

Liberal Arts Associate of Arts Academic Program Review 2006/2007

Ferris State University

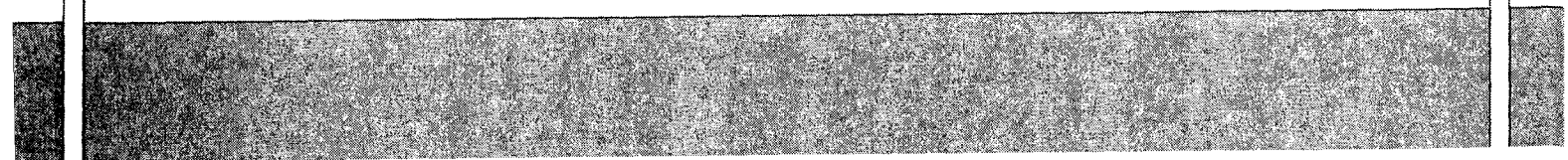


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MEMORANDUM

Date: August 16, 2007
To: Academic Program Review Council
From: Matthew A. Klein, Dean, College of Arts and Sciences
Subject: Liberal Arts Program Review

I have reviewed the Academic Program Review Report for the Liberal Arts Program and want to offer the following comments:

- The Liberal Arts Program serves a small but significant population at the university. The program is not typical of Ferris' other degrees in that Liberal Arts is by definition a broadly exploratory curriculum that is not tied to a particular job sector. At first glance, it might seem that such a program would be out of step with the mission of the university as a career oriented, technical and professional school. However, it is no mistake that Ferris is in good company in providing this option and that many technically oriented universities (such as Michigan Technological University) offer a liberal arts program for exactly the same reasons our program was founded and should be continued, including providing a place for students who are undecided about their career future but who meet the admission requirements of the College of Arts and Sciences.
- The program gives its students an important option for broadly exploring their interests in order to help them make a good decision about a specific major. Students who change programs at Ferris often risk the transferability of their coursework. The Liberal Arts Program offers a curriculum that maximizes their internal transfer options. Of course, it is also the case that the foundational skills of our Liberal Arts Program are at the very heart of what we expect all Ferris State graduates to be proficient in.
- Finally it should be underscored that the program's curriculum would exist even if we did not offer this associate's degree. The program's cost is therefore negligible. It can be thought of as the ultimate "value added" degree because the faculty, course work, and requirements are provided through our general education programs.

In closing, the self-study appears to be an accurate representation of the current state of the Liberal Arts Program, and the program is prepared to work with Vice President for Academic Affairs to address the recommendations of the APRC.

Liberal Arts Associate of Arts Academic Program Review 2006/2007

Section 1: Program Overview

A. Program Goals

1. State the goals of the program.

The Liberal Arts Program helps its graduates prepare themselves broadly to live and work in the world. Central to the program's mission is the larger mission of the university to help individuals lay the groundwork for success in career oriented, professional, and technical fields. The program's stated goals are to develop the students' ability to think, read, communicate, analyze, and solve problems. While the program does not provide specific technical education, its emphasis on critical engaged thinking is a foundational value for the university. Liberal Arts then offers students the opportunity to develop their intellectual capacities as a preparatory experience to their career goals. As such, the program rarely see graduates who finish the Liberal Arts Associate Degree as an end in itself but rather as a significant site of exploration that helps them clarify their career goals even as the program strengthens their ability to function academically and professionally.

2. Explain how and by whom the goals were established.

The program has been in existence for many years, with its first graduate completing the degree in 1924. The program's curriculum is the cooperative product of faculty and administrative design. In its current form, the program's curriculum is monitored for relevancy and effectiveness by the program coordinator and the department heads in Arts and Sciences.

3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

Thomas Freidman and others have noted the effects of an increasingly globalized economy and its impact on the U.S. labor market. This trend exerts pressure for Ferris' graduates to become more sophisticated not only their technical proficiencies but in their ability to communicate and deal with information effectively. The Liberal Arts Program fits well into the available options Ferris students will need to meet the demands of globalization.

