

Bachelor of Liberal Studies at UM-St. Louis

Executive Summary

The new baccalaureate degree was designed to meet needs specific to metropolitan St. Louis. The Bachelor of Liberal Studies (BLS) responds to the needs of traditional and non-traditional students who have multiple interests and want a less specialized degree than a traditional degree but more focus than the Bachelor of General Studies. The disciplines available to students' degree programs are central to undergraduate programs and represent the liberal and fine arts, science, social science, humanities, business, and public policy.

The degree will be offered by the College of Arts and Sciences. To obtain a Bachelor of Liberal Studies degree, a student must successfully complete the University's general education requirements; the diversity requirement in the College of Arts and Sciences; a Liberal Studies Concentration that includes designated BLS minors in two departments or other units or a designated minor and a designated multi-disciplinary certificate (minimum of 15 hours in each); and a capstone course.

The new program will not require any additional faculty members or courses and will be taught by the regular faculty, advanced graduate students, or adjunct faculty members. The proposed degree represents an efficient use of resources because its core is a creative combination of existing disciplinary minors and multidisciplinary certificates offered by three colleges. There are minimal expenses associated with the new degree.

In summary, the proposed program will provide the largely place-bound students at UM-St. Louis with a degree option that emphasizes intellectual flexibility and prepares the recipient for adaptability in a changing economy. Thus it corresponds directly to the projected needs of employers in coming years. In addition, the program lends itself to non-traditional forms of delivery that hold the promise of enabling more non-traditional learners to obtain a baccalaureate degree, for example, at the South County Center operated by SLCC-Merrimac. Thus the program helps to address the identified need for more college graduates in the State of Missouri.

1.

Form NP

Sponsoring Institution(s): University of Missouri-St. Louis

Program Title: Liberal Studies

Degree/Certificate: Bachelor of Liberal Studies

Options: N/A

CIP Classification: 24.0101

Implementation Date: Fall 2004

Cooperative Partners: N/A

Expected Date of First Graduation: Fall 2006

AUTHORIZATION

Stephen Lehmkuhle, Vice President for Academic Affairs

Name/Title of Institutional Officer	Signature	Date
-------------------------------------	-----------	------

Stephen Lehmkuhle Person to Contact for More Information		(573) 882-6396 Telephone
---	--	-----------------------------

Program Description

The proposal to initiate a new degree program, Bachelor of Liberal Studies (BLS), rests on the knowledge that the existing baccalaureate degrees available at UM-St. Louis do not meet the needs of many current and future students. This is particularly true of students who have multiple interests and want to obtain a less specialized degree than a baccalaureate degree but want more structure than is available through the existing Bachelor of General Studies. The Bachelor of Liberal Studies degree program is designed to meet these needs.

The BLS requires a Liberal Studies Concentration (minimum of 33 hours) selected from existing departmental minors, interdisciplinary certificates, and capstone courses. Students must complete the lower- and upper-division requirements that comprise minors and certificates as well as a capstone course. No courses may be counted more than once in completing the Liberal Studies Concentration.

To obtain a Bachelor of Liberal Studies degree, a student must successfully complete 1) the University's general education requirements, 2) the diversity requirement in the College of Arts and Sciences, 3) a Liberal Studies Concentration that includes designated BLS minors in two departments or other units (minimum of 15 hours in each) or a designated minor and a designated multi-disciplinary certificate (minimum of 15 hours in each) and 4) a capstone course. In addition, students must meet the University's residency requirements.

The Colleges of Arts and Sciences (CAS), Fine Arts & Communication (COFAC), and Business Administration make available Liberal Studies Concentrations involving the following units and minors/certificates they have designated:

- Department of Anthropology (CAS)
- Department of Art (COFAC; minor in Art History)
- Department of Biology (CAS)
- College of Business Administration (minor in Business Administration)
- Department of Chemistry and Biochemistry (CAS)
- Department of Criminology and Criminal Justice (CAS)
- Department of Economics (CAS)
- Department of English (CAS)
- Department of History (CAS)
- Department of Mathematics and Computer Science (CAS)
- Department of Philosophy (CAS)
- Department of Physics and Astronomy (CAS)
- Department of Political Science (CAS)
- Department of Psychology (CAS)
- Department of Sociology (CAS)
- Institute of Women's and Gender Studies

2. NEED FOR PROGRAM

Due to the innovative structure of the proposed program and the non-traditional student audience for it, it is difficult to predict precisely how many students will enroll in the BLS program. However, because UM-St. Louis' student population is composed primarily of non-traditional students, we believe the program will generate considerable interest. Our estimates are based on the interactions among and between society's need for an educated workforce, market demand for such workers, our students' goal of attaining a marketable undergraduate degree, and actual and projected experience with similar degrees elsewhere. This section summarizes the investigation that we undertook to determine the need for the program.

A. Student Demand

Enrollment Goals

The figures in Form SE are conservative estimates derived from similar programs. Specifically, the projected enrollment draws upon the experience at the University of Iowa and the projected enrollments for the proposed Interdisciplinary BA and BS at Truman State. At Iowa, .6 percent of the degrees conferred are in Liberal Studies. Truman State projects enrollment in the fifth year of 30 students, just under .6 percent of FTE enrollment. Using .6 percent of UMSL's undergraduate FTE (7,791 in Fall 2002) yields 46 FTE or 69 headcount. The ratio of part-time and full-time students is based on UM-St. Louis' total of 56% part-time undergraduates.

Form SE

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
FULL-TIME	5	11	21	26	30
PART-TIME	7	13	27	34	39
TOTAL	12	24	48	60	69

Enrollment at the end of Year 5 for the program to be Financially and Academically Viable

Year	5
Full-time	30
Part-time	39
Total	69

We assumed that the figures from Iowa were a valid comparison because the educational attainment in both states is comparable. Table 1 shows that in both states about 50% of the adult population over the age of 25 have some interest in and/or ability to do college-

level work, and that is our target population.

Table 1. Educational Attainment

	HS grad	Some college	College degree	Advanced degree
Iowa	86.1%	50%	21.2%	6.5%
Missouri	81.3%	48.6%	21.6%	7.6%

Source: Bauman, K. J. & Graf, N. (August 2003). Educational Attainment:2000. *Census2000 Brief*. www.census.gov/prod/2003pubs/c2kbr-24.pdf

To meet our enrollment goals, we will recruit students through central and departmental advising offices, especially in our outreach offices in the community colleges. The last IPEDS report listed 683 undecided undergraduates in Arts and Sciences, and they will all receive information about the new program. In addition, the university's recruiters in community colleges and high schools will help market the program. Advisors in the College of Arts and Sciences will also contact UM-St. Louis students in good academic standing who do not re-enroll, to determine if a more flexible degree program will entice them to return to the university. Offering courses on-line will make the program accessible to new populations.

