

2013 2014 Program Review Executive Summary

Overview

Wichita State University program review is organized around a year long preparation and review of a self study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Vice President for Academic Affairs) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

On a 3 year cycle each academic unit prepares a self study using a standard reporting template. These 3 year reports then feed into the required 8 year report to the Kansas Board of Regents. Hence, there is a continuous review process of each academic unit.

The triennial reporting cycle, begins one year in advance of _____ the studies are reviewed by the Deans, G
University Program Review committee (consisting of
Affairs, Director of the Office of Planning Analysis, th
President

_____ of the Faculty Senate, and a Dean). Each unit is provided with an opportunity to discuss and clarify those reviews. The University committee submits its final report to the Vice President for Academic Affairs by November 1st.

Intensive Review of Selected Programs

The programs undergoing intensive review this year were in three different colleges (Business, Health Professions, and Fine Arts) and ranged from bachelor level to master level programs. While three colleges had programs scheduled for intensive review, only programs in Health Professions (review starts on page 3) and Fine Arts (review starts on page 6) were included for this report. Business programs were not due for KBOR reporting. Each college was notified of the programs undergoing intensive review in November of 2012.

To assist programs in writing their self studies, departments/programs had access to:

- All department chairs/faculty had access to the data on Reporting Services. These data were made available to the University in the fall of 2012. Data from Career Services, exit surveys, and other surveys collected within departments. External accreditation reports (as appropriate).

All programs reviewed were recommended for continuance (intensive reviews start on page 3).

Triggered Programs Monitored

Besides the programs that underwent intensive review this year (starting on page 3), the remaining low major/degree triggered programs were also reviewed for updates on plans to increase majors and degrees (using FY 2013 data, see below).

Program	Trigger from Minima Report	Status
Athletic Training	UG Majors/Degrees	Continue – Program established 2004 2005, intensive review in 2015
Arts/Studio Arts	GR Majors	Continue – Reviewed in 2014
Bioengineering	UG Majors	Continue New program
Engineering Management	GR Majors/Degrees	Continue Reviewed in 2012
Engineering for Manufacture	UG Majors/Degrees	Continue Reviewed in 2012; changed name of major to manufacturing

College of Health Professions

Department/Program (s): School of Nursing

Degree (s) Offered:

College of Fine Arts

Department/Program (s): School of Art and Design

Degree (s) Offered:

The School of Art and Design offers three undergraduate degrees in Bachelor of Art (BA) and Bachelor of Fine Arts (BFA) both in Art and Graphical Design programs. The school also offers Master of Fine Arts (MFA).

Triggers:

None in Bachelor programs (BA and BFA). Five year rolling averages reveal majors/ graduates/ and ACT of 147/ 28/ 21.6 for bachelor degrees in art/studio art; 53/ 19/ 23.13 for bachelor in graphic design.

The enrollment for MFA is about 15 majors in a typical school year, which is below the State threshold value of 20 majors.

Brief Description of Each Degree:

The School of Art and Design encourages students to develop competencies in art and design that prepare them for creative citizenship within and outside the creative communities of Kansas. Through the delivery of BA, BFA, and MFA degree programs, students have the ability to tailor their educational experience at Wichita State University to their future career goals – including focused, discipline specific training through the BFA degree, interdisciplinary studies coupled with foreign language experiences in the BA, and continued conceptual and technical development in the MFA.

The mission of the programs has stayed the same since last review. The need to change is not present. Program goals, however, have been revisited and changed.

Assessment of Students/Learning Outcomes:

Students admitted to BA or BFA Art degree programs and BFA Graphical Design degree program scored 21.6 and 22.1 ACT scores respectively, which is slightly lower than University ACT average of 23. The incoming freshman students are not discriminated for their artistic skills. Pre Art and Design Curriculum are used as a filtering tool to determine who will be accepted into a degree track. Statistics show that about 90 percent of freshman students advance to the next level (mid program review) and are accepted into a degree track. Pre Art and Design core courses are essential in motivating students and influential on improving their basic skills as well as art studio skills. About 94% to 98% of those who are accepted into degree track are accepted into degree program after they successfully complete mid program review. It has

been reported that students who complete the program (art teacher education) successfully pass both PRAXIS (national teacher examination) and TWS (Teacher Work Sample).

