



FIU

FLORIDA INTERNATIONAL UNIVERSITY
Miami's public research university

Program Review Report

Liberal Studies

College of Arts and Sciences

October 5, 2004

Liberal Studies Program Program Review

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Executive Summary

The Liberal Studies program at FIU is an upper division undergraduate program that is the fourth largest major in the College of Arts and Sciences with 553 majors. The program's goal is to transcend the premature "specialization" which often weakens other fields of studies in the American undergraduate education. We attempt to expose the student to a broad range of subject matter in the humanities, social sciences, and natural sciences while at the same time granting the opportunity to pursue an individualized program of studies under the Liberal Studies guidelines. Although our students do achieve a Renaissance Man/Woman education, they also are encouraged to focus their electives in one particular minor or certificate program. Hence, our program responds directly to the need felt in academia today to encourage the broadest approach to a liberal education while preparing students for the demands of their future professional lives.

The Liberal Studies Program is offered on three campuses (University Park, Biscayne Bay Campus and the Pines Center) with part-time faculty involved with the administration and advising of the program. The academic program is viewed as an organic growth resonating with ideas and perspectives introduced by faculty from many different disciplines within the program. Hence, the faculty who teach in the program are housed in one of the twenty-five departments of the College of Arts and Sciences, with the Social Sciences and the Humanities heavily represented. Many of the courses they teach for the program are cross listed with their home departments but approximately 15 courses a year are interdisciplinary core courses that are developed solely for Liberal Studies' students. These interdisciplinary colloquia serve a dual purpose. They help the students see the interrelationships necessary to understand their constantly changing world but they also allow for cross fertilization in scholarly pursuits by the faculty involved. Productive research agendas have developed from these interactions.

The Liberal Studies program has mushroomed in the past decade. Our goal has been to accommodate non-traditional students who are returning to their education after starting a family as well as traditional younger students who wish to pursue a rigorous interdisciplinary degree as a precursor to a professional degree such as Law. Our expansion to weekend courses in 1996, to the Biscayne Bay Campus in 2000 and to the Pines center in 2003 has helped in this endeavor. Part-time students can now complete their degree requirements by enrolling in weekend courses or combining several weekend courses with evening classes. A Master of Arts in Liberal Studies began in 2004 and is operated from the Philosophy Department.

The Liberal Studies Program proposes to grow steadily at all three campuses with appropriate increases in faculty and support personnel. Further, there needs to be a physical space where students can congregate and develop a sense of community. This is particularly of import to such an interdisciplinary major that has no home department.

Liberal Studies Program Program Review

I. Description and Mission

A. Description and Curriculum Review

The Liberal Studies Program differs from traditional departments within the College of Arts and Sciences by drawing upon the expertise of the many departments of the College without having faculty actually assigned to the program per se. The Liberal Studies Program offers a Bachelor of Arts in Liberal Studies, and was authorized to offer a Master of Liberal Arts degree in 2003. Both degrees are highly interdisciplinary; however the MA in Liberal Arts is housed in the department of Philosophy, with another assigned part-time faculty to oversee its implementation. There currently are 406 committed and 147 intended undergraduate majors with a total of 553 students to advise.

The Director and Associate Directors attempt to tailor individually each undergraduate student's course choices to his/her eventual career goal. Many of our students choose and are strongly encouraged to take minors or certificates in other programs in the College of Arts and Sciences and/or other professional schools to broaden their marketability, or to prepare them for a particular discipline in graduate school.

Students must earn 33 credits in courses offered in the College of Arts and Sciences to fulfill the major's requirements, while being granted the opportunity to pursue an individualized program of studies under the Liberal Studies guidelines. These guidelines include six categories of courses (Interdisciplinary Colloquia, Foundations of Liberal Studies, Natural Sciences, Social Sciences, Humanities and Artistic Creation). All must be upper division except for Artistic Creation, which may be lower division. The remaining 27 hours are electives and may be chosen from the university at large with no more than five courses in the same discipline.

A distinctive characteristic of the FIU Liberal Studies program is its conception of the various disciplines as constituting a "circle of knowledge." Education is viewed as an organic growth resonating with ideas and perspectives introduced by faculty from many different disciplines within the program. In particular, the *Interdisciplinary Colloquia* encourage such cross fertilization so that, for example, a colloquium in Deep Ecology brings in faculty from the departments of Biology and Environmental Studies to emphasize the scientific component, but it would also include faculty from Religious Studies and English to show how the concern for the environment can permeate our very being. This ability of one discipline to build upon another makes cross-reference easy and natural to the students, and forms one of the most stimulating dimensions of the Program. In fact, it is our expectation that the two required colloquia will serve as models to demonstrate to the students how all the courses they take in the program belong to this

“circle of knowledge.” For example, a student learning about social learning in a Psychology class should not feel awkward citing Aristotle’s work from a Philosophy class. Further, the colloquia are developed specifically for liberal studies majors and offer an opportunity for the majors to develop a sense of community with their fellow majors.

In addition to the two required colloquia, two *Foundations of Liberal Studies* courses are required. These are chosen from a selection of largely social science and humanities offerings that the Director and Associate Directors deem critical to the education of students in the program. These Foundations of Liberal Studies courses allow students to sharpen their reasoning skills, and learn how to formulate them according to their discipline’s requirements. We permit a fair amount of choice within this selection so that students have an opportunity to slant their education towards the focus that they have chosen in conjunction with their advisor.

In 1995-96, the Associate Director on the University Park campus was assigned to develop course offerings for Liberal Studies majors during weekends, on Fridays after 5:00 PM and on Saturdays. In the 2003-2004 academic year, we scheduled 22 sections: 11 taught by adjunct faculty and 11 taught by regular faculty on overload. Our goal is to accommodate non-traditional students’ schedules, and to encourage these students to complete their degree requirements in a more timely fashion. Part-time students can now complete their degree requirements by enrolling either in Liberal Studies weekend courses, or combining several weekend courses with weekday classes.

Similar concerns for a more flexible schedule led us to add Liberal Studies Colloquia in the Summer class schedule. Starting with one Colloquium in Summer A term 1996, we now offer two Colloquia in A term (UP campus and Biscayne campus) and one in B term (UP). The classes meet either twice during the week or on one week night and one Saturday morning. These summer sections are taught in-load at .33 FTE. In addition we often have the Director of Undergraduate Studies teaching a colloquium for us at University Park in the summer term.

The Concentration in Labor Studies is traditionally an interdisciplinary program and thus fits well within the configuration of Liberal Studies. The Concentration guides students in the selection of courses so as to both fulfill the general mandates of the Liberal Studies requirements and also focuses students’ efforts so they can emerge with a set core of Labor Studies courses and a guided selection of electives. The program was initiated in 1990 after the LBS prefix was reviewed and approved by the Board of Regents. All students pursuing the Labor Studies Concentration must fulfill the mandated distribution requirements of Liberal Studies. They must all also take the survey course in Labor Studies, LBS 3001 Introduction to Labor Studies and three additional courses (from a list of six posted courses) to fulfill the core requirements. Then they must select five electives from a broad range of departments and Schools to finish their course of study. Many of these electives are offered within the College of Arts and Sciences and may also be applied toward other Liberal Studies requirements. Although the Labor center relocated to the College of Education in 2003, all requirements for the Concentration remain the same.

B. Breadth of Coverage

The B.A in Liberal Studies has a wide breadth of coverage, providing students with the foundations of a humanistic, “liberating” education, which transcends the premature “specialization” which often weakens other fields of studies in the American undergraduate education. See above description of curriculum.

C. Rationale

The purpose of the Liberal Studies Program is to expose the student to the broadest possible range of subject matter offered in the College of Arts and Sciences while at the same time granting the opportunity to pursue an individualized program of studies under the Liberal Studies guidelines. The wide slate of options matching these guidelines permits majors to design their liberal education with the focus of their choice, including their selection of minors or certificates inside and/or outside the College of Arts and Sciences. To the points made above in the description of the B.A in Liberal Studies, we must add that:

- a) The Foundation courses are aimed at integrating a wide area of human knowledge. To that effect, these courses are open equally to non-majors and are excellent for students outside the College of Arts and Sciences, for Faculty Scholars Program students, and for students returning to school after a long absence from the classroom.
- b) Majors are encouraged to enroll in the interdisciplinary colloquia in their senior year, giving them the added opportunity to develop a sense of community with their classmates graduating in the program.

Students are free to choose any combination of courses within the Liberal Studies guidelines. While given the opportunity to create a unique program of study that can reflect any particular individual intellectual interests or career goals, students are strongly encouraged to make their Liberal Studies Program more rigorous by including a minor focus.

D. Currency and Relevance

As documented in a report in the *New York Times* on November 11, 2002, the trend toward the completion of interdisciplinary types of programs across the American undergraduate education is steadily rising. Students pursuing multiple majors, or majors with one or two minors/certificates are moving increasingly to the forefront of their graduating class. More precisely, our program responds directly to the need felt in academia today in encouraging the broadest approach to a liberal education while preparing students for the demands of their future professional life.

Labor Studies is but one focus of our program but is a good exemplar. It encourages the academic examination of issues that confront people in the pursuit of their need for rewarding employment. The focus of inquiry is on workers as individuals, as members and /or leaders in their unions or associations, and as citizens of their

communities. Rather than merely being a narrow practitioner program of study, the breath and scope of courses offered within the Concentration, especially as it draws upon the expertise of a range of other disciplines, continues to be on the cutting edge of academic programs in Labor Studies.

The Liberal Studies program began in the early 1970's and has had at least six directors since its inception. These directors have represented the varied fields in the College of Arts and Sciences, reflective of the program's interdisciplinary goals. Thus, through representatives from the English, Biology, Political Science, History, and Psychology departments, the natural sciences, humanities and the social sciences areas have all been represented. In 1994, an Associate Director was added to encourage the development of the program at Homestead, and to initiate a weekend program. Presently, the Director of the Program is 50% assigned to Liberal Studies and 50% assigned to the Psychology Department. The Associate Director at University Park is assigned 40% to Liberal Studies and 60% to Modern Languages. At Biscayne Bay Campus the Associate Director who came on board in 2000 is assigned 20% to Liberal Studies, 40% to Humanities and 40% to Philosophy. The three faculty who are assigned to the program serve to make decisions regarding the content of the program but often meet with the Chairperson of the Philosophy Department and Director of the Masters of Liberal Arts to address critical issues. The latter individual served as Associate Director of the undergraduate Liberal Studies program from 1997-1999 while either the Director or the Associate Director was on sabbatical, so is fully apprized of the needs of the program and its students. To address any science-related decisions, a member of the Biology Department who has taught many interdisciplinary colloquia for the program, offers his services. Finally, we have found it advantageous to distribute potential changes in the program to our past colloquia directors for their comments and have found these faculty who have been exposed to our students to be particularly helpful in their advice.

E. Mission

The program's mission is to teach, develop interdisciplinary approaches in teaching and scholarship, and serve the community. It exposes students to a broad range of courses in the College of Arts and Sciences and offers students the opportunity to develop an integrated, yet individualized program of studies within specific guidelines. These guidelines consist of six categories of courses that all students must take: foundations of liberal studies, interdisciplinary colloquia, natural sciences, humanities, social sciences, and artistic creation.

There are six key strategic themes that guide the University's development: International, Environmental, Florida and Local Economic Development, Health, Arts, Culture, and Diversity, and Learning Opportunities. The Liberal Studies program has incorporated many of these themes in the required colloquia and foundations courses required of its students.