Audience

The BLS is designed to attract non-traditional students who might not otherwise obtain a college degree. We believe that the proposed program is an alternative educational product that provides the quality and flexibility that such students will find attractive.

Recent statewide conversations concerning the need for economic development generally refer to the fundamental requirement of an educated workforce. Since UM-St. Louis was founded to meet these needs in the St. Louis region, we are poised to respond to the state's needs. We have a history of educating a wide variety of learners, many of whom are considered non-traditional for their age, because they work fulltime, or because they come from families without previous experiences in higher education. Due to our dedication to making higher education accessible to working adults, UM-St. Louis has graduated over 60,000 students in our short history while remaining a selective university.

We designed the proposed BLS degree to contribute directly to meeting workforce needs by overcoming some roadblocks to degree completion. In our experience, non-traditional students who attempt to complete their degrees face barriers, in addition to problems associated with family and work responsibilities, from the multitude of program requirements. Persons already employed in St. Louis are typically place-bound and for family and financial reasons must retain their positions while enrolled in a degree program.

To study while working requires the availability of an affordable, flexible program. Specifically, non-traditional students seek a public, comparatively low-cost, university that makes available late afternoon, evening, and weekend classes as well as classes held at regional community colleges. Some recent high school graduates are also considered non-

traditional students because they fail to fit into traditional degree programs, preferring instead to explore different fields that might not be combined in traditional programs.

The BLS is designed to give students more options so that they can graduate, despite changing majors or having interests in more than one field. Originally the university used the Bachelor of General Studies (BGS) program offered by the Evening College as that flexible alternative for non-traditional students. However, enrollment in UM-St. Louis' BGS program is dwindling. Ten years ago BGS majors constituted 22% of the UG population; last fall enrollments dipped to 12% of all undergraduates. As on all UM campuses, the BGS seems to be gaining a reputation as a "default" degree that is less prestigious. We will ask advisors to keep records of BGS and other majors who switch to the Bachelor of Liberal Studies program to document the effects of the new degree on existing undergraduate populations.

We anticipate that a large number of students will come from the ranks of "undecided" students—a group prone to drop out of degree programs. Indeed we expect that the BLS program will modestly improve campus retention figures by providing "undecided" students—12% of our undergraduates—with a more flexible alternative to the traditional majors.

Undecided students play a key role in attrition rates. John Gardner, director of the National Resource Center for the Freshman Year Experience, stated in a consulting report to the University of Nebraska, "Some institutions find that students who enter without a declared major are more at risk from a point of view of retention....The reality ... is that somewhere between 60 and 85% of all entering first-year college students, depending on institutional type, change their majors at least once. Therefore, it seems to make sense to approach most all entering college students as if they are potentially undecided.¹"

Students also need more undergraduate options at UM-St. Louis. Currently our 12,715 undergraduates (UG) can choose from 49 majors. This lack of options serves as an unintentional barrier for those whose personal development would be best served by returning to the university to complete a degree.

Table 2 describes the potential audience for this program by documenting the limited number of degreed workers in the greater St. Louis area. In the last census, only 35% of this region's population had an undergraduate degree or higher. Further, the differences between men and women and between racial/ethnic groups are dramatic. Although the regional degree-completion rates are higher than for the state as a whole, these data reflect the most affluent neighborhoods in the region that drives the state's economy. There is a population of at least 191,823 who have taken some college courses and may be interested and able to continue working toward a degree—if we can offer them an appropriate educational product.

**Table 2. 2000 St. Louis County Census Educational Attainment Population
By Race/ Ethnicity By Gender**

¹ <http://www.unl.edu/svcaa/priorities/undergrad/gardner.html>

	White	%	Black	%	Other	%	Totals
Total Population 25 and Over	537,445		110,600		22,434		670,479
Male:	249,209		46,103		10,630		305,942
HS Diploma/GED or less	64,794	21%	16,930	6%	2,491	1%	84,215
Some College/Associate Degree	67,227	22%	15,000	5%	1,611	1%	83,838
Bachelor's Degree	67,355	22%	4,928	2%	2,227	1%	74,510
Male Graduate/Professional	42,117	14%	2,367	1%	4,107	1%	48,591
Female:	288,236		64,497		20,053		372,786
HS Diploma/GED or less	99,950	27%	25,628	7%	12,920	3%	138,498
Some College/Associate Degree	81,669	22%	24,404	7%	1,912	1%	107,985
Bachelor's Degree	62,992	17%	7,468	2%	2,235	1%	72,695
Female Graduate/Professional	33,707	9%	4,515	1%	2,986	1%	41,208

Source: US Census Bureau (<http://factfinder.census.gov>).

B. Market Demand

Meeting the student needs identified above requires a degree program that is marketable. To learn about potential jobs, today's students often consult career websites for advice on what to study. One of the most popular job websites among students, Monster,² cites advantages to the liberal arts graduate. "One of the main advantages of majoring in a classic liberal arts discipline, such as philosophy, art history or sociology, is you graduate with a degree you can apply to almost any type of work."

Another career website lists the following advantages of a liberal arts degree:

Your advantage is that with a liberal arts degree, you possess many fundamental skills and attributes that your competition may lack.

Skills:

- Defining problems and tasks.
- Mastery of information retrieval systems (libraries, books, periodicals, Internet, personal interviews).
- Planning and executing research.
- Organizing ideas and solutions.
- Writing and communicating.
- And perhaps most important, a well-honed ability to learn what you need to in order to accomplish a task.

² <http://content.monstertrak.monster.com/resources/archive/careerfields/degreespecific/>

Attributes:

- An open mind to new ideas and approaches.
- Disciplined work habits.
- A critical eye and ear.

These fundamentals can be applied to business. In fact, they're important advantages in the business world -- however, they're useless unless you know what to do with them.³

The Bureau of Labor Statistics confirms that a college degree is almost mandatory for obtaining a high-paying job. Forty-nine of the top 50 highest paying occupations require this preparation.⁴ The National Governors' Association also emphasizes the centrality of higher education. "Information, technology, communications, and intellectual capital, rather than energy and raw materials, power today's businesses. The driving forces of the new economy are ideas, knowledge, services, and higher-order skills."⁵

Not just knowledge, but adaptability and flexibility are essential for obtaining and retaining desirable positions. This is stated explicitly in "A Blueprint for Prosperity and Jobs" prepared for the Missouri Department of Economic Development (January 2003). The Blueprint emphasizes the importance for Missouri of a skilled labor pool that is "flexible, creative, adaptable, and open to innovation."⁶

Similarly, in *Building Skills for the New Economy: A Policymaker's Handbook*⁷, Robert D. Atkinson writes that "skills and adaptability have become the new job security" as knowledge-based jobs have grown in number and assumed a larger role in the economy. "Managerial and professional jobs have increased from 22 percent of all jobs in 1979 to 36 percent in 1999. And jobs requiring an associate degree or above are expected to increase from 21.8 percent in the late 1990s to 23.3 percent by 2006."

