

Comprehensive Program Review
Instructions, Reporting Vehicle, and Definitions

Reporting Vehicle

Institution: Columbus State University

Academic Program Name: Liberal Arts

CIP Code: 24010101

College or School and Department: **College of Letters and Sciences**

Date of Last Internal Review: New program effective 2010-2011. First Comprehensive Program Review.

Outcome of Previous Program Review (brief narrative statement): N / A

Indicators of Measures of Quality:			
Student Input – Undergraduate Programs	AY 2013	AY 2014	AY 2015
Standardized Test Scores), for undergraduate programs-- ACT or SAT – and Number of Students Reported (Total N):	SAT 1047 ACT 18 SAT 3 ACT 1	SAT 910 ACT 19 SAT 2 ACT 1	SAT 960 ACT 28
Freshman Index (as applicable)	SAT 2762 ACT 2669	SAT 2485 ACT 2636	SAT 2135 ACT 2514
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Used HSGPA	3.49	3.15	2.35
Student Output – Undergraduate Programs	AY 2013	AY 2014	AY 2015
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	n/a	n/a	n/a
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: Cumulative GPA Also indicate the number of students reporting scores for the test(s) (Total N):		3.09 8	3.11 7
Employment rates of graduates Information received from Exit Survey by the Center for Career Development	n/a	FT Emp – 2 Self-Emp - 1 Graduate School – 4 Military – 1 Professional Sports -2 Seeking Emp - 2	FT Emp – 2 PT Emp – 1 Seeking – 3 Graduate School -4 Self-Emp – 2 Traveling -1 Seeking Emp - 1
Admission into graduate programs (if available)	- 100%	N/A	25%

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Institutional Indicators of Quality – Student Output – Campus Determined - Used Student Learning Outcomes and Results:

Since fall of 2013, 20 out of 24 students (83%) have achieved the programs most central student learning outcome (“effectively use the tools of oral and written communication to express ideas, solve problems, and contribute/participate appropriately within the community of learners.”).

For Fall 13 through Spring 15 the remaining for student learning outcomes (demonstrate a broad understanding of the liberal arts, “apply knowledge from a variety of disciplines within the liberal arts to develop an appreciation for diverse cultural and Global interconnectivity,” “use critical thinking skills to analyze, synthesize, evaluate, and describe diverse issues,” “analyze and evaluate data to draw informed conclusions”) are achieved an average rate of 91%.

For the 15 – 16 academic year, these objectives were changed to a single track dependent objective for each of the tracks. For the two tracks for which we had graduates in the 15 – 16 academic year we achieved the Military and Global Issues track’s learning outcome (“apply knowledge from a variety of disciplines within the liberal arts to issues concerning diverse cultures in Global interconnectivity”) at a rate of 100% (but with only a sample set of three).

For the Humanities and Social Science track’s learning outcome (“integrate knowledge and the humanities in the social sciences to analyze problems, evaluate data, and draw informed conclusions”) there is again 100% success rate.

Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted. **NSSE 2013 Results for Liberal Arts**

ITEM	Liberal Arts	CSU	USG	Comp Peers	Asp Peers
Academic Challenge					
Higher Order Learning	42.5	43.3	42.3	41.1	40.4
Reflective and Integrative Learning	36.4	39.2	39	38.2	38.4
Learning Strategies	46.7	42.5	43.2	42.3	39.3
Quantitative Reasoning	23.3	27.8	31.	29.9	30.1
Experiences with Faculty					
Student-Faculty Interaction	7.5	24.2	26.7	23.0	24.4
Effective Teaching Practices	25	41.7	41.7	41.4	40.5
Campus Environments					

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Quality of Interactions	33.7	42.9	43.4	42.8	42.2
Supportive Environments	16.9	33.1	35.1	32.6	34.1
Learning with Peers					
Collaborative Learning	10	31.0	34.3	31.7	34.2
Discussion with Diverse Others	33.8	44.1	42.5	43.7	41.6