Examples of colloquia from the past five years emphasizing the *International* theme are:

The European Union

Culture and Literature of Egypt

The Weimar Republic
 Culture, Literature, and International Relations
 Renaissance Florence
 European Identities
 Vienna: Today and Yesterday
 Mosaic of Latin America
 Polynesia: From Captain Cook to Elvis
 International Relations of the United States
 Queen Elizabeth I
 Greek Tragedy and Film
 Origins of Marxism
 European Foreign and Security Policy

Examples of colloquia emphasizing the *Environmental* theme are:

Global Environmental Issues
 The Meaning of the Garden
 Deep Ecology
 Plagues in Medicine and Myth
 Native American Religions

Examples of colloquia emphasizing the *Florida and Local Economic Development* theme are:

Global Environment and Society
 Race and Ethnicity in Miami
 Law and Literature
 Gays and Lesbians in America
 The Challenge of the New Millennium
 Aging and Mortality
 Southern History

Examples of colloquia emphasizing the *Health* theme are:

The Meaning of the Garden
 Plagues in Medicine and Myth
 Native American Religions
 Science and the Soul

Examples of colloquia emphasizing the *Arts, Culture, and Diversity* theme are:

Culture, Literature, and International Relations
 Art & Myth
 Culture and Literature in Egypt
 Renaissance Florence
 Vienna: Today and Yesterday
 Classics through the Ages
 Consumption, Fashion, and Spectacle in European History
 Dante
 Literature and Exile

Greek Tragedy and Film

The *Learning Opportunities* theme is evident throughout all our colloquia as all faculty teaching the colloquia are encouraged to incorporate technology into their courses in some fashion and most have succeeded in so doing. Typically, this has involved the requirement that students research topics on the web and in addition some courses are totally web-based.

II. Environmental Scan

This section briefly examines the trends of this interdisciplinary type of program across the nation, the state, Southeast Florida, and Miami, in particular. Liberal Studies offers courses that explore the human condition through scientific knowledge, social structures, literature, language, philosophy, history, and the arts.

Many Liberal Studies programs across the nation started as part of the Great Books movement, which began at Columbia University in the 1920s, and was extended to the University of Chicago in the 1930s under the presidency of Robert M. Hutchins. The fundamental aim of liberal education for most of the programs reviewed is that the liberal arts are the "liberating" arts by which the mind is developed, disciplined, and deepened. The liberally educated person is one who is able to reason well and to communicate clearly and persuasively to others the results of his or her thinking. This student is one who knows how to go about seeking a solution to a problem and communicating the solution to others. He or she is acquainted with and appreciates the best of the traditions of humankind, the values that these traditions enshrine, and the principles upon which they rest. The intent of this wide reading is a clear recognition of the universal values and the common problems of perennial interest to human beings. This is particularly important for the multi-cultural setting that our students from Miami enjoy.

Overview of Institutional Settings for Liberal Studies

As the demand for a more broad-based education increased, universities in the United States began to develop programs of liberal studies or interdisciplinary studies. The increasing importance of the liberal arts has not, however, dictated a single organizational model as universities took up the challenge to conduct research and educate students that crossed the disciplinary boundaries. FIU's decision to form a separate program is but one of the models reflected in the comparisons across universities. Table 1 shows the mechanisms used to provide liberal studies across the ten State of Florida public universities.

Table 1
Liberal Studies Programs in the State University System

University	Liberal Studies Program	Description	Interdisciplinary Major	Description	Multiple Disciplines Department	Description
Florida International University	Yes	Interdisciplinary program				
Florida A&M University	No		No		Yes	Department of Visual Arts, Humanities, and Theatre (includes Philosophy & Religion)
Florida Atlantic University	No		Yes	Interdisciplinary certificates such as Peace Studies & Latin American Studies	No	
Florida Gulf Coast University	No		Yes	Individualized program	No	
Florida State University	No		No		No	
New College	No		No		No	
University of Central Florida	Yes	Liberal Studies Program with 5 tracks. One is Liberal Studies required minor	No		No	
University of Florida	No		Yes	Individualized program	No	
University of North Florida	Yes	Not a vehicle for general study but focuses on cross-disciplinary research project	No		No	
University of South Florida	Yes	Broad, interdisciplinary similar to FIU	Yes	Two interdisciplinary programs: Natural Science Social Science	No	

As Table 1 shows, only three other state universities also offer a major in Liberal Studies. Henceforth, in-state comparisons will be made with UCF, UNF, and USF. USF is the most similar to FIU in terms of the Carnegie classification, “doctoral/research extensive” university, and is also an urban university. The B.A. degree in Liberal Studies at USF fulfills the intent of a traditional liberal arts education and is offered for students who seek a broad, interdisciplinary academic background to reach their undergraduate academic or pre-professional goals. The purpose of the USF major is to provide qualified students with an opportunity to acquire broad exposure to the Social Sciences, the Humanities, and the Natural Sciences through courses taken on campus. The student pursues the major in this on-campus academic environment by taking courses in these three disciplinary areas. They are organized around a theme chosen by the student and approved by a committee of faculty selected by the student and the Liberal Studies advisor. A minimum of four semesters of one foreign language is also required. In the student's last semester, the student is required to write a senior paper under the direction of the Chair of the faculty committee. Recently, the Liberal Studies major was expanded to include a track for students interested in a career in Architecture. The Community Design track is offered for students interested in preparing for advanced degree studies in specialized professional design fields.

FIU's program has many similarities to the USF program such as the requirement that courses from the Sciences, Humanities and Social Sciences be well represented. We also have a foreign language requirement although it is only a 2-semester requirement. However, we have additional requirements such as our capstone interdisciplinary courses, our foundation courses and a course in artistic creation.

FIU's Liberal Studies program appears to be the only one in the Miami area and therefore has little competition. Barry University has a non-degree program in Humanities, St. Thomas University has neither a Liberal Studies nor a Humanities program, and Nova Southeastern University has only a Humanities Program. The University of Miami has no undergraduate Liberal Studies program but does have a Master of Liberal Arts.

As Table 2 shows, many of the FIU benchmark out-of-state universities do not have a bona fide Liberal Studies major. Some have a Humanities' major (such as Wayne State University) and some offer interdisciplinary courses that fall outside normal departmental boundaries. Qualified students can take these courses for elective credit and, with approval, use the courses to satisfy degree requirements in the College of Liberal Arts and Social Sciences and the Honors Colleges. Although the University of Illinois at Chicago (one of our benchmark institutions) does not have a Liberal Studies major, its sister institution, the University of Illinois at Springfield, has a Liberal Studies program online that is a 60-hour degree completion program. Students may also enroll in the Liberal Studies program in a traditional classroom format.

The University of Louisville, a Doctoral I benchmark institution, does have a bona fide Liberal Studies Program for Majors. The College of Arts and Sciences offers a Bachelors of Arts degree in Liberal Studies, which transcends the boundaries of inquiry permitted by single departments or disciplines. Through the Liberal Studies program, a student can create a multi-disciplinary degree program or independent major, which will reflect the student's career goals and/or intellectual interests. These programs include but are not limited to the following themes: East Asian Languages and Cultures, Environmental Studies, Psychology and the Expressive Arts, Human Resources, Creative Writing, The African American Experience, Historic Preservation, and European Culture. The Louisville program currently has 70 majors, 18 of whom graduated in Fall 2002. The program has three staff members - a director, a project coordinator and an academic advisor.

Because so few suitable programs were available among official benchmark institutions, we also chose San Francisco State University, located in a large urban area, to serve as an additional benchmark. Their Liberal Studies' major aims to produce a thoughtful, well-educated human being with an appreciation for and understanding of the multiple ways of learning and seeing the world. The Liberal Studies program is organized into four broad areas of knowledge:

AREA I-Communication, Language, and Literature

AREA II-Life Science, Physical Science, and Mathematics

AREA III-Behavioral and Social Sciences

AREA IV-Creative Arts, Humanities, and Foreign Languages

Students must take a course from each of these areas. Further, students must choose an area of emphasis, which involves three or four classes. The emphasis is decided based upon the student's interests, strengths and weaknesses. Although this program is very similar to the FIU program it has an additional focus which our program does not embrace: the majority of their majors take this preparation to provide the broad academic background necessary for teaching in an elementary classroom. However, their students and the FIU students are well prepared for careers in management, government, public service, or for professional or graduate education in business, counseling, law, librarianship, and medicine. Their SFSU major and the FIU major may be planned with a particular career in mind, such as government or public service, health professions, management, or work in multicultural communities. The SFSU program is a large program with 1,100 majors, the third largest in the university. The FIU program also is large with 544 majors/intended majors, the fourth largest department in the College of Arts and Sciences.

Liberal Studies programs that go beyond the boundaries of a single department may address a trend that is steadily rising among undergraduates across the nation - namely the rise in double majors. The *New York Times* reported on November 11, 2002 that students are increasingly pursuing double, triple, even quadruple majors in an attempt to give them an edge in getting into graduate school. They report, for example, nearly a quarter of the University of Wisconsin at Madison's graduating class have

double majors with 160 more students getting triple majors. Further, this is definitely an increasing trend as exemplified by Washington University's increase in multiple majors from 28% in 1997 to 42% in 2001. Although there is this documented increase in double

Table 2
Liberal Studies Programs in FIU Benchmark Universities

Benchmark University	Liberal Studies Program	Description of Interdisciplinary Program	Staff	Number of Majors
Wayne State University	No	The only relevant interdisciplinary program is Humanities	Director 4 faculty numerous adjuncts	
Arizona State University	No	The only relevant interdisciplinary program is Humanities	11 faculty	
University of Illinois, Chicago	No	Institute for the Humanities--fosters interdisciplinary symposia, lectures and seminars.	Director Associate Director	
University of Louisville	Yes	Broad, interdisciplinary program similar to FIU	director project coordinator academic advisor	70
San Francisco State University	Yes	Two options: 1) General-- Broad interdisciplinary 2) Teacher preparation	Coordinator Multiple advisors	Third largest major at SFSU : 1100

majors, there is a debate in academia as to whether this is the preferred route or whether it would be more pedagogically sound to encourage the broadest possible liberal arts education.

The Liberal Studies Program at FIU is attempting to guide students in such a Renaissance man/Renaissance woman broad-based education. In addition to the comprehensive distribution of courses required for the major, FIU's advisors have been customizing each student's education by recommending an appropriate area of study. A tabulation of the minors received by Liberal Studies students in the seven semesters (including summer) from Fall 2001 to Fall 2003 yielded an average of 47% (range of 28% to 81%) per semester of our majors receiving a minor. These minors include Art/Art History, Biology, Business, Chemistry, Computer Science, Dance, English, French, Geology, History, Health and Urban Affairs, International Relations, Mathematics, Political Science, Psychology, Religious Studies, Sociology/Anthropology and Visual Arts. The largest number of minors was in Psychology ($N = 26$) and the next largest in Business ($N = 12$).

III. Strengths and Weaknesses

A. Strengths

Our foremost strength is our university teaching and advising. The program offers the fourth largest major in the College of Arts and Sciences after Psychology, Biology, and Computer Science. The Director has received the University Teaching Award twice and the Associate Director at UP has also received the University Teaching Award. Clearly, we are aware of what constitutes good teaching and have been able to use this expertise in the supervision of the development of excellent interdisciplinary colloquia. Further, careful records are kept of the teaching evaluations of faculty who teach these colloquia so that recommendations can be made for future semesters.

