

**VSC POLICY 101**  
**2010 ACADEMIC PROGRAM REVIEW**  
**Cover Sheet**

College: Johnson State College

Program Under Review: Bachelor of Arts in Liberal Arts

<u>All degrees/ concentrations/ tracks offered</u>	<u>Total credits required</u>	
	<i>in major</i>	<i>for degree</i>
B.A. in Liberal Arts	42	120

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**VSC POLICY 101**  
**GUIDELINES FOR 2005 ACADEMIC PROGRAM REVIEW**

*Presidents must submit a report to the Chancellor for each program under review. Please limit reports to twenty-five pages, including all required appendices. When submitting reports to the Chancellor, include enough copies for all program committee members plus two additional copies.*

**1. Program Overview and Curriculum**

- a) **Describe the overall purpose of the program and how that purpose supports the mission of the College.**

“Only connect.”

- E.M. Forster

The overall purpose of the Liberal Arts major appears on p. 95 of JSC’s *2009-2010 Undergraduate Catalogue*: “The Liberal Arts major seeks to give students the tools to explore and understand connections and patterns: within and among disciplines; between self and the world; among different cultures. It seeks to give students knowledge of how great thinkers in various fields have sought to understand experience and use their learning to address problems and engage fully in life.”

The Liberal Arts major directly supports the mission of the College through its focus on interdisciplinary study and the importance of connecting college study with life beyond the classroom. The mission of the College states, in part: “The Johnson State College community believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries, wherever possible; creates opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community, and the local and wider world...” (JSC *2009-2010 Undergraduate Catalogue*, p. 6) The Liberal Arts major also gives students the opportunity and the responsibility to design their own course of study within certain guidelines and with a well-articulated rationale. In doing so, students and their programs are in keeping with the final section of the College’s mission, which “recognizes the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.”

- b) **List below all degree requirements for each program under review.**

To complete the major in Liberal Arts, students must earn a total of 42 credits, at least 21 of which must be in the upper-division, as follows:

- 18 credits in a primary domain;
- 12 credits in a secondary supporting domain;
- 9 credits in a third domain; and
- 3 credits for a capstone or Senior Seminar course.

In addition:

- Students must include an extended classroom experience, which may be credit or non-credit bearing. It may be through an existing course, internship, practicum or service-learning experience.
- At least 12 of the 42 credits must be done after approval of the plan of study.
- Students must earn a grade of C- or better in courses within the major.

Notes:

Domain: A “domain” of study might well be a traditional academic discipline. However, it could also be a cluster of disciplines, such as the sciences, or cultural studies, or healing arts – organized around a theme articulated by the student in her/his plan.

Capstone: Subject to the advisor’s approval, the capstone course may be:

- 1) an existing Senior Seminar course in a discipline reflecting the student’s focus, preferably within the 18-credit domain, possibly the 12-credit domain; if no appropriate Senior Seminar exists, then
- 2) an appropriate existing upper-level course, preferably from within the 18-credit domain, possibly from the 12-credit domain; if no appropriate existing course exists, then
- 3) an appropriate independent study, with choice of topic and faculty mentor to be approved by the LAPC members.

Whatever the choice of capstone course, the outcome of the experience should in some way reflect and demonstrate the synthesis of domains described in the student’s initial degree proposal.

To be accepted into the major in Liberal Arts, students work with their advisors to design a program of study in keeping with the guidelines above. This process is an important learning activity in itself and an important first step in achieving the goals of the program. Students write an essay outlining their goals, explaining their choice of domains of study, how the domains relate to each other, how their particular choices of courses relate to the domains and to each other. They also explain their choice of capstone course and extended classroom (or applied) experience. The plan, with accompanying essay, is reviewed by the Liberal Arts Program Committee.

- c) **Describe how core requirements address the stated purpose of the program as well as student learning outcomes for the program (as articulated in section 2).**

The development of the student’s plan of study, with accompanying essay that frequently involves several drafts done in consultation with the advisor, is an important core requirement. The intention is to help the student consider her goals, interests, and possibilities – and then develop a coherent, individualized program. The planning process and essay also encourage the student to focus on interdisciplinary learning from the outset.

The student's primary domain (18 credits) and secondary domain (12 credits) must relate to each other. The third domain (9 credits) may relate to the other two, but it can also be an elective area, an opportunity to explore a special interest not related to the other two areas. For example a student may study art as a primary domain and history as a secondary domain. She or he must show how the two areas influence each other – through her initial essay, coursework, and through her capstone course/project. The third area might be foreign languages, or psychology, or any liberal art area. The student's choice of courses in the first two domains should provide enough depth of learning to allow him or her to see and articulate connections and patterns within and across disciplinary boundaries. In the capstone course, the student explicitly explores these connections through a capstone project, which may take one of many forms: research project, exhibit, video production, etc.

The student also engages in at least one applied learning activity outside the classroom (extended classroom experience). Afterwards, the student writes a reflective paper that addresses three considerations: what was learned, how the learning relates to her/his domains and courses of study, and how the learning may affect her/his future development.

**d) Describe the relationship between general education requirements and requirements of the program(s) under review in relation to addressing desired learning outcomes.**

The general education requirements are designed to give students access to a breadth of valuable learning, a basis for further study in particular disciplines, and some experience with interdisciplinary study. The Liberal Arts major builds on the general education program by asking students to study at least two areas in greater depth and to make explicit connections between them. Whereas the general education program may offer a taste of interdisciplinary study in particular courses, the Liberal Arts major makes it an explicit objective both within and among courses. Students choose courses, in part, because of their connection with each other. They work on a major capstone project that cuts across disciplinary lines and results in work that would be difficult, if not impossible, to produce within traditional disciplinary boundaries.