Students admitted to MFA demonstrated a three year rolling average GPA of 3.50. Similar filtering process (first year review, mid program review, project proposal review, project progress review, and final project review) are in place for the Master in Fine Arts. No results or analysis were reported since FY 2013 for the first year for graduate level first year review and mid program review. The current acceptance rate into graduate thesis project level is 90 percent.

Learning Objectives: Learning outcomes and objectives along with indirect and overall assessment process are provided for each degree program. It is, however, not clear how the assessment of each learning objective is accomplished. The competencies summary report that is a part of National Association of Schools of Art and Design (NASAD) accreditation also does not show how the objectives were assessed. The current analysis reveals high success rates of degree completions.

Placement of Graduates:

The demand for the undergraduate programs is local, with a projected growth of 12% to 13% on average based on the US Bureau of Labor Statistics. The School of Art and Design does not have a survey instrument to collect data on employment. The school is in process of deploying the SNAAP (Strategic National Arts Alumni Project) in order to have a better understanding of the placement of graduates. Current employment evidence for graduates is based on knowledge of graduates and the US Department of Labor Statistics. Anecdotally, graduates of BFA of for year 2015, TD0Tc0003Tj/TTsun.os2e9j/TT21ecdotally,

not signal inconsistency in productivity in the areas of above mentioned scholarly activities, teaching load, and service responsibilities. The most recent academic year of 2012-2013 the faculty productivity yields two refereed journal articles, 12 refereed conference proceedings, 12 refereed and 6 non-refereed presentations, 10 juried and 15 commissioned exhibits, 93 non-juried creative works, one book chapter, and six grant submissions with materialized total grant values of \$13,000.

It is reported that the faculty in the School of Design and Art have been proactive in outreach activities including the creation of off-site Shift Space Student Gallery in downtown Wichita, support of K-12 art programs in area schools, pedagogical relationship with the Ulrich Museum of Art, and involvement with community educational initiatives in art and design.

Conclusions:

Commendations:

Important role through community outreach activities by connecting with public schools and private schools.

Flexible undergraduate curriculum that evolves and adapts.

Recommendations:

By April 1, 2014 (send to the Office of the Vice President for Academic Affairs)

- Organize student learning outcomes per specific objectives and develop direct assessment measures (including a rubric for evaluation) for all levels and degree programs, and
- Clearly demonstrate in your program review that the results of student learning objectives are monitored and used as a part of continuous improvement process involving all departmental faculty.
- Address concerns of the Graduate School in terms of the assessment process for the graduate program.
- Develop a plan to increase the enrollment for the Master of Fine Arts program, which is triggered for low majors.

Prior to the next review in 2016:

- Review and tie the mission of the school and the program(s) to the new University mission, goals, and objectives.
- Use university exit and alumni survey data in program assessment. This includes placement data, salaries, and student satisfaction.
- Intensify the work to obtain full accreditation by the National Association of Schools of Art & Design (NASAD).
- Given the loss of two faculty members and projection of three retirements in near future, develop a succession plan for the future of Art and Design. Improve the ability to recruit and retain faculty.

Department/Program (s): School of Music

Degree (s) Offered: Bachelor and Master ~~in~~ Music

Sources of External Support/Faculty quality and productivity:

There is adequate evidence demonstrating the quality and productivity of the faculty directly and indirectly from the quality of its graduates. External funding, particularly as relates to performance opportunities for faculty in the School of Music, is important in the School. Many faculty are members of The Wichita Symphony, and other musical performance groups in the Wichita area, and derive some of their income from this activity. Upcoming (potential) retirements may impact quality going forward.

Conclusions:

Commendations:

The School of Music does an excellent job with a limited number of faculty resources at generating a high quality volume of graduates. The faculty is very active professionally, and enjoys both a strong academic and professional reputation.

Recommendations:

By April 1, 2014 (send to the Office of the Vice President for Academic Affairs)

- Organize student learning outcomes per specific objectives and develop direct assessment measures (including a rubric for evaluation) for all levels and degree programs.
- Clearly demonstrate in your program review that the results of student learning objectives are monitored and used as a part of continuous improvement process involving all departmental faculty.
- Address concerns of the Graduate School in terms of the assessment process for the graduate program.