The advising of 406 committed majors and 147 intended majors by less than one full time faculty on the University Park campus is a feat that has required extraordinary effort. In fact, both the Director and Associate Director at University Park have been awarded the University Advising Awards for their expertise in this capacity.

The three part-time faculty in the program (serving three campuses) have been particularly active university citizens over the years which has been a bonus for the University but also for the Liberal Studies students. These students benefit from our *au courant* knowledge of university rules, scholarships, available programs, etc.

By careful selection of courses and faculty, we are able to have our students take courses from the *crème de la crème* in their Foundations of Liberal Studies courses and in the Interdisciplinary Colloquia. The fruit of such excellent instruction and engendered motivation has resulted in three Phi Beta Kappa students in our program this year.

For some, it might be considered a weakness that many of our majors do not expect to graduate as professionals. Few students leave college with a bachelor's degree that guarantees a lucrative career. However, the breadth of occupational choice our graduates have and the fact that the elusive skills of the liberal arts never go out of fashion, is actually a strength of the program. The truly liberally educated student knows how to acquire learning in whatever field or specialty to which he or she turns. The Liberal Studies Program concentrates on developing those skills or arts whose value transcends any one subject matter because their use is fundamental to all. For this reason, students from the Liberal Studies Program have gone on to distinguish themselves in business, graduate schools, and the professions, and in many different walks of life. They have become lawyers, physicians, teachers, bank executives, social workers, journalists, civil servants, civic reformers, and leaders in their communities. I shall now name just a few of our recent graduates as examples. Dr. Sean McKnight, lead English teacher at Edison High School, went on to receive his doctoral degree in Education and recently received the Florida Teacher of the Year Award. Annie Vazquez is a regular contributor to the Neighbors section of the Miami Herald. Tayna Lawrence received a bronze medal in Track at the 2000 Summer Olympics in Sydney, Australia. At the December, 2000 FIU commencement, graduate Tayna Lawrence was honored with the Alumni Service Medallion. In her acknowledgment of the medallion she stated that "The FIU community felt like a family, the support I've received from FIU I didn't get anywhere else." Ana Maria Lagasca, a Liberal Studies major and also a graduate from the Honors College, starred in the PBS film, "Almost a Woman" on September 15, 2002. Sandi Morais wrote an original children's musical in collaboration with Philip Michael Thomas. This musical played to sold-out audiences for its three week run in January 2001 at the Ft. Lauderdale Children's Theatre.

B. Weaknesses

One of the obvious and most pressing problems of the program is the need for a full-time secretary and more faculty time assigned to the duties of the program. The current secretary has a 50% assignment to the program and during registration easily fields 50 phone calls an hour! The deserved reputation of excellent advising from actual faculty in the Liberal Studies Program has resulted in a mushrooming of the program over the past few years. In 1996 there were 282 total majors whereas in Fall, 2003 there were 553 (406 upper division majors and 147 lower division intended majors). It is becoming physically and mentally impossible to handle all these majors with the current staff and faculty resources.

A second weakness is that this large cadre of students has no place to call their home, other than congregating around the secretary's desk. It is particularly important that an interdisciplinary program such as Liberal Studies have a focal point for students to meet and discuss and feel more like a cohesive group, as they are typically taking courses with majors from numerous other departments. There are at best only two courses in the program which have largely Liberal Studies majors- the interdisciplinary colloquia. These students need a space to meet and discuss their common interests with access to several computers

IV. Program Vision

The first major goal of Florida International University's vision is to graduate an ethnically diverse student body who can think critically about a changing world. As the world enters the twenty-first century, the ability to adapt to change will be paramount and flexibility in career goals will be essential to success. A concerted effort has been made to give Liberal Studies students a Renaissance man or woman experience by exposing them to diverse disciplines with a central concentration, chosen by the students with their advisors.

A second goal is to encourage our majors to demonstrate this concentration or focus, through obtaining either a minor or a certificate. In the next ten years, we hope to reinforce the value of such a concentration so that 50% of our majors will obtain a minor or certificate in 3 years, 60% in six years, and 75 % in 10 years. Great human problems and questions are seldom solved by focusing on narrow perspectives so the program will continue to emphasize a broad-based education.

A third goal addresses the number of majors across the University Park and Biscayne Bay Campuses. Although many programs might wish to expand their majors over the next decade, we anticipate consolidating our weekday students at University Park at their current level but expanding enrollments and majors at Biscayne Bay Campus. We currently have approximately 20 majors at BBC and anticipate doubling that number to 40 in three years with an increase to 50 in six years and 75 in 10 years.

On both campuses, we would like to see the development of Freshmen Interest Groups (FIGs) that include those students who particularly want a broad-based education. In this manner, our students could develop cohesive groups and identify more with their chosen academic pursuits early in their careers. We would hope at least one FIG would be instituted for our students in the next three years, with increasing numbers, based upon the success of the endeavor, in the next six to ten years.

A major thrust on both campuses will be to expand course offerings for the evening and weekend students, and thereby increase the number of majors of that demographic group on both campuses. Presently, we offer an average of 15 evening courses and 11 weekend courses at UP and one evening course and no weekend courses at BBC. We would like to increase the evening and weekend courses at both campuses by 10% in the next three years, by 25% in six years and 40% in ten years. In this manner, we hope to address the "public" and "urban" aspects of Florida International University's mission. These two aspects of the university's vision emphasize the needs of our older non-residential and non-traditional students and our partnership with local communities, industries, and governments.

The Liberal Studies program has focused its energies on the undergraduate program although a Masters of Arts in Liberal Studies has recently been approved and

development of that Masters Program through the Philosophy Department will be part of the next decade's goals. We will make every effort to apprise our better students of the opportunities that await them in such a masters program.

V. Accomplishment of Program Goals, Outcomes, and Results

A. Department Goals and Outcomes

The program began determining program goals and outcomes for the SACS reaccreditation of 1998-2000. The attached student learning goals and outcomes and the program level goals and outcomes show that we have met objectives we set for ourselves in the areas of teaching and learning. With respect to the goal of regular advising for all students, we have not met our goal of having 80% of the students who apply for graduation meet all requirements. The percentages across the three years that records have been kept have fluctuated between 63 % and 75% (see Appendix A). As we do not have enough advising personnel to handle all 553 students (and many other students shopping for a degree) it has proven difficult to reach our goal. We cannot institute an advising hold as classes would be full before all our students received advising. We have pinpointed some of the recurring deficiencies in past students' records (e.g., CLAST) and are emphasizing these to the students who seek advising. Further, students are encouraged to refer to the Arts and Sciences website where the ten most frequent causes for not meeting graduation requirements are clearly listed.

B. Instruction and Learning

1. The enrollment in the Liberal Studies program has been steadily increasing (See Appendix B and Table 3). From Fall, 1999 to Fall, 2003 we have increased from 390 total majors to 553 total majors (316 to 406 upper division majors). This increased enrollment reflects the overall increase in students at the university but also the thrust of our programs to two new demographic groups. We now have a very active weekend program and in 2000 added a program at the Biscayne Bay Campus. In Summer, 2003, a program at the Pines Center was initiated.

Table 3
Florida International University
2001-2003 Departmental Indicators: College of Arts & Sciences

Department Name: Liberal Studies

I. Fall Headcount Enrollment

Program	Fall 2001	Fall 2002	Fall 2003	3 - Year Average	
4999 Liberal Studies CIP: 24.0101					
Baccalaureate	Total	421	390	406	405.7
Department Total	421	390	406	405.7	

Advising Center/University College*

4999 Liberal Studies - Advising center	54	56	56	55.3
4999 Liberal Studies - University College	62	98	91	83.7

SOURCE: Web/FINAL Student DATACOURSE/Student Database

*Not Included in Departmental Totals

II. Degrees Awarded Data

Program	2000-01	2001-02	2002-03	3 -Year Average	
4999 Liberal Studies CIP: 24.0101					
Baccalaureate	Total	64	71	95	76.7
Department Total	64	71	95	76.7	

SOURCE: Degrees Granted File

Responses to the question, "I am satisfied with how well my major department has met its goals and objectives" on the Graduation Satisfaction Rating for Spring, 2003 shows that 80% of our students agree or highly agree with this statement (See Appendix B). The questionnaire sent to all graduating seniors by the Liberal Studies Program (See Appendix C) also suggests that the thorough advising and friendly support personnel may have encouraged new students to join the program. We examined the responses from Fall, 2000 through Fall, 2003 to determine any particular themes that arose. Across these ten semesters, all students but two (who were neutral) rated their satisfaction with the program as extremely satisfied or satisfied. The comments that kept reappearing under the strengths of the department were: diversity of courses, flexibility in completing program, helpful advisors, and caring staff. The weaknesses mentioned included the need for more career-oriented classes and more computer-related courses. In response to these concerns, we are encouraging more use of computer skills in the capstone courses and are

also including online courses in the Foundations, Social Sciences, and Scientific Analysis courses. In the elective portion of the program we are encouraging students to obtain minors or certificates that might help orient them towards a career.

The number of degrees awarded has moved up from 64 in 2000 to 95 in 2003 (See Appendix B and Table 3). This dramatic increase in degrees awarded occurred despite the fact that Liberal Studies students tend to be older (typically transfer) students who are working members of the community and so take fewer courses per semester and take longer to graduate. Thus, the reflection of the increased majors in the program will take longer to manifest itself in degrees awarded than the typical undergraduate program. Appendix D reports the retention and graduation assessment. As can clearly be seen the average four year graduation rate for our students is 28% within the Liberal Studies major but 55% within the university. This is compared to 37% in the College of Arts and Sciences and 45% university-wide. The five-year retention rate is slightly higher at 33% within Liberal Studies and 65% within the university. This is compared to 44% in the College of Arts and Sciences and 50% university-wide. Thus, our overall rate of graduation and retention is higher than average although the students may not remain in the Liberal Studies major. We have an even higher rate of graduation and retention for our FTIC students at 74% and 77% respectively. The community college transfer and other transfer students have slightly lower rates but all above 50%.

There may be a perceived problem of low graduation and retention rates for Liberal Studies majors if one focuses on graduating within the CIP code. However, some of the students who initially enter the program are searching for expedient ways to complete their education. Often, they decide to “get their feet wet” with Liberal Studies and then focus on a more discipline-oriented major, thereafter. The program serves as a transition to get these students on an academic track. I think it is wise to continue our policy of encouraging these students to opt for a discipline major if they show interest. For others, such as the more mature students, the very nature of our program encourages them to more deliberately yet more slowly finish their education as they raise a family and work to support that family. I would not like to see the program change dramatically to speed up graduation rates and hence lose the very students from the local community that we so aptly serve.

As our lowest percentages for graduation occur with transfer students we have focused on them. Presently, the Associate Dean for the College of Arts and Sciences meets for an orientation session with all new transfer students that wish information about college requirements. These students then come to our department for further advisement. The Liberal Studies program writes a letter of welcome to all incoming students encouraging them to come in for advisement but we perhaps could make the invitation more compelling (of course, the complement to any increased student advising would be a necessary increase in advising and support personnel!).

2. The student learning outcomes are available in Appendix A. Our goal is to have at least 50% of students in the capstone colloquia scoring 80 or above on representative papers graded by a jury of three or more faculty. As we met criteria, we are now trying to

improve our measurement techniques and are developing a more standardized means of measuring this learning outcome across faculty. All graders will be asked to record their responses on a 5-point scale ranging from outstanding to failing on two separate measures – argumentation skills and form of expressions.