Faculty	AY 2013	AY 2014	AY 2015
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program) This program is taught by various departments; thus, this number reflects the faculty who teach in the program. This program does not have faculty directly assigned to it.	11	11	11
Number of Non-Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program) This program is taught by various departments; thus, this number reflects the faculty who teach in the program. This program does not have faculty directly assigned to it.	4	4	4
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	n/a	n/a	n/a
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	26	25	15
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year. Internal faculty fellows	1	n/a	n/a
Institutional Indicators of Faculty Quality- Output (campus determined) Faculty Outputs include teaching evaluation scores (included by year in the columns provided), faculty awards, and recognitions (see below).		4.32 for 2014-2016	

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Faculty Awards and Recognitions

- Benjamin F. Blair
 - Faculty Service Award 2011, University. (April 2011).
- Andres Jauregui
 - Nominated for 2007-2008 Educator of the Year (Top 5 candidate for this award)
 - Olice Embry “Spirit” Award – Turner College of Business, Columbus State University (2008)
 - The Association of Private Enterprise Education and the Journal of Private Enterprise – Best Paper of 2008 Award for “Housing Prices and Economic Freedom”, Volume XXIII, Number 2 (2008)
 - Journal of Small Business Management – Best Empirical Paper Award USASBE 2009 Conference, Anaheim, California (2009)
- Joe Miller
 - Nominee, 2013 Pushcart Prize
 - Special Mention, 2012 Pushcart Prize
 - Winner, 2007 William Rockhill Nelson Award for Nonfiction Book, awarded by The Writers Place and The Kansas City Star
 - Winner, 2007 Harry Chapin Media Award for Nonfiction Book, awarded by WHY (a nonprofit focused on finding community-based solutions to hunger and poverty).
 - Finalist, Missouri Lifestyle Journalism Awards, in the Multicultural and Paul L. Myhre Series categories, 2004, awarded by the University of Missouri
 - Finalist, John Bartlow Martin Award for Public Interest Magazine Journalism, 2003, awarded by Northwestern University
 - Finalist, John Bartlow Martin Award for Public Interest Magazine Journalism, 2002, awarded by Northwestern University
 - First Place, Best Coverage of Government, Missouri Press Association, 2003
 - First Place, Best Young People’s Coverage, Missouri Press Association, 2003
 - First Place, General Reporting, Kansas City Press Club Heart of America Awards, 2003
 - First Place, Investigative Writing, Kansas Press Association, 2002
 - First Place, Features Kansas City Association of Black Journalists, 2002
 - First Place, Business Writing, Colorado Associated Press Editors and Writers, 1999
 - Second Place, Feature Writing, National Association of Alternative Newsweeklies Editorial Awards, 2004
 - Second Place, News Stories, National Association of Alternative Newsweeklies Editorial Awards, 2003
 - Second Place, Feature Writing, Kansas City Press Club, 2000
 - Second Place, Business Writing, Colorado Press Association, 1999
 - Third Place, Best Story About Education, Missouri Press Association, 2004
 - Third Place, Investigative Writing, Kansas Press Association, 2002
 - Third Place, In-Depth Writing, Kansas Press Association, 2001
 - Third Place, Political Reporting, Colorado Society for Professional Journalists, 2000
 - Third Place, Investigative Reporting, Kansas City Press Club, 2000
 - Honorable Mention, Best Coverage of Government, Missouri Press Association, 2003