To determine whether the published reports of the need for such a flexible degree based on the liberal arts matches real world needs--especially given the tight job market--, we consulted the campus Career Center and a former director of Human Resources in a large St. Louis manufacturing firm. Both consultants⁸ confirmed that most starting professional positions in St. Louis industries require a college degree. The industry consultant noted that specialized degrees such as the BBA are not required for most office positions. In fact, many

3 <http://www.asktheheadhunter.com/haliberalarts.htm>

4 U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. www.bls.gov

5 National Governors' Association Online. http://www.nga.org/center/topics/1,1188,D_591,00.html

6 <http://www.ded.mo.gov/pdfs/blueprintnew.pdf>

7 This paper is based on a presentation given to the National Governors' Association Center for Best Practices forum on Workforce Development, Dearborn, Mich., December 1, 2000. http://www.ndol.org/documents/build_skills2.pdf

8 Theresa Balestrieri, personal communication March 8, 2004, and Roger Felix, personal communication March 10, 2004.

BBA programs are becoming overly specialized, given the current environment in which employees are moved to different departments according to the company's needs. It is, however, imperative that applicants' resumes describe the types of skill sets that demonstrate the candidates' abilities to do the work. The Career Center agreed and has resume-writing workshops for all UM-St. Louis students, which they will tailor to the BLS students as necessary.

C. Societal Need

Although not traditionally associated with workforce development, the liberal arts' broad societal mission is converging with employers' economic interests, according to a study published by the American Association of Colleges and Universities.⁹ The authors note, "The new knowledge-based economy needs the kinds of graduates that liberal education provides -- workers who have general skills, who can think outside the box, participate in team efforts, and flourish in interdisciplinary settings."

Unfortunately for society, Carnevale and Strohl contend, the demand for liberal arts graduates will not be met because of the underinvestment in liberal arts programs. They note,

- This under-investment stems primarily from the fact that (in an individualistic culture, a participatory polity, and a market-based economy) the crucial benefits of liberal education are indirect and long-term (Hartz, 1955; Weiss, 1988; Wiebe, 1995; Lipset, 1997). Investments that support the culture and polity bring few short-term or obvious economic returns.
- We can describe the economic and cultural value of liberal education as latent value. It is a seed that needs to be planted as soon as possible after students have demonstrated basic competencies, because it leavens all learning and practical experiences thereafter. Latent value is the educator's version of 'patient capital' or long-term investment.

The proposed program will bolster the liberal arts for all undergraduate students at UM-St. Louis by offering other possible combinations than currently available. The long-term investment described above will be realized as students take more advanced courses in two fields than they normally take in the Bachelor of General Studies. This will help ensure the continued availability of advanced coursework in BA and BS undergraduate programs with modest enrollments.

The need to attract more Missourians to higher education is patent. As noted in "A Blueprint for Prosperity and Jobs"¹⁰

⁹ Carnevale, A. P., & Strohl J, (Winter 2001). The Demographic Window of Opportunity: Liberal Education in the New Century. *Peer Review*, <http://www.aacu-edu.org/peerreview/pr-wi01/pr-wi01feature1.cfm>.

¹⁰ <http://www.ded.mo.gov/pdfs/blueprintnew.pdf>

- Missouri ranked 33rd with respect to the percentage of the population that had graduated from college in 2000 (MQ 2002). Only 21.6 percent of the population possessed a post-secondary degree in 2000 (U.S. Census).
- Missouri falls behind the national average in college enrollment of both traditional and nontraditional students. In Missouri, 36 percent of high school students enrolled in college in any state in 1998, and 30 percent of those aged 18 to 24 were enrolled in college. Contrast these figures with the average for the top five states (Iowa, Massachusetts, Nebraska, New Jersey, and North Dakota), where 54 percent of high school students go on to college and 42 percent of 18 to 24 year olds are enrolled (MCBHE 2002).

In summary, the proposed program will provide the largely place-bound students at UM-St. Louis with a degree option that emphasizes intellectual flexibility and prepares the recipient for adaptability in a changing economy. Thus it corresponds directly to the projected needs of employers in coming years. In addition, the program lends itself to non-traditional forms of delivery that hold the promise of enabling more non-traditional learners to obtain a baccalaureate degree, for example, at the South County Center operated by SLCC-Merrimac. Thus the program helps to address the identified need for more college graduates in the State of Missouri.

D. Methodology for Determining Needs

Information regarding the need for the program is based on a review of literature on economic development issues and the needs of non-traditional students; references are included in the footnotes. We also compared various programs that were designed for non-traditional students to determine which ones are more apt to meet the cited market and societal needs while also lowering the barriers for non-traditional students to complete an undergraduate degree. We compared the literature with the experiences of an employer and Career Center professional staff. We used Internet to explore similar programs on other campuses and also listened to students and advisors' anecdotal evidence.

3. DUPLICATION AND COLLABORATION

We could find no similar BLS program in the state of Missouri. While Lincoln University has a general studies degree entitled Bachelor's of Liberal Studies, its content is similar to the Bachelor of General Studies found at University of Missouri's Columbia and St. Louis campuses, and the Bachelor of Liberal Arts at UM-Kansas City. A degree similar to the proposed BLS is available at the three public universities in Iowa, several other states, and in countries with strong higher education programs such as Australia and New Zealand.

While we will not formally collaborate on the specific degree, we intend to continue our partnerships with the region's community colleges. This degree should prove popular among transfer students, who constitute 77% of our population, because it achieves the

balance of greater flexibility than our traditional majors and greater specialization than our current Bachelor's of General Studies.

