

ADDENDUM TO REPORT

1. Open end comments
2. Respondent characteristics
3. Survey instrument

1. Open end comments

BROAD SKILLS

- Highlight asking the right questions, not just memorizing
- Stress skills (language, writing, speaking, thinking)
- Stress roles of scholarship and research and the role of students in creating knowledge
- Develop critical writing, thinking and analytical skills
- Offer opportunity for true electives, limit the number of courses in student's major
- Have continuous concern with teaching intellectual and communications skills
- Stay grounded in concepts of liberal arts, and interface with business and technology
- Reduce the number of discipline-specific courses
- Develop more intellectual engagement and accountability (such as through small classes)
- Place more emphasis on developing communications skills, especially writing
- Emphasize transferable skills (writing, quantitative reasoning, speaking, computers) to complement core courses
- Ensure key skills (writing, speaking, technology) are emphasized
- Resist business applications because they undermine liberal arts curriculum
- Emphasize undergraduate research more because it develops students' abilities
- Create more opportunities for undergraduate research

TECHNOLOGY

- Incorporate/integrate technology (2)
- Place more emphasis on information technology
- Use technology more to advance learning in the classroom
- Use technology more
- Continually re-evaluate students' technology skills
- Emphasize study/internships abroad

INTERNATIONAL

- Develop greater understanding of different cultures
- Have more emphasis and appreciation of cultural diversity
- Have greater internationalization of offerings
- Offer intercultural experiences, possibly foreign study
- Incorporate globalization
- Offer more on cultural aspects of globalization
- Have more insistence on foreign languages and culture
- Include international aspects
- Address global issues and cultural diversity
- Study diverse cultures

MARKET THE BENEFITS OF LIBERAL ARTS

- Emphasize the adaptability of a liberal arts education in a rapidly changing environment
- Change the name
- Sell the value of broad preparation. Faculty should tell students; administrators should tell the public; career services should explain
- Educate parents, students, job recruiters about the value of a broad based education for the 21st century
- Publicize the value of a liberal arts education

ENSURE PRACTICAL RESULTS

- Emphasize practical application of theory
- Create better linkage to applications.
- Connect thought to action, without violating goals of liberal education

1. Open end comments continued

INTERDISCIPLINARY

- Offer more interdisciplinary work
- Have more integration; disciplines have become too “professional”
- Integrate disciplines
- Include more interdisciplinary work
- Become more interdisciplinary

TEAMS

- Work more in teams
- Emphasize active learning collaborative work environments
- Offer more case studies and team projects

OTHER

- Foster engagement in nation's political life
- Offer more internships to complement the more general learning
- Integrate science for non-science majors better
- Offer service learning courses and environmental citizenship
- Keep up with rapidly changing specialist fields
- Comprehensively review curriculum periodically
- Tailor curriculum and requirements to individual student
- Continue to deal with students with real developmental (opportunities)
- Leave it alone. What we have in this country is unique – each school can find its own way.
- Challenge students more
- Instill professional ethics
- Remain flexible, meaningful and original
- Revise curriculum (2)
- Address possibilities with distance learning
- Document what liberal arts majors do once they get in the work force
- Conduct assessments

2. Respondent characteristics

<u>Type of institution</u>	<u>%</u>
Private	76
Public	24
Dr./Research Extensive	37
Dr./Research Intensive	20
Master's	2
College - Liberal Arts	40

<u>Institution size</u>	<u>%</u>
Less than 1,000	3
1,000 to 3,000	38
3,001 to 5,000	13
5,001 to 10,000	13
Over 10,000	22

<u>Position</u>	<u>%</u>
Administration	97
Faculty	3

<u>State (#)</u>	
PA	8
MA	7
NY	6
TX	6
CA	5
OH	5
MI	4
MO	4
AL	3
CO	3
IL	3
ME	3
NC	3
SC	3
TN	3
VA	3
DC	2
GA	2
IA	2
WA	2
WI	2
CT	1
KS	1
KY	1
MD	1
NJ	1
UT	1
VT	1

3. Survey instrument

Classification:

- Is your institution :
 - private
 - public
 - Your position:
 - Administration
 - Faculty
 - Other
 - Undergraduate student enrollment:
 - Less than 1000
 - 1000 to 3000
 - 3001 to 5000
 - 5001 to 10000
 - Over 10000
- State _____

1. How would you describe your institution?

Doctoral/Research Universities		Master's Colleges and Universities		College - liberal arts	Baccalaureate College - General	Baccalaureate/ Associate's College
Extensive	Intensive	I	II			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How important do you believe each of the following attributes of a liberal arts education is to students?