**e) Provide examples of and a rationale for any specific electives that students in the major(s) under review are encouraged to take.**

The courses in the third domain, which consists of nine credits, could be considered electives. Students are encouraged to explore an area of study of interest which may or may not connect with the primary and secondary domains. The choice of electives, therefore, is highly individualized. The student does have to explain, via the essay that accompanies the plan of study, why the third domain and the particular courses within it have been chosen.

Beyond the 42 credits in the major and the credits required for general education, students may have other electives to take. The choices are worked out in consultation with their

advisors and in relation to the students' individual plans. There are no electives that students are encouraged on a program-wide basis to take.

**f) Describe the process for regular curricular review.**

The Liberal Arts Program Committee meets three or four times per semester to review students' plans of study with accompanying essays, to review the curriculum of the program, and to consider possible improvements. Any changes proposed by the committee would be brought to the Curriculum Committee of the Faculty Assembly for approval, and then to the academic dean.

**2. Student Learning Outcomes and Program Assessment**

**a) List student learning outcomes for each major under review.**

**Learning Outcomes for Liberal Arts**

<b>Learning Objective</b>	<b>Evidence of Attainment</b>
Plan ways to explore connections by developing an ambitious, interdisciplinary program of study that is in keeping with personal goals	Plan of Study narrative; Plan of Study with its distribution requirement of three related domains (18 cr., 12 cr., 9 cr.)
Articulate connections and patterns within and across disciplines	Plan of Study narrative; capstone major project.
Demonstrate a depth of understanding in the connected domains of study.	Completion of capstone course and 21 credit upper-level requirement.
Bring to fruition a major project that demonstrates knowledge, connections, and synthesis of material in the chosen domains of study.	Capstone major project.
Experience and articulate connections between learning in the major and life outside the classroom.	Extended Classroom Experience and reflection paper.

**b) Where are these learning outcomes published? (please specify)**

In the *JSC 2009-2010 Undergraduate Catalogue*, p. 94, and online at:  
<http://www.jsc.edu/Academics/CourseCatalogues/2009UGradCatalogue/2620.htm>

- c) **What data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination).**

The following are used: plan of study and explanatory essay, capstone course, capstone major project, reflection paper on extended classroom experience, survey of graduating students.

- d) **Who interprets the evidence? What is the process?**

The Liberal Arts Program Committee interprets the evidence – annually and (in the case of the plan of study, essay, and reflection paper) in an ongoing way at meetings three or four times per semester. Concerning the capstone course and capstone major project, the faculty member for the particular course chosen by the student would interpret the evidence. However, there is currently no consistent and reliable way for those faculty members to be aware of the student’s need for a capstone liberal arts experience. Students may be largely on their own in connecting their final projects with the learning objectives of the major. Therefore, the LAPC has designed a single capstone course that explicitly addresses the learning objectives of the individual students and the major itself – and will provide a feedback loop to the committee as a means of program assessment. The course will be piloted in the Fall 2010 semester.

- e) **How are the findings used? Note changes that have been made as a result of using the data/ evidence.**

The findings are used to consider how the students’ programs are meeting the objectives of the major and to consider changes in requirements. The following changes have been implemented since the last Policy 101 review in 2005.

- A completely redesigned Liberal Arts major was put in place for the 2005-2006 academic year. The changes had been approved just before the last Policy 101 review (and discussed in that report) but not yet implemented.
- The number of credits that can be double-dipped with general education or a second major was revised for the 2009-2010 academic year to bring the Liberal Arts major in line with college-wide policies. This change, and the one that follows, were also made so that the major would be more attractive and feasible for Elementary Education students to use as a second major.
- Nine credits from the Elementary Education major (Creative Teaching and Learning, Introduction to Exceptional Populations, and Educational Psychology) can now constitute the third domain in the major.
- A new capstone course, the Senior Seminar in Liberal Arts, was created in 2009-2010 and will be piloted in Fall 2010. The reasons for creating the course are explained above in #2d.
- A survey of graduating Liberal Arts majors, to be run annually, was instituted in Spring 2010 to determine how well students think their programs meet the learning outcomes of the major.

- f) **Discuss findings from the dean’s most recent interview of students in the major.**

The Liberal Arts major, because of its individualized nature, currently lacks a single course in which a cluster of students would be available for an interview. (The Senior Seminar in Liberal Arts course to be piloted next year and proposed as a capstone for the major will bring together all Liberal Arts majors nearing graduation and will provide a good opportunity for the dean's interview.) The Liberal Arts Program Committee did ask graduating students to complete a survey with questions aimed at how well the students' individualized programs met the learning outcomes of the major. While the number of responses was lower than the committee would have liked (4 responses out of 17 students polled), some of the questions and answers bear a relationship to the "Policy 101 Student Discussion Questions." Specifically:

- Asked why they chose the major, students responded: "It was a reward to myself after having spent my life doing 'practical things'.... "I chose the liberal arts major because it left my possibilities open as to what I wanted to do career-wise." "I chose Liberal Arts because it incorporated the three domains I chose to study: Art, Education, and Psychology."
- Several questions related to coherence in the curriculum and the process (plan of study and accompanying essay) of arriving at a coherent, individualized plan. Three of four answering students "agreed" or "strongly agreed" that the process and their programs helped them to "clarify connections among their domains" (of study); all four agreed or strongly agreed that the content of their courses "matched up well with the educational goals in my plan of study narrative."
- Asked if their studies in the major affected their plans after graduation, students replied: "I plan to continue to focus on things that appeal to me – like continuing with art, energy healing, language, humanities in general." "I am in the process of receiving my certification in early childhood education. I have a job lined up...." "Since enrolled in my capstone course Art Therapy, I have considered applying for graduate school for creative studies."

