies (COM and MJF) for a Turkish woman (also is a dual career hire, spouse of the new assistant professor in AD). In addition to these specifically created diverse positions, we made several diverse hires in regular searches: a Turkish man as an assistant professor in AD; a Latina woman as an assistant professor in MCL; an Indian (Asian) woman as assistant professor in ENG. Another diverse candidate in ENG initially accepted another position but later refused it when we did not substantially increase the salary and create an equivalent position for her husband. We continue to work with a potential diverse candidate in technical/professional writing and plan to bring him out to meet the faculty this September, with a potential hire for January, 2017.

Facilities and Space

The facility issues at Brick City, mentioned last year, continued to plague AD in 2015. Particularly acute was water leakage through the ceilings, windows and walls and ventilation issues. After a long period of stand-off, we saw some movement on the developer's part to address the issues, and progress is being made. Three other non-Brick-City issues have caused problems:

- There is considerable noise through the blowers and equipment in the Art Annex, particularly in the room being used for acting classes and rehearsals. The noise is causing the actors to have to strain their voices, and noise checks indicate that the noise level is in an unsafe range. We have been dealing with this issue for at least two years, but in early 2015, engineers and maintenance personnel studied and reviewed the issue and came up with a three-phase plan to address it. The plan was supposed to be started in summer 2015 but was not started until December. Phase 1 has helped the noise issue to some extent. It also helped that this was a mild winter and that asking maintenance to turn the blowers off during class time was easy to accomplish without harm to the equipment. I would characterize this as "in progress."
- The roof, soffits and windows at the Student Exhibition Center were falling apart. The SEC is supported by student fees, and these generate sufficient funds for repairs that can be phased in. The roof was replaced and soffits repaired in 2015. This year, wiring will be redone in the attic and insulation installed.
- Craig Hall way-finding, on the third floor, was "concluded" in summer 2015, but there were issues with the quality of the work and the lack of full completion. While the (horrible) colors in the cross hallways have helped with wayfinding, the colors are garish. In addition, the walls were not properly prepared to accept the paint, and it was peeling within two weeks of being "completed." The rest of the wayfinding (signage) and the resurfacing of the doors was completed during the fall semester. The tackboards for notice items and for faculty messages were finally installed in fall 2015. The built-in trophy cases are too narrow to hold most trophies. Departments are using them for permanent displays of other kinds.
- Craig Hall wiring, on the third floor perimeter, has been inadequate for more than a decade. Faculty offices cannot access enough virtual space to send large files between Craig and Strong Halls. After, literally, a decade of trying to get attention to this issue, a plan is in place for the wiring to be redone in Summer 2016. The existing channel is full and cannot hold the new wiring, so holes will need to be drilled into some of the concrete walls and external channels will need to be provided (thus marring to some extent the aesthetics, which has been one of the reasons why there was reluctance to move on this issue). This plan will solve the connectivity issues.

Space issues, while not yet acute, will be a problem for the near future. Although AD moved into Brick City a few years ago, the top floors of two buildings are occupied by other groups (Marlin ad agency, UMKC pharmacy program). With the addition of the MFA, studio spaces for graduate students and GAs are needed. The three initial GAs could easily be accommodated, but the department had 9 master's students in 2015 and will add at least three more (new GAs) this fall; there is no space for studios without taking space away from another program. We are considering remodeling the attic floor of the Student Exhibition Center to create studio space, or partnering with another entity (e.g., the e-Factory) to see whether there is any usable space to be had/shared.

Space in Craig Hall is also at a premium, with the possibility that we may have to double up faculty or combine per course offices for two departments. Already, to accommodate the new hire in musical theatre, we have given up the TD conference room; TD is using COAL's conference room for production meetings.

