



## **LIBERAL ARTS TASK FORCE (LATF) REPORT**

Submitted to the Dean of the School of Arts and Sciences  
in preliminary form 4/29/2014 and in final form 9/9/2014

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## LIBERAL ARTS TASK FORCE (LATF) REPORT

### I. LATF Charge, Team, and Process

#### **A. Charge (Sept. 10, 2013 Memo to Faculty from Dean, School of Arts and Sciences):**

*To recommend initiatives that can be taken by the Providence College School of Arts & Sciences to promote the liberal arts at Providence College to current and prospective students, parents, faculty and staff, alumni, donors, and the general public. The Task Force recommendations will ideally include short-, medium-, and long-term initiatives requiring a range of resources. Best practices and the current literature on the value of a liberal arts education should guide Task Force members in their work.*

#### **B. LATF Members**

Joan Branham, *Art/Art History\**

Jack Costello, *Biology*

William Hogan, *English, 2013*

Patrick Macfarlane, *Philosophy, 2014*

Maureen Outlaw, *Sociology and Women's Studies*

Joanna Su, *Mathematics/Computer Science*

Charles Toth, *Biology\**

\*co-chair

#### **C. Process - The LATF based its study and recommendations on the following:**

1. Examination of Providence College's historic mission as a liberal arts college since its 1917 charter.
2. Examination and analysis of enrollments/majors/scholarship data and patterns over the last ten years—2003 to 2014—across Providence College's schools of Arts and Sciences, Business, and Professional Studies.
3. Analysis of results submitted by faculty and students at Providence College in an online Survey on the Liberal Arts.
4. Interviews with focus groups, including the deans of PC's four schools, chair of the Core Curriculum Committee, and assistant vice president of Marketing and Communications.
5. Examination of liberal arts trends and initiatives at other schools nationwide, including peer liberal arts colleges.
6. Review of input from School of Arts and Sciences Faculty Meeting on 2/20/2013.

## II. Historical role of the Liberal Arts in the Mission of Providence College

A. **Since Providence College forged its first charter in 1917, the liberal arts mission has stood at the core of the College's identity.**

B. During the January, 1917 session of the General Assembly of the State of Rhode Island, a petition was presented, unanimously granted and signed by the Governor of the State to charter Providence College with the intention:

“To promote virtue and piety and learning in such of the languages and of the liberal arts and sciences as shall be recommended from time to time by the corporation...” (*Providence College Annual Catalogue*, 1918-1919).

C. In the fall of 1931, the College initiated a major curriculum revision and in December, 1931 was accepted into the New England Association of Colleges, placing Providence College on the list of approved colleges in the United States (McCaffrey, D. T. 1983. *The origins and early history of Providence College through 1947*. Doctoral Dissertation, Dept. of History, Providence College). The subsequent academic catalogue of 1932-33, described the nature of the institution as a “liberal arts college.”

D. Since inclusion within the inaugural description of its institutional goals, **Providence College has consistently identified the liberal arts as an integral part of the College's educational vision.**

Articulation of the institutional mission has varied in minor ways through time (College mission statements vary slightly, even currently, between the college web site and the college catalog), however, **the liberal arts have always been included within the first sentence describing the mission of Providence College.**

Accordingly, the current mission statement from the Providence College website states that:

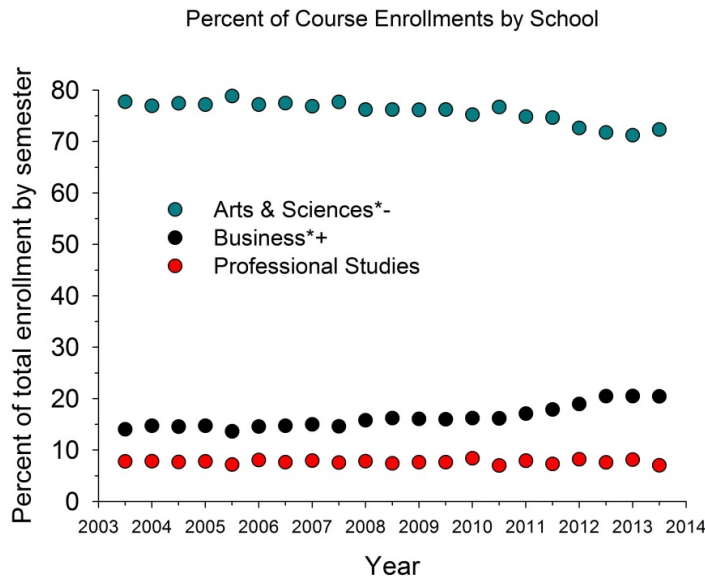
**“Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor.”**

<http://www.providence.edu/about/mission/pages/default.aspx>  
accessed April 25, 2014.

### III. Statistics on Liberal Arts Enrollments and Degrees at PC 2003-2014

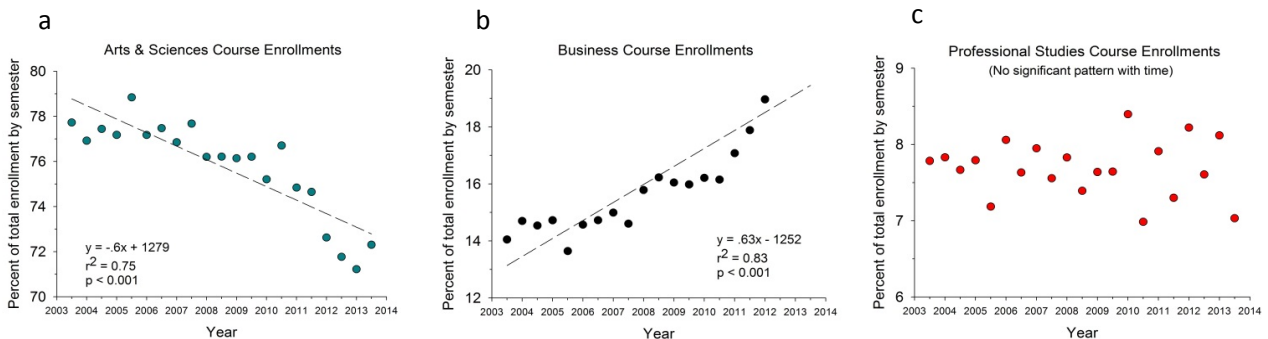
#### A. Enrollment patterns: Day School – See Addendum A

1. College-wide course enrollments were dominated by the School of Arts and Sciences, followed by the Business School and the School of Professional Studies.
2. Enrollments among major divisions (Arts & Sciences, Business, Professional Studies) showed some shifts during the 2003-2013 period.



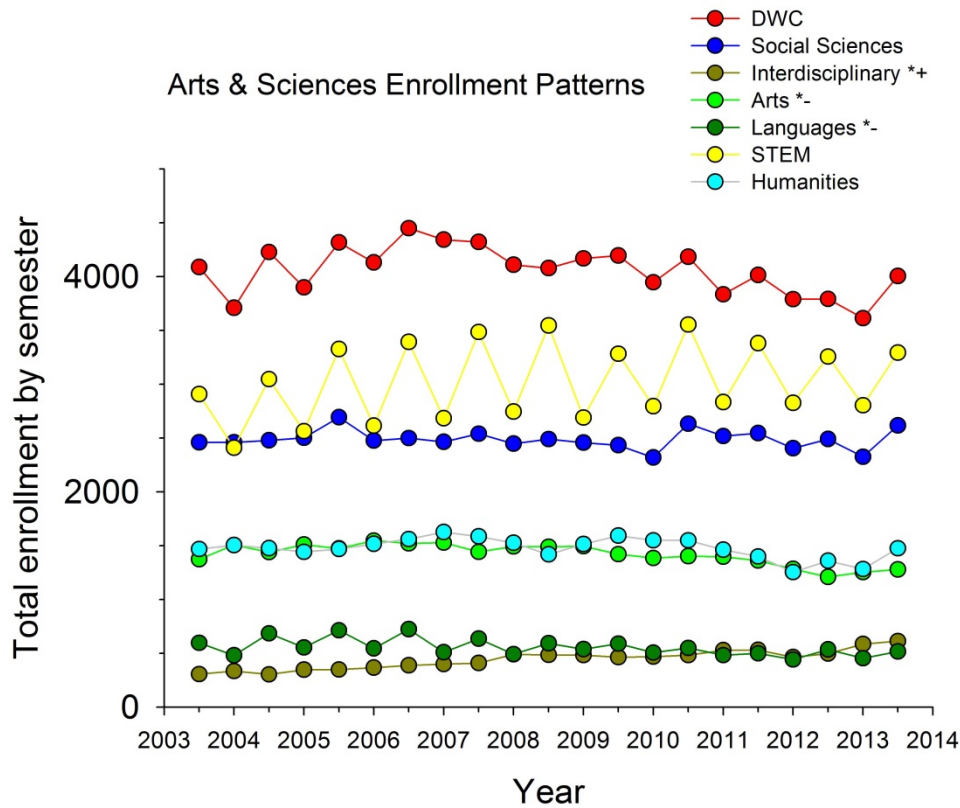
**Figure 1.** The percentage of total, annual undergraduate course enrollments by each of the major schools at Providence College. An asterisk after school indicates a statistically significant trend (simple linear regression; see Fig. 2 for details) during the 2003-2013 period; “+” indicates a significant increase while “-” indicates a significant decrease. (Data for Spring 2014 were not included due to incomplete enrollment numbers at the time of analysis.)

3. Overall, enrollments in the Arts and Sciences showed a small (approximately 6%) but significant decline (Fig. 2a).
4. Likewise, overall enrollments in the Business School increased slightly (approximately 6%) but significantly (Fig. 2b).
5. Enrollments in the School of Professional Studies remained relatively stable (Fig. 2c).



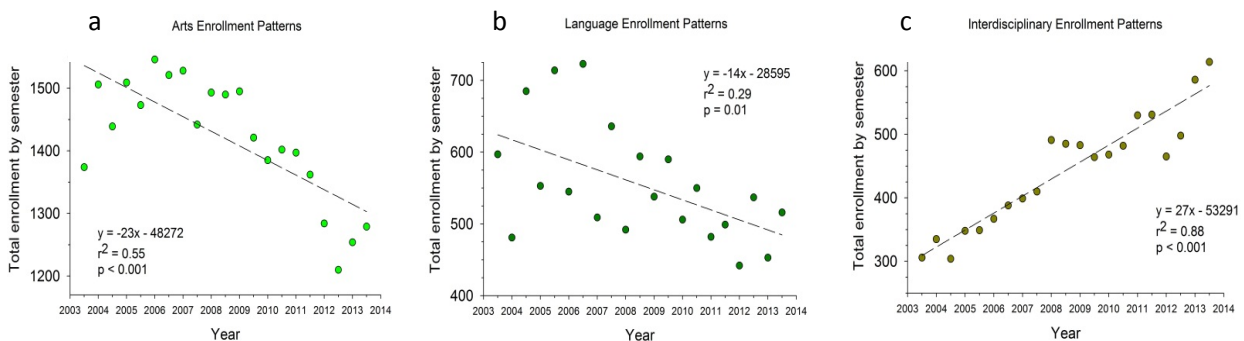
**Figure 2.** Changes in the percent of total college-wide undergraduate enrollments for 2003-2013 in a) Arts & Sciences, b) Business, and c) Professional Studies. Data is the same as in Fig. 1, but the vertical axes have been expanded as appropriate for the school considered.

Enrollment patterns within the Arts & Sciences by area:



**Figure 3.** The total, annual undergraduate enrollments by degree groups within the Arts and Sciences. An asterisk after the degree group indicates a statistically significant trend (simple linear regression) during the 2003-2013 period; “+” indicates a significant increase while “-” indicates a significant decrease.