Overall, the answers in the survey revealed that students felt the program allowed them individual choice; required and helped them to craft a coherent curriculum; and gave them options upon graduation. The LAPC intends to administer this survey each year, probably with some revision of the questions, and will discuss ways to get a higher rate of response. It is also hoped that the new Senior Seminar in Liberal Arts will afford an opportunity for the dean to interview Liberal Arts students.

**g) List any professional, specialized, State or programmatic accreditations currently held by the institution in relation to the specific program under review (excluding NEASC; if there is no special program accreditation, skip to next section).**

None.

- h) What is the date of the most recent program accreditation by each listed agency?**  
**i) Provide summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report.**

- j) List key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)
- k) Indicate date and nature of next scheduled review.

**3 Faculty and Instruction**

a) **Attach Appendix A: Faculty Workload Review**

See attached. The Appendix A that has been provided appears to refer to faculty teaching courses that have the INT (interdisciplinary) designator. These courses are a tiny fraction of the courses taken by students in the Liberal Arts major.

Thus, it appears that there is no Appendix A for the Liberal Arts program, perhaps because there are no faculty specifically attached to the major and no courses specifically designated as part of the major. Students seeking a Liberal Arts degree take courses taught by faculty from throughout the College.

b) **List all full-time faculty responsible for core requirements in the program; indicate their terminal degree, discipline or field, area(s) of expertise and curricular responsibilities.**

As mentioned above in a), there are no faculty specifically attached to the major in a teaching capacity. Faculty members from throughout the College teach Liberal Arts students depending on the courses chosen by students and approved as parts of their plans of study. What follows is information about the Liberal Arts Program Committee, which consists of full-time faculty and administrator/advisors who also teach part-time.

<i>Name degree/ discipline</i>	<i>area(s) of expertise</i>	<i>courses repeatedly taught</i>
Julie Theoret, Ph.D., Nonassociative Algebra.	K-12 math education	MAT 1080, 1320, 2030, 3210, 4930
Regina Ritscher-Winters, Ed.D., Learning and Teaching.	Role of hands-on activities in thinking, knowing, meaning-making	EDU 1110, 2040, 2320, 3010, 3030, 6540, 6560
Sara Kinerson, M.A., Counseling.	Psychology and advising.	
Clyde Stats, M.A. Jazz Studies.	Music, academic support, advising.	MUS 1160, 3040, 3050, 3220, 3320
David Cavanagh, M.A. English.	Poetry, Canadian literature, advising, non-trad learning.	

c) **Describe the role of full-time faculty in delivering the core requirements of the program (vs. offering electives).**

Students choose courses from throughout the College curriculum and present a rationale for including them in their primary, secondary, or tertiary domains within the major. Therefore, full-time faculty from throughout the College deliver courses that meet core requirements for Liberal Arts major.

- d) **Describe the role of part-time faculty in delivering the core requirements of the program and in providing any other services, such as advising. Identify the areas of expertise in which the program is dependent on part-time faculty.**

Part-time faculty also teach courses that are part of the self-designed programs of Liberal Arts majors. A big majority of Liberal Arts majors are in the External Degree Program, where most courses are taught by part-time faculty members. In Fall 2010, the new capstone course for the major, Senior Seminar in Liberal Arts, will be taught by a part-time faculty member who is also chair of the Liberal Arts Program Committee and co-director of the EDP. Advising services for the major are provided on campus by members of the Liberal Arts Program Committee and in the External Degree Program by the EDP's network of 21 advisors at CCV sites statewide.

- e) **Provide evidence of ongoing professional development, and pedagogical and curricular currency among faculty responsible for core requirements in the program.**

Courses taken by students in the Liberal Arts major are taught by the various academic departments on campus at JSC and through the External Degree Program. For campus-based courses, therefore, issues of professional development and pedagogical and curricular currency are handled by the eight academic departments and are addressed in the appropriate Policy 101 reviews. Part-time faculty members teaching for the External Degree Program are selected by the co-directors of the EDP and must be approved for hire by the chairs of the appropriate academic departments on campus. Many of these faculty are practicing professionals in their fields and must keep current not only because of their teaching but because of their roles as practitioners. They bring a rich combination of theoretical and applied knowledge to teaching their courses. Overall, the LAPC, while very concerned with ongoing professional development and curricular currency, relies on colleagues throughout the College to do and monitor this important work.

#### **4. Academic Resources and Support**

***Note:* For equipment intensive programs, attach a program inventory list for equipment valued at over \$1000 per item.**

**Assess the adequacy of each of the following areas in specific reference to the program under review:**

- **facilities:**

In general, the facilities are adequate for Liberal Arts majors. Liberal Arts students on campus have access to the full array of campus classrooms, computer labs, library, labs,

lounges, cafeteria, etc., at JSC. Liberal Arts students in EDP have full access to CCV sites statewide, where they receive advising, take JSC weekend courses, use computer labs, etc. Some EDP students also take courses on campus at JSC, and a few take courses at other institutions.

- **specialized equipment:**

None is used or currently required.

- **library materials:**

The Johnson State College library materials and services are adequate for delivery of the Liberal Arts major. Students on campus have access to the full array of JSC library materials and services. Liberal Arts majors off campus in the EDP are well served by online library services and contact with librarians by email and phone. At the request of faculty, librarians are embedded in a few courses to give the students training in conducting and reporting research. Many materials, including full-text databases, are available online. Others are mailed to students at home or sent by email. In addition, the Johnson State College library home page provides links to the VSC Library Catalog with its full range of library materials, databases, and services that are available to all JSC students, whether on or off campus.