In our initial attempts to measure student satisfaction we distributed a questionnaire to all graduating seniors asking them to rate the quality of their undergraduate program on a 5-point Likert scale ranging from “extremely satisfied” to “extremely unsatisfied”. Our goal was that 80% of our graduates would rate that they were “satisfied” or “extremely satisfied” with the program. As we surpassed the goal for two successive years, we have added an additional question that not only assessed a general satisfaction with the program but assessed the satisfaction with the skills and knowledge attained in the program. We are now analyzing how to further specify and breakdown the skills and knowledge attained. A minority of students has suggested more emphasis on computer skills and instructors have since been encouraged to use online syllabi and web pages for their courses.

C. Research

The research accomplishments of the three affiliated faculty have been reviewed by their home departments. I will list publications dating back from 1998.

Director: Janat Fraser Parker

Publications

- Sales, J. M., Fivush, R., Parker, J. F., & Bahrick, L. (in press). Stressing memory: Long-term relations among children's stress, recall, and psychological outcome following Hurricane Andrew. *Journal of Cognition and Development*.
- Schrieber, N., & Parker, J. F. (in press). Inviting witnesses to speculate: Effects of age and interaction on children's recall. *Journal of Experimental Child Psychology*.
- Fivush, R., Sales, J. M., Goldberg, A., Bahrick, L. & Parker, J. F. (2004). Weathering the storm: Children's long-term recall of Hurricane Andrew. *Memory, 12(1)*, 104-118.
- Parker, J. F., & Myers, A. (2001). Attempts to improve children's identifications from sequential-presentation lineups. *Journal of Applied Social Psychology, 31*, 796-815.
- McCauley, M., & Parker, J. F. (2001). When will a child be believed? The impact of victim's age, and juror's gender on children's credibility and verdict in a sexual-abuse case. *Child Abuse and Neglect, 25*, 523-539.
- Parker, J. F., Bahrick, L. E., Lundy, B., Fivush, R., & Levitt, M. (1998). Effects of stress on children's memory for a natural disaster. In D. Herrmann, C. P. Thompson, J. D. Read, D. Bruce., D. G. Payne, & M. P. Toglia (Eds.), *Eyewitness memory: Theoretical perspectives* (pp. 31-54). Mahwah, NJ: Erlbaum.

Bahrack, L. E., Parker, J. F., Fivush, R., & Levitt, M. (1998). The effects of stress on young children's memory for a natural disaster. *Journal of Experimental Psychology: Applied*, 4, 308-331.

Grants

Parker, J. F.

Co-principal investigator with Lorraine Bahrack on a \$50,000 National Science Foundation grant entitled, "*Young Children's Reactions to a Natural Disaster: Memory and Stress*".

Parker, J. F.

Grant-in-Aid for The Role of Source Monitoring in "*Invited Speculation*": *Demand Characteristics versus Source Misattribution* - College of Arts and Sciences - \$990

Associate Director: Marcelle Maistre Welch

Book

Poullain de la Barre, François, *Three Cartesian Feminist Treatises*, introduction and notes by Marcelle Maistre Welch, trans. by Vivien Bosley (University of Chicago Press, 2002) 328pp.

Chapters in Books

"*De l'Education des Dames ou le rêve cartésien de Poullain de la Barre*," L'Education des "Marquise de Maintenon's *Letters on Girls' Education* (1680-1717), Discussions on Girls' education (1694-1716)," in *Writings by Pre-Revolutionary French Women*, Ed. Anne R. Larsen and Colette H. Winn (Garland Publishings, 2000), 305-326.

"Marquise de Maintenon's *Letters on Girls' Education* (1680-1717), *Discussions on Girls' education* (1694-1716)," in *Writings by Pre-Revolutionary French Women*, Ed. Anne R. Larsen and Colette H. Winn (Garland Publishings, 2000), 305-326.

Article in Press

"Poullain de la Barre et les Modernes," *Cahiers du Dix-septième*, VIII, 1 (TBA).

Associate Director: Ken Rogerson

Publications

"Was Everything Beautiful for Kant?," forthcoming in *Southwest Philosophy Review*

"On the Morality of Eating Animals," *Southwest Philosophy Review* (18:1, Jan. 2002)

"Kant on Beauty and Morality," forthcoming in *Kant-Studien*

"Kant's Identity Crisis," *Southwest Philosophy Review* (17:1, Jan. 2000)

"Is Everything Beautiful for Kant?" *Kant und die Berliner Aufklärung: Akten des IX. Internationaler Kant-Kongresses* (Berlin: de Gruyter, 2001)

“Kant’s World(s) of Appearances and Things in Themselves,” *Southwest Philosophy Review* (15: 2, July 1999)

"Pleasure and Fit in Kant's Aesthetics," *Kantian Review* (2: 1998)

D. Public and Professional Service

1. Public Schools Assisted

In terms of local community participation, the Director presented a lecture entitled, “Eyewitnesses to Crime: Should we believe them?” for the Psychology Lecture Series of the Prime Project at Miami-Dade Community College-Kendall Campus, Miami in the Spring of 2001. The Director gives an average of one to two research presentations a year for the teachers at the local public elementary schools.

Many of our broadly educated students become educators in the local South Florida community. One current student is the Director of the South Miami Lutheran Preschool. One of our most successful educators is Dr. Sean McKnight who is Chair of the English Department at Edison High School and recently won the Florida Teacher of the Year Award.

2. Other Professional Service

The Director of the Liberal Studies Program has served as an ad hoc reviewer for Applied Cognitive Psychology, Law and Human Behavior, Psychological Bulletin, Memory and Cognition, Journal of Experimental Psychology: Applied Criminal Justice and Behavior, An International Journal, and Expert Evidence and has recently reviewed two National Science Foundation grants, and a South African Science Foundation grant. In addition, she regularly reviews paper and poster presentations for the biennial meetings of the American Psychology and Law Society and the annual meeting of Division 41 of the American Psychological Association. She also was asked by the Federal Bureau of Investigation (FBI) to participate in their International Online Child Sexual Victimization symposium in 2004.

The Associate Director at Biscayne Bay is past president of the Southwest Philosophical Society. He also serves as an ad hoc reviewer for Journal of the History of Philosophy and Southwest Philosophy Review, Southwest Philosophical Society and the Mountain-Plains Philosophical Society and has reviewed textbook manuscripts for Prentice-Hall.

The Director has hosted a visiting scholar from the University of Cape Town in South Africa for 10 days and has organized several colloquia of renown psychologists in the legal arena.

VI. Resources and Support Services

A. Personnel

We are seriously understaffed in both faculty and support staff. The faculty to student ratio is 503, assuming 553 total majors and 1.1 faculty (director = .50, associate

director UP = .40, associate director BBC = .20). Clearly that is an unacceptable ratio even if one is considering advising as opposed to instructional staff. The faculty actually have to subdivide even that time for numerous administrative tasks (e. g., curriculum review, schedule of classes, course development, recruitment of faculty to teach in program, organization of colloquia, budget monitoring etc.) required of such a large program.

Likewise we have only a half-time secretary which would be a 1106 to 1 ratio! Clearly the program needs and the students deserve a full time secretary to handle the myriad issues that flow through the office on a daily basis.

B. Library Resources and Technology

The library resources and technology are the same resources used by the faculty in the College of Arts and Sciences as that is where our faculty originate. Please refer in particular to the “Overview of Collection Assessments in the Social Sciences and Humanities” (Appendix E) constructed by Tony Schwartz from the Library.

Books are the strongest part of the library’s collections in the social sciences and the humanities. In the Social Sciences 7,488 titles were added and in the Humanities, 5,460 titles were added in the year 2002. FIU’s comprehensive book approval plan provides for broadly balanced, cross-disciplinary coverage. The acquisition of science and social science journals are based upon citation-impact ratings and are quite comprehensive. Journals in esoteric areas that might be necessary for a particular focus may be lacking. In the Humanities, particular departments such as Religious Studies and Music have designated their required journals as the Humanities do not depend upon citation-impact ratings. For online resources the collections are in good shape at the core level.

VII. Opportunities and Barriers

The Liberal Studies Program is in an ideal position to launch majors at satellite campuses as it utilizes the resources of many departments without requiring a significant number of faculty in anyone discipline. To this end, we are the first program from the College of Arts and Sciences to be requested to offer courses for our program at the Pines Center. It also has proved to be a useful major at our Biscayne Bay Campus. Further the same aspects of the program have allowed us to get a very effective weekend program operating at the University Park campus as evidenced by an increase from 448 students enrolled in 1995-1996 to 649 students enrolled in 2003-2004.

The barriers to this program are the number of faculty and staff allocated to directing and administering the program and the number of advisors for the students. The program could increase the number of minors obtained by our students and give even more diligent individualized attention to each of these students with their differing intellectual and career goals if we had more personnel.

A second barrier involves the issue of space. As our students only have the two capstone colloquia where they are typically with their fellow majors it would be beneficial to have a small work area for them to congregate. This could help develop a sense of community. Currently, even the area that they frequent for advising serves as a dual function area where all students with advising problems from the whole College of Arts and Sciences convene.

VIII. Unit Recommendations

The instruction, research, and public service of Liberal Studies are all housed in other departments within the College of Arts and Sciences. The only courses over which we have some control are the Interdisciplinary Colloquia. We typically have chosen award-winning instructors (e.g., TIP awardees, and teaching award recipients) to direct these courses and these courses have been well received by our students. Occasionally, a particular colloquium has turned out to be too narrow or esoteric for the needs of our students and we avoid offering such a colloquium in the future. The colloquia have also served the research needs of the faculty, as in some cases the necessary interaction among faculty has resulted in research projects. A case in point is a book on Philip Roth by Asher Milbauer and Don Watson from the English Department.

1. A recommendation within our small domain of influence would be to increase the funding for more colloquia for all our students be they day, night, or weekend students at UP or BBC. The number of colloquia is severely limited, requiring larger courses than we would like for our majors' capstone courses. It is critical, that in these two senior courses, our majors have a chance to analyze and synthesize the material to which they have been exposed in other classes in the context of an interdisciplinary topic. Further, more colloquia would allow the directors to handle more of the diverse intellectual interests represented by our students.
2. Currently, we have a bulletin board in the department where our students' achievements are recognized but we would like to better publicize the program's student and alumni achievements on our website. Aid with this endeavor in terms of technology support is needed.
3. With an increase in personnel, we would like to encourage and follow through on emphasizing areas of concentration through more minors or certificates.
4. With an increase in personnel, it would be exciting to be able to encourage interdisciplinary research projects and generate greater synergy between units.
5. We currently have the smallest expense budget in the College of Arts and Sciences. It would be helpful to have a modest increase in those funds to allow directors to attend, perhaps biennially, conferences that deal with interdisciplinary education. Currently, the faculty who direct the program must use their minimal funds from their home departments to attend conferences in their own disciplines.

IX. Cost Estimate

A. Staff

The secretarial staff needs to be increased from 50% to 100% Liberal Studies immediately! The current situation is *unworkable* as the Liberal Studies secretary is also a half-time secretary for the Associate Dean for Curriculum and Advising in the College of Arts and Sciences! Table 4 shows how the University of Central Florida, which has a Liberal Studies program has allocated some of their resources. Both sets of students are being seriously shortchanged and the secretary often must work several hours past 5 PM just to handle the massive paper work and phone messages that accrue throughout her busy days with constant student issues. By three years (preferably in one year) a half-time secretary needs to be added as support personnel (the other half time could be with the Masters in Liberal Studies) and that should be increased to full time in six years. In ten years, an additional administrative and professional advisor position should be added.