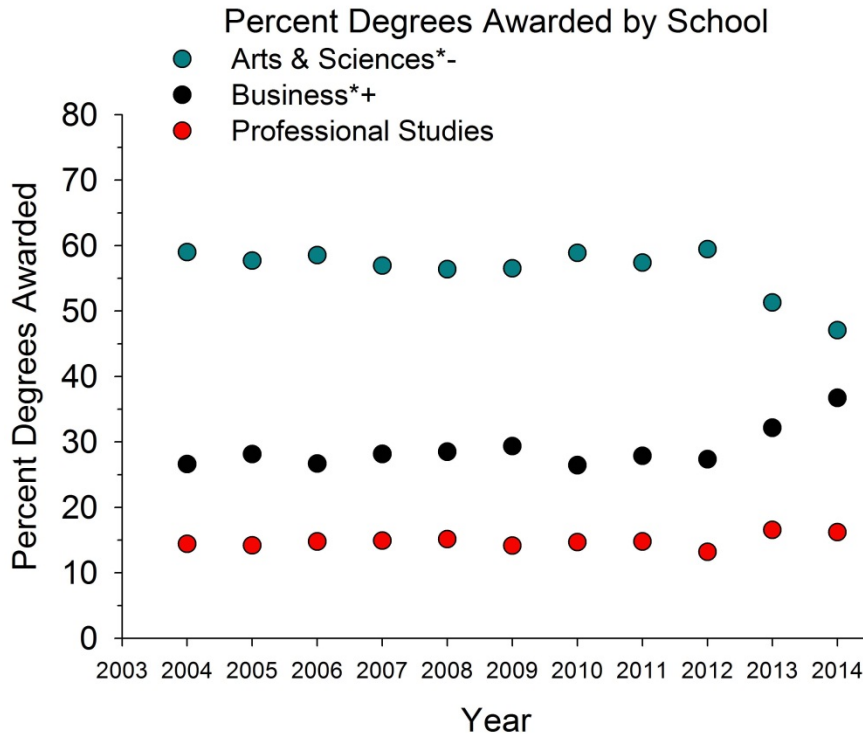
6. The only statistically significant changes in enrollment patterns between 2003-2013 within the Arts & Sciences have been:
  - a. Decrease within the Arts and Languages (Fig. 4a, b).
  - b. Increase within the Interdisciplinary group (Fig. 4c).



**Figure 4.** Changes in enrollments for 2003-2013 in a) Arts, b) Languages, and c) Interdisciplinary Studies. Data is the same as in Fig. 3, but the vertical axes have been expanded as appropriate for the programs considered.

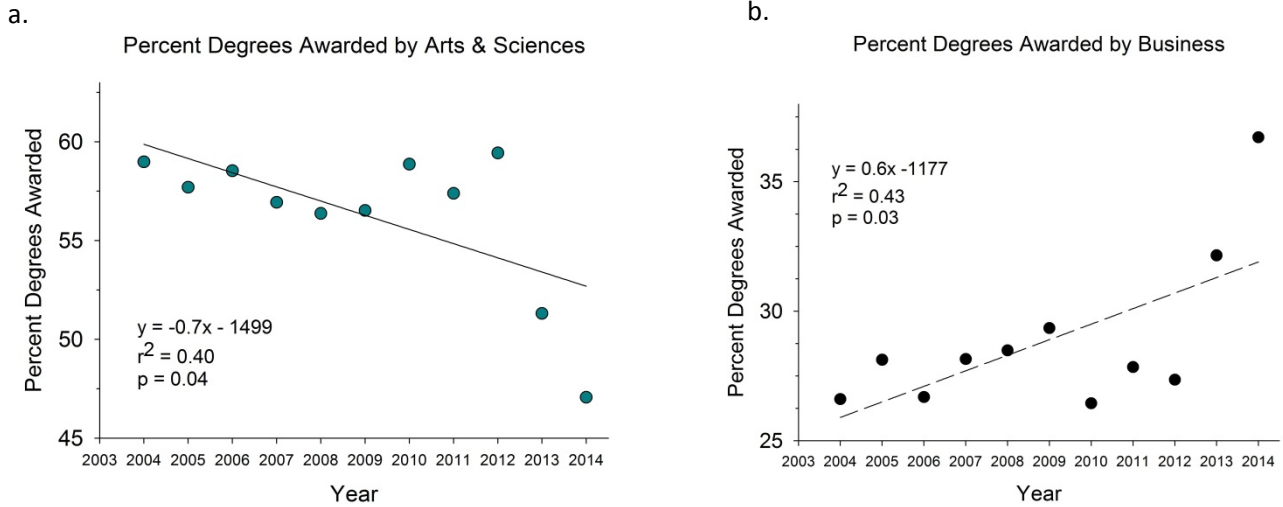
## B. Degree award patterns: Day School – See Addendum B

1. Arts & Sciences are the major contributor to overall college degree awards, followed by the Business School and Professional Studies (Fig. 3).



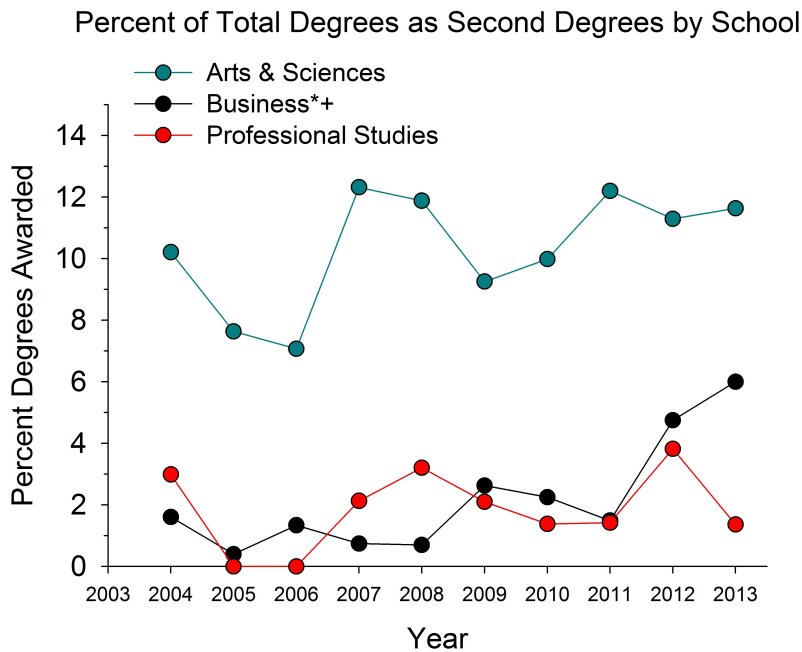
**Figure 5.** The percentage of total annual undergraduate degrees awarded by each of the major schools at Providence College. An asterisk after school indicates a statistically significant trend (simple linear regression) during the 2004-2014 period; “+” indicates a significant increase while “-” indicates a significant decrease. Degree data for 2014 are tentative at the time of this report.

2. Statistically significant changes have occurred during this period in the proportions of degrees awarded between schools within the college. These include:
3. By 2014, the percentage of total undergraduate degrees conferred within the Arts & Sciences (47% of total degrees) has declined by about 10% compared to the average value (58%) for the 2004-2012 period (Fig. 6a).
4. By 2014, the percentage of total undergraduate degrees conferred within the Business School (37% of total degrees) has increased by a similar percent compared to the average value (28%) for the 2004-2012 period (Fig. 6b).
5. During this period, the School of Professional Studies has maintained a relatively steady proportion of total awarded degrees. This has slightly, but not significantly, increased since 2012.



**Figure 6.** Changes in the percent of total college-wide undergraduate degrees presented through the day school at Providence College for a) Arts & Sciences and b) Business. Degree data for 2014 are tentative at the time of this report.

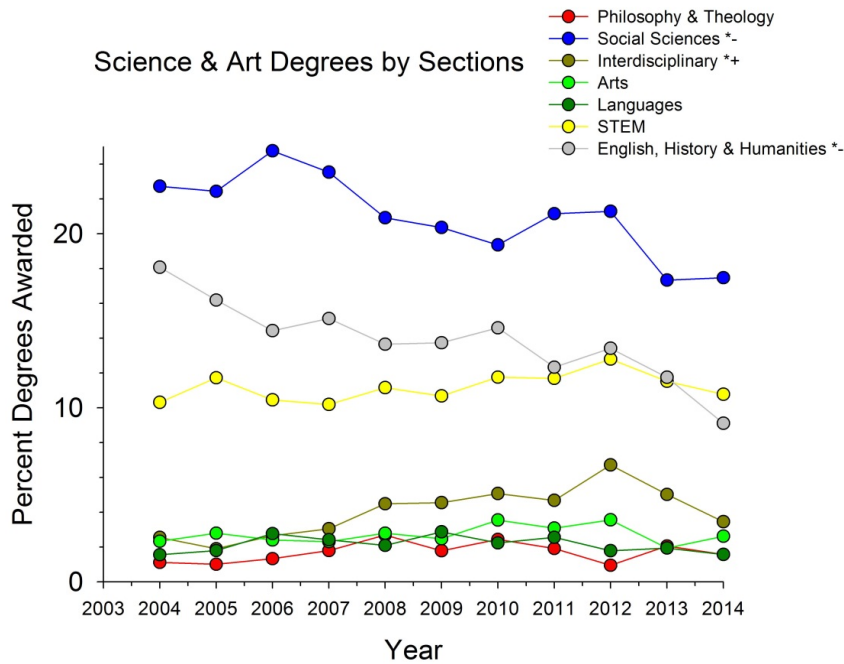
6. Role of double majors or secondary degrees: there was a statistically significant increase in the percent of degrees that were secondary degrees within the Business School (Fig. 7). No significant change is evident in the Arts and Sciences or Professional Studies. The School of Arts and Sciences continues to award the highest proportion of its degrees as secondary degrees.



**Figure 7.** The percentage of annual, undergraduate degrees that are secondary degrees (double majors) within each of the major schools at Providence College. An asterisk after school indicates a statistically significant trend (simple linear regression) during the 2004-2014 period; “+” indicates a significant increase. Degree data for 2014 are tentative at the time of this report.

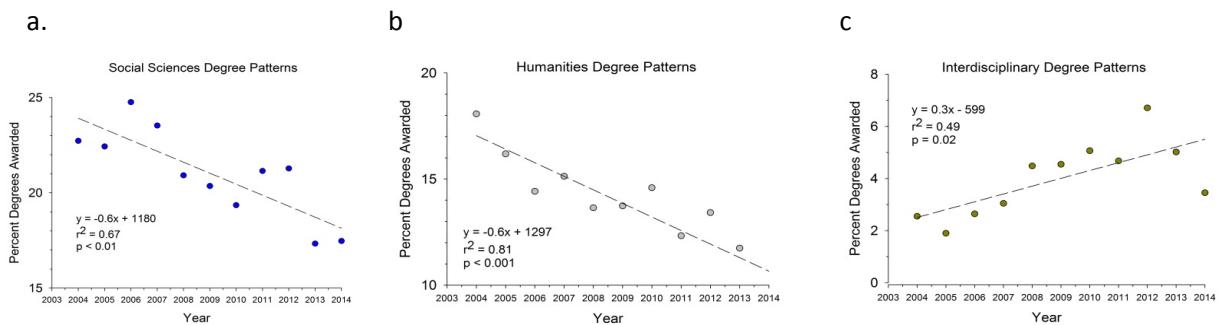
## Degree patterns within the School of Arts & Sciences

### 7. The major changes within degree award rates in the Arts & Sciences.



**Figure 8.** The percentage of total annual undergraduate degrees awarded by degree groups within the Arts and Sciences. Note that these are percentages of degrees within the total College, not within the Arts & Sciences. An asterisk after the degree group indicates a statistically significant trend (simple linear regression) during the 2004-2014 period; “+” indicates a significant increase while “-” indicates a significant decrease. Degree data for 2014 are tentative at the time of this report.

- Degree award rates have remained stable during the period for many groups (Arts, STEM, Languages, Philosophy & Theology).
- Degree rates for the social sciences and humanities have decreased significantly during the period (Fig. 9a, b)
- Interdisciplinary majors have increased significantly during the period although their total degree contributions are comparatively low (Fig. 9c).



**Figure 9.** Changes in the percent of total college-wide undergraduate degrees for 2004-2014 in a) Social Sciences, b) Humanities, English, History, and c) Interdisciplinary programs. Data is the same as in Fig. 8, but the vertical axes have been expanded as appropriate for the programs considered.