- **teaching/ learning technologies and related IT infrastructure:**

A significant number of Liberal Arts majors take courses that are delivered online through the EDP, in a hybrid format, or in a classroom format supported by online components. The current learning management system and related help services are adequate. In March, 2010, NEASC approved a JSC application to offer several majors more than 50% online, including the B.A. in Liberal Arts. NEASC's review was comprehensive and included consideration of the IT infrastructure. When the VSC moves to a new learning management system (Moodle) in 2011, the infrastructure should be still better. Helpdesk services may need to be expanded as online delivery of courses increases.

## **5. Enrollment, Retention, and Graduation Data**

### **a) Attach Appendix B: Enrollment and Graduation Data.**

See attached.

### **b) Provide an analysis of enrollment and graduation data as presented in Appendix B. Identify and interpret significant trends.**

The number of students in the Liberal Arts major has moved up and down between 55 and 65 students during the past five years. It dropped somewhat in Fall 09 (to 55), but it's too soon to see if that represents the beginning of a trend. The drop may have to do with the fact that the number of graduates increased significantly from 2007-08 to 2008-09 (from 18 to 29 graduates).

The number of **full-time** Liberal Arts majors increased between 2008 and 2009 (from 14 to 23), which may or may not be significant. It's number to watch. About 2/3 of Liberal Arts majors are women, which may be related to the fact that the majority of Liberal Arts majors are in the External Degree Program (82% or 45 of 55). The majority of students in the EDP are women.

The number of Liberal Arts graduates increased from 18 in 2007-08 to 29 in 2008-09, a difference of 61%. Again, the number of students is too small and the timeframe too short to know yet if this increase is the start of a trend.

The impression of the Liberal Arts Program Committee is that there is growing awareness on campus of the Liberal Arts major and the flexible option of a self-designed program that it offers. In the External Degree Program, advisors report significant interest. Time will tell if these "impressions" become supported by data. What is clear from reviewing plans of study is that the quality of programs designed by students within the framework of the major has risen significantly since the revision of the major five years ago.

- c) **What special efforts do faculty engage in to market and recruit for the program, including the use of web-based recruiting tools and the establishment of articulation agreements for student transfer into the program.**

There have been no special efforts by faculty, mainly because there are no faculty specifically attached to the Liberal Arts major, as explained above, other than those on the Liberal Arts Program Committee. In spring '09, the chair of the LAPC met with the Admissions staff to explain how this self-designed major works and to ask that it be more fully promoted within and beyond Vermont. In the past, the program has not been actively promoted. Admissions staff members were enthused to learn about the self-designed and interdisciplinary aspects of the major. In Fall '09, eight students entered JSC's campus program having declared Liberal Arts as their major of choice -- more than in any previous year.

In the primarily off-campus External Degree Program, the Liberal Arts major is one of five majors actively promoted on a statewide basis. In addition to print ads, radio, direct mail pieces, etc., the EDP recruits extensively from CCV graduates and other CCV students who have 60 or more credits. While no articulation agreement exists specifically for the Liberal Arts major, the EDP has a close partnership and formal agreement with CCV that makes transfer into JSC/EDP easy and commonplace. To cite two key aspects of the partnership, CCV coordinators act as JSC/EDP advisors, and JSC/EDP courses take place at CCV sites. Students at CCV, whether in the Associate degree program in Liberal Arts or another CCV program, often continue with the same advisor when they transfer to JSC/EDP for one of five bachelor's programs, including the B.A. in Liberal Arts.

- d) **What is the enrollment capacity of your program? If you have not reached capacity, what are your strategies for growth? If you have reached capacity, what resources would you need to expand?**

The capacity of the Liberal Arts program has no easily definable limit in terms of faculty available to teach courses because courses are taught by full-time and part-time faculty in other departments and in EDP mainly by part-time faculty. The program may have an enrollment capacity in terms of advising. Liberal Arts majors on campus are advised by members of the LAPC. Liberal Arts majors in the EDP are advised by EDP's network of 21 advisors statewide. While capacity may be reached for particular advisors, the LAPC and the EDP will take steps to make sure new students receive appropriate advising.

Strategies for growth need to be developed. The obvious need is to continue working with Admissions to help Admissions staff members promote the program as part of their regular recruitment activities. The Liberal Arts major has flown somewhat under the radar in terms of recruitment, probably because it is not housed in one of the "regular" academic departments. Other steps would be participation by the LAPC in transfer days and other promotional events on campus, efforts to make faculty and students throughout the College aware of the major, and continued promotion by the EDP as part of its ongoing recruitment practices.

e) **What are your specific strategies for improving graduation rates in your program?**

1. Ongoing training for advisors:

Nationally, advising has been shown to be an important factor in the success of students. Both in EDP and on campus, ongoing professional development for advisors of Liberal Arts majors will be a priority. This major requires intensive advising, especially at the beginning of a student's program. Students must think carefully about their overall goals, the specific domains or areas of study they are choosing, the specific courses they will take, their capstone course, and the extended classroom experience at the end of their programs. They must articulate all of these things in a three or four-page essay that must show the connections among these elements and how they form a coherent whole. Advising students at this stage is crucial to their success and can be complex. Ongoing training and discussion of best advising practices are crucial for members of the LAPC and the EDP advisors statewide.

