2015 – 2020 ACTION PLAN
SCHOOL OF LIBERAL ARTS AND SCIENCES
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Liberal Arts and Sciences

MISSION
The School of Liberal Arts of Sciences serves a diverse community with high populations of minority, first-generation, and non-traditional students. By utilizing personalized attention and high-quality learning experiences, the faculty provide these students with a comprehensive liberal arts education, emphasizing critical thinking, problem solving, and community involvement.

ANNUAL GOALS
1. Add selected majors, including BAS programs, Chemistry, Communication, and Deaf Studies
2. Increase majors in smaller programs, such as Math, Environmental Science, and English
3. Increase access to foreign language instruction
4. Continue working with CSN to increase student transfer
5. Hire full-time faculty in high-need areas such as psychology and biology
6. Establish Business as a stand-alone department
7. Continue supporting Nepantla and other initiatives that support first-generation students, such as Gateways to Completion and the Course Assistant initiative
8. Increase student access to internship opportunities

ACTION PLAN ITEMS AND ALIGNMENT

OPPORTUNITY
- Add the BAS in Visual Media and promote it at CSN (increasing students with no additional costs to us) (1.4)
- Investigate open-source materials and eBooks options and students’ willingness to use digital learning materials (1.4)
- Strengthen our 60+ advising program by accurately updating the lists of advisees, improving degree audit forms, developing a project course offerings list, and improving faculty training in advising (1.6)
- Evaluate scheduling to ensure LAS offers sufficient evening, accelerated, and summer courses in each area (1.6)
- Increase year-round scheduling for LAS degrees (1.6)
- Develop auto-generated letters to students in each LAS degree that provide overviews of the degree and important information about course availability and expectations (1.6)
- Continue testing our predictive analytics program and making data-based suggestions to the vendor (1.8)
- Add ENG 102 as a pre-requisite to upper-division classes in each major to ensure students complete this foundational class before taking more writing-heavy courses (1.7)
- Coordinate with advising & Orientation Coordinator to ensure core curriculum courses are offered on a schedule that facilitates block scheduling (1.9)
- Provide advising with list of “freshman-friendly” core curriculum courses that provide the best opportunities for success while students are still completing their basic math and composition courses (1.9)
- Add BAS programs in Engineering Technology (1.14)
- Increase marketing materials at CSN and develop degree flyers specifically aimed at CSN students, with explanations of articulation agreement requirements (1.15)
- Investigate possibility of a BAS in Allied Health program articulated with CSN (1.15)
- Redesign the placement procedure for composition and math classes for improved accuracy (1.17)
- Redesign remedial math program to move students into college-level math by their second semester, with MATH 096 as a co-requisite (1.18)
- Hire English lecturers devoted to improving composition classes, adding writing intensive courses, and expanding writing across the curriculum (1.19)
- Continue Nepantla program to support first-generation students (1.21)
- Annually provide spreadsheet of LAS course schedule to advisors and recruiters (1.6)
- Expand the use of student course assistants in classes with high DFWI rates (1.22)
- Expand the use of supplemental instruction in classes with high DFWI rates (1.23)
- Increase the number of bibliographic instruction sessions in classes (1.24)
- Schedule regular meetings between Associate Dean and Director of AAC to discuss student feedback and satisfaction (1.27)

**ENRICHMENT**

- Continue offering in-house development sessions that focus on active learning and engaging students (2.1)
- Expand internship opportunities for students (2.2)
- Host an undergraduate conference (2.3)
- Hold regular meetings with composition faculty to standardize outcomes and assessment methods (2.4)
- Identify course coordinators for high volume classes in PaLS and begin the process of standardizing course outcomes (2.4)
- Increase the number of art, theater, and writing classes offered (2.5)
- Pilot group advising with new 60+ students (2.3)
- Create outcomes maps for each LAS major that clearly identify which courses should address each program outcome (2.4)
- Develop learning outcomes for courses in each major, articulating the expected knowledge, abilities, and skills to be gained in the course (2.4)
- Develop policies for improved oversight of adjunct faculty (e.g., deadlines for syllabi and course websites to be ready for review) (2.4)
- Develop materials and training modules on best practices in online instruction (2.4)
- Increase opportunities for self-evaluation and peer mentoring (2.4)
• Offer faculty development sessions related to NSC and LAS curricular priorities (e.g., best practices for using the flipped classroom model; how to integrate experiential learning into lower-division courses; tips for overseeing undergraduate research) (2.4)
• Continue developing capstone experiences that require students to develop complex questions, seek data-driven solutions, and present their findings (2.6, 2.7)
• Increase internship opportunities by expanding internship classes and internship outreach (2.8)
• Continue seeking out community partners with opportunities suited for students (2.9)
• Expand Spanish language offerings (2.12)
• Add classes in other languages, such as French (2.12)

**IMPACT**

• Develop a capstone class for English majors and revisit the capstone class for Visual Media majors (3.3)
• Introduce new major in Deaf Studies (3.3)
• Host representatives from UNLV’s graduate programs in junior/senior level classes (3.4)
• Add a minor in pre-law (3.4)
• Promote the professional writing minor to NSC students
• Develop an accounting track within the Business degree (3.7)
• Introduce Communication and Chemistry majors (3.7)
• Collaborate with School of Education on UTeach model of teacher preparation (3.7)
• Monitor our use of guest speakers in classes and evaluate the value of these speakers (3.12)
• Begin a speaker series on topics in the arts and humanities (3.13)