## IV. Input from Focus Groups

### A. Faculty Survey Summary – See statistical summary in Addendum C

1. The survey was sent out to 283 ordinary faculty. 183 completed the survey (64.66% response rate).
2. The survey ran from 1/14/14 to 2/4/14.
3. Faculty responses indicated that the most important characteristics of a liberal arts education were:

**Notation** -- MI: Most Important. MI&I: Most Important + Important.

- a. Critical thinking skills  
(84.7% MI; 97.3% MI&I)
  - b. Writing skills  
(65.0% MI; 98.3% MI&I)
  - c. Integrative thinking across disciplines  
(48.6% MI; 85.2% MI&I)
4. There was widespread agreement that:
- Notation** -- SA: Strongly Agree. SA&A: Strongly Agree + Agree.
- a. Liberal arts education is valuable for its own sake  
(68.5% SA; 92.1% SA&A)
  - b. Liberal arts education is valuable because of the breadth of disciplines it offers  
(50.0% SA; 91.0% SA&A)
  - c. Liberal arts education is valuable because it provides skills that are useful in the workforce  
(43.3% SA; 90.5% SA&A)
  - d. Faculty at the college value a liberal arts education  
(25.8% SA; 77.5% SA&A)
  - e. Liberal arts are a central component to a PC education  
(44.4% SA; 85.4% SA&A)
  - f. Academic facilities, technology, and support resources are adequate to provide a liberal arts education  
(This was a combined result of 4 questions. The individual result was 73.9% SA&A; 78.4% SA&A; 75.0% SA&A; 77.3% SA&A.)
  - g. The liberal arts are in danger of becoming devalued in comparison to other, professionally-driven studies nationally  
(44.3% SA; 79.5% SA&A)

5. There was less consensus that:

**Notation** -- SA&A: Strongly Agree + Agree. Neu: Neutral.

D&SD: Disagree + Strongly Disagree. Un: Unable to Judge.

- a. PC students value a liberal arts education  
(47.8% SA&A; 37.1% Neu; 15.1% D&SD)
- b. PC administration value a liberal arts education  
(67.4% SA&A; 18.5% Neu; 14.1% D&SD)
- c. The new core curriculum facilitates a strong foundation in the liberal arts  
(50.0% SA&A; 29.2% Neu; 20.8% D&SD)
- d. The new core curriculum allows sufficient latitude for exploration of the liberal arts  
(40.5% SA&A; 22.5% Neu; 37.0% D&SD)
- e. PC adequately supports interdisciplinary teaching, learning, and scholarship  
(52.3% SA&A; 27.8% Neu; 19.9% D&SD)
- f. Resources are distributed equitably among departments within the SAS  
(18.75% SA&A; 20.45% Neu; 37.5% D&SD; 23.3% Un)

6. There was clear disagreement that:

**Notation** -- D&SD: Disagree + Strongly Disagree. Neu: Neutral. Un: Unable to Judge.

- a. Resources are distributed equally between the schools of Business, Arts and Sciences, and Professional Studies  
(60.8% D&SD; 11.4% Neu; 13.1% Un)
- b. The athletic program(s) at PC is compatible with its liberal arts mission  
(50.0% D&SD; 27.3% Neu; 3.4% Un)

## **B. Student Survey Summary – See statistical summary in Addendum D**

1. Overall, the student survey results were quite similar to those of the faculty survey with regard to the ‘most important characteristics’ of a liberal arts education—critical thinking, writing skills, and integrative thinking skills were overall considered the most important/salient elements.

2. Interestingly, students were very supportive of the value of a liberal arts education in its own right and in the skills and knowledge gained through a liberal arts education,

but were overall more ambivalent that it provided an advantage with employers or that prospective students specifically seek out a liberal arts education.

3. Students overall agreed that PC provides a strong foundation in the liberal arts and liberal arts are an essential component to the education here. A majority also seemed to feel that there was a good amount of interdisciplinary opportunity and the class sizes are good. There was far less sense among students, however, that the new core curriculum strengthens the liberal arts or allows sufficient opportunity to explore the liberal arts.

4. Students overall seemed unsure of whether liberal arts are becoming devalued, how equitably resources are allocated among programs, whether athletics strengthen the liberal arts, and whether PC provides adequate academic freedom to support a liberal arts education.

### **C. Focus Interviews**

The LATF met with the school deans and faculty and staff associated with the Core and communication efforts around the liberal arts. The committee took this feedback into consideration as it formulated its recommendations.

Summaries of those meetings are below:

#### **a. Sheila Adamus Liotta – Dean, School of Arts and Sciences**

Dean Liotta shared a draft of initiatives to strengthen the School of Arts and Sciences that she and the Academic Excellence subcommittee are preparing for the new, updated Strategic Plan that will begin in 2015. The Task Force discussed with her some of the initiatives—Phi Beta Kappa membership, travel to national meetings on the liberal arts for PC constituencies—as well as some of the obstacles around liberal arts course enrollments, including lab and class scheduling around DWC in the afternoons and fitting in all the Core courses and proficiencies. Dean Liotta also updated the task force on the proposal for a Center for Interdisciplinary Studies, which she sent separately to the Task Force.

#### **b. Sylvia Maxfield – Dean, School of Business**

Dean Maxfield conveyed her desire to forge alliances with the liberal arts on campus. She enumerated the following recommendations from her perspective:

1. Look at other schools (e.g. Simmons College) that combine business and liberal arts majors in Entrepreneurship models where students pursue business degrees along with other majors, such as arts and entertainment.
2. Project to prospective families in the admissions process the value of a liberal arts education to employers.
3. Connect the dots between DWC and the liberal arts with interdisciplinary courses that link business and the liberal arts.
4. Work with Kristine Goodwin in Student Affairs to co-develop interdisciplinary initiatives.

Dean Maxfield also shared challenges. She emphasized that it has been a struggle to have sufficient faculty to staff all needed sections for PCSB majors. In FY 14 over 70 sections of PCSB courses had to be covered by special lecturers or on overload by ordinary faculty. Most PCSB sections operate at or over VPAA recommended caps. PCSB is at maximum capacity and advising is challenging; for example, marketing is one of the largest majors on campus and there is a 50 student to 1 faculty member ratio for some faculty in that Department. She supports the campus-wide committee recommendation to partially supplement the current faculty advising model with centralized/professional advising to alleviate this problem. Dean Maxfield also shared her goals of incorporating more experiential learning into the business curriculum and the desire to develop a co-curricular transcript.

1. Concerning curricular challenges that may prohibit double majoring in business and the liberal arts, she mentioned the current demands of the Core are difficult to meet and thought there should be a review of consolidating Writing I and II requirements as well as incorporating civic engagement in DWC.
2. The Task Force asked about the policy in the PCSB of students having to declare a business major to be able to register for business classes. She said that students can take Principles of Management without declaring a major in business, but that other areas such as Accounting require upfront declaration of the major because of the demands of the major, leaving little room for shopping around.

### **c. Brian McCadden – Dean, School of Professional Studies**

Dean McCadden expressed concern over faculty staffing issues on the one hand and declining majors on the other. He is looking to develop more interdisciplinary studies, such as social policy, public administration, or human development programs. A social enterprise minor would be similar to a business certificate. He said the school is considering a minor in education so students could major in a liberal arts subject and minor

with an education degree. This would be a potential collaboration with the School of Arts and Sciences to prepare students to teach a variety of subjects in the K12 schools. A second path for education minors would be the exploration of education as a field of study in itself.

**d. Janet Castleman – Dean, School of Continuing Education**

Dean Castleman emphasized SCE’s close collaboration with the School of Arts and Sciences and its recent revamping of the SCE Core based on the day school Core, but with a modified version of DWC. She conveyed her concerns, such as declining SCE numbers now that there is no longer a business major in SCE. Her recommendations for strengthening the liberal arts centered around finding ways to convey to adult learners the value of a liberal arts degree and the successes of a liberal arts education. She also emphasized making connections between learning, experience, and practice. Finally, she suggested more online learning possibilities be integrated into the overall culture at PC to create a “blended learning environment.”

**e. Jim Keating - Chair of Core Curriculum Committee**

Discussion with Dr. Keating centered around the new Core and its facilitation of the liberal arts mission of the College. He explained that there are two governing Core bodies, the CCC (approves courses) and CCAT (implements the Core), but there is no assessment body to look at the impact of new core on the exploration of the liberal arts, student management of double major or minor possibilities, or exploring courses of interest in the liberal arts. He also explained that his job is “implementer” of the Core, not evaluator of the Core.

Discussion took place around how AP credits get evaluated in relation to the Core. The LATF also brainstormed with Dr. Keating some ideas, such as reducing the core requirements and implementing instead a liberal arts minor for every student (for example, folding proficiencies into four semesters of DWC and reducing areas of requirement to one course in each, such as fine arts, natural science, social science). Dr. Keating agreed that a body to assess the results of the way the Core is impacting the liberal arts would be a good thing.

**f. Joseph Carr - Assistant Vice President, Marketing/Communications**

Mr. Carr discussed the challenges his office faces in identifying and communicating the big concept of “the liberal arts” to the larger public. In addition, the branding goals of the College are to *balance* all of its elements, from athletics to academics, in visual and textual information. The LATF asked how PC can better convey to prospective students what they

can do with a liberal arts degree and liberal arts major. Mr. Carr said that improved lines of communication between Office of Communications/Marketing and individual departments would go a long way. This would also help correct any misinformation in PC brochures (such as a past Welcome to PC brochure which categorized the liberal arts separately from the sciences). There was discussion around the target audiences of branding efforts. He designated prospective students, prospective donors (alumni), and the inside community, and the LATF expanded the discussion to prospective faculty to attract academic excellence at this institution. There was finally discussion around an upcoming key moment to capitalize on the College's Centennial: 100 Years of the Liberal Arts at PC.

## **V. Other Schools and National Trends**

The LATF examined major trends nationally in order to gain as broad a perspective as possible on the liberal arts, as well as trends at peer institutions to see the most relevant and parallel patterns concerning the liberal arts. Initiatives at other schools included (see Addendum E for specifics):

1. Core Curriculum revision.
2. Diversity initiatives.
3. Increased programming/offerings in interdisciplinary courses and centers, service and experiential learning.
4. "First year initiatives"—less liberal arts focused, but these programs involve some familiar elements (freshmen common reading). In general they seem more elaborate—cultural experiences, first year seminars, themes for each year, lectures and events. Some even involved being housed according to 'theme' or group for the first year. All are meant to integrate students in to the college and its liberal arts mission.
5. Entrepreneurial/career initiatives—several schools have initiated some variation on combining liberal arts with career opportunities or skills specifically relevant to their liberal arts interests.

## **VI. Report Summary and Conclusions**

A. The liberal arts are a central, essential component of a Providence College education. Providence College was forged as a liberal arts institution and has had the study of liberal arts as a central piece of its mission and practice since 1917.

B. Providence College faculty and students clearly value a liberal arts education in its own right and consider it important to promote and nurture the liberal arts experience at PC.

C. The School of Arts & Sciences has the highest enrollments across campus. It is the only school of the three that necessarily and explicitly encounters every student who receives an undergraduate degree, regardless of major.

D. The School of Arts & Sciences has historically also awarded the largest number of degrees. In recent years, however, degrees in liberal arts have decreased, seemingly coinciding with the increase in business degrees.

E. There has been a marked increase in both the enrollment and degrees awarded in interdisciplinary programs with the School of Arts and Sciences.

F. The value and need for interdisciplinary studies was also emphasized in the results of the faculty survey, student survey, and by several of the interviews with Deans from across schools. In addition, colleges and universities across the country seem to be increasing their interdisciplinary offerings.

G. The noted decreases in enrollment in the arts and languages are not similarly reflected in degrees awarded, as is true with the increase in interdisciplinary programs. Degrees in these disciplines have remained stable, indicating perhaps that fewer students are taking such courses as electives than was once the case. Likewise, the decrease in degree rates for the social sciences and humanities does not reflect enrollment in these areas, which has remained stable. The LATF concluded that enrollment numbers and degree rates are not necessarily directly correlated and that each discipline needs individual assessment.