4. Have the goals changed since the last program review? If so, why and how? If not,

why not?

This is the first time that the program has been reviewed under the current criteria set forth by the Academic Program Review Council and Academic Senate.

5. Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.

The program's goals support the university's mission of developing leaders in career, professional, and technical fields by providing a developmental foundation for its graduates to think, read, write, and communicate more effectively. The classical education that the Liberal Arts Program provides is central to the significant role that Arts and Sciences plays in providing high quality general education experiences. Additionally, the program's goals and aims are consistent with institutional directions that focus on developing informed citizens through the Political Engagement Project and other university initiatives.

B. Program Visibility and Distinctiveness

1. Describe any unique features or components of the program.

The program offers a very flexible curriculum that requires 60 hours of study, including the general education core. Two courses, one from the social awareness category and one from cultural awareness, are required for majors. This flexibility is consistent with the general ethos of liberal arts education, allowing the student to tailor a program of study that achieves his or her educational goals. Program uniqueness is a direct reflection of the General Education Program at the university.

2. Describe and assess the program's ability to attract quality students.

The grade point average performance for Liberal Arts Program students in the last five years has ranged from a low of 2.688 to a high of 3.24. GPA ranges suggest a normal distribution of student performance relative to students in comparable two year programs at Ferris.

3. Identify the institutions that are the main competitors for prospective students in this program.

Northern Michigan College, Michigan Technological University, Michigan State University, Oakland University and many others have liberal arts programs.

a. How are these programs similar and different from the FSU program?

Ferris State's Program offers one of the most flexible curricula of those reviewed. Other programs offer a greater diversity of program concentrations.

b. What can be learned from them that would improve the program at Ferris?

A periodic review of other liberal arts programs would help the program maintain its relevancy.

C. Program Relevance

Do students come to FSU for the program? Summarize the results of the student satisfaction survey.

Students do not general come to Ferris State University to study liberal arts. Rather, the program acts as a place for students to explore their educational options while making progress on their general education requirements. The program is one of the most friendly internal transfer options at the university.

1. How well does the program meet student expectations?

93% of graduates said they were satisfied with their overall experience with the program.

2. How is student sentiment measured?

A student survey was conducted by email (see Section 2).

D. Program Value (Please refer to the relevant faculty survey.)

1. Describe the benefit of the program to the University.

The program simply allows the university to retain students who might go elsewhere. The program delivers one of the most flexible curriculums at the university, allowing students to explore their interests and make a good choice of majors.

2. Describe the benefit of the program to the students enrolled in the program.

The basic thinking and communication skills that are the core of the program are essential skills for student academic success in all programs.

3. What is the value of the program to employers? Explain how this value is determined.

The AA in Liberal Arts is not designed to be a standalone major for a particular field of work. Rather the program provides essential skills that enhance all employment options for its graduates.

4. Describe the benefit of the program to entities external to the University (e.g., services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings).

The program is of limited benefit to external entities in a correlative context. The program helps Michigan develop an educated workforce and helps create citizens who have stronger critical habits to bring to the public forum.

5. What services for extra-university general public groups (e.g., presentations in schools or to community organizations) have students provided? Describe how these services benefit students and the community.

There are none to report at this time.

Section 2: Collection of Perceptions

A short graduate follow-up survey was emailed to 293 graduates. 27 responded. Data were analyzed by Ms. Amy Otteson. The survey and results of that survey follow below. Employers, current students, and faculty were not surveyed for this review. There is no advisory committee for the program.

LIAR ALUMNI APR SURVEY

As part of our Annual Program Review (APR), we are asking the alumni who received an Associate's in Liberal Arts to please take a few minutes to fill out this short survey. We are looking for your opinion on various aspects of the program and value your feedback to help us continue to improve it for future students.

Q1 Please indicate your level of agreement with each of the following statements.