4. PROGRAM STRUCTURE

Summary

To obtain a Bachelor of Liberal Studies, a student must successfully complete:

- UM-St. Louis' General Education requirements for all undergraduates
- The campus requirement for proficiency in English composition
- Freshman course
- Junior writing course
- The campus requirement for proficiency in mathematics
- The diversity requirement in the College of Arts and Sciences
- A Liberal Studies Concentration
- The requirements for designated BLS minors in two departments or other units (minimum of 15 hours in each) OR
- A designated minor and a designated multi-disciplinary certificate (minimum of 15 hours in each); AND
- A capstone course (minimum of three hours)
- 45 hours in junior- and senior-level course work
- Free electives (28-42 hours)
- A minimum total of 120 credit hours
- Program residency requirement: Unless otherwise specified, nine graded hours in each minor at the 2000 level or above and one capstone course

FORM PS Bachelor of Liberal Studies

- A. **Total credits required for graduation:** 120
- B. **Residency requirements, if any:** Unless otherwise specified, 9 graded hours in each minor at 2000 level or above and one capstone course
- C. **General education:** Total Credits: 42

Courses (by distribution area and credits. Specific courses in each distribution area are reviewed by the Faculty Senate, updated annually, and available in the UM-St. Louis Bulletin):

• Communication skills	6 cr.
• Managing information	3 cr.
• Valuing skills	3 cr.
• Social & Behavioral Sciences	9 cr.
• Humanities/Fine Arts	9 cr.
• Math/Science	<u>12 cr.</u>
Total	42 cr.

In addition, students must complete a junior-level writing course (e.g., English [3 credits]),

the State requirement [3 credits], and the Cultural Diversity requirement [3 credits], if not met in the General Education selections.

D. Major (concentration) requirements: Total credits: 33-41 Please see sample BLS Concentrations below

- Minor A 15-18 credits
- Minor B or Certificate 15-18 credits
- Capstone course 3 - 5 credits

Free elective credits: 17-25 (Sum of C, D, and E should equal A.)

Requirements for thesis, internship or other capstone experience: A three or five credit capstone course is required.

Any unique features such as interdepartmental cooperation: The entire program is based on interdepartmental and multi-College cooperation. Please see sample Concentrations that follow.

Sample Concentration “A”

- Criminology/Sociology

(This concentration requires 33 credit hours)

I. Course selection from Criminology (15 hours needed for minor)

Required:

- CCJ 1100: Introduction to Criminology and Criminal Justice (3)

Two courses from the following (6)

- CCJ 1110: Theories of Crime (3)
- CCJ 1120: Criminal Law (3)
- CCJ 1130: Criminal Justice Policy (3)

Two courses numbered above 3000 (6); e.g.,

- CCJ 2230: Crime Prevention (3)
- CCJ 4487: Philosophy of Law (3)

II. Course selection from Sociology (15 hours needed for minor)

- Soc 1010: Introduction to Sociology (3)
- Soc 2180: Alcohol, Drugs, and Society (3)
- Soc 3200: Sociology of Deviant Behavior (3)

Two courses numbered above 3000, e.g.,

- Soc 4312: Sociology of Wealth and Poverty
- Soc 4344: Problems of Urban Community

Capstone Course in Criminology or Sociology (3-5 hours)

TOTAL: 33-35 hours

Sample Concentration “B”

- Economics and Business

(This concentration requires 33 hours)

I. Course selection from Economics (15 hours needed for minor)

Required:

- Econ 1001: Principles of Microeconomics (3)
- Econ 1002: Principles of Macroeconomics (3)
- Econ 3001: Intermediate Economic Theory: Microeconomics (3)
- Econ 3002: Intermediate Economic Theory: Macroeconomics (3)
- One additional course over 3000 (3), e.g.,
- Econ 2010: The Business Firm: History, Theory, and Policy
- Econ 3200: Money, Banking, and Monetary Theory

II. Course selection from Business (15 hours needed for minor in General Business)

Required: 5 courses (15) selected from the following:

- Bus 1800: Computers and Information Systems (3)
- Bus 2400: Fundamentals of Financial Accounting (3)
- Bus 2900: Legal Environments of Business (3)
- Bus 3500: Financial Management (3)
- Bus 3700: Basic Marketing (3)
- Bus 3600: Management and Organizational Behavior (3)
- Bus 3320: Introduction to Operations Management (3)

Capstone Course in Economics or Business, 3-5 hours

TOTAL: 33-35 hours

Sample Concentration “C”

- Psychology and Communication

(This concentration requires 36 credit hours)

I. Course selection from Psychology (15 hours needed for minor)

Required:

- Psych 1003: General Psychology (3)
- Four additional Psychology courses (12), with at least two courses (6 hours) at the 3000 or 4000-level, e.g.,
- 2222: Group Processes in Organizations (3)
- 3310: Motivation Theory (3)

- 4311: Psychology of Non-Verbal Communication (3)
- 4317: Social Psychology of Conflict and Negotiation (3)

II. Course selection from Communication (18 hours needed for minor)

Required:

- Comm 1030: Interpersonal Communication (3)
- Comm 1135: Communication Theory (3)
- Comm 1050: Intro to Mass Media (3)
- 3 additional courses (9 hours) of Communication courses above 3000, e.g., from
- 3311 Broadcast Management (3)
- 3317 Radio and the Recording Industry (3)
- 3330 Empirical Research in Communication (3)
- 3331 Research Methods in Communication (3)
- 3332 Intercultural Communication (3)
- 3334 Advertising Media Planning (3)
- 4335 Seminar in Applied Communication Research (3)
- 3336 Communication in Advertising (3)
- 3340 Male/Female Communication (3)
- 3340 Rhetorical Criticism (3)

Capstone course in Psychology or Communication (3-5)

TOTAL: 35-37 hours

After the implementation of the new program, it will be assessed in the regular Program Review process. At that time, new fields may be added and other changes will be made, according to the feedback from faculty on student outcomes and recommendations from the review team.

5. FINANCIAL PROJECTIONS

The proposed degree represents an extraordinarily efficient use of resources because its core is a creative combination of existing disciplinary minors and multidisciplinary certificates offered by three colleges. This is a value-added degree option because existing programs form the Liberal Studies Concentrations. Building on available capacity, this multi-college collaboration will enable more efficient use of our resources to meet the documented needs. For example, we require no new state funding and no one-time costs since the participating departments have existing minors. Yet it offers students another degree option.

Since students will select their Liberal Studies Concentrations from combinations of 15 minors and several certificates, it is not possible to identify where enrollment pressures will exceed existing course availability. It is anticipated, however, that additional sections of some capstone courses will be necessary. It is our practice that regular faculty teach capstone courses as a means of assessing program outcomes. As part of the campus' Assessment Plan, faculty use feedback from students' products to revamp courses and requirements. Since course enrollments are capped, we will need adjunct replacement faculty to cover regular faculty members' other course assignments when enrollments exceed 15. The replacement

cost per course is \$4000 plus benefits. Given the projected program enrollments, the maximum anticipated expenditure for additional capstone sections is expected to cost of \$30,100. This expense will be covered by expected additional tuition income.