H. Overall, our findings based on data from enrollment, degrees awarded, surveys, and interviews indicate that the liberal arts are highly valued and centrally important to Providence College. That said, both the data and the feedback also indicate some concern as to the continued health of the liberal arts without specific actions designed to nurture and expand its offerings and its visibility on campus. These findings formed the basis of the following recommendations.

## VII. Liberal Arts Task Force Recommendations

Based on Providence College's historic and enduring role as a Liberal Arts College, and the study conducted by the Liberal Arts Task Force (LATF) on the current state of the liberal arts at Providence College, the LATF recommends the following initiatives:

### 1. A Cross-Campus Initiative, led by the School of Arts and Sciences, to increase Interdisciplinary Studies at Providence College

- Based on trends in course enrollments and degrees awarded within the School of Arts and Sciences at Providence College, **interdisciplinary studies consistently show significant enrollment and degree increases**, demonstrating their attractiveness and relevance to students across majors. Moreover, interdisciplinary studies are one of the only areas within Arts and Sciences demonstrating positive long-term growth over the last decade.
- Despite the growing strength and interest in this area, **interdisciplinary studies currently represent only a small fraction (<5%) of the overall undergraduate degrees or enrollments** at Providence College (see Addenda A and B). There is room for much development in this area.
- Faculty and student surveys and focus groups indicate that students are entering an **inherently interdisciplinary world**, necessitating an interdisciplinary curriculum to prepare them for this global environment. Faculty and student survey results ranked **“integrative thinking across disciplines”** in the top three important characteristics of a liberal arts education.
- **Comparative national trends at other colleges reveal an increase in the creation of “interdisciplinary centers” to strengthen the liberal arts.** For example, Swarthmore College and Boston College recently established Institutes for the Liberal Arts on each of their campuses. (See Addendum E.) These institutes: have directors and governing boards made up of faculty members from across the arts and sciences; build resources through grants to promote interdisciplinary projects in the liberal arts; organize seminars and symposia that bring faculty and disciplines together around shared interests; collaborate with existing programs and centers to forge teaching and scholarship opportunities to bridge the arts and sciences; and create meaningful connections among the arts and sciences and other professional and business schools.
- Based on the evidence from the above research, **the LATF recommends that the School of Arts and Sciences take the lead in creating a Center for Interdisciplinary Studies or**



**Institute for the Liberal Arts with a director/coordinator to facilitate full engagement with the liberal arts throughout campus by building on the strengths of interdisciplinary studies already present at the College.** Providence College's future Center for Interdisciplinary Studies/Institute for the Liberal Arts would work closely with or even be housed in/sponsored by the School of Arts and Sciences (TBD) to initiate comprehensive programs to:

- **Develop interdisciplinary courses** that traverse boundaries among departments, programs, disciplines, and schools;
  - Set concrete goals to **increase the number of interdisciplinary courses on campus** (above the <5%) on a yearly basis to a more substantial ratio;
  - **Support research projects** that make meaningful scholarly connections among departments, programs, disciplines, and schools;
  - Formulate speaker series and workshops **featuring individuals who demonstrate cross-disciplinary research and teaching in the liberal arts**, such as the newly founded "Humanity of Science" lecture series;
  - **Engage in national conversations about interdisciplinary programs and the liberal arts**, sending representatives to other schools and conferences on this subject in order to bring back information on national initiatives,
  - **Develop new interdisciplinary majors on campus such as Environmental and Entrepreneurship Studies** (see curriculum recommendations in no. 3 below);
  - Publish an ongoing **blog/newsletter highlighting the achievements of students, faculty, and alums in the liberal arts**, and ultimately
  - Strengthen *communitas* at the College by bridging disparate disciplines and forming collegial and intellectual bonds among faculty and students heretofore unexplored.
- Interdisciplinary teaching often has a direct relationship to team-teaching. The proposed initiative in interdisciplinary studies **would help create opportunities for collaborative teaching and support the team-teaching initiative** passed by the College's Faculty Senate and President in Bill 05-06/01/13, recommending that Administration "increase collaborative teaching beyond its current scope wherever possible at Providence College by expanding and devoting institutional, financial, and human resources to collaborative teaching; establishing a clear process by which faculty can develop and engage in collaborative teaching opportunities; supporting departments and programs in the implementation of collaborative teaching initiatives, and promoting interdisciplinary and intradisciplinary collaborative teaching throughout the college."
  - Additional Consideration: The LATF recognizes another important proposal currently drafted at PC for a **Center for Interdisciplinary Studies**. The LATF strongly supports the rationale behind this proposal, especially in its support of "all interdisciplinary work on

campus, not just the formal programs, and certainly not just the programs which choose to relocate in this space.” The LATF recognizes and supports this current proposal’s purpose to provide needed physical space and administrative support to some interdisciplinary programs on campus, particularly in light of their commitment to interdisciplinary and diversity initiatives. **The LATF recommends, however, that the Center for Interdisciplinary Studies/Institute for the Liberal Arts be envisioned far beyond the current proposal.** The LATF’s concept of an Institute for the Liberal Arts is much larger and **strives to create a new climate and practice of interdisciplinarity in practically every sector on campus.** The goals and scopes of these two initiatives should be considered to determine their formal/informal affiliation and relationship to each other and to the office of the School of Arts and Sciences.

## **2. Increased Resources and Scholarship funding for Students Majoring in the Liberal Arts**

- To support the mission of the College as a Liberal Arts institution, the LATF recommends that **scholarship resources be raised and earmarked for students in the arts and sciences** to encourage growth in the liberal arts.
- The LATF recommends that the School of Arts and Sciences and/or new Institute for the Liberal Arts work together with **Institutional Advancement, Admissions, and the Director of Sponsored Research & Programs to establish scholarship programs to enhance liberal arts majors.**
- Specifically, the LATF found that the most endangered areas within the arts and sciences—both nationally and at PC—are **languages and arts**, and that scholarship initiatives targeted in these areas would potentially strengthen their enrollments and majors.
- Although the enrollment decreases in certain areas of the liberal arts at PC mirror the national trends, the LATF found that some challenges may be inherent to Providence College and should be reviewed. Survey results signaled (see recommendation 4 below):
  - **Scheduling difficulties** for studio labs, science labs, and other general courses in relation to the current Series matrix, conflicts with DWC course times and classroom usage; the LATF recommends a collaborative effort of enrollment services, DWC, and liberal arts departments particularly impacted to address scheduling options that better suit and mutually benefit all of the programs.
  - Difficulty in the ability of students to explore liberal arts courses more freely within the **structure of the current Core curriculum.** A resolution to the scheduling issues mentioned above would be an inception to resolve this difficulty as well.

- To attract and retain more majors in the arts and sciences, and to enhance their learning experiences in the liberal arts, the LATF recommends the **prioritization of improvements to the physical facilities** of these pedagogical areas, particularly to **lab areas that have become outdated in the fields of arts and sciences.**
- Other **grant-based initiatives** that may serve as models for Providence College include Mellon Foundation grants at Carleton College for “Visualizing the Liberal Arts” and Hope College for “Digital Liberal Arts Initiative” (see Addendum E).

### **3. Create new Interdisciplinary Academic Programs and Majors:**

- Based on the LATF’s study of other colleges nationally, including PC’s peer schools (see Addenda E and F), the LATF recommends increasing interdisciplinary course offerings (as noted in no. 1 above) and **establishing new interdisciplinary programs, majors, and minors** such as:
  - **Entrepreneurial Studies Major/Minor** - over 370 colleges and universities offer this program (including Seton Hall, Holy Cross, Stonehill, Loyola MD, Villanova, Boston University, Fordham, Northeastern, URI, St. Josephs, UNH, Quinnipiac, Syracuse, and others). A number of colleges have put grant monies into place for a “Liberal Arts Entrepreneurship Initiative” (see Addendum F) intended to be based in the liberal arts but provide entrepreneurial training and opportunities at the college level for students themselves to develop. This major will allow students to forge creative links between their interests in the liberal arts and real-world experiences, business, and professional studies.
  - **Environmental Studies Major/Minor** – over 480 colleges/universities offer this major (including Fairfield, Boston College, Holy Cross, Stonehill, Villanova, Boston University, Fordham, UMass Amherst, UConn, Quinnipiac, and others). This program will attract and capture the growing number of students who have identified interest in ecology and environmental science careers while still in high school.
  - **Educational Studies Minor** - Based on conversations with PC’s Dean of Professional Studies and research on national schools, the LATF sees an education minor as an excellent opportunity to encourage majors in liberal arts subjects (such as history, art, English, science, music, etc...) with a minor in education, preparing PC students for educational careers in the K12 school systems. Education minors already exist at leading and peer institutions, including Wellesley, Tufts, Brandeis, Bowdoin,

SUNY Albany, Skidmore, University of Florida, Colgate, UCLA, St. Mary's MD, NYU, Stanford, Penn State, UC Irvine, UC Berkeley, Bates, Curry, Macalester, Bryn Mawr, Mt. Holyoke, Fairfield, Holy Cross, Stonehill, Loyola MD, Villanova, BU, St. Anselm, Syracuse, Delaware, and others.

- **Liberal Arts Minor** - Students who are enrolled in non-liberal arts degree programs (business, professional studies) may be interested in taking a few more courses beyond the Core to add a “liberal-arts minor” to their transcripts and degrees, enhancing their career opportunities while at the same time boosting more enrollments in the arts and sciences.
- **Additional Interdisciplinary Programs** to be explored.

#### **4. Core Curriculum, Scheduling, and Cross-School Communication Recommendations**

- Faculty and student survey takers, as well as focus groups, voiced concern about the **demands of the new Core** and its impact on the liberal arts character of the College. Some noted that while the Core is unquestionably dedicated to a student's liberal arts education, one of the unintentional results of the new Core may be that its multiple requirements actually **hinder students' ability to explore liberal arts class offerings** more fully. Other concerns ranged from the **limited array of available courses to fulfill proficiency requirements** to the use of **Advanced Placement credits to waive Core requirements**.
- Based on this feedback, the LATF is not making specific recommendations about the Core, but strongly recommends **the creation of an ongoing Core Review Body--CRB**. The CRB would:
  - **Evaluate and assess the Core and its impact on the liberal arts mission** of the College and students' ability to **explore the liberal arts** adequately,
  - Be appointed promptly and without delay; there is already data from the **first two years of the new Core to be evaluated**,
  - Work with but be **constituted distinctly from Core implementation bodies** (the CCC and CCAT); the CRB would potentially include student representation and an external reviewer,
  - **Solicit campus-wide feedback on the Core**, working in close conjunction with all current Deans as well as Directors of DWC and Liberal Arts Honors Program, the Faculty Senate, and ultimately

- **Make recommendations and enact ongoing amendments for positive, constructive alterations to the current Core** without having to initiate large-scale legislative measures required when approving an entirely new Core Curriculum.
- Focus groups also expressed concern about the necessity of students who are considering a non-liberal arts major having to declare early in their college careers in order to secure a seat in non-liberal arts classes, thereby limiting the time and space for exploring the liberal arts early on in a student’s education. Because this potentially works against the liberal arts mission of the College, the LATF recommends that more **communication take place among the Schools of Arts and Sciences, Business, and Professional Studies and with Enrollment Services** to enhance a mutual understanding of needs and challenges of different programs, and to **ensure the opportunity for students to explore and experience the liberal arts beyond ‘fulfilling requirements.’**
- Faculty survey takers, as well as focus groups, voiced concern about the **scheduling difficulties** for liberal arts courses in relation to DWC and the current Series Matrix. As stated above, the LATF recommends that the School of Arts and Sciences lead and organize a collaborative effort among enrollment services, DWC, and liberal arts departments particularly impacted to **address scheduling options that would mutually benefit all programs.**

## **5. Mission, Branding, Funding, and Communication**

- Enrollment numbers over the last decade show that the **School of Arts and Sciences continues to lead in enrollment numbers** each semester. The LATF recommends that the **School of Arts and Sciences build on these strengths by fostering enhanced and regular communications with:**
  - **Marketing and Communications to**
    - Develop **specific goals** in promoting the liberal arts through **publications, web content, and student blogs,**
    - **Publish a regular SA&S newsletter highlighting the achievements of students, faculty, and alums in the liberal arts** (cf. newsletter from the Institute of Liberal Arts recommended above).
    - **Brand the liberal arts** more strongly. While the College’s current branding strategy aims to project a “balance” of different campus elements, the LATF recommends **foregrounding the liberal arts as the lead branding message in support the liberal arts mission of PC’s charter.**