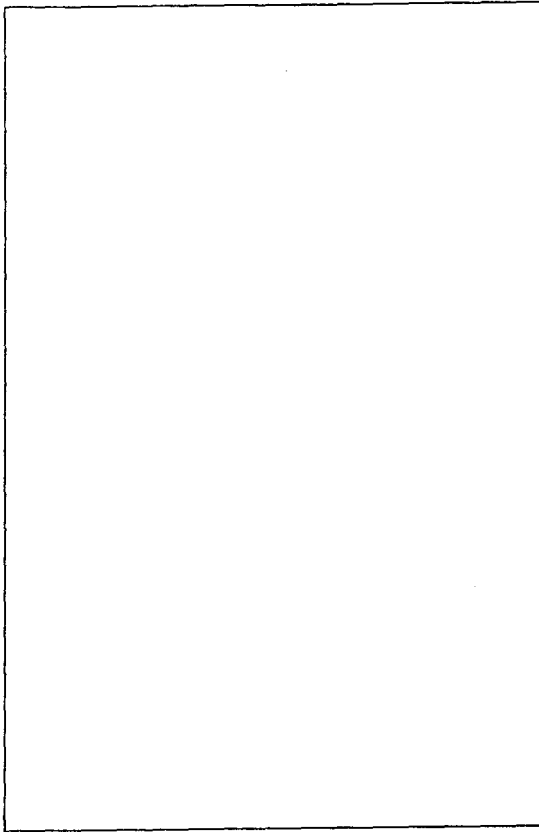
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The Liberal Arts program was useful to my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Liberal Arts program was effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal Arts faculty members were available for help outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I got a solid general education background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this program to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 Please indicate your overall level of satisfaction with the program.

- Very Dissatisfied
- Somewhat Dissatisfied
- Somewhat Satisfied
- Very Satisfied

Q3 What changes would you like to see made to the program? You have 2000 characters available.

You have 2000 characters available.



Thank you for your time and feedback.

Frequencies

Prepared by: Institutional Research & Testing, 08/07

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a LIAR useful to my career	27	0	3.11	3.00	.801
q1b LIAR was effective	26	1	3.23	3.00	.652
q1c LIAR faculty members were available outside class	26	1	3.04	3.00	.774
q1d I got a solid general education background	27	0	3.37	3.00	.742
q1e Would recommend this program to others	27	0	3.19	3.00	.879
q2 Overall level of satisfaction	27	0	3.30	3.00	.724
q3 Changes like to see	27	0			
q4 Additional comments	27	0			

q1a LIAR useful to my career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	4	14.8	14.8	18.5
	Somewhat Agree	13	48.1	48.1	66.7
	Strongly Agree	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

q1b LIAR was effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.8	3.8
	Somewhat Agree	17	63.0	65.4	69.2
	Strongly Agree	8	29.6	30.8	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

q1c LIAR faculty members were available outside class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.8	3.8
	Somewhat Disagree	4	14.8	15.4	19.2
	Somewhat Agree	14	51.9	53.8	73.1
	Strongly Agree	7	25.9	26.9	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

q1d I got a solid general education background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	1	3.7	3.7	7.4
	Somewhat Agree	12	44.4	44.4	51.9
	Strongly Agree	13	48.1	48.1	100.0
	Total	27	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	7.4	7.4	7.4
	Somewhat Disagree	2	7.4	7.4	14.8
	Somewhat Agree	12	44.4	44.4	59.3
	Strongly Agree	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