Monitoring GA Assignments

Last year, we continued (and will continue this year) to conduct an audit of GAs to ensure that they are used appropriately. Most of our GAs teach, but occasionally we have research GAs (which is appropriate) and GAs whose expertise is utilized elsewhere (e.g., to create and monitor departmental websites or as art gallery assistants). ENG has two GAs who split their assignments between teaching ENG 110 and tutoring at the BearClaw, for instance. For several years, we "lent" one of COAL's GAs to University Publications, to help promote COAL and its departments, and to receive the professional supervision we could not supply (particularly with respect to social media). The last two GAs we have had in this position have been outstanding and helped us realize that we needed a full-time person for this function (and we have created a soft-money position for this purpose). We gave the COAL GA line to Art/Design to complete its full allotment of GAs; this will result, eventually, in a reduction in per course needs in AD. The GA issue requires continued monitoring, but we are committed to providing our GAs with assignments and experiences appropriate for graduate education and to use them as effectively and efficiently as possible.

Monitoring Reassigned Time

This past year, we conducted our first audit of reassigned time, to determine for what purpose heads were providing reassignments. This was an eye-opening activity. While most of the heads utilize reassigned time appropriately (for research, for particularly heavy service assignments such as very large advising loads), we discovered that one head provided reassigned time to an instructor who was active in research. This is completely inappropriate in that the instructor position is a teaching position and research, while desirable, is entirely at the discretion of the instructor. We have instructed the incoming interim head to stop this practice. We will continue to ask for audits of reassigned time and continue to monitor this.

Faculty and Staff Development

COAL supports faculty and administrator development and we continued with several activities that reinforce that value. This past year, because of my extra time commitment related to the Long-Range Plan, we hired Linda Trinh Moser as our Dean's Fellow to manage two of those activities: Arts and Letters Leadership Year (ALLY) and the New Faculty Continuing Orientation.

- ALLY's goal is to provide a broader perspective regarding the university and the community than most faculty typically have; the group meets once a month to explore a variety of topics relevant to leadership (e.g., conflict management, communication skills).

- The New Faculty Orientation expands on topics introduced at the university's orientation (e.g., faculty resources for research; assembling the reappointment dossier) but introduces the topics closer to when faculty need to know them. The group meets monthly in the fall and then individually with the dean in the spring. I did meet with each new faculty member in spring to learn how things were going and whether there were any things the dean's office could have done to have eased the transition to Missouri State.
- We offered a pilot Peer Mentoring program developed and led by heads Shawn Wahl and Carolyn Cardenas, to encourage cross-department faculty collaboration about teaching. The program promotes discussion, critique, reflection and observations of teaching, and reviews of teaching portfolios, but its most important contribution may be that it enhances the sense of community in the college. The program has received rave reviews from the participants. COAL provided meals, materials, and a small stipend.

We provided various forms of support for several individuals in 2015. For example, we supported our budget officer's joining the Association of Government Accountants and attending local chapter meetings; we supported three department heads to travel to St. Louis to attend a workshop for heads and deans (they shared their learning with us at heads meetings); we supported Dr. Robert Quebbeman, who had never had a sabbatical, as a half-time/no benefits employee after his retirement to teach two courses and complete his textbook on score reading and analysis; we provided a monetary supplement to Randy Hamm to develop a publication arm of the Music Department to support Jazz Studies; and we supported COM head Shawn Wahl's application for Harvard University's leadership development program for department chairs.

SECTION FOUR: FOCUS for CY 2016

Alignment with University Goals

- Align with University goals, particularly as related to the 2016-21 Long-Range Plan
- Continue diversity initiatives (students and faculty)
- Continue recruitment and retention efforts
- Continue focus on college and department visibility

Curriculum and Budget

- Continue monitoring summer and per course offerings and budget
- Facilitate development of additional online courses, particularly in the general education program
- Create new certificate programs—undergraduate or graduate—using existing courses
- Continue monitoring reassignment of time: who has reassigned time and for what purpose?
- Utilize formal and informal assessment data to inform curricular changes

Faculty, Student and Staff Development

- Continue offering faculty year-long development opportunities
- Support heads, associate dean, professional and administrative staff in development opportunities
- Continue student success initiatives
- Strengthen relationships with alumni to support student internship/networking opportunities

Space, Facilities, Equipment

- Assess current space and realign space functions as needed
- Monitor progress on initiatives to improve space (creating grad studios in AD; fixing acoustical issues in TD)
- Continue and enhance development efforts to support enhancement of space and equipment.