Form FP Bachelor of Liberal Studies

Financial Projections

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. <u>Expenditures</u>					
A. One-time	0	0	0	0	0
New/renovated space					
Equipment	0	0	0	0	0
Library	0	0	0	0	0
Consultants	0	0	0	0	0
Other	0	0	0	0	0
Total One-time	0	0	0	0	0
B. Recurring					
Faculty (part-time)	0	\$4,000	\$12,000	\$20,000	\$28,000
Staff	0	0	0	0	0
Benefits	0	\$300	\$900	\$1,500	\$2,100
Equipment	0	0	0	0	0
Library	0	0	0	0	0
Other					
Total Recurring	0	\$4,300	\$12,900	\$21,500	\$30,100
Total (A + B)	0	\$4,300	\$12,900	\$21,500	\$30,100
2. <u>Revenues</u>					
State Aid-CBHE	0	0	0	0	0
State Aid-Other	0	0	0	0	0
Tuition/Fees	\$35,200	\$72,470	\$142,87	\$178,07	\$204,988
Institutional/Resources					
Other					
Total Revenues	\$35,300	\$72,470	\$142,87	\$178,07	\$204,988

6. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Form PG

A. Student Preparation

Students must meet the regular admissions to UM-St. Louis, a selective university. There are no special admissions procedures or other student qualifications required for this program.

B. Faculty Characteristics

There are no special requirements for assignment of teaching for this degree program.

C. Percentage of Hours Taught by Full-time Faculty

The estimated percentage of credit hours that will be assigned to full-time faculty will be identical to that currently assigned in each participating department. Since UM-St. Louis has a history of serving a large number of non-traditional students, there are no special expectations for professional activities, special student contact, or teaching/learning innovation.

D. Enrollment Projections

Details of the projected enrollments are found in sections above. Table 4 summarizes the totals.

Table 3. Projected Enrollments by the End of Five Years

Student FTE majoring in program	69
Percent of full-time and part-time enrollment	Approximately 40% full-time and 60% part-time students

E. Student and Program Outcomes

We expect 20 graduates per annum at the end of the third year after implementation and at least 30 graduates per annum at the end of the fifth year.

No licensing, certification or registration is associated with this program.

In line with all liberal arts degrees, the objective of the BLS is to educate students for successful lives and careers rather than training them for specific jobs. Indeed it is precisely the flexibility and adaptability of educated workers that permeate the new economy. Specifically, the required outcomes for each student are a) successful completion of the stipulated courses and b) successful documentation of the required knowledge and skills identified in the capstone course, which varies by discipline. In addition, students as a whole are expected to meet the campus average on the Academic Profile, a standardized test of General Education.

Since the target population for this program is the adult learner, we expect many students to be already employed. For those who are using the degree completion for advancement in their profession, we anticipate that the employment placement rates will be comparable to the average for baccalaureate graduates of the College of Arts and Sciences. The Career Center will document the employment rates and sites in a report to the Dean of Arts and Sciences.

Because the program is designed to promote degree-completion, we expect that the continuous-study and graduation rates will be higher than the current campus student profile of 36% graduation within six years. We will document BLS students' completion rates closely during the first five years and report the results in the first Program Review. We will also attend to this special population as the campus focuses on retention rates in the initiatives based on the National Survey of Student Engagement (NSSE) data and in our self-study for the Higher Learning Commission of the North Central Accrediting Association to be written in 2007.

F. Program Accreditation

There is no specialized accreditation for a Bachelor's degree in Liberal Studies. The university's next general accreditation review by the Higher Learning Commission is 2008.

G. Alumni and Employer Survey

UM-St. Louis participates in the National Survey of Student Engagement and receives annual data on student satisfaction. The university's Center for Teaching and Learning holds seminars at which faculty review the data and plan activities to respond to any dissatisfaction.

The university's Career Center, which supports students and alumni in their employment searches, has made suggestions during the development of this proposal. In addition, they survey employers for their feedback. We expect that the graduates of the BLS will rate comparably with other UM-St. Louis graduates, which tend to receive exceptionally high employer ratings.

Because this program has been intentionally designed for workforce development, this feedback is especially important to the departments who cooperate in the BLS program. Information on the feedback and curricular adjustments made due to student, alumni, and employer feedback will be crucial in the Program Review and accreditation self-study report of 2007.

7. ACCREDITATION

The University of Missouri-St. Louis is accredited by the Higher Learning Commission

(HLC) of the North Central Association of Colleges and Schools, which applies to all baccalaureate, masters, and doctoral level degrees. There is no specialized accreditation in the field of Metropolitan and Regional Studies.

8. INSTITUTIONAL CHARACTERISTICS

The BLS degree reflects the mission of the University of Missouri-St. Louis. As indicated in its Mission Statement, the University “is the land-grant research institution committed to meeting the diverse needs in the state's largest metropolitan area. As **explained fully in the Clarifying Comments (Appendix I)** this degree reflects the commitment emphasized in the Mission Statement to provide an education accessible to metropolitan residents.

APPENDIX I ---- CLARIFYING COMMENTS

Proposal for Bachelor of Liberal Studies

Alignment with Institutional Mission

New program proposals will be evaluated within the context of outcomes and strategies outlined in an institution's strategic plan including those related to students served, program emphasis areas, centers of excellence, and admission selectivity. New academic program proposals should advance an institution's mission.

The University of Missouri-St. Louis is the public metropolitan research university in the state's most populous and economically robust region. A land-grant institution, UM-St. Louis has as its mission the discovery, dissemination, and application of knowledge that contributes to the wellbeing of the growing metropolitan region that it serves.

The attached proposal for a new baccalaureate degree was designed to meet needs specific to Metropolitan St. Louis. The Bachelor of Liberal Studies (BLS) responds to the needs of traditional and non-traditional students who have multiple interests and want a less specialized degree than a traditional degree but more focus than the Bachelor of General Studies. The disciplines available to students' degree programs are central to undergraduate programs and represent the liberal and fine arts, science, social science, humanities, business, and public policy.

In the campus Strategic Plan, 2003-2007, two of the five Strategic Goals are directly relevant to the proposed program.

Strategic Goal 1. Strengthen Educational Programs

Recognizing that excellent undergraduate and graduate programs are both important ends in themselves and vital foundations for successful research enterprises, the University of Missouri-St. Louis will provide superior learning opportunities for a diverse and growing population of traditional and nontraditional students.

Strategic Goal 3. Increase Workforce Development Efforts

UM-St. Louis attracts 87% of its students from the metropolitan St. Louis region and more than 75% of its graduates remain in the area. With more than 60,000 graduates since its inception, UM-St. Louis has produced alumni who constitute 45,000 members of the highly skilled workforce in the region. Because of shifting market needs, the University must refocus its efforts to train the workforce to meet the current and the future economic needs of the region.