Table 4
Comparison of UCF and FIU Liberal Studies' Programs

University	Enrollment Fall, 2002	Graduates 2001-2002	Faculty	Support Personnel
FIU	544	71	Director 50% UP Assoc Director - 40% BBC Assoc Director- 20%	Secretary 50%
UCF	1100	363	Director 100% 3 Advisors 100% 1 Advisor (part-time)	Office Manager 100% Program Assistant 100%

B. Faculty

The program needs to increase the Director's position from 50% to at least 75% in the next three years and the UP Associate Director's position to 75% in six years. If the number of majors at BBC doubles to 40 in the next three years as anticipated, then the BBC Associate Director's position needs to be increased accordingly from 20% to 30% in three years and to 40% in five years with continuing enrollment. In the next 10 years both the UP Director and the UP Associate Director should be increased to 100% and the BBC Associate Director to 50%.

C. Space

A small meeting room with computers needs to be dedicated to Liberal Studies' students as they are currently homeless without even a departmental area to call their own. This should be done immediately. A larger reception area will be necessary to house

the new half-time secretary to be added in 2004. An additional office will be necessary to house the academic advisor in Year 10.

D. Weekend Program and Pines Center

For the current 2003-2004 academic year we had 22 sections in the weekend program resulting in an expenditure of \$59,300 (regular faculty received \$3000 and adjuncts \$2100). This should increase to 25 sections by the third year, 30 by the 6th year and 40 by the 10th year.

For the current 2003-2004 academic year, including the 2003 summer semesters, we had 9 sections taught at the Pines Center with an expenditure of \$21,600 (regular faculty received \$3000 and adjuncts \$2100). We would like to increase these sections to 15 in the third year, 20 in the 6th year and 30 in the 10th year.

		Recent Year	3rd Year	6th Year	10th Year
1.	Faculty Salaries	106,672	114,270	126,693	145,383
2.	Staff	11,982	13,386	14,231	16,331
3.	Weekend Program	59,300	59,300	59,300	59,300
4.	Pines Center	21,600	21,600	21,600	21,600
6.	Discretionary and Office Expenses	1,000	1,000	1,000	1,000
	TOTAL	200,554	209,556	222,824	243,614
Notes: Current budget with no incremental investment beyond inflation and annual salary increases. Based on 3.5 percent cost of living increase.					

Table 6						
Aspirational Budget						
		Recent Year	3rd Year	6th Year	10th Year	
1.	Faculty Salaries	106,672	156,964	224,377	338,490	
2.	Staff	11,982	39,406	57,921	97,465	
3	Weekend Program	59,300	68,300	83,300	113,300	
4	Pines Center	21,600	39,600	54,600	84,600	
5	Discretionary and Office Expenses	1,000	3,000	6,000	10,000	
	TOTAL	200,554	307,270	426,198	643,855	
Notes: Based on vision of program in 10 years						

X. CONCLUSIONS

The Liberal Studies Program has succeeded beyond its expectations with minimal university support. Based upon student feedback from senior questionnaires, the program has done an outstanding to above average job of developing appropriate and stimulating courses and insuring their timely delivery by award winning teachers. Further, the content and availability of advising have also been rated as outstanding. In order to continue the delivery of quality courses and advising to day, evening, and weekend students at three campuses, the support staff and faculty advisors must be increased.

We must not ignore this large population of undergraduate students who will remain largely in the immediate community. FIU's strategic theme of "Florida and Local Economic Development" states that our greatest contribution to economic development is our graduates, who constitute a major portion of the region's educated workforce. We currently have well-trained Liberal Studies graduates who are reporters for the Miami Herald, teachers in our local school system (one was "Teacher of the Year" for Florida) as well as others in many professional positions. Let us not forget these undergraduates as we strive for recognition in the graduate arena.

Appendix A Learning Outcomes Spring 2001

Program: Bachelor of Arts in Liberal Studies (AS 4999)

Director: Dr. Janat F. Parker

Expanded Statement of Institutional Purpose	Program Intended Outcomes/Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>The program's mission is to teach, develop interdisciplinary approaches in teaching and scholarship, and serve the community. It exposes students to a broad range of courses in the College of Arts and Sciences and offers students the opportunity to develop an integrated, yet individualized, program of studies within specific guidelines. These guidelines consist of six categories of courses which all students must take: Foundations of Liberal Studies, Interdisciplinary Colloquia, Natural Sciences, Humanities, Social Sciences, and Artistic Creation.</p>	<ol style="list-style-type: none"> 1. Graduates will have a critical understanding in three areas of concentration (humanities, social sciences, natural sciences or the performing and visual arts) and in interdisciplinary interactions among them. 2. Graduates will be able to gain acceptance to a graduate program, a professional school or obtain acceptable employment. 3. Graduates will rate the quality of their undergraduate degree on a 5-point Likert scale ranging from 'extremely satisfied' to 'extremely unsatisfied'. 4. To provide advising on a regular basis from the time the student declares Liberal Studies as a major until graduation. 	<ol style="list-style-type: none"> 1. At least 50% of students will score 80 or above on representative papers. Using representative materials from the two capstone courses entitled, 'Interdisciplinary Colloquia,' papers from a sampling of majors will be evaluated by a jury of at least three faculty to measure the students' critical understanding of the interactions among disciplines. 2. A survey questionnaire will be mailed to all graduating seniors and 50% of those applying to graduate schools or professional schools will be accepted. Eighty percent of those choosing the workforce directly will be satisfied with the jobs they obtained. 3. 80% of graduates will rate that they were 'satisfied' or 'extremely satisfied' with the quality of their undergraduate program. 4. 80% of students who apply for graduation with 120 credits will meet requirements when graduation packets are evaluated. 	<ol style="list-style-type: none"> 1. Panels of instructors graded a subset of papers from four different colloquia and students met criteria with 52% of students scoring 80 or above. 100% of students scored 65 or above. 2. The survey reported that 31% of the graduating seniors plan to apply to graduate school or law school. Of those who have applied 80% have been accepted. We do not have data yet on the satisfaction of their jobs (Sum/00; Fall/00; Spring/01) 3. 88% of graduates rated that they were 'satisfied' or 'extremely satisfied' with the quality of their undergraduate program. (Sum/00; Fall/00; Spring/01) 4. 63% met requirements in Sum/00 and 61%; 77% in Fall/00 and 75% in Spring.01. 	<ol style="list-style-type: none"> 1. Students met criteria, and there was minimal variability among evaluators. To continue to meet criteria, evaluators will be encouraged to include argumentation skills, and evidence gathering skills. 2. Criterion was met for graduate school acceptance. If criterion is not attained for job satisfaction, course offerings will be evaluated to determine what changes will improve successful career development. 3. Met criterion. It was decided that a better evaluation of their learning outcomes would involve a question assessing their satisfaction with the skills and knowledge they attained in the program. 4. Students will be encouraged to meet with advisors more regularly. As failure to have passed CLAST was a frequent stumbling block, students who have failed CLAST will be personally contacted and will be encouraged to take the CLAST workshop.

Learning Outcomes Spring 2002

Program: Bachelor of Arts in Liberal Studies (AS 4999)

Director: Dr. Janat F. Parker

Expanded Statement of Institutional Purpose	Program Intended Outcomes/Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>The program's mission is to teach, develop interdisciplinary approaches in teaching and scholarship, and serve the community. It exposes students to a broad range of courses in the College of Arts and Sciences and offers students the opportunity to develop an integrated, yet individualized, program of studies within specific guidelines. These guidelines consist of six categories of courses which all students must take: Foundations of Liberal Studies, Interdisciplinary Colloquia, Natural Sciences, Humanities, Social Sciences, and Artistic Creation.</p>	<ol style="list-style-type: none"> 1. Graduates will have a critical understanding in three areas of concentration (humanities, social sciences, natural sciences or the performing and visual arts) and in interdisciplinary interactions among them. 2. Graduates will be able to gain acceptance to a graduate program, a professional school or obtain acceptable employment. 3. Graduates will rate the quality of their undergraduate degree on a 5-point Likert scale ranging from 'extremely satisfied' to 'extremely unsatisfied'. 4. To provide advising on a regular basis from the time the student declares Liberal Studies as a major until graduation. 	<ol style="list-style-type: none"> 1. At least 50% of students will score 80 or above on representative papers. Using representative materials from the two capstone courses entitled, 'Interdisciplinary Colloquia,' papers from a sampling of majors will be evaluated by a jury of faculty to measure the students' critical understanding of the interactions among disciplines. 2. A survey questionnaire will be mailed to all graduating seniors and 50% of those applying to graduate schools or professional schools will be accepted. Eighty percent of those choosing the work force directly will be satisfied with the jobs they obtained. 3. 80% of graduates will rate that they were 'satisfied' or 'extremely satisfied' with the quality of their undergraduate program. 4. 80% of students who apply for graduation with 120 credits will meet requirements when graduation packets are evaluated. 	<ol style="list-style-type: none"> 1. Panels of instructors graded a subset of papers from six different colloquia and students met criteria with 90% of students scoring 80 or above. 100% of students scored 75 or above. 2. The survey reported that 68% of the graduating seniors plan to apply to graduate school or law school. Of those who have applied 53% have been accepted. We do not have data yet on the satisfaction of their jobs (Sum/01; Fall/01) 3. 94% of graduates rated that they were 'satisfied' or 'extremely satisfied' with the quality of their undergraduate program. (Sum/01; Fall/01) 4. 75% met requirements in Sum/01, 81% in Fall/01 and 64% in Spring/02. 	<ol style="list-style-type: none"> 1. Students met criteria, and there was minimal variability among evaluators. To continue to meet criteria, evaluators will be encouraged to include argumentation skills, evidence gathering skills, and ability to draw plausible conclusions. 2. Criterion was met for graduate school acceptance, although lower than the previous year. Students will be apprised of opportunities for further education including the future Masters of Arts in Liberal Studies. If criterion is not attained for job satisfaction, course offerings will be evaluated to determine what changes will improve successful career development. 3. Met criterion. It was decided that a better evaluation of their learning outcomes would involve introducing two questions to assess satisfaction with 1) the skills and 2) the knowledge they attained in the program. 4. Students will be encouraged to meet with advisors regularly. As failure to pass CLAST was a frequent stumbling block, students who have failed CLAST will be personally contacted and encouraged to take the CLAST workshop.