2. Gaining full approval for the Senior Seminar in Liberal Arts being piloted in Fall 2010.

Gaining full approval for the Senior Seminar in Liberal Arts as the capstone course for the major will provide students with a clear pathway to completion of their programs in a way that systematically meets objectives of the major. After the fall 2010 semester, when the course will be piloted, the LAPC plans to submit the course for full approval by the Curriculum Committee. It is hard to say whether approval for this course will directly affect the graduation *rate*, but we feel confident that it will increase the *quality* of the completion for graduating students..

- f) **Provide information about retention rates in the program under review; indicate your source of information; discuss the reasons for current retention rates in the program under review. Describe plans to improve retention rates, as appropriate.**

Program-specific retention rates were not made available. However, more than 80% of Liberal Arts majors are in the External Degree Program, and the retention rate for all of EDP from Fall 07 to Fall 08 or Spring 09 (to accommodate one-semester stopouts who return) is 73.5% (info from JSC Registrar). Therefore, it seems reasonable to expect that the retention rate for the Liberal Arts major is in the vicinity of 70%.

The LAPC believes that the Liberal Arts major can play a role in improving the retention rate for JSC as a whole. Many incoming students are exploratory (undeclared) with regard to their choice of majors. In some cases, these are motivated students who have definite interests, they are interests that may not fit with one of the single discipline-based majors. The Liberal Arts major, with its focus on interdisciplinary study and a self-designed plan of study, may be well suited to these more motivated of the exploratory students. The major could be an option that would keep them from transferring to another institution.

At the moment, most students on campus don't learn about the Liberal Arts major until they have been at JSC for several semesters or even a couple of years. The LAPC plans to work with Admissions, other faculty, the Career and Advising Center, and others to make the major better known and – most important – *known early on in a student's career*. For example, members of the LAPC will visit the non-credit courses being implemented for exploratory students in Fall 2010. Other strategies are noted in the program improvement plan (see #9c below).

## **6. Graduate Placement and External Analysis**

- a) **Attach Appendix C: Placement and Continuing Education.**

See attached.

- b) **Provide an analysis of the placement and continuing education data as presented in Appendix C. Define the current and future employment opportunities for graduates of the program.**

Of the 17 graduates in Liberal Arts from 2009 who responded to the College's annual survey, 12 were employed within six months of graduation and 3 more were continuing their education, for a placement rate of 88%. This percentage is just slightly below that of most other departments at JSC (most of which range from low to mid-90s) and 10% above that of Humanities. The occupations noted by graduates on the survey range widely, as one might expect for a self-designed major: from financial aid counselor to para-educator to business owner, etc.

As has been noted by many career consultants and other professionals (for example, Susan de la Vergne of The Liberal Arts Advantage – for Business), graduates in Liberal Arts develop skills that can be applied to a very broad array of occupations. In particular, Liberal Arts graduates' skills in critical thinking, communication, and

understanding others' perspectives are highly prized, transferable to many occupations, and very difficult to learn on the job. JSC Liberal Arts graduates in the past have gone on to work as teachers, human services professionals, human resource specialists, business managers, public relations personnel, journalists, lawyers, and many others occupations. Data on job openings for Liberal Arts majors would have to include virtually every sector of employment other than technical fields.

**c) What are the competitive advantages and disadvantages of this program relative to other similar or competing programs in the state or region? Provide evidence for your claims.**

The JSC Liberal Arts major has these competitive advantages over most other liberal studies programs in Vermont:

- It offers more intensive advising than is usually available for bachelor's degrees, especially during the crucial early stages when a student is developing her or his program of study. Advising for the major is available on campus and at all 12 CCV sites. Graduating students often speak of advising as one reason for their success in earning the degree.

- The major is available on the JSC campus and statewide through the EDP, which offers 85 courses per semester online, in hybrid format, and on the weekends at CCV sites in Montpelier, Rutland, St. Albans, and Winooski. The major has recently been approved by NEASC to be offered more than 50% online. The flexibility of course delivery and locations is suitable for a wide variety of traditional and non-traditional learners.

- Most other Liberal Studies bachelor's programs in the state allow students to take courses across the curriculum but without much emphasis on connecting the disciplines. An exception would be the B.A. in Liberal Studies (formerly the Adult Degree Program at Vermont College) of Union Institute and University. It has some of the same qualities as the JSC program, but its intensive 15-credit semesters on one topic are also quite different from JSC's 3-credit-course-based program.

- The Liberal Arts major has lower tuition than similar programs in Vermont, with the exception of the Liberal Studies program at LSC (which has the same tuition).

Competitive disadvantages have mainly to do with the need for more and better marketing, both within JSC and to external audiences. The LAPC believes that the Liberal Arts major is an attractive option for students who seek challenge, flexibility, and affordable tuition.

**d) List all established articulation agreements within the VSC and with external entities that provide pathways for high school students to transition to your program, two-year students to transition to four-year programs, and/or graduates to continue their studies; describe the results of established articulation agreements.**

The External Degree Program, which is home to the majority of JSC Liberal Arts majors, has a partnership with CCV which includes a number of features that make transfer from CCV to JSC/EDP easy and attractive: EDP advisors are also CCV advisor/coordinators and often work with students from the Associate level through transfer to JSC/EDP and on to a bachelor's degree. JSC/EDP courses taken by Liberal Arts majors are held at CCV sites. CCV's and EDP's general education programs are very compatible. EDP's co-directors have offices at CCV sites (Winooski and Montpelier), which provides a visible JSC presence for the Liberal Arts major at least at those locations.

- e) **Describe any other partnerships that the program has with external organizations (e.g., internship/ field study/ service learning agreements, workforce education/ training contracts).**

There are no other partnerships.