The proposed degree program will provide students from a variety of backgrounds the opportunity to earn a baccalaureate degree based on a minimum of 33 credit hours in existing undergraduate courses in three colleges (Arts & Sciences, Business, and Fine Arts and Communication) in addition to General Education requirements. Students may combine two or more existing minors or certificates, as long as they fulfill both lower and upper division

requirements for each field; students must also complete satisfactorily a capstone course in one of the two minors and/or certificates. Thus the program builds upon existing program structures and courses and represents a reorganization of resources for programmatic gain.

Demonstrable Need

New academic programs should help expand and sustain a quality workforce in Missouri. Although the predictable economic impact of a new program will not be used as a sole criterion, evidence relating to student and market demands, as well as how the proposed program will contribute to identified needs in the region, state or nation, should be presented.

Recent statewide conversations concerning the need for economic development generally refer to the fundamental requirement of an educated workforce. Since UM-St. Louis was founded to meet such needs in the St. Louis region, we are poised to respond to the state's workforce requirements. We have a history of educating a wide variety of learners, many of whom are considered non-traditional for their age, because they work fulltime, or because they come from families without previous experiences in higher education. Due to our dedication to making higher education accessible to working adults, UM-St Louis has graduated over 60,000 students in our 40-year history while remaining a selective university. The BLS is designed to attract students who might not otherwise obtain a college degree and is intended to contribute directly to meeting workforce needs.

We anticipate that the preponderance of students will come of the ranks of "undecided" students—a group prone to drop out of degree programs. Indeed we expect that the BLS program will modestly improve campus retention figures by providing "undecided" students—12% of our undergraduates—with a more flexible alternative to the traditional majors.

Students also need more undergraduate options at UM-St. Louis. The current lack of options serves as an unintentional barrier for those whose personal development would be best served by graduating within six years or returning to the university to complete a degree.

The program's anticipated enrollment figures in the proposal (p. 5) are conservative estimates derived from similar programs. Specifically, the projected enrollment draws upon the experience at the University of Iowa, where .6 percent of the degrees conferred are in Liberal Studies, and the projected enrollments for the proposed Interdisciplinary BA and BS at Truman State, just under .6 percent of FTE enrollment. We assumed that the figures from Iowa were a valid comparison because the percent of adults older than 25 with some college but no degree is comparable in both states. Using .6 percent of UMSL's undergraduates produced an anticipated headcount of 69. The projected ratio of part-time and full-time students is based on UM-St. Louis' total of 56% part-time undergraduates.

Table 2 (p. 7 of the proposal) documents a population of at least 191,823 who have taken some college courses and may be interested and able to continue working toward a degree—if we can offer them an appropriate educational product.

Meeting the student needs identified in pages 5-7 of the proposal requires a degree program that is marketable. Citing “A Blueprint for Prosperity and Jobs” prepared for the Missouri Department of Economic Development (January 2003), the proposal (pp. 8-10) details why a liberal arts education meets the need in Missouri for a skilled labor pool that is “flexible, creative, adaptable, and open to innovation.” To summarize, although not traditionally associated with workforce development, the liberal arts’ broad societal mission is converging with employers’ economic interests. The American Association of Colleges and Universities notes, “The new knowledge-based economy needs the kinds of graduates that liberal education provides -- workers who have general skills, who can think outside the box, participate in team efforts, and flourish in interdisciplinary settings.”

To respond to the state’s need for an educated workforce, UM-St. Louis simply needs to have an educational product that is attractive to working adults. The proposal documents that the proposed program is an alternative that provides quality as well as flexibility.

Efficient Use of Resources

In developing new programs, institutions are encouraged to design programs that will contribute to a coordinated, balanced, and cost-effective postsecondary delivery system.

The proposed degree represents an extraordinarily efficient use of resources because its core is a creative combination of existing disciplinary minors and multidisciplinary certificates offered by three colleges. These existing programs form the Liberal Studies Concentrations. Building on available capacity, this multi-college collaboration will enable more efficient use of our resources to meet the documented needs. For example, we require no new state funding and no one-time costs since the participating departments have existing minors.

Since students will select their Liberal Studies Concentrations from combinations of 15 minors and several certificates, it is not possible to identify where enrollment pressures will exceed existing course availability. It is anticipated, however, that additional sections of some capstone courses will be necessary. It is our practice that regular faculty teach capstone courses as a means of assessing program outcomes. As part of the campus’ Assessment Plan, faculty use feedback from students’ products to revamp courses and requirements. Since course enrollments are capped, we will need adjunct replacement faculty to cover regular faculty members’ other course assignments when enrollments exceed 15. The replacement cost per course is \$4000 plus benefits. Given the projected program enrollments, the maximum anticipated expenditure for additional capstone sections is expected to cost of \$30,100. This expense will be covered by expected additional tuition income.

Benefits of Collaboration

Collaboration for mutual benefits is strongly encouraged. Institutions are expected to describe whether collaborating with other institutions is feasible. Regardless of whether collaboration is part of the proposed program, if an institution proposes to deliver a program that is already offered in the state, i.e., already exists in the official CBHE program

inventory, the proposing institution should include its rationale for collaborating or for moving forward alone.

We could find no similar BLS program in the state of Missouri. While Lincoln University has a general studies degree entitled Bachelor's of Liberal Studies, its content is similar to the Bachelor of General Studies found at U M- Columbia and St. Louis, and the Bachelor of Liberal Arts at UM-Kansas City. A degree similar to the proposed BLS is available at the three public universities in Iowa, several other states, and in countries with strong higher education programs such as Australia and New Zealand.

While we will not formally collaborate on the specific degree, we intend to continue our partnerships with the region's community colleges. This degree should prove popular among transfer students, who constitute 77% of our population, because it achieves the balance of greater flexibility than our traditional majors and greater specialization than our current Bachelor's of General Studies.

Distance-Based and Off-Site Programs

In addition to being available on campus, the BLS will be available at our partner community colleges through face-to-face, interactive video, online, and hybrid delivery modes. After the program is approved, the campus will submit Form OS to the Department of Higher Education.

APPENDIX II -- UNIVERSITY OF MISSOURI PRESIDENT'S CRITERIA

Proposal for Bachelor of Liberal Studies

First, there will be no sacrifice of the quality of current programs. The BLS permits students to take courses from any two existing minors and add a capstone experience from one of those disciplines. This allows us to fill existing advanced undergraduate courses while providing an attractive option to non-traditional students. If necessary, adjunct faculty will relieve regular faculty to teach the capstone experiences, filling new faculty resources required as the program grows.