Learning Outcomes Spring 2003

Program: Bachelor of Arts in Liberal Studies (AS 4999)

Director: Dr. Janat F. Parker

Expanded Statement of Institutional Purpose	Program Intended Outcomes/Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
<p>The program's mission is to teach, develop interdisciplinary approaches in teaching and scholarship, and serve the community. It exposes students to a broad range of courses in the College of Arts and Sciences and offers students the opportunity to develop an integrated, yet individualized, program of studies within specific guidelines. These guidelines consist of six categories of courses which all students must take: Foundations of Liberal Studies, Interdisciplinary Colloquia, Natural Sciences, Humanities, Social Sciences, and Artistic Creation.</p>	<ol style="list-style-type: none"> 1. Graduates will have a critical understanding in three areas of concentration humanities, social sciences, natural sciences or the performing and visual arts) and in interdisciplinary interactions among them. 2. Graduates will be able to gain acceptance to a graduate program, a professional school or obtain acceptable employment. 3. Graduates will rate the quality of their undergraduate degree on two 5-point Likert scales each ranging from "extremely satisfied" to "extremely unsatisfied". 4. To provide advising on a regular basis from the time the student declares Liberal Studies as a major until graduation. 	<ol style="list-style-type: none"> 1. At least 50% of students will score 80 or above on representative papers. Using representative materials from the two capstone courses entitled, "Interdisciplinary Colloquia," papers from a sampling of majors will be evaluated by a jury of faculty to measure the students' critical understanding of the interactions among disciplines. 2. A survey questionnaire will be mailed to all graduating seniors and 50% of those applying to graduate schools or professional schools will be accepted. Eighty percent of those choosing the work force directly will be satisfied with the jobs they obtained. 3. 80% of graduates will rate that they were "satisfied" or "extremely satisfied" with the quality of their undergraduate program. 4. 80% of students who apply for graduation with 120 credits will meet requirements when graduation packets are evaluated. 	<ol style="list-style-type: none"> 1. Panels of instructors graded a subset of papers from six different colloquia and students met criteria with 82% of students scoring 80 or above. 100% of students scored 70 or above. 2. The survey reported that 88% of the graduating seniors plan to apply to graduate school or law school. Of those who have applied 78% have been accepted. We do not have data yet on the satisfaction of their jobs. (Spring/02; Sum/02; Fall/02) 3. 94% of graduates rated that they were "satisfied" or "extremely satisfied" with the quality of their undergraduate program and with the knowledge and skills they obtained. (Spring,02; Sum/02; Fall/02) 4. 64% met requirements in Spring/02, 76% in Sum/02 and 67% in Fall/02. 	<ol style="list-style-type: none"> 1. Students met criteria, and there was minimal variability among evaluators. To continue to meet criteria, evaluators will be encouraged to rate separately critical thinking and form of expression. 2. Criterion was met for graduate school acceptance. Not enough students in the sample currently had obtained jobs to evaluate job satisfaction. Some suggested more computer courses would help. Advisors will encourage students to take course requiring computer expertise as electives. 3. Met criterion for the two new methods of assessing satisfaction - a question assessing satisfaction with the program and a question assessing skills and knowledge attained in the program. 4. Students will be encouraged to meet with advisors regularly. Students will be encouraged to take CLAST earlier in their academic career so problems can be identified and rectified. Students will be apprised of the Arts and Sciences Advising Center website where 10 reasons for not meeting requirements are listed

Appendix B
Florida International University
2001-2003 Departmental Indicators: College of Arts & Sciences

Department Name: Liberal Studies

I. Fall Headcount Enrollment

Program	Fall 2001	Fall 2002	Fall 2003	3 - Year Average	
4999 Liberal Studies CIP: 24.0101	421	390	406	405.7	
Baccalaureate	Total	421	390	406	405.7
Masters	Total	n.a.	n.a.	n.a.	n.a.
Doctoral	Total	n.a.	n.a.	n.a.	n.a.
Department Total	421	390	406	405.7	

Advising Center/University College*

4999 Liberal Studies - Advising center	54	56	56	55.3
4999 Liberal Studies - University College	62	98	91	83.7

SOURCE: Web Final Student Data Course File/Student Database

*Not Included in Departmental Totals

II. Degrees Awarded Data

Program	2000-01	2001-02	2002-03	3 - Year Average	
4999 Liberal Studies CIP: 24.0101	64	71	95	76.7	
Baccalaureate	Total	64	71	95	76.7
Masters	Total	n.a.	n.a.	n.a.	n.a.
Doctoral	Total	n.a.	n.a.	n.a.	n.a.
Department Total	64	71	95	76.7	

SOURCE: Degrees Granted File

III. Student FTE Data**Annual FTE Enrollment by Level: Fundable FTE's**

Course Level	2000-01	2001-02	2002-03	3 -Year Average
Lower	n.a.	n.a.	n.a.	n.a.
Upper	16.4	21.2	24.2	20.6
Graduate Classroom	0.1	0.0	0.0	0.0
Thesis/Dissertation	n.a.	n.a.	n.a.	n.a.
Total	16.5	21.2	24.2	20.6

Source: OIR

IV. Actual SCH vs. Planned SCH (Target): Fundable SCH Only**Actual Student Credit Hours vs. Planned Student Credit Hours**

	2000-01	2001-02	2002-03	2003-04*
Lower				
Actual	n.a.	n.a.	n.a.	n.a.
Planned	n.a.	n.a.	n.a.	n.a.
Upper				
Actual	654	849	969	1,107
Planned	580	660	866	1027
Graduate				
Actual	3	0	0	0
Planned	n.a.	3	0	0
Thesis/Dissertation				
Actual	n.a.	n.a.	n.a.	n.a.
Planned	n.a.	n.a.	n.a.	n.a.

Source: OIR

*Preliminary

V. Direct Discipline Instructional Cost**2002-03 Direct Discipline Cost per Student Credit Hour**

Category of Program	Lower	Upper	Graduate	
			Classroom	Thesis/ Dissertation
FIU (Liberal & General Studies CIP: 24.0000)	n.a.	287.92	817.76	n.a.
SUS (Liberal & General Studies CIP: 24.0000)	n.a.	157.74	494.86	n.a.

Source: SUS of Florida Expenditure Analysis 2002-03

VI. Departmental Graduating Survey Results: "I am satisfied with how well my major department has met its goals & objectives".**Graduating Satisfaction Rating: Spring 2002**

Level / Respondent(s)	Strongly Agree	Agree	Disagree	Strongly Disagree
Baccalaureate / 20	10%	70%	5%	15%
Masters & Doctoral / n.a.				

Source: Graduating Student Survey

VII. Accreditation Status

Program	Accreditation Available		Accredited		Year*
	Yes	No	Yes	No	
Baccalaureate	▪	✓	▪	✓	
Masters (n.a.)	▪	▪	▪		
Doctoral (n.a.)	▪	▪	▪	▪	

*Date current accreditation expires

VIII. Instructional Effort by Faculty Category**Percent of Fundable Student Credit Hours Taught by Faculty Category**

Level	2000-01	2001-02	2002-03	3 Year -Average
Undergraduate				
Faculty	n.a.	100.00%	n.a.	100.0%
Adjuncts	n.a.	n.a.	n.a.	n.a.
Graduate Assistants	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.
Graduate				
Faculty	n.a.	n.a.	n.a.	n.a.
Adjuncts	n.a.	n.a.	n.a.	n.a.
Graduate Assistants	n.a.	n.a.	n.a.	n.a.
Other	n.a.	n.a.	n.a.	n.a.

IX. Educational & General (E&G) Research

	2000-01	2001-02	2002-03	3 Year Average
E & G Research Expenditures	n.a.	n.a.	n.a.	n.a.

Source: IRDF

X. Contract and Grant Funds

	2000-01	2001-02	2002-03	3 Year Average
C & G Award Totals	n.a.	n.a.	n.a.	n.a.

Source: Office of Sponsored Research

Appendix C

Liberal Studies Program Questionnaire for Graduates

The Program:

1. Please circle the description that best applies to the quality of the Liberal Studies education that you have received:
 - a. Extremely satisfied
 - b. Satisfied
 - c. Neutral
 - d. Unsatisfied
 - e. Extremely unsatisfied

2. Are you satisfied with the knowledge and skills you obtained as a major in Liberal Studies?
 - a. Extremely satisfied
 - b. Satisfied
 - c. Neutral
 - d. Unsatisfied
 - e. Extremely unsatisfied

3. What are the strengths of the Program?

4. Its weaknesses?

5. How would you change the Program?

Your Future:

1. Are you planning to go to (check those that apply)

Graduate school	
Law school	
Work full-time	
Other (please specify)	

2. Have you been accepted Yes _____ No _____

3. If you are going to graduate school, please answer the following:

Name of school: _____

Have you been awarded a teaching or research assistantship? Yes _____ No _____

Do you plan to go on for the MA? Yes _____ No _____

Do you plan to go on for the Ph.D.? Yes _____ No _____

4. If you are going to law school, please answer the following:

Name of school: _____

Expected date of graduation: _____

5. If you plan to work full-time, please answer the following:

Do you have a job? Yes _____ No _____

If so, name of the company: _____

Job title: _____

Did attainment of your Liberal Studies degree help you in your job?

Yes _____ No _____

Are you satisfied with your job?

- a. Extremely satisfied
- b. Satisfied
- c. Neutral
- d. Unsatisfied
- e. Extremely unsatisfied

5. If you do not have a job and are looking for one, please answer the following:

Which method are you using to assist you in the job search? (Check all that apply)

FIU Career Placement Center	_____
Newspaper/Internet	_____
Family/Friends	_____
Other (Please specify)	_____

What kinds of jobs are you looking for?

Thank you!

Please return this questionnaire in the postage paid envelope provided.

Appendix D

Table 1		Graduation and Retention Rates										
CIP Four-year Graduation Rates and Retention Rates into the Fifth Year												
CIP Name:		Liberal Arts & Studies			BA		CIP Code:		24.0101		Updated: 10/16/2002	
Cohorts by	Size	Within the CIP				Within the University						
Year Accepted		Graduated	Enrolled	Graduation Rate	Retention Rate	Graduated	Enrolled	Graduation Rate	Retention Rate			
FTIC												
9596	14	6	0	43%	43%	7	1	50%	57%			
9697	25	17	0	68%	68%	20	1	80%	84%			
9798	22	14	0	64%	64%	18	0	82%	82%			
Total/Average	61	37	0	61%	61%	45	2	74%	77%			
AA Transfers												
9596	52	11	1	21%	23%	31	3	60%	65%			
9697	41	8	4	20%	29%	19	4	46%	56%			
9798	48	8	1	17%	19%	20	7	42%	56%			
Total/Average	141	27	6	19%	23%	70	14	50%	60%			
Other CC Trans												
9596	35	4	0	11%	11%	17	2	49%	54%			
9697	29	7	0	24%	24%	14	2	48%	55%			
9798	37	5	1	14%	16%	19	3	51%	59%			
Total/Average	101	16	1	16%	17%	50	7	50%	56%			
Other Transfer												
9596	70	21	6	30%	39%	36	12	51%	69%			
9697	69	24	4	35%	41%	42	6	61%	70%			
9798	76	21	7	28%	37%	43	10	57%	70%			
Total/Average	215	66	17	31%	39%	121	28	56%	69%			
All Student Types												
9596	171	42	7	25%	29%	91	18	53%	64%			
9697	164	56	8	34%	39%	95	13	58%	66%			
9798	183	48	9	26%	31%	100	20	55%	66%			
Total/Average	518	146	24	28%	33%	286	51	55%	65%			

AS degree students are included in the Other CC Transfer Cohort. Graduation indicates graduation within four years of acceptance into the major. Retention means graduated or still enrolled going into the fifth year. Within the CIP means graduated or retained in the CIP program only. Within the University includes all university majors.