## **7. Cost/ Revenue Analysis**

- a) **Attach the summary sheet for your discipline from the Delaware Study.**  
See attached.
- b) **Describe how the teaching loads of tenured faculty in your academic program compare with national benchmarks.**

The Liberal Arts program has no tenured faculty of its own. Thus, no comparison is possible.

- c) **How does the proportion of undergraduate teaching done by tenured faculty compare with that done by other faculty? How does that compare with other colleges and universities?**

On campus, the proportion of teaching done by tenured faculty would be the same as for JSC as a whole, minus the departments of Education and Business and Economics. In the External Degree Program, most courses taken by Liberal Arts majors are taught by part-time faculty. Comparison data with other colleges are not available.

- d) **How does the cost to deliver a student credit hour in your discipline compare with the cost at your peer institutions?**

According to the Delaware study, the instructional cost per JSC student credit hour is \$191, vs. \$215 at peer institutions. Personnel cost at JSC is 96% of direct instructional expense vs. 95% at peer institutions. However, in terms of this report it is difficult to give much weight to the JSC numbers for at least two reasons: First, the figures are for Liberal Arts and Science, General Studies, and Humanities combined,

rather than simply for the Liberal Arts major. Second, as mentioned earlier, there are no faculty formally associated with the Liberal Arts major, so it's difficult to know what the numbers for direct instructional cost are based on.

e) **Progress on Policy 101 Program Improvement Recommendations from 2005**

The 2005 Policy 101 program review resulted in the following recommended areas of improvement for JSC's Liberal & General Studies programs. For *each* recommendation, describe progress to date; if insignificant or no progress has been made, provide an explanation.

**1. Differentiate the purpose of and opportunities in the BA and BS programs in publications, advising and marketing.**

The B.S. in General Studies was re-named in 2009 to become the B.A. in Professional Studies. This change was made for a number of reasons, one of which was to distinguish it from the B.A. in Liberal Arts. In publications, advising, and marketing, the Liberal Arts and Professional Studies degrees are seen as complementary programs, each with a strong self-designed aspect, but serving students with very different needs and interests: Liberal Arts places the focus on liberal and interdisciplinary study; Professional Studies emphasizes career preparation/development and degree completion for people who want "to pursue a special career or other interest not available through JSC's other majors" (2009-2010 JSC *Undergraduate Catalogue*).

The Liberal Arts major emphasizes planning future studies and works best for students with considerable coursework ahead of them. The Professional Studies major is designed for people with a lot of prior learning, often including experiential learning, who wish to "weave together the threads of their prior learning into a coherent degree program." Many Professional Studies students focus on business or human services. It is also made clear in publications, advising, and marketing that the B.A. in Liberal Arts is available on campus and in the EDP. The B.A. in Professional Studies is only available through the EDP.

**2. Create a unique capstone course for the BA in Liberal Arts.**

A new capstone course, the Senior Seminar in Liberal Arts, is being piloted in Fall, 2010. In Fall, 2009, the course was proposed to the Curriculum Committee as a required capstone to replace the current menu of capstone options. The committee requested that it be piloted to see if it is an appropriate capstone for the major. The LAPC intends to consider how well the course works in Fall, 2010, revise if necessary, and submit to the Curriculum Committee for approval as the single capstone option for the major.

**3. Develop and publicize 2+2 pathways from CCV's Liberal Studies degree to the JSC Liberal Arts degree.**

This 2+2 pathway has not been created, in part because the LAPC has worked instead on implementation of the revised major, and in part because a smooth pathway already exists between CCV and EDP for students interested in the B.A. in Liberal Arts. The LAPC

needs to consider creating such a pathway not only from CCV's Liberal Studies degree but from other CCV programs as well. The individualized nature of the B.A. in Liberal Arts may make it difficult to articulate clear pathways.

**4. Revise the learning outcomes to make them more measurable.**

Some learning outcomes have been revised, and each is now accompanied by a specific measure of attainment. See chart on p. 5, #2a.

**5. Develop strategies to communicate the value of the program internally, among faculty and through advising.**

A meeting with Admissions staff and periodic meetings with advisors on campus and statewide in the EDP have taken place and will continue to occur. During these meetings the value and workings of the Liberal Arts major are explained. Expanding such communications to include faculty would be a further step. See #9c.

**6. Seek endorsement from the Vermont Department of Education for the revised curriculum as a second major for elementary education students.**

The revised (current) curriculum of the Liberal Arts major was in place when JSC's education licensure programs were reviewed and approved two years ago through the state's ROPA process. The current chair of the JSC Education Department, Dr. Ken Brighton, is not aware of any question being raised about the appropriateness of the Liberal Arts major as a second major for Elementary Education students, nor has he heard of any difficulty encountered by graduates with this double major in obtaining a teaching license from the state. Therefore, the LAPC has concluded that the revised curriculum is included in the general approval of the College's education programs by ROPA.

**7. Develop assessment tools that compare and contrast the outcomes of the revised curriculum with those of the old curriculum.**

Assessment tools include:

- A survey of graduates specifically targeted toward the learning outcomes of the major -- implemented in Spring 2010.
- Consideration by the LAPC of the students' plans of study, including a three-or-four page essay aimed at satisfying the learning outcomes.
- Review by members of the LAPC of a short reflective essay in which students reflect on the learning obtained from their extended classroom experience.
- Meetings of the LAPC three or four times per semester in which an ongoing assessment of the revised curriculum takes place and is recorded in the minutes.

**8. Implement training to ensure the strong and in-depth advising required of the program.**

Training for campus advisors takes place in the meetings of the LAPC, three or four times per semester, and followed up with emails and conversations as needed.