- Highlight 100 Years of the Liberal Arts at PC in the upcoming **Centennial**.
- **Career Education** to develop materials that clearly and strongly **convey the value of liberal arts majors to prospective employers**.
- **Admissions** to
  - highlight **liberal arts facilities and classes on campus tours**—for example, taking prospective students on **specialized tours** in the science labs, art galleries, and dance facilities to highlight these areas and
  - increase **liberal arts majors marketing materials to prospective students in the Admissions office**.
- **Institutional Advancement and Web Services** to
  - Create **Alumni Giving Buttons directly on web pages of liberal arts departments** to highlight directed giving opportunities for each program, and
  - **List liberal arts** departments and programs, and their special projects, on the central portal page for giving where there is currently a **box for “other”**  
[https://securelb.imodules.com/s/1226/Support\\_index.aspx?sid=1226&gid=1&pgid=1883&cid=3473](https://securelb.imodules.com/s/1226/Support_index.aspx?sid=1226&gid=1&pgid=1883&cid=3473)

### **Final Remarks**

In this report, the Liberal Arts Task Force has proposed a number of short, medium, and long-term initiatives to enhance and promote the liberal arts at Providence College. It has examined trends at other schools nationwide, Providence College’s own history as a liberal arts college, PC’s patterns of enrollments and degrees between the years of 2003 and 2014, and input provided by PC faculty, students, and focus groups. LATF recommendations range from but are not limited to: increased scholarships for liberal arts majors; branding, funding, and communication efforts emphasizing the liberal arts both on and off-campus; assessment of core scheduling and its relationship to liberal arts offerings/enrollments; resources to upgrade and highlight facilities in the liberal arts; and partnering with Admissions to highlight the strength of PC’s liberal arts to new students. Most importantly and at the center of these recommendations, the LATF strongly endorses a cross-campus effort to increase interdisciplinary studies, majors, classes, teaching, and programs at PC, culminating in a newly created Center for Interdisciplinary Studies or Institute for the Liberal Arts. LATF members look forward to working with the School of Arts and Sciences, Academic Affairs, and other campus constituencies to help implement these important initiatives and strengthen the liberal arts mission of Providence College.

## **VIII. ADDENDA**

### **Liberal Arts Task Force**

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# Addendum A - Enrollment Patterns by Department and School 2003-2013

Department	F2003	S2004	F2004	S2005	F2005	S2006	F2006	S2007	F2007	S2008	F2008	S2009	F2009	S2010	F2010	S2011	F2011	S2012	F2012	S2013	F2013	S2014	Total
American Studies	66	69	79	71	56	51	80	87	58	66	80	71	75	48	68	83	52	44	44	63	77	15	1403
Anthropology	121	142	127	112	107	124	105	118	111	136	90	73	60	74	58	63	45	44	22	47	27	4	1810
Arabic																			20	21	18	1	60
Art History	136	179	180	155	176	185	123	164	191	159	211	211	195	182	215	210	223	150	179	225	182	53	3884
Art Studio	144	181	153	184	147	196	161	181	146	177	151	176	137	153	155	161	141	155	120	129	122	61	3331
Asian Studies			9	4	14		7		9	5	5	6	5			7		0		2		0	73
Biology	799	849	891	730	953	818	990	757	1098	845	1104	1009	1076	968	1215	987	1120	1004	1191	1030	1045	275	20754
Black Studies	40	40	24	44	61	55	38	55	42	68	78	72	41	65	60	48	49	30	27	45	47	5	1034
Chemistry	479	383	525	485	615	545	674	541	673	552	704	517	694	548	675	498	629	478	603	505	699	22	12044
Chinese																			13	17	21	0	51
Classics	3	3	3	13	2	3	0	18	2	4	3	16	2	20	4	3	2	14	1	13	4	0	133
Computer Science	198	205	195	176	181	137	169	139	148	155	140	102	144	125	161	149	164	136	144	163	177	6	3314
DWC	1612	1583	1791	1773	1922	1876	1857	1812	1724	1683	1708	1681	1708	1673	1817	1776	1754	1708	1706	1528	1737	975	37403.5
Economics	522	530	556	528	674	630	627	639	639	652	708	672	669	645	700	723	737	715	805	703	807	281	14162
English	840	845	860	835	818	860	887	900	925	887	880	878	966	919	985	901	842	769	838	816	1027	248	18726
Eng-Physics-Systems	311	306	293	396	374	379	360	437	436	411	373	338	419	384	462	404	502	426	392	369	436	25	8233
Film	60	40																					100
French	88	73	114	94	104	78	128	84	101	90	115	102	103	99	96	90	78	75	84	83	87	29	1995
German	27	25	24	24	30	27	42	33	38	27	34	32	35	18	29	18	30	17	19	13	15	1	558
GLY							25				35	26	33		23		24	20	20				206
Greek	6	4			19	10	5	3	20	6	4	4	7	6	10	3	12	5	4	3	12	1	144
Global Studies					19	17	25	21	60	52	74	55	117	99	107	93	155	123	186	166	190	37	1596
History	564	628	583	579	607	622	633	677	614	579	516	566	582	568	514	507	484	441	475	420	399	22	11580
Liberal Arts Honors (DWC)	461	406	413	380	329	336	394	404	464	388	418	421	381	398	381	371	440	399	315	322	333	500	8653
Humanities														1	2								3
Italian	134	86	131	92	136	85	133	79	88	41	88	88	92	76	84	78	85	71	67	49	67	8	1858
LAS																						1	1
Latin	30	14	17	8	22	5	31	6	19	15	28	19	21	14	27	11	25	18	27	18	19	1	395
Law	64	32	33	28	44	34	41	49	48	61	24	71	45	61	49	54	74	44	47	46	49	0	998
Linguistics			28	15	26	21	22	18	24	23			22	24	3	19		17	12		1	2	277
Music	744	778	801	750	806	750	865	780	746	740	707	679	669	636	619	558	573	554	515	467	518	13	14268
Math	1038	614	1086	713	1122	690	1102	759	1081	711	1117	651	916	704	996	725	897	711	879	687	886	57	18142
Natural Sciences	83	53	57	63	82	46	73	51	49	71	72	47		43	45	46	49	51	47	49	50	0	1127
Philosophy	1064	877	977	796	945	878	964	960	939	892	1015	1083	1140	984	1070	891	949	896	973	965	959	161	20378
Political Science	588	566	544	634	619	631	628	658	613	601	552	606	544	507	561	497	491	475	447	468	523	93	11846
Public & Community Serv	139	106	96	96	126	110	135	105	151	168	169	157	143	173	167	169	192	195	159	176	204	20	3156
Psychology	666	670	706	662	700	560	626	579	672	595	644	617	706	701	827	824	844	792	804	719	810	590	15314
Sociology	563	552	546	566	594	531	514	471	505	464	496	490	451	385	482	405	428	369	413	376	449	108	10158
Spanish	309	276	368	307	375	316	362	268	344	286	322	277	308	249	297	260	267	225	290	236	272	88	6302
Social Science													3	8	4	6		10		12		1	44
Theatre, Dance & Film	290	328	305	420	344	415	372	403	359	417	421	429	420	414	413	468	425	425	396	433	457	74	8428
Theology	951	844	1047	950	1120	1041	1235	1167	1195	1146	939	983	966	892	915	797	872	786	799	799	977	128	20549
Women's Studies	61	120	96	133	73	134	103	131	90	132	79	122	83	83	80	130	83	73	82	134	96	25	2143



DWC, Phil, Theo	4088	3710	4228	3899	4316	4131	4450	4343	4322	4109	4080	4168	4195	3947	4183	3835	4015	3789	3792.5	3613.5	4005.5	1764	86983.5
Social Sciences	2460	2460	2479	2502	2694	2476	2500	2465	2540	2448	2490	2458	2433	2320	2632	2518	2545	2405	2491	2325	2616	1077	53334
Interdisciplinary Studies	306	335	304	348	349	367	388	399	410	491	485	483	464	468	482	530	531	465	498	586	614	102	9405
Arts	1374	1506	1439	1509	1473	1546	1521	1528	1442	1493	1490	1495	1421	1385	1402	1397	1362	1284	1210	1254	1279	201	30011
Languages	597	481	685	553	714	545	723	509	636	492	594	538	590	506	550	482	499	442	537	453	516	131	11773
STEM	2908	2410	3047	2563	3327	2615	3393	2684	3485	2745	3545	2690	3282	2795	3554	2833	3381	2826	3256	2803	3293	385	63820
Eng, Hist, Hum	1468	1505	1476	1442	1469	1516	1561	1626	1587	1527	1420	1515	1593	1549	1550	1462	1400	1254	1360	1282	1475	270	31307
<b>Total Arts &amp; Science</b>	<b>13201</b>	<b>12407</b>	<b>13658</b>	<b>12816</b>	<b>14342</b>	<b>13196</b>	<b>14536</b>	<b>13554</b>	<b>14422</b>	<b>13305</b>	<b>14104</b>	<b>13347</b>	<b>13978</b>	<b>12970</b>	<b>14353</b>	<b>13057</b>	<b>13733</b>	<b>12465</b>	<b>13144.5</b>	<b>12316.5</b>	<b>13799.5</b>	<b>3930</b>	<b>286634.5</b>
<b>Normalized A&amp;S</b>	77.7	76.9	77.4	77.2	78.8	77.2	77.5	76.8	77.7	76.2	76.2	76.1	76.2	75.2	76.7	74.8	74.6	72.6	71.8	71.2	72.3	51.1	
<b>Total A&amp;S courses</b>	13201	12407	13658	12816	14342	13196	14536	13554	14422	13305	14104	13347	13978	12970	14353	13057	13733	12465	13144.5	12316.5	13799.5	3930	286634.5
<b>Total categorized</b>	13201	12407	13658	12816	14342	13196	14536	13554	14422	13305	14104	13347	13978	12970	14353	13057	13733	12465	13144.5	12316.5	13798.5	3930	286633.5
Accounting	463	424	533	446	564	543	612	535	623	565	819	829	861	834	1009	990	1217	1085	1423	1160	1421	976	17932
Business Studies	24	55	26	70	22	53	26	45	25	56	20	53	11	52	18	52	17	82	18	50	13	6	794
Finance	396	427	394	389	393	425	455	457	496	489	567	443	536	476	507	495	564	614	628	702	710	571	11134
Management	917	818	981	890	949	908	1064	1034	972	1070	924	854	864	809	833	836	900	890	965	960	998	823	20259
Marketing	586	647	630	650	554	562	606	573	595	576	673	634	659	625	655	606	592	584	714	670	755	524	13670
<b>Total Business School</b>	<b>2386</b>	<b>2371</b>	<b>2564</b>	<b>2445</b>	<b>2482</b>	<b>2491</b>	<b>2763</b>	<b>2644</b>	<b>2711</b>	<b>2756</b>	<b>3003</b>	<b>2813</b>	<b>2931</b>	<b>2796</b>	<b>3022</b>	<b>2979</b>	<b>3290</b>	<b>3255</b>	<b>3748</b>	<b>3542</b>	<b>3897</b>	<b>2900</b>	<b>63789</b>
<b>Normalized BS</b>	14.0	14.7	14.5	14.7	13.6	14.6	14.7	15.0	14.6	15.8	16.2	16.0	16.0	16.2	16.2	17.1	17.9	19.0	20.5	20.5	20.4	37.7	
Education	917	860	922	815	810	890	891	834	816	788	839	750	812	791	729	771	777	749	714	757	664	436	17332
Geography	19	16		24	26	33	30	30	30	32	21	33	2	18			23	21	24	26	50	5	463
Health Policy Management	178	149	201	191	222	196	274	272	306	304	275	285	329	397	349	385	341	415	421	392	408	340	6630
Social Work	208	238	229	264	249	259	237	266	251	243	233	271	259	242	229	224	202	226	234	229	220	75	5088
<b>Total Professional Studies</b>	<b>1322</b>	<b>1263</b>	<b>1352</b>	<b>1294</b>	<b>1307</b>	<b>1378</b>	<b>1432</b>	<b>1402</b>	<b>1403</b>	<b>1367</b>	<b>1368</b>	<b>1339</b>	<b>1402</b>	<b>1448</b>	<b>1307</b>	<b>1380</b>	<b>1343</b>	<b>1411</b>	<b>1393</b>	<b>1404</b>	<b>1342</b>	<b>856</b>	<b>29513</b>
<b>Normalized PS</b>	7.8	7.8	7.7	7.8	7.2	8.1	7.6	7.9	7.6	7.8	7.4	7.6	7.6	8.4	7.0	7.9	7.3	8.2	7.6	8.1	7.0	11.1	
Military Science	75	89	63	51	60	34	32	37	31	32	31	31	31	32	30	30	31	33	30	31	47	0	861
<b>Total Enrolment</b>	<b>16984</b>	<b>16130</b>	<b>17637</b>	<b>16606</b>	<b>18191</b>	<b>17099</b>	<b>18763</b>	<b>17637</b>	<b>18567</b>	<b>17460</b>	<b>18506</b>	<b>17530</b>	<b>18342</b>	<b>17246</b>	<b>18712</b>	<b>17446</b>	<b>18397</b>	<b>17164</b>	<b>18315.5</b>	<b>17293.5</b>	<b>19085.5</b>	<b>7686</b>	<b>380797.5</b>