q2 Overall level of satisfaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	3.7	3.7	3.7
	Somewhat Dissatisfied	1	3.7	3.7	7.4
	Somewhat Satisfied	14	51.9	51.9	59.3
	Very Satisfied	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
	17	63.0	63.0	63.0
At that point in my life I needed more career counseling. That would have been helpful.	1	3.7	3.7	66.7
I took the program many years ago so I can only comment on from what I remember. There were some excellent professors & then there were those who basically read out of the book & made material that should have been fascinating boring. Get more profs that bring the subjects to life & do less sage on the stage teaching.	1	3.7	3.7	70.4
I would like to see partnerships with the undergraduate Arts programs with Graduate programs, either in state or out.	1	3.7	3.7	74.1
Valid It's been so long, I don't remember the specifics about the program. I'm not sure FSC was known for Liberal Arts. I think it got us by & on to our major curricula, but I remember being bored & I wasn't an apathetic student, but rather some one who tried to be fully engaged. There are few courses I remember feeling enthused by & I think they were my elective programs that allowed me to search specific areas of study; ie CJ, social service, the human relations & pysch courses were really good. I remember the computer courses being for only the braniacs that could figure out how to encode. I remember there being a general interest in helping students learn from the staff & I always enjoyed the academic environment at FSC. I remember many of them being "part time". Maybe things have changed & I know hiring people in the trade is how FSC promoted a certain type of "working ethic" brought to academia. Versus a trade skill, I think Liberal Arts programs can benefit from more highly educated, credentialed, fully tenured professional profs-just 1 idea I loved FSC, it gave me my basics & I've been a successful professional using my degree ever since I graduated.	1	3.7	3.7	77.8
It has been a long while since I last completed the program; overall, I am very satisfied.	1	3.7	3.7	81.5
It was 30 years ago - I'm sure it's changed.	1	3.7	3.7	85.2
Make the Hort program a B.S. instead of just being an A.A.S.	1	3.7	3.7	88.9
Perhaps adding more electives that are in other colleges, but that could be acceptable towards the Liberal Arts AA. For example, Construction, CIS, Technology or Health classes so that the person earning the AA has more opportunity to explore. It could lead to enrolling in a 4-year program in an area they have found great interest in. Giving more chances to explore while getting the general lib arts degree would help the degree seeker find what he or she wants to go into for a career.	1	3.7	3.7	92.6
Perhaps more global understanding b/c most Americans can't see past the end of their noses. Definitely more writing & math classes.	1	3.7	3.7	96.3
Students who have met/exceeded the requirements for an AA degree should be notified via email & given the option to apply for the degree.	1	3.7	3.7	100.0
Total	27	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		19	70.4	70.4	70.4
	An A.A.S. is basically worthless in the real world & your chances of advancing are extremely limited. That is why I personally went back & got a BS in another field.	1	3.7	3.7	74.1
	Education is always good, whether it's vocational and/or career-oriented or general like Liberal Arts.	1	3.7	3.7	77.8
	Excellent program. At the time, it was heavily influenced/led by Dr. Dan Burcham. A strong leader who understands students, their needs & the needs of the real world. The instructors were not only highly intelligent, they were real people with real stories. These types of characters help students relate to their leaders & fellow students. At the same time, builds confidence in them. Some of these profs include, however, are not limited to: Dr. Phillip Middleton, Dr. David Pilgrim, Dr. Jesse Huff (communications), Dr. Gary Horn (communications).	1	3.7	3.7	81.5
	I'd love to return to Big Rapids & work for FSU. Have a job for me?	1	3.7	3.7	85.2
	I've not answered statement 1A because it is vague. Effective? In what? At what? For what? Statement 1C: I don't know whether faculty were available outside of class or not. When I was a student, we weren't nearly to quick to approach an instructor as students now are. I can tell you I had some fine ones.	1	3.7	3.7	88.9
	I got this degree because I had enough credits to qualify. I went on to get BS in Accounting.	1	3.7	3.7	92.6
	I really don't recall much of the program so I have no suggestions to make. I have also not gone into a 'career' yet, so I can't really say if it has been useful or not. I'm still in school. I'm glad for the cultural enrichment I've gotten through LIAR, it's helped me choose a direction to go, sort of.	1	3.7	3.7	96.3
	I used	1	3.7	3.7	100.0
Total	27	100.0	100.0		

Section 3: Program Profile

A. Profile of Students

1. Student Demographic Profile

Describe the students in the program by providing the number and percentage of the following.

a. Gender, race/ethnicity, age (use annual institutional data).

Term	Sex		Ethnicity							Age
	Male	Female	Blank	Black	Hispanic	Native American	Asian	White	Foreign	Ave. Age
2002F	46	33	1	15	0	0	0	57	6	20.4
2003F	21	25	3	10	0	0	0	32	10	22.6
2004F	13	20	3	3	0	0	0	26	7	22.5
2005F	9	24	2	4	1	0	0	26	7	21.8
2006F	11	15	1	4	1	0	0	20	3	21.2

b. In-state and out-of-state.