Source: OPIE-Retention JCLLIB(RETCIPR1) Run date 2/28/02

Retention and Graduation by School and College

School/College/University Fifth-Year Retention Rates within the CIP																
College	FTIC			AA			AS			CC			Other			Average Rate
	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	
Arch	88%	64%	59%	65%	55%	43%	0%	100%	0%	59%	32%	50%	44%	45%	49%	49%
AS	77%	73%	74%	39%	43%	39%	13%	20%	12%	32%	33%	28%	38%	36%	35%	44%
Bus	73%	67%	67%	40%	42%	43%	29%	0%	33%	44%	34%	42%	45%	48%	51%	49%
Ed	77%	79%	79%	57%	63%	60%	0%	100%	0%	57%	72%	63%	66%	73%	73%	69%
Eng	76%	68%	69%	57%	51%	45%	60%	40%	33%	54%	38%	38%	38%	41%	48%	50%
Hosp	83%	84%	78%	65%	63%	50%	33%	29%	43%	51%	44%	44%	54%	57%	54%	57%
Journ	68%	76%	72%	39%	30%	38%	25%	50%	0%	28%	26%	13%	27%	31%	25%	38%
UA	90%	67%	61%	69%	59%	56%	52%	42%	42%	61%	53%	44%	58%	53%	46%	51%
Univ	77%	71%	71%	48%	49%	46%	31%	32%	37%	44%	39%	37%	45%	46%	45%	50%

**All figures above reflect retention in the program and does not show migration-related retention in the university
50% is the university-wide five-year retention rate for all student types based on year of acceptance into the major.**

School/College/University Four-Year Graduation Rates within the CIP																
College	FTIC			AA			AS			CC			Other			Average Rate
	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	
Arch	85%	56%	53%	65%	45%	29%	0%	50%	0%	41%	28%	32%	42%	34%	45%	45%
AS	74%	68%	70%	33%	34%	32%	9%	10%	6%	22%	23%	19%	33%	30%	31%	37%
Bus	70%	66%	66%	30%	36%	35%	21%	0%	33%	31%	21%	35%	39%	42%	46%	42%
Ed	77%	78%	79%	52%	61%	60%	0%	100%	0%	55%	70%	63%	66%	71%	72%	68%
Eng	73%	59%	62%	48%	42%	31%	40%	20%	0%	35%	29%	25%	31%	33%	36%	41%
Hosp	81%	81%	78%	65%	63%	48%	33%	29%	43%	49%	41%	34%	52%	53%	53%	55%
Journ	65%	73%	68%	29%	24%	33%	25%	50%	0%	20%	21%	9%	27%	27%	24%	34%
UA	90%	67%	58%	65%	55%	54%	43%	25%	42%	54%	43%	41%	54%	49%	43%	52%
Univ	75%	68%	68%	41%	42%	34%	25%	24%	36%	35%	30%	30%	42%	41%	41%	44%

44% is the university-wide four-year graduation rate for all student types, based on year of acceptance to the major.

Note: Rates on Tables 2 and 3 show retention and graduation within the Program not within the university.

The number of years begin with formal acceptance in the major following satisfaction of entry requirements.

Appendix E

Assessment of Library Collections

Liberal Studies and Humanities combined

Overview of Collection Assessments in the Social Sciences and Humanities

Tony Schwartz

Associate Director for Collection Management

September 29, 2003

<p>The six appendices to this report are not on the web site of the Office of Planning and Institutional Effectiveness—but may be requested from the library.</p>

While the library will go forward, as annual budgets allow, with acquisitions recommendations of program reviews, a more durable approach is the comprehensive collection development plan set as a university Millennium Strategic Goal.¹ That planning process will broaden the library's collaborations with each program, identify resources needed to build research-level collections, and provide a framework for long-range budgeting. This report lays some of the groundwork.

In the past year, the library has made collection assessments for 11 program reviews in the social sciences² and seven in the humanities.³ This report combines the Liberal Arts and Humanities programs into an overview of those 18 assessments. Rather than go over old ground, it begins to assemble the comprehensive collection development plan for the College of Arts and Sciences. This report does not extend to the sciences⁴ but draws some comparisons.

¹ Cross-functional plan for graduate education, goal 3 at <http://www.fiu.edu/~pie/>.

² The social-science programs completed include African New World Studies; Criminal Justice; Economics; History; International Relations; Journalism/Mass Communication; the Latin American and Caribbean Center; Political Science; Psychology; Sociology/Anthropology; and Women's Studies. Most are posted at <http://www.fiu.edu/provost/aaproreview/prarchives.htm>.

³ The humanities programs completed are Art; English, Linguistics, and Creative Writing; Modern Languages; Music; Philosophy; Religious Studies; Theatre and Dance.

⁴ Science programs reviewed include Engineering, Mathematics, Computer Science, and Statistics. A complete journal evaluation for strategic planning was done with the Chemistry faculty. Other reviews involve Education, Architecture, and several health sciences programs.

SUMMARY

1. **Books.** In the triad of books, journals, and online resources, books are the strongest part of the library's collections in the social sciences and humanities. FIU's fairly comprehensive book approval plan for U.S. and U.K. publishers provides for broadly balanced, cross-disciplinary coverage (spreadsheets 1-2). Some needed improvements to the plan in the humanities (and the sciences) are now complete—but for a planned expansion of approval books for Latin America and the Caribbean studies that awaits adequate funding. Thus, the comprehensive collection development plan should not require a reassessment of the framework of book acquisitions.

2. **Journals.** Journal-acquisition decision models differ for the social sciences, humanities, and sciences. In the **social sciences** the library can make decisions largely on its own that involve the core literatures, based on citation-impact rankings. Spreadsheet 3 shows the comprehensive plan for such journals.

However, the citation-rankings approach to collection evaluation, with its focus on established journals, has somewhat of a conservative bias. It generally does not account for newer or less mainstream titles that, though lacking a certain impact in the scholarly system, may be relevant on campus. In that regard, the library still relies on social science programs' self-studies and on consultations with the faculty to learn (a) new fields of emphasis and (b) *non-core* journals that pertain to campus research and curricular interests.

The **humanities** lack such rankings or other indicators of the core journal literatures. Lists of titles drawn from databases (e.g., *Arts and Humanities Citation Index*) are not comprehensive enough in terms of interdisciplinarity, particularly at advanced research levels. Thus, this part of the comprehensive plan will depend on the humanities programs to create lists of needed titles.⁵

In the **sciences**, the library has an abundance of core-journal rankings (as in the social sciences) but lacks faculty-level knowledge of campus needs (as in the humanities) to determine from such lists—most with hundreds of titles—the journals that should be acquisition priorities. The plan in the sciences (as in the humanities) depends on the faculty to shape those journal collections.

3. **Online Resources.** Spreadsheet 4 is an overview of nearly 50 online resources identified in program reviews of the social sciences and humanities for the faculty's consideration. As shown, five have been acquired and the remaining ones have an aggregate annual cost of about \$59,000. Obviously, the library working with the relevant programs must prioritize them in terms of their relative importance to campus interests.

⁵ The comprehensive plan is well under way for **Religious Studies** (whose faculty did a complete journal-collection review) and for **Music** (for which the library liaison, Dan Hardin, has a Ph.D. in the discipline). Other programs that have completed their journal collection plans are **Psychology**, **Journalism/Mass Communication**, and **Chemistry**.

MAIN REPORT

SCOPE. This report covers books, journals, and databases.⁶ Five spreadsheets are appended. The first two outline the operation of the book approval plan in the social sciences and in the humanities. The next shows how social-science journals have been prioritized for the collection development plan. The fourth summarizes the online resources identified in program reviews for the faculty's consideration. The last spreadsheet, a comparison of benchmark library budgets—with a sixth appendix, a graph of inflationary pressures in the scholarly communication system—puts the financial situation in perspective.

BOOKS

The library's fairly comprehensive book approval plan for U.S. and U.K. publishing provides for broadly balanced collections. Spreadsheet 1 delineates the operation of the plan in FY02 for the social sciences. As shown, the vendor handled a total of 18,594 such titles. The library received 36% (6,636 titles); with 852 additional orders, the overall coverage was 40% (7,488 titles).

Spreadsheet 2 delineates the plan's operation in the humanities. Of the 16,054 total titles, the library received 23% (3,700 titles); with 1,760 additional orders, the overall coverage was 34% (5,460 titles).

The plan has no substantive subject restrictions in the social sciences. In the humanities, the few subject restrictions reflect the university's limited foreign-language interests. The categories of books *not* received involve non-academic levels (e.g., textbooks, popular-level literature) and unsuitable formats (e.g., unrevised dissertations). Thus, variations in subject coverages are a function of the proportion of academic titles to total book output per field (e.g., 70% coverage in political theory versus 3% in recreation/physical education).

Overall, such coverage appears to be above average for that of doctoral-extensive universities of FIU's size. There are two main sources of the plan's strength: (a) its inclusion of all adult-level titles in *The New York Times Book Review* or *Times Literary Supplement*, and (b) its coverage of area studies—primarily, Latin American and Caribbean—which have had such a decline in library acquisitions nationwide as to be considered “endangered species” in scholarly publishing.

⁶ Other categories of library support—special collections, digital collections, geographic information systems, sound and image collections, and government documents—will have distinct collection development plans.

The collection development plan should not require a reassessment of the framework of book acquisitions for U.S. and U.K. publishing. The needed improvements in this plan, involving the humanities and the sciences, have already been done.⁷ However, an expansion of the approval plans (created in 2000-2001) for books published in or about Latin America and the Caribbean awaits adequate funding.⁸

Retrospective Book Acquisitions. Part of the comprehensive collection development plan will be to acquire all relevant university-press books of the postwar decades (before FIU existed) that are still in print. The library will also look at bibliographic essays. For example, *Choice* began publishing such essays in the 1970s.

JOURNALS

As a rule, it is not feasible to make a comprehensive assessment of “all” library resources that may be relevant to a particular program or literature, given the interdisciplinarity of programs and literatures alike, as well as library budget lines. The method for structuring this situation for the journal literatures in the social sciences and sciences is to focus on the citation-impact rankings in a field according to the *Journal Citation Reports (JCR)* database.⁹

⁷ In the humanities, the only major change was in **Religious Studies**. Its coverage in a few fields was shifted from approval books to notification slips (for direct orders) to afford certain new resources, such as an approval plan for South Asian books. However, this was an isolated case involving highly specialized fields of no cross-disciplinarity with other programs.

In summer 2003, the library added university-press titles to the approval plan for all of the **science and health fields** that had lacked adequate coverage. This was an affordable expansion in that university presses generally account for just 10-20% of book-publishing in the sciences and tend to have considerably less expensive book prices than trade publishers.

⁸ Expansion of the **Latin American** book approval plans will focus on Brazil, Peru, and Mexico. For **Caribbean** countries, plans based on title-by-title selections will be more effective.

⁹ The core science and social science titles are ranked in the *Journal Citation Reports* database. Citation-impact analysis is based on Bradford’s Law, that most of the important papers in a given field appear in a relatively small set of journals. See Hans Verner Holub et alia, “The Iron Law of Important Articles,” *Southern Economic Journal* 58 (1991): 317-28.

This method is highly expedient in the social sciences, where the library is relatively independent of the title-by-title faculty review process that is required in the **sciences**. Citation-impact factors do not apply to the humanities, which lack large-scale, salient patterns of journal interactions (most citations are to books or primary sources). Journal lists drawn from humanities databases (e.g., *Arts and Humanities Citation Index*) are generally not comprehensive enough to cover the interdisciplinarity of faculty research needs. The library relies on those programs to make their own lists from the faculty's knowledge of the journal literatures in their specializations.

Even in the social sciences, the citation-rankings approach is not complete. Its focus on the more established journals does not account for newer or less mainstream titles that, though lacking a certain impact in the scholarly system, may be relevant on campus.