## Addendum B - Degree Patterns by Department and School: 2004-2014

School of Arts & Sciences	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Studies	14	7	8	20	16	9	11	7	19	5	4
Applied Physics	1	3	6	1	2	3	3	3	3	1	2
Art History	4	5	5	3	5	3	7	9	7	4	14
Biochemistry	3	4	5	3	4	3	5	3	4	5	3
Biology	47	56	42	46	72	76	67	66	80	72	70
Biology-Optometry option	0	0	0	0	0	0	4	2	0	0	
Business Economics	9	8	10	11	11	17	12	14	16	8	
Chemistry	4	4	6	8	6	4	8	4	6	1	3
Computer Science	20	13	10	8	6	3	4	9	5	10	3
Economics	18	14	20	16	14	12	18	10	10	10	28
English	82	72	49	68	59	74	77	66	61	38	40
English/Creative Writing	0	0	0	0	0	0	0	1	3	5	7
French	4	2	3	5	4	6	7	4	5	2	4
General Studies	1	5	5	4	1	9	8	5	6	3	8
Global Studies	0	0	0	0	14	25	24	24	20	25	18
History	62	57	60	64	67	56	55	40	59	51	37
Humanities	19	16	11	12	11	9	12	9	5	9	3
Individualized Studies	2	1	1	2	1	1	2	2	3	0	1
Italian	0	2	0	2	1	0	1	1	2	0	1
Mathematics	18	21	16	31	18	16	22	19	18	10	17
Music	4	3	2	6	1	8	2	2	4	2	6
Music Education	4	5	3	4	5	4	10	3	4	4	
Philosophy	8	7	8	13	20	13	17	11	7	14	11
Political Science	77	69	61	78	78	75	58	62	64	45	42
Pre-Engineering	0	4	2	0	4	3	3	4	6	2	5
Psychology	57	56	56	57	50	44	42	57	66	50	66
Public & Community Service Studies	9	10	13	7	13	11	12	8	20	11	11
Quantitative Economics	5	1	4	6	5	4	10	8	4	4	
Social Science	22	26	17	19	23	19	14	13	11	10	5
Sociology	17	20	30	17	13	26	26	28	13	20	22
Spanish	10	12	20	16	16	23	14	19	10	15	10
Studio Arts	4	3	9	4	10	5	7	7	9	4	
Theater Arts	5	9	1	5	7	5	9	8	10	3	5
Theology	2	2	3	4	7	5	7	7	2	4	4
Women's Studies	0	0	1	2	2	1	3	5	5	3	
<b>Total School of Arts &amp; Sciences</b>	<b>532</b>	<b>517</b>	<b>487</b>	<b>542</b>	<b>566</b>	<b>572</b>	<b>581</b>	<b>540</b>	<b>567</b>	<b>450</b>	<b>450</b>
<b>(%) School of Arts &amp; Sciences</b>	<b>59</b>	<b>58</b>	<b>59</b>	<b>57</b>	<b>56</b>	<b>57</b>	<b>59</b>	<b>57</b>	<b>59</b>	<b>51</b>	<b>47</b>

<i>(raw) Philosophy &amp; Theology</i>	10	9	11	17	27	18	24	18	9	18	15
<i>(raw) Social Sciences</i>	205	194	198	204	194	197	180	192	184	147	163
<i>(raw) Interdisciplinary Studies</i>	23	17	22	29	45	46	50	44	64	44	33
<i>(raw) Arts</i>	21	25	20	22	28	25	35	29	34	17	25
<i>(raw) Languages</i>	14	16	23	23	21	29	22	24	17	17	15
<i>(raw) STEM</i>	93	105	87	97	112	108	116	110	122	101	103
<i>(raw) English, History, Humanities</i>	163	145	120	144	137	139	144	116	128	103	87

<i>Total A&amp;S Degrees</i>	532	517	487	542	566	572	581	540	567	450	450
<i>Categorized degrees</i>	529	511	481	536	564	562	571	533	558	447	441

<i>(%) DWC</i>	1	1	1	2	3	2	2	2	1	2	2
<i>(%) Social Sciences</i>	23	22	24	21	19	19	18	20	19	17	17
<i>(%) Interdisciplinary Studies</i>	3	2	3	3	4	5	5	5	7	5	3
<i>(%) Arts</i>	2	3	2	2	3	2	4	3	4	2	3
<i>(%) Languages</i>	2	2	3	2	2	3	2	3	2	2	2
<i>(%) STEM</i>	10	12	10	10	11	11	12	12	13	12	11
<i>(%) Humanities</i>	18	16	14	15	14	14	15	12	13	12	9
<i>Total (%)</i>	59	57	58	56	56	56	58	57	58	51	46














<b>School of Business</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
Accountancy	33	28	25	31	45	44	44	46	62	63	
Finance	59	46	37	49	68	74	68	57	57	72	
Management	53	78	76	90	97	76	50	66	72	58	
Marketing	95	100	84	98	76	103	99	93	70	89	
<b>Total School of Business</b>	<b>240</b>	<b>252</b>	<b>222</b>	<b>268</b>	<b>286</b>	<b>297</b>	<b>261</b>	<b>262</b>	<b>261</b>	<b>282</b>	<b>351</b>
<b>(%) School of Business</b>	<b>27</b>	<b>28</b>	<b>27</b>	<b>28</b>	<b>28</b>	<b>29</b>	<b>26</b>	<b>28</b>	<b>27</b>	<b>32</b>	<b>37</b>
<b>School of Professional Studies</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
Elementary/Special Education	70	68	61	70	69	51	64	50	46	50	
Health Policy and Management	21	26	28	35	47	41	40	55	53	56	
Secondary Education	26	13	21	21	22	27	25	18	14	27	
Social Work	13	20	13	16	14	24	16	16	13	12	
<b>Total School of Professional Studies</b>	<b>130</b>	<b>127</b>	<b>123</b>	<b>142</b>	<b>152</b>	<b>143</b>	<b>145</b>	<b>139</b>	<b>126</b>	<b>145</b>	<b>155</b>
<b>(%) School of Professional Studies</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>17</b>	<b>16</b>
General Studies*	1	5	5	4	1	9	8	5	6	3	8
Individualized Studies*	2	1	1	2	1	1	2	2	3	0	1
<b>Total Bachelors Degrees</b>	<b>848</b>	<b>857</b>	<b>798</b>	<b>886</b>	<b>937</b>	<b>960</b>	<b>930</b>	<b>876</b>	<b>891</b>	<b>825</b>	
Business Studies Certificates*	0	0	0	81	95	84	70	80	107	76	
<b>Total Day School Students (not accurate)</b>	<b>905</b>	<b>902</b>	<b>838</b>	<b>958</b>	<b>1006</b>	<b>1022</b>	<b>997</b>	<b>948</b>	<b>963</b>	<b>880</b>	<b>956</b>
Total Number of degrees	902	896	832	952	1004	1012	987	941	954	877	956
Total % of degrees	100	100	100	100	100	100	100	100	100	100	100
<b>Type of Degree*</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
Certificate	27	39	34	117	132	112	101	112	144	119	
Associate's	7	6	4	5	6	2	6	2	5	5	
Bachelor's	910	931	855	963	984	1,019	974	917	914	869	
Master's	250	249	198	220	208	224	229	219	201	189	
Doctorate	0	0	0	2	0	0	0	0	0	1	
<b>Total Awards/Degrees Awarded</b>	<b>1,194</b>	<b>1,225</b>	<b>1,091</b>	<b>1,307</b>	<b>1,330</b>	<b>1,357</b>	<b>1,310</b>	<b>1,250</b>	<b>1,264</b>	<b>1,183</b>	
Undergraduate Day School	848	857	798	967	1,032	1,044	1,000	956	998	901	
School of Continuing Education	96	119	95	118	90	89	81	75	65	92	
Graduate Studies	250	249	198	222	208	224	229	219	201	190	
<b>Total Students Awarded Degrees</b>	<b>1,194</b>	<b>1,225</b>	<b>1,091</b>	<b>1,307</b>	<b>1,330</b>	<b>1,357</b>	<b>1,310</b>	<b>1,250</b>	<b>1,264</b>	<b>1,183</b>	

## Addendum C - Statistical Summary of the Survey on the Liberal Arts at Providence College

1. The following is a list of learning outcomes frequently associated with a liberal arts education. In your opinion, how important is each characteristic to the mission of a liberal arts education?

	Most important	Important	Neutral	Less important	Not important	Rating Average	Rating Count
Critical thinking skills	<b>84.7% (155)</b>	12.6% (23)	1.1% (2)	0.0% (0)	1.6% (3)	4.79	183
Writing skills	<b>65.0% (119)</b>	33.3% (61)	0.5% (1)	0.0% (0)	1.1% (2)	4.61	183
Creativity and innovation	38.8% (71)	<b>46.4% (85)</b>	8.2% (15)	4.4% (8)	2.2% (4)	4.15	183
Public speaking and oral communication	27.3% (50)	<b>56.3% (103)</b>	10.4% (19)	3.3% (6)	2.7% (5)	4.02	183
Quantitative reasoning	27.9% (51)	<b>51.4% (94)</b>	9.8% (18)	7.7% (14)	3.3% (6)	3.93	183
Integrative thinking across disciplines	<b>48.6% (89)</b>	36.6% (67)	9.8% (18)	2.7% (5)	2.2% (4)	4.27	183
Complex problem solving	<b>48.1% (88)</b>	36.6% (67)	10.4% (19)	2.2% (4)	2.7% (5)	4.25	183
Cross-cultural understanding	36.6% (67)	<b>42.6% (78)</b>	13.7% (25)	4.9% (9)	2.2% (4)	4.07	183
Knowledge of global issues	28.4% (52)	<b>51.4% (94)</b>	13.7% (25)	4.4% (8)	2.2% (4)	3.99	183
Application of knowledge in real-world settings	29.5% (54)	<b>50.3% (92)</b>	12.6% (23)	5.5% (10)	2.2% (4)	3.99	183
Civic knowledge to contribute to society	31.7% (58)	<b>44.8% (82)</b>	16.9% (31)	4.4% (8)	2.2% (4)	3.99	183
Knowledge of ethical reasoning	<b>47.0% (86)</b>	40.4% (74)	7.7% (14)	2.2% (4)	2.7% (5)	4.27	183

**2. In your view, what are the top three learning outcomes for a liberal arts education? (Check 3 below.)**

		Response Percent	Response Count
Critical thinking skills		88.3%	158
Writing skills		53.1%	95
Creativity and innovation		18.4%	33
Public speaking and oral communication		8.9%	16
Quantitative reasoning		12.8%	23
Integrative thinking across disciplines		29.1%	52
Complex problem solving		20.7%	37
Cross-cultural understanding		12.8%	23
Knowledge of global issues		2.2%	4
Application of knowledge in real-world settings		11.7%	21
Civic knowledge to contribute to society		10.6%	19
Knowledge of ethical reasoning		19.6%	35
Other (please specify)		11.7%	21
<b>answered question</b>			<b>179</b>