Term	Residency			
	Blank	Midwest Compact	Non-Resident	Resident
2002F	0	1	3	75
2003F	0	0	1	45
2004F	0	2	1	30
2005F	0	3	0	30
2006F	0	2	0	24

c. Full-time and part-time.

Term	Enrollment	
	Full-Time	Part-Time
2002F	73	6
2003F	36	10
2004F	26	7
2005F	26	7
2006F	23	3

d. Attend classes during the day, in the evenings, and/or weekends.

Data not collected.

e. Enrolled in classes on main campus, at an off-site location, or online.

Data not collected.

f. Discuss how the information presented in (a) through (e) impacts the curriculum, scheduling, and/or delivery methods in the program.

The Liberal Arts curriculum is offered every semester through the General Education curriculum. Students have an extensive selection of classes from which to choose. The schedule for specific courses (i.e. Journalism, Philosophy, etc.) relevant to program concentrations is widely known

2. Quality of Students.

Describe and assess the quality of students in the program.

a. What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.

Term	FSU GPA			ACT		
	Ave. GPA	Min. GPA	Max. GPA	Ave. ACT	Min. ACT	Max. ACT
2002F	2.984	2.292	4	18.8	9	24
2003F	2.688	2.006	3.455	17.9	15	23
2004F	2.986	2.116	3.925	20.7	14	30
2005F	2.799	2.799*	2.799*	18*	18*	18*
2006F	3.24	2.799	3.912	21	16	29

*Data reported as provided.

GPA and ACT averages and ranges appear to be consistent with trends in the general student population.

b. For each of the last 5 years what are the range and average GPA of students graduating from the program? ACT? Comment on this data.

Data not collected.

c. In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.

Other measures are not used.

d. Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.

Data not collected.

e. What scholarly/creative activities (e.g., symposium presentations, other presentations, or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.

Data not collected.

f. What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.

Data not collected.

3. Employability of students

a. Determine for each of the last five years the number and percent of graduates who become employed full-time within one year of receiving their degree. Comment on this data.

b. What is the average starting salary of graduates who become employed full-time since inception or the last program review? Compare with regional and national trends.

Term	Placement Information			
	# of Degrees	% Response	Placement Rate	Ave. Salary
2004/2005*	16	44%	88%	\$24,893

*Only year of data provided.

c. Determine for each of the last five years the number and percent of graduates who have become employed as part-time or temporary workers in the field within one year of receiving their degree. Comment on this data.

Data not collected.

d. Describe career assistance available to the students. What is student perception of career assistance?

Career assistance is handled through the advising system and through services provided at the university level for job counseling. 81% of students surveyed said that they found their work in liberal arts helpful to their careers.

e. Indicate the number and percent of graduates who go on for additional educational training? (Give annual average.) Comment on this data.

Best estimates based on the available data show that 99% of students get additional

educational training. Students are encouraged to seek additional training. The associates degree is not marketed as a degree-to-a-job major.

f. Where do most graduates obtain their additional educational training?
Comment on this data.

Most students in the Liberal Arts Program go on to other programs at Ferris.

B. Enrollment

1. What is the anticipated fall enrollment for the program?

Enrollment has been trending downward in recent years. It is anticipated that not more than 15 new students will enroll.

2. Have enrollment and Student Contact Hours (SCH) increased or decreased since inception or the last APRC review? Comment on any enrollment trends.

Student contact hours have decreased in the last five years. The program has acted as a place holder for students who have not decided on a major. Recent increases in admission standards, other degree opportunities at Ferris (e.g. the Bachelor Degree of Integrated Studies), and strong advising mean that fewer students need the opportunity presented by the Liberal Arts Program. It is anticipated that a small but persistent enrollment will remain for the foreseeable future.

3. Since inception or the last APRC review, how many students apply to the program annually?

Applications are not formally made. Students enter the program through advisement and self-selection.