Since it is not possible to identify all of the journals relevant to a field (given interdisciplinarity), the question is whether the library is missing needed or important journals. *Local need* is based on what is ascertained from consultations with the faculty and also from interlibrary loan data.¹⁰

Importance can be gauged for fields that have citation-impact rankings. Spreadsheet 3 shows the prioritization for acquisition of the ranked journals for 18 social science program reviews. The overall measure (not shown in the spreadsheet listing) is that, of the total 2,026 ranked journals in 35 social science fields, the library has 72% (1,463). Most field coverages are in the 80% range (with those in the biomedical social sciences having, appropriately, much lower coverages).

For the collection development plan, of the total 563 titles not in the library, 80—one in seven—appear to be relevant to campus research and curricular interests. Those would have an annual aggregate cost of about **\$27,900** (on average, \$349), as shown in spreadsheet 3.

The 80 titles are prioritized on the basis of cross-disciplinarity. At the top are 46 with rankings in two or three fields; these would have an aggregate cost of about \$18,500 (on average, \$402). Next are 34 titles with single discipline rankings; those would have an annual aggregate cost of about \$9,400 (on average, \$254).

Latin American and Caribbean Journals. Comparison of the library's holdings of journals published in or about Latin America and the Caribbean to the *Hispanic American Periodicals Index (HAPI)*, found that FIU has 35% (98 of 281 titles). The library identified 78 additional *HAPI* titles for the collection development plan; they would cost of about \$3,600 annually and bring the library's coverage of *HAPI* to a satisfactory 65% level.

¹⁰ To assess local demand, the library identified the journals most often requested through interlibrary loan over the past three years. They involved, in the main, Educational Psychology, Biology, Medicine, and Environmental Science. In terms of access-versus-ownership economics (royalty payments compared to subscription prices), 18 titles of the total set of 135 proved to be more cost-effective to own. Those subscriptions began January 2003.

ONLINE RESOURCES

The library's collections of databases and other online resources, about 275 in number, include nearly all of the basic ones in the social sciences and humanities. The comprehensive plan will focus on such resources at the advanced research level. Spreadsheet 4 is a summary list of 25 in the social sciences or humanities identified for the faculty's consideration over the past year. As shown, these would have an aggregate annual cost of about \$63,000. Obviously, they must be prioritized in terms of cross-disciplinarity and relative importance to campus interests.

OVERVIEW for COLLECTION DEVELOPMENT

The collections in the **social sciences** are in good shape, certainly in terms of *core* resources. The collections in the **humanities** are always difficult to gauge for journals and online resources. The question is whether all these collections are commensurate with the faculty's needs—and, concomitantly, with the university's aim to have research-level library resources and services in appropriate fields.

For **books** the approval plan, having no substantive subject restrictions or gaps in the social sciences and humanities, should not require reassessment for the comprehensive plan. However, expansion of approval plans for books published in or about Latin America and the Caribbean is not yet funded.

For **journals** the library can make largely on its own acquisition decisions for the *core* journals in the social sciences—but relies on program self-studies and on consultations with the faculty to be advised of subject emphases (particularly in terms of new Ph.D. programs) and relevant *non-core* journals. At the other poles of scholarly publishing, the sciences and the humanities, the library depends on the faculty to shape the journal collections in their areas of specialization.

For **online resources** the collections are in good shape at the core level. The library looks to the **social science** programs to cooperate on cancellations of print subscriptions to journals that are included in online-journal packages to make such acquisitions cost-effective. In the **humanities**, where online resources tend to be costly but also cross-disciplinary, the plan will require some consensus across programs on the relative importance of each major resource.

As indicated earlier (in note 6), all categories of library support—special collections, digital collections, geographic information systems, sound and image collections, and government documents—will have distinct collection development plans.

OTHER LIBRARY RESOURCES / SERVICES

Archives and Special Collections (Vicki Silvera, Head)

Special Collections span the disciplines, from the sciences to the humanities, but generally focus on Cuban, Caribbean, and Miami interests. The following collections should be singled out: *Association of Caribbean Women Writers' and Scholars* (Women's Studies); *Levi Marrero Archives* (Cuban History); *Cuban Exile Archives and History Project*, including the *Cuban Pamphlets Collection*; *Dana Dorsey Collection* (Miami history); *Marrero Ms Collection* (Cuban History); *William Rio Collection* (Puerto Rican politics); *Papers of Dr. Jan Tucker* (Caribbean education and society); *Papers of Ralph Renick* (journalism, history of 20th century); *Papers of Elaine Gordon* (Florida legislative history) Special Collections also include comprehensive series on the U.S. Civil War, the Spanish-American War, and the *Colleccion Tabula Americae*.

Wolfsonian–FIU Museum

The Wolfsonian–FIU (<http://www.wolfsonian.fiu.edu/>) contains artifacts and print materials primarily of North American and European origin, documenting the post-industrial revolution era through the close of the Second World War. The objects and artifacts in the collection comprise a wide variety of media: furniture, industrial-design objects, glass, ceramics; metalwork, textiles, paintings, posters, architectural drawings, textiles, rare books, periodicals, and printed ephemera. Objects are interpreted to explore key issues in design history—the way design has both altered and been altered by cultural change, industrial innovation, and strategies of persuasion.

Geographic Information Systems / Remote Sensing Center

Jennifer Fu, Head <http://gislab.fiu.edu/>.

The Geographic Information Systems /Remote Sensing Center (Green Library) provides computerized mapping and image-processing resources and services. The user groups tend to be in the fields of urban affairs and public health, biology, computer science, environmental studies, architecture, earth science, international studies, and civil and environmental engineering.

Principal resources and services include LandsAT imagery; USGS color-infrared aerials; high resolution (1-foot) panchromatic aerials photographs of Miami-Dade County; land cover, land use, vegetation, hydrological data, and digital elevation models (IHC's LIDAR data); Decennial Census data and associated TIGER/Line Files (both online and print); property parcel and appraisal data; as well as commercial mapping and image processing software (e.g., ArcGIS and ERDAS Imagine).

The center maintains broad collections of demographic and social-economic data sets of South Florida counties and municipalities. It provides consulting services on geo-statistical analysis, image processing, data modeling, 3d visualization and geo-spatial metadata creation. Scanning and digitizing of large-format maps, along with large-format, high-speed plotting services, serve

research units universitywide.

Government Documents (Sherry Mosley, Head)

University Park campus is a selective (partial) Federal depository. In addition, it receives a broad range of publications from Florida state and local governmental agencies. Two milestones were reached last year when FIU was granted European Documentation Center status by the European Union (the only such center in the state, other than the University of Florida) and full United Nations depository status. See <http://www.fiu.edu/~library/internet/subjects/govern.html>.

Resource–Sharing Networks (Douglas Hasty, Head)

The library belongs to several general consortia for interlibrary lending: the State University System, Southeast Florida Library Information Network, Southeastern Library Network, and Association of Southeastern Research Libraries. For foreign resources, the Center for Research Libraries (<http://www.crl.uchicago.edu/index.html>) is important.

Reference Services (Sherry Carrillo, Head)

Basic reference services are provided on site, by e-mail, and in real-time chat service in English and Spanish (<http://www.fiu.edu/~library/services/asklib.html>). An information literacy program serves students' library-instruction needs at the lower division level, and targets core classes for instruction sessions at the upper division and graduate levels. Consultations for research projects are a faculty- and graduate-level service.

BROADER PERSPECTIVES

Benchmark Institutions and Subject Literatures

From the broader perspective of benchmark institutions, challenges of developing research-level collections are evident. As [spreadsheet 5](#) shows, the library's budgets are just average to those of other universities in the \$10M total library budget range and comparable to only a few of the universities selected by Office of Planning and Institutional Effectiveness for such purposes.

Scholarly System and the University

On the broadest level, prospects for collection development are conditioned by prolongation of inflation in the scholarly communication system. As the appended graph shows, since the mid-1980s journal expenditures for research libraries have increased 210% and book expenditures 66%. The nationwide decline of library book acquisitions in the wake of journal inflation has sparked commentaries for over a decade—with a restructuring of sorts for university presses.

Apart from inflationary pressures “out there,” collection development may become increasingly problematic as a campus resource-allocation process, in face of increasing research and curricular interests, program diversification, and the university’s goals for a broad expansion of new Ph.D. programs. Thus, it is of fundamental importance for each program to advise the library on the specific resources and research services that will best serve the faculty’s needs. While the library endeavors to stay abreast of new markets and opportunities in the scholarly system, collection development is an area of mutual knowledge and concern.

School/College/University Fifth-Year Retention Rates within the CIP																46
College	FTIC			AA			AS			CC			Other			Average Rate
	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	
Arch	88%	64%	59%	65%	55%	43%	0%	100%	0%	59%	32%	50%	44%	45%	49%	49%
AS	77%	73%	74%	39%	43%	39%	13%	20%	12%	32%	33%	28%	38%	36%	35%	44%
Bus	73%	67%	67%	40%	42%	43%	29%	0%	33%	44%	34%	42%	45%	48%	51%	49%
Ed	77%	79%	79%	57%	63%	60%	0%	100%	0%	57%	72%	63%	66%	73%	73%	69%
Eng	76%	68%	69%	57%	51%	45%	60%	40%	33%	54%	38%	38%	38%	41%	48%	50%
Hosp	83%	84%	78%	65%	63%	50%	33%	29%	43%	51%	44%	44%	54%	57%	54%	57%
Journ	68%	76%	72%	39%	30%	38%	25%	50%	0%	28%	26%	13%	27%	31%	25%	38%
UA	90%	67%	61%	69%	59%	56%	52%	42%	42%	61%	53%	44%	58%	53%	46%	51%
Univ	77%	71%	71%	48%	49%	46%	31%	32%	37%	44%	39%	37%	45%	46%	45%	50%

All figures above reflect retention in the program and does not show migration-related retention in the university
50% is the university-wide five-year retention rate for all student types based on year of acceptance into the major.

School/College/University Four-Year Graduation Rates within the CIP																
College	FTIC			AA			AS			CC			Other			Average Rate
	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	9596	9697	9798	
Arch	85%	56%	53%	65%	45%	29%	0%	50%	0%	41%	28%	32%	42%	34%	45%	45%
AS	74%	68%	70%	33%	34%	32%	9%	10%	6%	22%	23%	19%	33%	30%	31%	37%
Bus	70%	66%	66%	30%	36%	35%	21%	0%	33%	31%	21%	35%	39%	42%	46%	42%
Ed	77%	78%	79%	52%	61%	60%	0%	100%	0%	55%	70%	63%	66%	71%	72%	68%
Eng	73%	59%	62%	48%	42%	31%	40%	20%	0%	35%	29%	25%	31%	33%	36%	41%
Hosp	81%	81%	78%	65%	63%	48%	33%	29%	43%	49%	41%	34%	52%	53%	53%	55%
Journ	65%	73%	68%	29%	24%	33%	25%	50%	0%	20%	21%	9%	27%	27%	24%	34%
UA	90%	67%	58%	65%	55%	54%	43%	25%	42%	54%	43%	41%	54%	49%	43%	52%
Univ	75%	68%	68%	41%	42%	34%	25%	24%	36%	35%	30%	30%	42%	41%	41%	44%

44% is the university-wide four-year graduation rate for all student types, based on year of acceptance to the major.

Note: Rates on Tables 2 and 3 show retention and graduation within the Program not within the university.
The number of years begin with formal acceptance in the major following satisfaction of entry requirements.