### 3. Rate the extent to which you agree with the following statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
A liberal arts education is valuable for its own sake.	<b>68.5% (122)</b>	23.6% (42)	5.6% (10)	1.1% (2)	1.1% (2)	4.57	178
Providence College students value a liberal arts education.	4.5% (8)	<b>43.3% (77)</b>	37.1% (66)	14.0% (25)	1.1% (2)	3.36	178
Providence College faculty value a liberal arts education.	25.8% (46)	<b>51.7% (92)</b>	15.2% (27)	6.2% (11)	1.1% (2)	3.95	178
Providence College administration values a liberal arts education.	19.1% (34)	<b>48.3% (86)</b>	18.5% (33)	7.9% (14)	6.2% (11)	3.66	178
A liberal arts education is valuable because it provides a broad awareness of many different knowledge areas.	<b>50.0% (89)</b>	41.0% (73)	6.7% (12)	1.7% (3)	0.6% (1)	4.38	178
A liberal arts education provides students with knowledge and skills that will be useful in the workforce.	43.3% (77)	<b>47.2% (84)</b>	6.7% (12)	2.2% (4)	0.6% (1)	4.30	178

### 3. Rate the extent to which you agree with the following statements (...continued):

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
In your opinion, employers perceive liberal arts graduates as desirable job candidates.	19.1% (34)	<b>52.8% (94)</b>	23.6% (42)	2.8% (5)	1.7% (3)	3.85	178
In your opinion, employers perceive liberal arts graduates as more desirable than non-liberal arts graduates as job candidates.	10.7% (19)	27.0% (48)	<b>39.9% (71)</b>	18.5% (33)	3.9% (7)	3.22	178
In your opinion, prospective students perceive a liberal arts education as valuable.	4.5% (8)	34.3% (61)	<b>42.7% (76)</b>	16.9% (30)	1.7% (3)	3.23	178
In your opinion, prospective students perceive a liberal arts education as more valuable than a non-liberal arts education.	3.4% (6)	18.0% (32)	<b>40.4% (72)</b>	33.1% (59)	5.1% (9)	2.81	178



#### 4. Providence College's commitment to the liberal arts:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
The liberal arts are currently an essential component of an undergraduate education at Providence College.	<b>44.4% (79)</b>	41.0% (73)	6.7% (12)	6.2% (11)	1.7% (3)	4.20	178
Regardless of a student's major, Providence College succeeds at giving all students a solid foundation in the liberal arts.	21.3% (38)	<b>42.7% (76)</b>	16.9% (30)	15.7% (28)	3.4% (6)	3.63	178
The new core curriculum at Providence College facilitates a strong education in the liberal arts.	11.2% (20)	<b>38.8% (69)</b>	29.2% (52)	12.4% (22)	8.4% (15)	3.32	178
The new core curriculum allows sufficient latitude for student exploration of a variety of areas of knowledge.	6.2% (11)	<b>34.3% (61)</b>	22.5% (40)	23.0% (41)	14.0% (25)	2.96	178

#### 4. Providence College's commitment to the liberal arts (...continued):

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
Providence College offers an adequate mix of courses, majors, and minors to allow our students to pursue a strong liberal arts education.	17.0% (30)	<b>58.5% (103)</b>	14.2% (25)	8.0% (14)	2.3% (4)	3.80	176
Providence College adequately supports interdisciplinary teaching, learning, and scholarship.	13.1% (23)	<b>39.2% (69)</b>	27.8% (49)	15.9% (28)	4.0% (7)	3.41	176
Classes at Providence College are appropriately sized to allow for a strong education in the liberal arts.	21.0% (37)	<b>48.9% (86)</b>	19.3% (34)	9.1% (16)	1.7% (3)	3.78	176
In your discipline, there are ample opportunities at Providence College for faculty to mentor, formally or informally, undergraduates.	33.5% (59)	<b>36.9% (65)</b>	15.3% (27)	10.8% (19)	3.4% (6)	3.86	176

**5. Based on your experience, rate the extent to which you agree with the following statements about the allocation of resources to support Providence College's liberal arts mission:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Unable to judge</b>	<b>Rating Average</b>	<b>Rating Count</b>
Providence College provides adequate support for faculty development for teaching in the liberal arts.	8.0% (14)	<b>47.2% (83)</b>	24.4% (43)	11.9% (21)	6.8% (12)	1.7% (3)	3.38	176
Providence College provides adequate support for faculty development in conducting research in the liberal arts.	5.1% (9)	<b>31.8% (56)</b>	22.2% (39)	25.0% (44)	11.9% (21)	4.0% (7)	2.93	176
Instructional facilities (classrooms, labs, studios, etc.) are satisfactory for teaching the liberal arts at Providence College.	17.6% (31)	<b>56.3% (99)</b>	14.8% (26)	6.3% (11)	4.0% (7)	1.1% (2)	3.78	176
Instructional technology in classrooms (smart boards, data projectors, AV equipment, etc.) is satisfactory for teaching the liberal arts at Providence College.	23.3% (41)	<b>55.1% (97)</b>	12.5% (22)	5.7% (10)	1.7% (3)	1.7% (3)	3.94	176
Academic support resources (Library, Office of Academic Services, Center for Teaching Excellence, etc.) are satisfactory for teaching the liberal arts at Providence College.	22.7% (40)	<b>52.3% (92)</b>	14.2% (25)	5.7% (10)	5.1% (9)	0.0% (0)	3.82	176
Instructional technology units (Academic Media Services,								

Information Technology, etc.) are satisfactory for supporting teaching the liberal arts at Providence College.	20.5% (36)	<b>56.8% (100)</b>	14.8% (26)	5.1% (9)	2.3% (4)	0.6% (1)	3.89	176
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**6. Based on your experience, rate the extent to which you agree with the following statements about the allocation of resources to support Providence College's liberal arts mission (...continued):**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Unable to judge</b>	<b>Rating Average</b>	<b>Rating Count</b>
Providence College allocates financial resources equitably across the Schools of Arts & Sciences, Business, and Professional Studies.	5.1% (9)	9.7% (17)	11.4% (20)	29.0% (51)	<b>31.8% (56)</b>	13.1% (23)	2.16	176
Providence College allocates financial resources equitably among the departments and programs within the School of Arts and Sciences.	2.3% (4)	16.5% (29)	20.5% (36)	22.2% (39)	15.3% (27)	<b>23.3% (41)</b>	2.59	176
Institutional Advancement prioritizes the support of the liberal arts through their fundraising efforts.	2.8% (5)	13.6% (24)	24.4% (43)	11.4% (20)	17.6% (31)	<b>30.1% (53)</b>	2.61	176
The athletic program at Providence College is compatible with the liberal arts mission of the College.	5.7% (10)	13.6% (24)	27.3% (48)	19.9% (35)	<b>30.1% (53)</b>	3.4% (6)	2.43	176




**7. The current Strategic Plan articulates five initiatives to enhance academic excellence. To what extent do you think these have strengthened the liberal arts at Providence College?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
A re-imagined core curriculum	10.2% (18)	<b>38.1% (67)</b>	26.7% (47)	16.5% (29)	8.5% (15)	3.25	176
A highly accomplished and diverse student body	9.7% (17)	31.3% (55)	<b>34.7% (61)</b>	18.2% (32)	6.3% (11)	3.20	176
A renowned and diverse faculty	13.6% (24)	<b>43.8% (77)</b>	29.5% (52)	9.1% (16)	4.0% (7)	3.54	176
A School of Business recognized internationally	8.0% (14)	13.6% (24)	<b>33.0% (58)</b>	26.7% (47)	18.8% (33)	2.65	176
An academic culture committed to accountability and assessment	4.5% (8)	<b>28.4% (50)</b>	<b>28.4% (50)</b>	26.7% (47)	11.9% (21)	2.87	176



## 8. Identifying barriers to the success of the liberal arts nationally and at Providence College:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Rating Count
In your opinion, the liberal arts are in danger of becoming devalued in relation to other, more profession-driven studies among colleges and universities nationally.	<b>44.3% (78)</b>	35.2% (62)	10.2% (18)	8.5% (15)	1.7% (3)	4.12	176
In your opinion, the liberal arts are in danger of becoming devalued in relation to other, more profession-driven studies at Providence College.	<b>36.9% (65)</b>	26.7% (47)	13.6% (24)	18.2% (32)	4.5% (8)	3.73	176
In your opinion, Providence College provides an environment of academic freedom necessary to support a liberal arts education.	13.6% (24)	<b>33.5% (59)</b>	20.5% (36)	21.6% (38)	10.8% (19)	3.18	176

### 9. Please indicate your primary appointment:

		Response Percent	Response Count
Faculty member in the School of Arts and Sciences		78.2%	133
Faculty member in the School of Business		11.2%	19
Faculty member in the School of Professional Studies		10.6%	18
<b>answered question</b>			<b>170</b>

### 10. Please indicate your gender (optional):

		Response Percent	Response Count
Female		44.6%	62
Male		55.4%	77
<b>answered question</b>			<b>139</b>

### 11. How long have you been teaching at Providence College (optional)?

	Response Percent	Response Count
1-10 years	42.3%	63
11-20 years	30.2%	45
Over 20 years	27.5%	41
	<b>answered question</b>	<b>149</b>

### Final Remarks:

The survey was sent out to all 283 ordinary faculty.

It was live on January 14<sup>th</sup>, 2014, and was closed on February 4<sup>th</sup>, 2014.

The response rate is 64.66% (183 responses / 283 possible respondents).



## **Addendum D – Student Survey on the Liberal Arts at Providence College**

**Q1 Part I - Defining Learning Outcomes for a Liberal Arts Education** The following is a list of learning outcomes frequently associated with a liberal arts education. In your opinion, how important is each characteristic to the mission of a liberal arts education?

	Most Important	Important	Neutral	Less Important	Not Important	Total	Rating Average
Critical thinking skills	72.41% 21	27.59% 8	0% 0	0% 0	0% 0	29	4.72
Writing skills	51.72% 15	48.28% 14	0% 0	0% 0	0% 0	29	4.52
Creativity and Innovation	44.83% 13	48.28% 14	0% 0	3.45% 1	3.45% 1	29	4.28
Public speaking and oral communication	44.83% 13	44.83% 13	6.90% 2	0% 0	3.45% 1	29	4.28
Quantitative reasoning	20.69% 6	44.83% 13	24.14% 7	6.90% 2	3.45% 1	29	3.72
Integrative thinking across disciplines	48.28% 14	48.28% 14	3.45% 1	0% 0	0% 0	29	4.45
Complex problem solving	31.03% 9	41.38% 12	13.79% 4	6.90% 2	6.90% 2	29	3.79
Cross-cultural understanding	34.48% 10	51.72% 15	6.90% 2	3.45% 1	3.45% 1	29	4.10
Knowledge of global issues	27.59% 8	62.07% 18	6.90% 2	0% 0	3.45% 1	29	4.10
Application of knowledge in real-world settings	55.17% 16	34.48% 10	3.45% 1	3.45% 1	3.45% 1	29	4.34
Civic knowledge to contribute to society	31.03% 9	51.72% 15	13.79% 4	0% 0	3.45% 1	29	4.07
Knowledge of ethical reasoning	48.28% 14	44.83% 13	3.45% 1	0% 0	3.45% 1	29	4.34

**Q2 In your view, what are the top three learning outcomes for a liberal arts education? (Check 3 below.)**

<b>Answer Choices</b>	<b>Responses</b>	
Critical thinking skills	<b>68.97%</b>	<b>20</b>
Writing skills	<b>41.38%</b>	<b>12</b>
Creativity and innovation	<b>13.79%</b>	<b>4</b>
Public speaking and oral communication	<b>20.69%</b>	<b>6</b>
Quantitative reasoning	<b>3.45%</b>	<b>1</b>
Integrative thinking across disciplines	<b>51.72%</b>	<b>15</b>
Complex problem solving	<b>10.34%</b>	<b>3</b>
Cross-cultural understanding	<b>24.14%</b>	<b>7</b>
Knowledge of global issues	<b>10.34%</b>	<b>3</b>
Application of knowledge in real-world settings	<b>34.48%</b>	<b>10</b>
Civic knowledge to contribute to society	<b>10.34%</b>	<b>3</b>
Knowledge of ethical reasoning	<b>10.34%</b>	<b>3</b>
<b>Total Respondents: 29</b>		