4. Of those who apply, how many and what percentage are admitted?

Data not collected.

5. Of those who are admitted, how many and what percentage enroll?

Data not collected.

6. What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.

No specialized curriculum or program-specific elements need to be supported in order for the program to exist. Current student enrollment is low and there are no plans to recruit to increase that enrollment. In its current form, the program exists to serve students who are already at Ferris. No changes are believed necessary at this time.

C. Program Capacity

1. What is the appropriate program enrollment, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors?

Because students in the program go on to earn other degrees at Ferris, the enrollment in the program has a negligible impact on available teaching and physical resources. Were these students to enter their final programs in other ways, they would still need to take most of the courses required for the degree.

2. What is the current enrollment? Please explain any difference between capacity and current enrollment.

Current enrollment is 26. Capacity of the program is related to the total capacity of the General Education Program. Record enrollments at the university mean that overall capacity is limited but the liberal arts program does not make a significant impact on that capacity. Student credit hours from the program for the last year reported represented less than 1% of credit hour production in the College of Arts and Sciences.

D. Retention and Graduation

1. What is the annual attrition rate (number and percent of students) in the program?

Graduation rates and persistence in the program are highly variable. In some years nearly all of the students who started the program switch to other majors. Often students bring exiting course work together to earn the associates degree.

2. What are the program's current goals, strategy, and efforts to retain students in the program?

The Liberal Arts Program acts a retention incentive for students who are in search of a more discipline-specific major. The program therefore does not seek to retain students if they are interested in switching majors at Ferris. However, strategies currently deployed by the university to retain students apply to this population.

3. Describe and assess trends in number of degrees or designations awarded in the program.

Since its inception over eighty years ago, the Liberal Arts Program has graduated over 1,000 students. The current trend is for a small population to continue to need and take advantage of the program.

4. What is are the number and percentage of students who enroll in the program who graduate from it or complete its expectations within the prescribed time? Comment

on any trends.

Relatively few people who formally enter the program persist to graduation. Data provided by the university often show a zero percent graduation rate for the years reported. However, as the number of degrees awarded suggests, a significant number of student advantage themselves of the degree by transferring into the program, representing a "value added" service.

5. On average, how long does it take a student to graduate from or complete the expectations of the program? Comment on this.

Data are inconclusive on this question for the reasons describe in item #4 above.

E. Access

1. Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses, use of summer courses, multiple semester-entry-points, online courses, mixed-delivery courses, scheduling.

The curriculum for Liberal Arts is one of the most flexible and widely available curricula to students. Enrollees literally have hundreds of choices from among the classes offered each semester.

2. Discuss what effects these actions have had on the program. Use examples such as program enrollment, faculty load, computer, and other resources.

The impact of the program has been negligible to university systems. The most significant affect is on the faculty and administrative personnel who advise students about the program.

3. How does the program's scheduling of classes advance program goals and priorities?

There is no coordinated strategy specific to this program.

4. What factors hamper these efforts?

Not applicable.

F. Curriculum

The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.

1. Program requirements. Describe and assess the current program requirements.

Program requirements are typical of similar liberal arts programs throughout the state.

2. As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.

Students are required to choose one class from the social awareness category and one class from the cultural enrichment category. The rationale for this requirement is to provide a classical education that is consistent with standards for liberal arts education. All other requirements are standard for general education and other associate degree offerings at Ferris.

3. Indicate any hidden prerequisites (i.e., required courses that are not on the checksheet).

None.

4. Has the program been significantly revised since the last review, and if so, how?

This is the program's first review.

5. Are there any curricular or program changes currently in the review process? If so, what are they?

No.

6. Are there plans to revise the current program within the next three to five years? If so, why?

There are no plans to revise the program.

G. Quality of Instruction

1. Describe and comment on trends in student mastery of the essentials of the subject area, using benchmarks such as professional college entrance exams or other assessment data.

There is no plan to benchmark performance and student mastery beyond existing measures deployed in the General Education Program and in the programs in Arts and Sciences.