Rather than diminishing the quality of current programs, we believe that the BLS will enhance the liberal arts. According to Carnevale and Strohl (2001), workforce demands for liberal arts graduates will not be met because of today's underinvestment in the liberal arts. They note, "This under-investment stems primarily from the fact that (in an individualistic culture, a participatory polity, and a market-based economy) the crucial benefits of liberal education are indirect and long-term (Hartz, 1955; Weiss, 1988; Wiebe, 1995; Lipset, 1997). Investments that support the culture and polity bring few short-term or obvious economic returns."

The proposed program will bolster the liberal arts for all undergraduate students at UM-St. Louis by offering more and different possible combinations than are currently available. The long-term investment will be realized as students take more advanced courses in two fields than they normally take in the Bachelor of General Studies (BGS). This will help ensure the continued availability of advanced coursework in BA and BS undergraduate programs with modest enrollments.

There is no way to predict the impact the BLS might have on BGS enrollments. The BGS has dropped from 22% to 12% of the UG population over the last 10 years. It is unclear whether or not there is any truth to students' anecdotal assertion that the BGS has low prestige at UM- St Louis and Columbia and whether the BLS will erode the program further. If it does, it will not affect the quality, since the BGS serves as an alternative that does not require its own courses and faculty.

A potential benefit of the BLS is to attract the declared "Undecided" students into a degree program. As you know, our graduation rates over six years are dismal, and the Action Plan requires us to attend to it. Since "Undecided" students are more prone to drop out, we hope that the BLS program will improve campus retention figures by providing "Undecided" students--12% of our undergraduates--with a more flexible option. However, the possible interest in the BLS may be greater if one includes the 60 – 85% of students who become "Undecided" when they change majors. John Gardner contends that universities should consider all entering college students as potentially "Undecided."

UM-St. Louis does not have the same problem of other campuses' erosion of existing programs because of the limited number of undergraduate programs here. This lack of

options serves as an unintentional barrier to degree completion.

Second, our market analyses include workforce development needs as well as student demand. Recent widespread statewide conversations concerning the need for economic development generally refer to the fundamental requirement of an educated workforce. Since UM-St. Louis was founded to meet these needs in the St. Louis region, we are poised to respond to the state's needs. We have a history of educating a wide variety of learners, many of whom are considered non-traditional for their age, because they work fulltime, or because they come from families without previous experiences in higher education. Due to our dedication to making higher education accessible to working adults, UM-St. Louis has graduated over 60,000 students in our short history while remaining a selective university.

We designed the proposed BLS degree to contribute directly to meeting workforce needs by overcoming some roadblocks to degree completion. In our experience, non-traditional students who attempt to complete their degrees face barriers, in addition to problems associated with family and work responsibilities, from the multitude of program requirements. To study while working requires an affordable, flexible program. Specifically, non-traditional students seek a comparatively low-cost university that makes available late afternoon, evening, and weekend classes as well as classes held at regional community colleges. Some recent high school graduates are also considered non-traditional students because they fail to fit into traditional degree programs, preferring instead to explore different fields that might not be combined in traditional programs.

The projected enrollment figures are conservative estimates based on similar programs. Specifically, they reflect those at the University of Iowa and projected in the proposed Interdisciplinary BA and BS at Truman State. At Iowa, .6 percent of the degrees conferred are in Liberal Studies. Truman State projects enrollment in the fifth year of 30 students, just under .6 percent of FTE enrollment. Using .6 percent of UMSL's undergraduates yields a headcount of 69 in five years. The ratio of part-time and full-time students is based on UM-St. Louis' total of 56% part-time undergraduates.

We assumed that the figures from Iowa are valid for comparison because Iowa's educational attainment is comparable to Missouri's. In both states about 50% of the adult population over the age of 25 have some interest in and/or ability to do college-level work, and that is our initial target population.

Eventually, the potential audience for this program includes the limited number of degreed workers in the greater St. Louis area. In the last census, only 35% of this region's population had an undergraduate degree or higher. Further, the differences between men and women and between racial/ethnic groups are dramatic. Although the regional degree-completion rates are higher than for the state as a whole, these data reflect the most affluent neighborhoods in the region that drives the state's economy. There is a population of at least 191,823 who have taken some college courses and may be interested and able to continue working toward a degree—if we can offer them an appropriate educational product.

Third, the attached Business Plan documents that the proposed BLS degree represents an

extraordinarily efficient use of resources. Its core is a creative combination of existing disciplinary minors and multidisciplinary certificates offered by three colleges. Building on available capacity, this multi-college collaboration will enable more efficient use of our resources to meet the documented needs.

APPENDIX III -- BUSINESS PLAN

BACHELOR OF LIBERAL STUDIES

To serve the educational needs of the students at UM-St. Louis and provide educated workers for the St. Louis region, the Colleges of Arts and Science, Business, and Fine Arts and Communication collaborated on a new undergraduate degree program entitled Bachelor of Liberal Studies. This program will allow students to obtain a solid education that incorporates greater flexibility in the choice of “major” (two “minors” and/or certificates) than current BA and BS programs while providing more structure than the Bachelor of General Studies.

Because minors and certificates require upper-division coursework, the additional demand for such courses created by the BLS will make it possible to offer them more frequently and at off-campus locations, e.g., South County Education Center. Currently advanced courses lack adequate student demand to support a wide variety of traditional majors at all our sites.

The BLS program will serve both the educational needs of students and the workforce requirements of the greater St. Louis region. The last census revealed that only 35% of the St. Louis region’s population had an undergraduate degree or higher. The data suggest that there is a population of at least 191,823 who have taken some college courses and may be interested and able to continue working toward a degree. The greater flexibility built into the BLS degree, in contrast to the specialization present in traditional BA and BS degrees, will produce graduates better able to adapt to the changing demands of a knowledge-based economy.

Because the BLS rests on the combination of existing minors and certificates, it will be able to produce new graduates at minimal cost. With current faculty and courses, the new program will be able to serve about 70 additional students at little or no additional cost.

Promotion and marketing plans include direct advertising using a brochure and development of an informative and multi-linked web site that describes the program. Particular attention will be given to students enrolled at off-campus sites.

II. Organization structure

Although the Colleges of Arts and Sciences, Business, and Fine Arts and Communication worked together to develop the proposal for the BLS, the program will be housed in Arts and Sciences because of the existing student support services available. The BLS program rests on existing academic minors and certificates offered and under the control of the collaborating units. Acting on recommendations from academic departments and areas, the faculty of each College determine the requirements of individual minors and certificates and inform advisors in the other units and the University Advising Office. Thus the existing governance system accommodates this new degree while leaving revisions to the contributing minors and certificates in the hands of the relevant faculty.

Students will identify the minors and/or certificates they are completing for the degree at the

time they declare a “major.” The degree requirements will be integrated into the degree auditing and reporting system.