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- President's Award Recognizing Outstanding Contributions in Journalism, Kansas City Press Club, 2003
- Franklin Mixon
 - 2015 • Columbus State University Faculty Research and Scholarship Award
 - 2014 • Beta Gamma Sigma (BΓΣ), International Honor Society in Business
 - 2013 • D. Abbott Turner College of Business Excellence in Research Award
 - • The Honor Society of Phi Kappa Phi (ΦΚΦ)
 - 2005 • Honorable Mention, The Eckstein Prize (Eastern Economic Association)
 - • Aubrey K. and Ella G. Lucas Endowment for Excellence in Teaching Award (USM CoB)
 - 2004 • Named the 16th most productive public choice scholar worldwide (PUBLIC CHOICE, Sept. 2004)
 - • Named the 9th most productive new public choice scholar worldwide (PUBLIC CHOICE, Sept. 2004)
 - 2003 • Louis K. Brandt Faculty Research Award
 - 2001 • Business Advisory Council Distinguished Faculty Award
 - 2000 • Named one of world's Top 500 publishers in economics (Tom Coupé, ECARES)
- Joseph McCallus
 - Writing Teacher of the Year, 2008
- Pat McHenry
 - Faculty Service Award (2012)
 - Faculty Service Award nominations
 - College of Letters and Sciences (2012)
 - Department of English (2012)
 - Department of Language and Literature (2001, 2004, 2005)
 - Department of Art (2005)
 - College of Arts and Letters (2001, 2005)
 - Literary Sage Award, Sigma Tau Delta (March 2003)
 - Oxford/Berkeley Program scholarship (at Worcester College, Oxford, July 1999)
 - The Jordan Award (for best publication of 1996-97 in Department of Language and Literature)
- Eliot Rendleman
 - The Best of the Independent Rhetoric and Composition Journals for "Lexicography: Self-Analysis and Defining the Keywords of Our Missions." The Writing Lab Newsletter 37.1-2 (2012): 1-5. Print.
 - COLS Nomination for USG Regents Scholarship of Teaching and Learning Award (2014)
 - Gary A. Olson Scholarship, Southeastern Writing Center Association (2013)
 - QEP Grant, National Day on Writing event (2009-2010)
 - Nominated for Administrative Excellence Award, Truckee Meadows Community College. Reno, NV (2006-2007, 2007-2008)
- Sundi Rose-Holt
 - Faculty Writing Fellow – 2013
 - First Year Experience Program and Quality Enhancement Plan – 2011 – Certificate of Appreciation
 - Addy Awards – 2007 – nominated for Clint Black

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- Daniel Van Kley
 - Nominee for Educator of the Year (2008)
 - Office of Disability Services Excellence in Access Award Honoree (2008)
 - Finalist CSU Service Award (2011)
 - College of Letters and Science Service Award (2011)
- Markus Weidler
 - CSU Writing Fellow for the academic year 2011-2012.

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Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand

Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).

The program wide learning outcome is: "Effectively use the tools of oral and written communication to express ideas, solve problems, and contribute/participate appropriately within a community of learners." The program uses the requirement of an upper level English writing course as well as literature and philosophy and history courses to provide the student with experience at communicating their ideas in solving problems appropriate to the course material. The curriculum is more heavily weighted to promoting written communication than oral communication. But faculty in some disciplines incorporate oral presentations as part of the student's grade. In the Military and Global Issues track, there are a number of communication classes that the student can take to improve both written and oral communication skills.

Military and Global Issues track's learning objective: Apply knowledge from a variety of disciplines within the liberal arts to issues concerning diverse cultures and global interconnectivity is supported by ITDS 3115 and the option of POLS 4176 American Foreign Policy, POLS 4177 American Defense Policy. ECON 3165 Global Economic Issues. There is also the Area F requirement of a foreign language through 2001 to expose them another culture.

Humanities and Social Science track's learning objective is: Integrate knowledge from the humanities and the social sciences to analyze problems, evaluate data, and draw informed conclusions. The program requires courses in at least two different disciplines in the Humanities as well as courses in at least two different social sciences. This gives the student experience in evaluating and solving problems in at least 4 different disciplines.

Philosophy Track's Learning outcome is: Use critical thinking skills to articulate and evaluate various views concerning the fundamental nature of reality, knowledge and value. These skills are integrated in the philosophy courses. Students are required to take PHIL 2500 "Formal Logic" as well as PHIL 2010 "Introduction to Philosophy." They then take 21 hours of 3000 level philosophy classes.

The program for many of the students in the Social Science and Humanities tracks is a completion degree. The program attracts a number of transfer students who are looking for a degree to complete college. Because there is a lot of flexibility in the Liberal Arts major (particularly in the Humanities and Social Science Track) we can often use more of a transfer student/returning students past courses than most other majors can which furthers the aims of Complete College Georgia by improving the efficiency of getting degrees for returning students.

The Liberal Arts degree can be completed online which makes it a viable option for those who are working or for military students who get transferred, as well as others who can't regularly make it to campus, which fills an important community need.