2. Discuss student and alumni perceptions of the quality of instruction.

Alumni perception of the quality of instruction is high.

3. What collaborative departmental and individual efforts have been made to improve the learning environment and to use or add appropriate technology?

General classroom improvements provided for by the university and college have a positive impact on the program.

4. What types of professional development have faculty participated, in efforts to enhance the learning environment that is pertinent to the program? (e.g., Writing Across the Curriculum; Center for Teaching and Learning, etc.)

Program-specific data is not collected in this area.

5. What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, student organizations, and student participation in the Honors Program Symposium.

Program-specific efforts in these areas are not provided for.

6. Discuss the extent to which teaching and learning in this program are informed by current research and practice regarding inclusive pedagogy and curriculum.

Program-specific efforts in these areas are not provided for but are instead a function of the discipline-specific activities of participating faculty.

7. What effects have these activities had on the quality of teaching and learning in the program? Please comment.

Not applicable.

H. Composition and Quality of Faculty

Does the program have designated course sections or faculty? If so,

1. Describe how such course sections and faculty are determined or selected.

The program does not have designated courses.

2. Describe any diversity goals of the program.

a. Include in the description any goals for gender and ethnicity.

b. What efforts are being made to attain or retain an appropriate level of diversity in the designated faculty?

c. Has the program met its diversity goals? Please comment.

Ethnic diversity for the program mirrors that of the university as a whole. No program specific efforts are being made at this time to increase diversity of program students outside of university-level initiatives.

3. Orientation: Describe and assess the orientation process for faculty who participate

in the program.

There is no program-specific orientation.

4. Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money

No program specific data collected.

a. Describe the reward structure in the program/department/college as it relates to program faculty.

No program specific data collected.

b. Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

No program specific data collected.

c. Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?

No program specific data collected.

d. Is enhancing diversity and inclusion a component of the reward structure? Please explain.

No program specific data collected.

I. Degree Program Cost and Productivity Data

Submit institutional studies data. Comment on the data.

Institutional data is inconclusive or not program specific for the Liberal Arts Program. Productivity as measured by student credit hour production may be projected as a function of the College of Arts and Sciences as a whole. For the last year reported (2005/2006) that productivity was the highest at the university with SCH/FTEF level of 598.41.

J. Assessment and Evaluation

Describe and evaluate the program's assessment mechanisms.

1. What measures are used to evaluate whether or not the program is meeting its goals?

There are no program-specific assessment measures in place at this time.

2. How are the rigor, breadth, and currency of the degree requirements and

curriculum assessed?

These factors are a direct function of the General Education Program. APRC data for General Education should be consulted in this area.

3. Based on these measures, describe the extent to which the goals are being reached.

The measures referenced are not used to determine program goals.

Section 4: Conclusions

Draw some conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:

A. Relationship to FSU Mission

The Liberal Arts Program emphasizes the ability to think, read, communicate, analyze, and solve problems. These activities are central to all programs at Ferris.

B. Program Visibility and Distinctiveness

The program is not widely marketed to students and is not appreciably different from other programs in the state.

C. Program Value

The program serves a small but vital function at Ferris. It exists mainly to help students make progress toward earning a discipline-specific degree at the university. The program offers one of the most internal transfer-friendly curricula, allowing Ferris students to make steady progress toward their career exploration and goals while finishing their general education requirements.

D. Enrollment

It is anticipated that a small but persistent demands will continue for this program for the foreseeable future.

E. Characteristics, Quality and Employability of Students

Program students appear to be typical of the university population as a whole. Employability for program graduates is more directly impacted by the additional education students select after completing the degree.

F. Quality of Curriculum and Instruction

The quality of the curriculum and instruction as measured by past Academic Program Review reports for discipline-specific degrees in Arts and Sciences is high.

G. Composition and Quality of the Faculty

The Liberal Arts Program does not have program-designated faculty. Quality and composition of faculty can be extrapolated from Arts and Sciences faculty as a whole.

Past APRC reports on majors within Arts and Sciences demonstrate that the faculty quality and composition are among the highest and most diverse at the university.