III. Product and Services

A. Product and service description

The cooperating units in the proposed BLS have offered minors and certificates for many years. The demands of major requirements, however, have limited student participation. By making minors and certificates central to completing a degree, more students will elect and complete them—if only as a way to delay committing to a single discipline.

The primary attraction of the BLS is the opportunity it offers students to obtain a significant amount of knowledge and methodology from two disciplines. The extensive number of possible combinations allows for considerable flexibility while simultaneously preserving clear structure in the degree program. In line with all liberal arts degrees (whatever the name given to the baccalaureate), the objective is to educate students for successful lives and careers rather than training them for specific jobs. Indeed it is precisely the flexibility and adaptability of educated workers that permeate the new economy.

Indeed it is college graduates in general, not graduates in a particular area, that lie behind the figures in “A Blueprint for Prosperity and Jobs” prepared for The Missouri Department of Economic Development (January 2003).¹¹

Missouri ranked 33rd with respect to the percentage of the population that had graduated from college in 2000 (MQ 2002). Only 21.6 percent of the population possessed a post-secondary degree in 2000 (U.S. Census).

Missouri falls behind the national average in college enrollment of both traditional and nontraditional students. In Missouri, 36 percent of high school students enrolled in college in any state in 1998, and 30 percent of those aged 18 to 24 were enrolled in college. Contrast these figures with the average for the top five states (Iowa, Massachusetts, Nebraska, New Jersey, and North Dakota), where 54 percent of high school students go on to college and 42 percent of 18 to 24 year olds are enrolled (MCBHE 2002).

B. Competitive Comparison

The BLS offers a unique option for students at UMSL and is unlikely to compete seriously with the campus’ existing programs. The proposed degree provides breadth absent from BA and BS degree requirements and differs from the Bachelor of General Studies in its clearly defined structure.

Harris-Stowe State College offers a B.S. in Professional Interdisciplinary Studies in which students must take courses from at least two but not more than three areas of the following areas: Business, Criminal Justice, Education, Urban Specializations, Humanities/Fine Arts,

¹¹ <http://www.ded.mo.gov/pdfs/blueprintnew.pdf>

and Mathematics/Science/Technology. The program is thus simultaneously less focused (two or three areas) and more general (five areas rather than some two dozen minors and certificates available at UMSL).

Although a variety of interdisciplinary degree programs are available at seven other public institutions in the state, students who attend UMSL are very unlikely to transfer to any of them in order to complete such a program because our students are largely local and place-bound.

IV. Market Analysis

A. Market Needs

The Bureau of Labor Statistics confirms that a college degree is almost mandatory for obtaining a high-paying job. Forty-nine of the top 50 highest paying occupations require this preparation.¹² The National Governors' Association also emphasizes the centrality of higher education. "Information, technology, communications, and intellectual capital, rather than energy and raw materials, power today's businesses. The driving forces of the new economy are ideas, knowledge, services, and higher-order skills."¹³

Not just knowledge, but adaptability and flexibility are essential for obtaining and retaining desirable positions. This is stated explicitly in "A Blueprint for Prosperity and Jobs," which emphasizes the importance for Missouri of a skilled labor pool that is "flexible, creative, adaptable, and open to innovation."

Similarly, In *Building Skills for the New Economy: A Policymaker's Handbook* 14, Robert D. Atkinson writes that "skills and adaptability have become the new job security" as knowledge-based jobs have grown in number and assumed a larger role in the economy. "Managerial and professional jobs have increased from 22 percent of all jobs in 1979 to 36 percent in 1999. And jobs requiring an associate degree or above are expected to increase from 21.8 percent in the late 1990s to 23.3 percent by 2006."

The proposed program will provide the largely place-bound students at UM-St. Louis with a degree option that builds in intellectual flexibility and prepares the recipient for adaptability a changing economy. Thus it corresponds directly to the projected needs of employees in coming years. In addition, the program lends itself to non-traditional forms of delivery that hold the promise of enabling more non-traditional learners to obtain a baccalaureate degree, for example, at the South County Center operated by SLCC-Merrimac. Thus the program

12 U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. www.bls.gov

13 National Governors' Association Online. http://www.nga.org/center/topics/1,1188,D_591,00.html

14 This paper is based on a presentation given to the National Governors' Association Center for Best Practices forum on Workforce Development, Dearborn, Mich., December 1, 2000.

http://www.ndol.org/documents/build_skills2.pdf

helps to address the identified need for more college graduates in the State of Missouri.

B. Target Market Segment

With the exception of secondary school teaching, graduates with a BLS will be employable in the wide range of public and private sector occupations historically open to liberal arts majors. Having obtained an education rather than training, they will leave with analytical skills useful in many managerial and executive positions. The proposal describes feedback from consultants confirming the marketability of the BLS.

V. Promotion and Marketing Strategy

In order to attract new students, we plan to promote the program:

The Admissions Office will distribute information about the BLS as part of its ongoing recruitment visits to both high schools and community colleges.

UM-St. Louis Outreach staff housed in the community colleges will encourage potential “Undecided” transfer students to consider the BLS.

Information will be made available at on-campus recruiting events, e.g., UMSL Day.

Information will be placed in the Bulletin. An attractive website will be designed to describe the program. The site will be linked to websites of the participating colleges and departments and thus should attract numerous viewers who are potential students.

We also view the BLS as a potential retention tool, designed to give existing students more options so that they can graduate, despite changing majors or having interests in more than one field. The most vulnerable students are those who declare their major as “Undecided.” The last IPEDS report listed 683 undecided undergraduates in Arts and Sciences, and they will all receive information about the new program. Advisors in the College of Arts and Sciences will also contact UM-St. Louis “Stop Outs,” students in good academic standing who do not re-enroll, to determine if a more flexible degree program will entice them to return to the university.

VI. Financial Plan

A. Important Assumptions

Income from the proposed new degree rests on the number of new students that are expected to enroll in the program. Detailed enrollment projections are included in the formal degree proposal. Within five years, we expect that the new degree program will reach a steady-state enrollment of 30 full-time and 39 part-time students.

B. Break-even analysis.

Because this degree program is comprised of minors and certificates that are already available, we expect that “new” revenue from student tuition/fees will level off at about \$205,000 per year. By comparison, new program expenses will level off at about \$30,000 per

year, should it be necessary to offer seven additional capstone courses (which could accommodate 72 students). The break-even number is 0; if no students were to enroll, there would be no additional expenses incurred. Indeed, 13 FTE students would pay for the cost of seven additional capstone courses.

C. Projected Balance Sheet

We project that the program will show an excess of income over expenditure from the first year of operation.