Training for EDP advisors of Liberal Arts majors takes place at meetings of all advisors once a semester, along with frequent consultations by email and phone. Training is provided by the co-directors of the EDP, one of whom is chair of the LAPC.

An online guide for advisors of Liberal Arts students and for the students themselves is available on Blackboard.

**9. Develop a marketing plan specific to the BA in Liberal Arts.**

A flier for the Liberal Arts major has been developed and conversations/training with Admissions staff have taken place, but a marketing plan is still needed.

**9. Program Strengths and Weaknesses**

**a) List the primary strengths of the program.**

- Meets the needs of students whose interest lie outside of, or cut across, the boundaries of the other majors.
- Allows (and requires) students to develop a coherent, individualized plan of study. It encourages them to take responsibility for their own learning.
- Fosters interdisciplinary thinking and an understanding of its value, from the initial process of developing a plan of study through to the final capstone project and extended classroom experience.

**b) List specific areas for program improvement.**

- The Senior Seminar in Liberal Arts, to be piloted as Special Topics course in Fall 2010, needs to become a permanent course in the curriculum.
- The current menu of options for a capstone course needs to be replaced by the Senior Seminar in Liberal Arts, which is designed specifically to meet the learning outcomes of the major and will greatly enhance program assessment.
- Students on campus need to learn early in their JSC careers, or as prospective students, about the Liberal Arts major as an option and how it works.
- The Liberal Arts major needs a marketing plan.

**c) Propose a three-year program improvement plan. List specific and prioritized action steps, who is responsible and a recommended timeline.**

<i>Action step</i>	<i>Who is responsible</i>	<i>Deadline</i>
Recruit one more full-time faculty member to join Liberal Arts Program Committee (LAPC)	LAPC	Fall 2010
Have members of the LAPC meet with exploratory (undeclared) new students in new non-credit courses developed by the Career and Advising Center.	LAPC	Fall 2010 onward
Meet with Admissions staff to inform about the major and develop recruitment plans.	LAPC	Fall 2010

Work with Admissions and Communications Departments on a marketing plan.	LAPC	Spring 2011
Devise and implement a plan to inform faculty in other departments about the major.	LAPC	Spring 2011 onward
Deliver presentation to Faculty Assembly about Liberal Arts major.	LAPC	Spring 2011
Revise Special Topics Senior Seminar in Liberal Arts and submit for approval by Curriculum Committee as a permanent course.	LAPC	Spring 2011
Submit to Curriculum Committee a proposal to make the Senior Seminar in Liberal Arts the single capstone option.	LAPC	Spring 2011
Develop and distribute FAQ sheet about the Liberal Arts major.	LAPC	Fall 2011
Develop mid-program assessment tools.		Fall 2011
Develop a strong web presence for the major.		Spring 2012
Focus on implementing marketing plan	LAPC	Fall 2012
Assess Senior Seminar and other program assessment tools. Make changes as needed.	LAPC	Fall 2012 & Spring 2013.

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Policy 101 - Appendix A  
**FACULTY WORKLOAD REVIEW**  
 Fall 2009 and Spring 2010  
 Johnson State College

**DEPARTMENT: Interdisciplinary Studies**

FACULTY Name	Rank	Appoint. Date	Semester	Student Credit Hrs (SCH)			Teaching Load (TCH)			Release Time	Advisees Count	Sections with Fewer than 10 Students (excluding individualized courses)
				Dept.	Out	Total	Dept.	Out	Total			
Madden, Karen		7/1/02	FA 09	37.5	81.0	118.5	1.0	6.0	7.0	25		
Moran, James	PTFC	1/13/05	FA 09	54.0		54.0	3.0		3.0			
Moskowitz, Brad	PRAO - EHS	8/23/99	FA 09	24.0	91.0	115.0	3.0	11.3	14.3	36	INT-1710-J01	
Pollard, Annegret	PTFC	8/25/03	FA 09	69.0		69.0	6.0		6.0			
Rous, David	PTFC	8/17/02	FA 09	30.0		30.0	3.0		3.0			

**Summary**

Semester	Total Sections	Total Students	Average Class Size	Total SCH			Total TCH			Ratio of SCH to TCH
				Dept.	Out	Total	Dept.	Out	Total	
Fall 2009	6	97	16	214.5	172.0	386.5	16.0	17.3	33.3	12
Two Semester Total	6	97	16	214.5	172.0	386.5	16.0	17.3	33.3	12

Policy 101 - Appendix B  
**ENROLLMENT AND GRADUATION DATA**  
 Johnson State College  
**BALIA--BA liberal Studies**

**Enrollment in Major/Specialization as of October 15th**

Year	Head count	% of Total College Enrollment	FTE Enrollment	Full-time Students	Part-time Student	In-State	Out-of State	RSP (NEBHE)	New Students	Continuing Students	Male	Female
Fall 2000	34	3%	18.9	11	23	31	3		5	29	9	25
Fall 2001	46	4%	25.2	16	30	43	3		10	36	13	33
Fall 2002	58	4%	36.8	24	34	55	3		4	54	13	45
Fall 2003	63	4%	36.4	21	42	56	6	1	7	56	17	46
Fall 2004	59	4%	33.2	19	40	52	7		7	52	22	37
Fall 2005	65	4%	36.8	21	44	55	10		6	59	21	44
Fall 2006	61	4%	32.9	21	40	55	5	1	4	57	18	43
Fall 2007	56	4%	30.8	16	40	52	4		1	55	13	43
Fall 2008	63	4%	33.9	14	49	57	5	1	2	61	15	48
Fall 2009	55	3%	32.0	23	32	49	5	1	8	47	18	37