Research has indicated that the skills taught by the liberal arts disciplines are the skills that potential employers value most. In the AACU's "Liberal Education and America's Promise employer 2015 survey," some of the outcomes most highly valued were oral communication, working effectively with others in teams, written communication, ethical judgment and decision-making, critical/analytical thinking, applying knowledge skills to real-world. Of these oral and written communications as well as critical/analytic thinking figures very highly in the Liberal Arts program. While ethical judgments are not part of the program's learning outcomes, and ethics course is one of the options for the Liberal Arts Major. The practical aspects of applying knowledge and skills to real-world situations are not one that our students are typically coming out with. However, we do have a little used internship course that would address this. A strong case can be made that liberal arts major should be strongly encouraged to do an internship.

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Indicators of Measures of Viability:			
<i>Internal Demand for the Program</i>	AY 2013	AY 2014	AY 2015
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	25	22	13
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	12	14	6
Number of students in the degree program --- Institution determines the milestone for reporting purposes	38	45	38
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	4/4	4/4	4/4
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department			
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	11	11	11
Number of Full-Time faculty teaching in the program *These faculty	15	15	15
Number of Part-Time faculty teaching in the program	2	2	2

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Indicators of Measures of Productivity:			
<i>Time to Degree</i>	AY 2013	AY 2014	AY 2015
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	4.73	4.29	4.84
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	3.69	3.58	4.58
<i>Graduation - Only provide data for the level of program being reviewed.</i>	AY 2013	AY 2014	AY 2015
Number of degrees awarded in the program for the academic year.	N/A	8	7
ITDS 3115 Seven Revolutions in Global Change (6-0-6)	162	84	90
ITDS 4999. Capstone (0-0-3)	6	30	27

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Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

_____ Program is critical to the institutional mission and will be retained.

_____ Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

_____ Program will be placed on a monitoring status.

_____ Program will undergo substantive curricular revisions.

_____ Program will be deactivated.

_____ Program will be voluntarily terminated.

_____ Other (identify/add text): _____

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Contextual Closing Narrative: In the space provided below (*and can be expanded*), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

The Liberal Arts degree with tracks in Humanities and Social Science; Military and Global Issues; and Philosophy can be completed face-to-face or online, which makes this degree a viable option for working adults, military students, or students who can't make it to campus. This degree offers flexibility in the major, thus, can utilize more courses previously taken by transfer or returning students than most other majors. This aligns with Complete College Georgia by improving the efficiency of degree attainment.

The Liberal Arts degree doesn't have faculty who are directly assigned to it; however, the majority of faculty who teach in the program have terminal degrees and have achieved university and national recognition in their creative endeavors.

To remain viable, the Liberal Arts program needs to work on student recruitment, retention and graduation efforts in the three tracks available: In Fall 2016, the program had 37 students enrolled, with an average of 40 students in the past three years. The degree has deficiencies in retention and graduation. The first time first year freshmen numbers who enrolled in fall/summer of the preceding term reflect: 80% (4 students) in Fall 2016; zero percent in Fall 2015, zero percent in Fall 2014 and 75% (3 students) in Fall 2013. In AY 2014, the program graduated 8 students and seven in AY 2015. It has a five year average of four students per year.

Program goals for 2017-2018 include:

1. Work with faculty members and institutional support services in 2017-2018 to review curriculum, identify target population for enrollment, and work on progression, retention and graduation rates. This team can address low rates in the following categories from the NSSE 2013 survey: Academic Challenge; Experiences with faculty; Campus Environments to include supportive environment and quality interactions; Learning with peers to include collaborative learning and discussion with diverse others.
2. Utilize EAB and work with Academic Center of Excellence (Advising Center) to identify "at-risk" students, and develop a plan that assists them in progressing in the major.
3. Revise the Military and Global issues track curriculum to meet the demands of societal/workforce needs. Additionally, faculty will work with CSU's ROTC program to engage these students in the program.

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Provost/VPAA Signature and Date: Ina Butler 7/14/17

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Provost/VPAA's Designee Signature and Date: _____