**Q3 Part II - Perceptions about the Value and Worth of a Liberal Arts Education Rate the extent to which you agree with the following statements: In your opinion, rate the extent to which you find the following statements true:**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>	<b>Rating Average</b>
A liberal arts education is valuable for its own sake.	<b>65.52%</b> 19	<b>31.03%</b> 9	<b>3.45%</b> 1	<b>0%</b> 0	<b>0%</b> 0	29	<b>4.62</b>
Providence College students value a liberal arts education.	<b>34.48%</b> 10	<b>41.38%</b> 12	<b>20.69%</b> 6	<b>3.45%</b> 1	<b>0%</b> 0	29	<b>4.07</b>
A liberal arts education is valuable because it provides a broad awareness of many different knowledge areas.	<b>68.97%</b> 20	<b>27.59%</b> 8	<b>0%</b> 0	<b>3.45%</b> 1	<b>0%</b> 0	29	<b>4.62</b>
A liberal arts education provides students with knowledge and skills that will be useful in the workforce.	<b>51.72%</b> 15	<b>31.03%</b> 9	<b>10.34%</b> 3	<b>3.45%</b> 1	<b>3.45%</b> 1	29	<b>4.24</b>
In your opinion, employers perceive liberal arts graduates as desirable job candidates.	<b>24.14%</b> 7	<b>31.03%</b> 9	<b>31.03%</b> 9	<b>10.34%</b> 3	<b>3.45%</b> 1	29	<b>3.62</b>
In your opinion, employers perceive liberal arts graduates as more desirable than non-liberal arts graduates as job candidates.	<b>21.43%</b> 6	<b>14.29%</b> 4	<b>53.57%</b> 15	<b>7.14%</b> 2	<b>3.57%</b> 1	28	<b>3.31</b>
In your opinion, prospective students perceive a liberal arts education as valuable.	<b>24.14%</b> 7	<b>34.48%</b> 10	<b>41.38%</b> 12	<b>0%</b> 0	<b>0%</b> 0	29	<b>3.83</b>
In your opinion, prospective students perceive a liberal arts education as more valuable than a non-liberal arts education.	<b>17.24%</b> 5	<b>27.59%</b> 8	<b>48.28%</b> 14	<b>6.90%</b> 2	<b>0%</b> 0	29	<b>3.55</b>

# Q4 Part III - Assessing the Vitality of the Liberal Arts at Providence College

## Providence College's commitment to the liberal arts:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Rating Average
The liberal arts are currently an essential component of an undergraduate education at Providence College.	68.97% 20	24.14% 7	6.90% 2	0% 0	0% 0	29	4.62
Regardless of a student's major, Providence College succeeds at giving all students a solid foundation in the liberal arts.	44.83% 13	27.59% 8	13.79% 4	10.34% 3	3.45% 1	29	4.00
The new core curriculum at Providence College facilitates a strong education in the liberal arts.	31.03% 9	17.24% 5	27.59% 8	20.69% 6	3.45% 1	29	3.31
The new core curriculum allows sufficient latitude for student exploration of a variety of areas of knowledge.	20.69% 6	20.69% 6	37.93% 11	10.34% 3	10.34% 3	29	3.31
Providence College offers an adequate mix of courses, majors, and minors to allow our students to pursue a strong liberal arts education.	10.34% 3	55.17% 16	6.90% 2	24.14% 7	3.45% 1	29	3.45
Providence College adequately supports interdisciplinary teaching, learning, and scholarship.	20.69% 6	48.28% 14	31.03% 9	0% 0	0% 0	29	3.90
Classes at Providence College are appropriately sized to allow for a strong education in the liberal arts.	65.52% 19	27.59% 8	6.90% 2	0% 0	0% 0	29	4.59

## Q5 Allocation of resources to support Providence College's liberal arts mission, based on your experience:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unable to judge	Total	Rating Averag
Academic support resources (Library, Office of Academic Services, Center for Teaching Excellence, etc.) are satisfactory for learning the liberal arts at Providence College.	41.38% 12	44.83% 13	6.90% 2	6.90% 2	0% 0	0% 0	29	4.21
Instructional technology units (Academic Media Services, Information Technology, etc.) are satisfactory for supporting learning the liberal arts at Providence College.	27.59% 8	48.28% 14	10.34% 3	10.34% 3	0% 0	3.45% 1	29	3.83



## Q6 Identifying barriers to the success of the liberal arts at Providence College:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Rating Average
In your opinion, the liberal arts are in danger of becoming devalued in relation to other, more profession-driven studies at Providence College.	34.48% 10	27.59% 8	13.79% 4	20.69% 6	3.45% 1	29	3.69
The athletic program at Providence College is compatible with the liberal arts mission of the College.	17.24% 5	20.69% 6	37.93% 11	17.24% 5	6.90% 2	29	3.24
Providence College allocates financial resources equitably across the Schools of Arts & Sciences, Business, and Professional Studies.	0% 0	34.48% 10	37.93% 11	24.14% 7	3.45% 1	29	3.03
In your opinion, Providence College provides an environment of academic freedom necessary to support a liberal arts education.	14.29% 4	17.86% 5	39.29% 11	10.71% 3	17.86% 5	28	2.90

<b>Answer Choices</b>	<b>Responses</b>	
Student in the School of Arts and Sciences	<b>51.72%</b>	<b>15</b>
Student in the School of Business	<b>37.93%</b>	<b>11</b>
Student in the School of Professional Studies	<b>10.34%</b>	<b>3</b>
<b>Total</b>		<b>29</b>

<b>Answer Choices</b>	<b>Responses</b>	
Female	<b>55.17%</b>	<b>16</b>
Male	<b>44.83%</b>	<b>13</b>
<b>Total</b>		<b>29</b>

<b>Answer Choices</b>	<b>Responses</b>	
2014	<b>24.14%</b>	<b>7</b>
2015	<b>20.69%</b>	<b>6</b>
2016	<b>31.03%</b>	<b>9</b>
2017	<b>24.14%</b>	<b>7</b>
<b>Total</b>		<b>29</b>

## Addendum E - Liberal Arts Initiatives Nationally and at Peer Institutions

### Nationally:

- Examples of New Institutes for Liberal Arts/Interdisciplinary Studies Established
  - Swarthmore <http://www.swarthmore.edu/strategic-directions/institute-for-the-liberal-arts.xml>
  - Emerson <http://www.emerson.edu/academics/departments/liberal-arts-interdisciplinary-studies>
- Discipline-oriented/interdisciplinary initiatives
  - Oregon State—environmental humanities initiative
  - Emory—World Shakespeare project
  - Wisconsin State System—LEAP (Liberal Education and America’s Promise)
- Liberal Arts and American Foundational Programs
  - The James Madison Program in American Ideals and Institutions at Princeton University
  - The Thomas Jefferson Center for the Study of Core Texts and Ideas at the University of Texas-Austin

These are very interesting cross-disciplinary institutions that sponsor various lectures and events, as well as offer courses geared to deep study in the humanities. Both programs (and there seem to be others like them across the country) are particularly concerned with emphasizing the connection between the study of the liberal arts, and a liberal education generally speaking, with the philosophical and theoretical foundations of an open, free, and liberal society, like the one imagined by the American founders.
- First year experiences
  - Texas A & M—common ground project (like our freshman common reading program)
  - UW-Superior—whole set of experiences geared toward integrating students into campus and its liberal arts mission—cultural experiences, first year seminars, themes each year
- Several campuses undergoing diversity initiatives, core curriculum changes, explicitly incorporating and expanding service learning and community-based learning
- Grant-based initiatives
  - Carleton College-Visualizing the liberal Arts (Mellon foundation)
  - Hope College—Digital Liberal Arts initiative (Mellon foundation)
  - Liberal Arts Entrepreneurship initiative (5 colleges)—intended to be based in the liberal arts but provide entrepreneurial training and opportunities at the college level for students to develop

## **Peer/Competitor Institutions:**

Boston College—in new strategic plan to strengthen liberal arts through establishing the **Institute for Liberal Arts** (supporting interdisciplinary teaching, research, and programming), Humanities Colloquium, and an advising center (for student advising). Also Center for Student Formation (vague), selected research commitments to support that deal with urgent social problems.

<http://www.bc.edu/centers/ila/>

Fairfield—From Classroom to Career initiative. Advice and goals tailored to each of 16 departments for students to build on their classroom experience—talks and workshops and how students find internships and such

Holy Cross—enhancing arts curriculum (Mellon foundation grant)—new performance space, etc.—“Recentering the Arts”

Lilly Vocation Discernment Initiative (grant)—help students make (career) decisions based on values, faith, and religion)—in place throughout the campus—reflective practice and vocational discernment—reflective thinking, civic responsibility, service to others.

Stonehill—Investment finance initiative (seems quite business-oriented but touted as one that combines liberal arts with professional development to increase career prospects) (somewhat like business studies but more specific)

Loyola—establishing living/learning communities for all first year students—also enhancing the sciences (discipline specific)

Villanova—big emphasis on learning communities—students in their first year take a common seminar—live with their community members, and select a common theme to focus on together

Also Ryan center---advancing civic education (have their own Freedom and Virtue learning community)

Boston University—Huge campus-wide Arts initiative—aimed at ensuring that all students get adequate exposure to and appreciation for the arts—so that they become engaged consumers, supporters, and creators of the arts.

Fordham—new core curriculum—other major initiatives focused on business

UMass Boston—Latino leadership program—for those interested in serving the Latino community—leadership development—others mostly about physical space/buildings

UCONN—Humanities Institute. Competitive seed money offering initial support for projects that will seek external funding. Interdisciplinary projects encouraged

Learning Communities: Global house—aimed at international students but also those returning from studies abroad—cultural enrichment activities

Several other human-rights oriented initiatives, programs

Northeastern---initiative in experiential learning—tied to traditional co-op program but specifically intended to be flexible enough to strengthen any major/area of study—seems like an amalgamation of study abroad and civic engagement. Required for all students—intended to be related to major.

URI--“Center for the Humanities at URI.” This center had its own web page that detailed its speaker series, its research grants and fellowships for faculty and graduate students who pursued fields of study within the liberal arts, and finally a “Spring Humanities Festival,” a combined conference/informational setting that highlighted the contributions of faculty and graduate students studying the liberal arts.

## **Addendum F – Interdisciplinary Majors and Minors for Consideration**

### **Educational Studies minor programs:**

Wellesley, Tufts, Brandeis, Bowdoin, SUNY Albany, Skidmore, University of Florida, Colgate, UCLA, St. Mary's MD, Depauw, WashU, Binghamton, NYU, Stanford, Penn State, UC Irvine, UC Berkeley, UC San Diego, Bates, Curry, Macalester, Bryn Mawr, Mt. Holyoke, Alabama, Salem State, TCU, Denver, St. Lawrence, Hofstra, **Fairfield, Holy Cross, Stonehill, Loyola MD, Villanova, BU, St. Anselm, Syracuse, Delaware**

### **Entrepreneurial Studies programs:**

Over 370 colleges and universities including Duquesne, Stanford, St. Mary's Texas, Rider, Michigan, Iowa State, Hartford, Washington & Jefferson, South Dakota State, Grand Canyon, Emerson, Seton Hall, **Bentley, Holy Cross, Stonehill, Loyola MD, Villanova, BU, Fordham, Northeastern, URI, St. Josephs, UNH, Quinnipiac, Syracuse, Delaware**

### **Environmental Studies or Sciences programs:**

Over 480 colleges/universities including **Fairfield, BC, Holy Cross, Stonehill, Villanova, BU, Fordham, UMass Amherst, UConn, Northeastern, URI, St. Josephs, UNH, Quinnipiac, Marist, St. Anselm, Syracuse, Bentley, Delaware, UVM**

Peer schools listed in RED.