**Degrees/Certificates Conferred in Major/Specialization by Academic Year**

Year	Degrees in Major/Spec	% of Total Degrees Conferred	In-State		Out-of State		Male	Female
			In-State	Out-of State	Male	Female		
2004-2005	30	8%	26	4	6	24		
2005-2006	24	6%	19	5	5	19		
2006-2007	18	5%	15	3	2	16		
2007-2008	18	5%	9	9	6	12		
2008-2009	29	8%	21	8	6	23		

\      **APPENDIX C:**  
**PLACEMENT AND CONTINUING EDUCATION DATA**

**PROGRAM:** Bachelor of Arts, Liberal Arts **COLLEGE:** Johnson State College

year	#grads	#resp	resp rate	#employ		#cont ed	place rate
				IS	OS		
2005	30	18	60%	13	3	3	100%
2006	20	12	60%	8	3	6	100%
2007	15	12	80%	9	2	2	100%
2008	18	11	61%	7	2	2	100%
2009	25	17	68%	12		3	88%

SAMPLE LIST OF SPRING 2009 GRADUATES' OCCUPATIONS

- Guide/instructor
- Financial Aid Counselor
- Immigration Office
- Substitute Teacher
- Analyst
- Administrative Assistant
- Paraeducator
- Business Owner
- Mortgage specialist

*Notes*

- # grads: total headcount of graduates for program by year (including winter, spring and summer graduates)
- #resp: number of graduates responding to survey/ request for information
- resp rate: percentage of graduates responding
- # empl: total number KNOWN to be employed within six months of graduation: provide data on in-state vs. out-of-state placement
- # cont: total number KNOWN to be continuing education or in military service within six months of graduation (part-time or full-time)

place rate: percentage of respondents KNOWN to be employed or continuing their education or in military service within six months of graduation; placement rate should be based on non-duplicated count of placed/ continuing students

sample list: provide a representative list of job titles/ occupations of recent graduates

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# Johnson State College - Instructional Cost Ratios compared to National Norms

from the National Study of Instructional Costs and Productivity (A University of Delaware Study)

including

1. Direct Instructional Expenditure per Student Credit Hour (SCH)
2. Direct Instructional Expenditure per FTE Student
3. Personnel Cost as Percent of Total Direct Instructional Expenditure

JSC data is from Fall and Spring 2008-09

National norms are from Fall and Spring 2007-08

HCS 4/7/10

*PRELIMINARY Data is used in this report. Minor corrections may occur within the next two weeks*

CIP Code	Dept Code	JSC Department Name CIP Discipline	Carnegie Type for norms	N=	1 Instruct \$ per SCH	2 Instruct \$ per FTE	3 Person \$ as % of Instruct \$
<b>30.17</b>	<b>JBEH</b>	<b>Behavioral Sciences*</b>	<b>JSC</b>	<b>1</b>	<b>\$184</b>	<b>\$4,658</b>	<b>96%</b>
42.01		Psychology, General	Bacc	19	\$152	\$4,464	97%
42.01		Psychology, General	Comp	86	\$142	\$4,052	97%
45.01		Social Sciences, General	Comp	12	\$168	\$4,902	95%
<b>52.02</b>	<b>JBUS</b>	<b>Business</b>	<b>JSC</b>	<b>1</b>	<b>\$192</b>	<b>\$5,751</b>	<b>87%</b>
52.02		Business Admin, Mgmt and Op	Bacc	14	\$164	\$4,789	94%
<b>13.01</b>	<b>JEDU</b>	<b>Education</b>	<b>JSC</b>	<b>1</b>	<b>\$156</b>	<b>\$3,722</b>	<b>98%</b>
13.01		Education, General	Bacc	13	\$269	\$7,703	91%
13.12		Teacher Education & Prof Dev	Bacc	5	\$256	\$7,255	96%
13.10		Special Education and Teaching	Comp	27	\$260	\$6,129	96%
13.01		Education, General	Comp	50	\$226	\$5,227	93%
<b>30.27</b>	<b>JEHS</b>	<b>Envirn &amp; Health Science**</b>	<b>JSC</b>	<b>1</b>	<b>\$254</b>	<b>\$7,616</b>	<b>94%</b>
31.05		Health & Physical Ed/Fitness	Bacc	6	\$244	\$7,327	97%
26.01		Biology, General	Bacc	21	\$215	\$6,431	89%
40.05		Chemistry	Bacc	18	\$283	\$8,489	89%
40.06		Geological & Earth Sciences	Comp	30	\$207	\$6,151	93%
<b>50.01</b>	<b>JFPA</b>	<b>Fine &amp; Performing Arts</b>	<b>JSC</b>	<b>1</b>	<b>\$243</b>	<b>\$7,127</b>	<b>91%</b>
50.01		Visual & Performing Arts	Comp	17	\$239	\$7,152	93%
<b>24.01</b>	<b>JHUM</b>	<b>Humanities</b>	<b>JSC</b>	<b>1</b>	<b>\$191</b>	<b>\$5,725</b>	<b>96%</b>
24.01		Liberal Arts & Sci, Gen Stud, Hum	Comp	19	\$215	\$6,176	95%
<b>27.01</b>	<b>JMAT</b>	<b>Mathematics</b>	<b>JSC</b>	<b>1</b>	<b>\$181</b>	<b>\$5,421</b>	<b>100%</b>
27.01		Mathematics	Bacc	18	\$152	\$4,562	96%

23.01	JW&L	Writing & Literature	JSC	1	\$179	\$5,379	100%
23.01		English Language & Literature	Bacc	19	\$183	\$5,452	97%

\*No norm was available for 30.17

\*\*No norm was available for 30.27