<u>Attribute:</u>	<u>How important is</u>				
	<u>Very</u>	<u>Somewhat</u>	<u>Slightly</u>	<u>Not at all</u>	<u>N/A</u>
Develops critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaches a student "how to learn" and conceptualize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a broad picture of the world around you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops core values & a sensitivity to ethical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a more self-aware & informed citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops abilities to "think and communicate one's own thoughts"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops abilities to deal with issues/ questions that have no single correct answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides greater appreciation of different perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops fluency in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquaints students with the major ways of knowing that have characterized human achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How much, if any, do you think each of the factors below is a drawback to a liberal arts education today?

<u>Factors</u>	<u>How much of a drawback</u>				
	<u>Very</u>	<u>Somewhat</u>	<u>Slightly</u>	<u>Not at all</u>	<u>N/A</u>
Does not provide enough specific job skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not keep up with the changing needs of today's workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers do not appreciate the benefits of a liberal arts education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students need too much additional training once they begin working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not provide sufficient grounding in technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum is too general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Factors</u>	<u>How much of a drawback</u>				
	<u>Very</u>	<u>Somewhat</u>	<u>Slightly</u>	<u>Not at all</u>	<u>N/A</u>
Required courses are too specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curriculum can only provide limited depth of understanding in many areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Are the liberal arts, both in general and specific areas, being emphasized more, the same, or less now at your institution as compared to five years ago?

	<u>Amount of emphasis given at your institution</u>			
	<u>More</u>	<u>Same</u>	<u>Less</u>	<u>N/A</u>
Amount of emphasis being given to liberal arts overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of core liberal arts courses required for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness and flexibility of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of technology into liberal arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requirement of a foreign language as part of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance of international studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (List) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate whether your institution already has and will continue, may add, may drop, or does not have and will not begin each of the following:

	<u>Already have, will continue</u>	<u>May add</u>	<u>May drop</u>	<u>Do not have, will not begin</u>
Required first year liberal arts seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required interdisciplinary courses or seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required capstone seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental or add-on business courses for liberal arts majors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering distance learning opportunities to non-traditional students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using distance learning curriculum or courses from other colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Does your liberal arts curriculum require:

	<u>Yes</u>	<u>No</u>
Foreign language	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy	<input type="checkbox"/>	<input type="checkbox"/>
Attendance at cultural/artistic events	<input type="checkbox"/>	<input type="checkbox"/>
Literature of diverse world cultures	<input type="checkbox"/>	<input type="checkbox"/>

7. How much do you think each of the following trends may affect interest in the liberal arts?

<u>Trend</u>	<u>Affect on interest in liberal arts</u>				
	<u>Positive Impact</u>		<u>Neutral</u>	<u>Negative Impact</u>	
	<u>Very</u>	<u>Somewhat</u>		<u>Somewhat</u>	<u>Very</u>
Growing cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast obsolescence of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need for continuous, life long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth of babyboom echo population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student interest in a broad based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment needs that require broad thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demand for tangible or specialist skills from day one on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer perceptions of what liberal arts educations provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' or students' salary expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding debt upon graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of college education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The variety of 4 year degrees that offer higher starting salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of distance learning institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of "for profit" institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What changes, if any, do you think need to be made in liberal arts curriculum to ensure it remains relevant and important?

9. Do you have any additional comments?

Thank you for your comments. We will provide you with the results of this survey in the spring.