Prior to the next review in 2016:

- Retirements of faculty have the potential to significantly impact the ability of the School of Music to continue to provide the quality of education that they currently provide. The administration of the College should be encouraged in developing a "succession plan" for key faculty positions.
- Once results of the SNAAP survey become available, these results should be reviewed carefully to ascertain the level of satisfaction of School of Music graduates, as well as the current employment status of these grads. This is particularly necessary, given that current School of Music information in these areas is primarily anecdotal.
- In addition to the SNAAP data, the School of Music should make use of University exit and alumni survey data in program assessment. This data includes placement data, salary data and information regarding student satisfaction.
- A review of the number of individuals enrolled in the School of Music "one year later" indicates a fairly high attrition rate. This may be normal for this type of School, if not, it should be addressed.

- Tie the mission of the programs to the new University mission, goals and objectives.

Department/Program (s): School of Performing Arts

Degree (s) Offered: Bachelor of Fine Arts Performing Arts

Triggers:

None. Majors: 83.67 Graduates: 19.67

Brief Description of the Degree:

The role statement for the Program indicates that the School of Performing Arts provides “training serving the educational needs of students who wish to pursue professional careers in the arts industry as performers, directors, designers, choreographers, technicians, managers and teachers.” After reviewing the materials submitted, this appears to be an apt description of the program. It should be noted that the degree Bachelor of Fine Arts Performing Arts was created in 2009, resulting from the merger of what previously had been unique Bachelor of Fine Arts degrees offered in individual aspects of the performing arts. This new program allows all Performing Arts students to share a common core, number of hours required for graduation, and capstone project. Additions to the curriculum designed to stress the “business of show business”, i.e., how to manage a professional career in entertaining has also been added recently.

Assessment of Students/Learning Outcomes:

Each of the programs in the School has detailed learning outcomes specified. Because of the nature of the subject matter in the programs, most of the learning outcomes are subjective in nature. As in the School of Music, much of the assessment of student learning is accomplished through faculty member assessments regarding the quality of the work presented by the student. Each of the programs has multiple assessments at various points in the student’s program, and the results of the student’s assessment, if unsatisfactory, may result in dismissal from the program. It is noted in the Review that one of the improvements to the Performing Arts Assessment process will be more standardization of the assessments, assumedly both within programs and across assessors. The average ACT scores of the undergraduate Performing Arts students is approximately the same as that of the average of all university students.

Placement of Graduates:

As in The School of Music, the School of Performing Arts has benefitted from the success of several of its graduates at the national and regional level. Graduates of the program are currently appearing on Broadway and in touring companies. The Music Theatre Showcase in New York City allows agents to see the quality of WSU graduates. Also as in The Schools of Music and Art and Design, a much more complete picture of the placement of graduates will be available when more extensive results of the SNAAP (Strategic National Arts Alumni Project)

regarding WSU graduates become available. All graduates, commencing with those graduating in 2011 will be surveyed. There is mention made in the review of a satisfaction survey regarding the program being conducted among graduates, but no results of that survey are presented.

Sources of External Support/Faculty quality and productivity:

Many faculty have professional careers in addition to their faculty appointments, and are members of organizations such as Actor's Equity, Screen Actors Guild and the Music Theatre Educators Organization. They also have made a significant number of scholarly presentations during the past three years. The Performing Arts Faculty also is very productive in terms of the number of student performances and productions that they have facilitated and overseen during the past year.

Conclusions:

Commendations:

The School of Performing Arts is producing high quality graduates, who are capable of effectively competing at the regional and national level. Graduates of the program are currently appearing on Broadway and in touring companies. Graduates are also actively involved in regional theater at various levels. Since the last review, both the number of students enrolled and the credit hours completed within the School of Performing Arts have increased significantly. The addition of a Music Theatre Showcase in New York City to allow agents to see the quality of WSU graduates. Additions to the curriculum designed to stress the "business of show business", i.e., how to manage a professional career in entertaining.

Recommendations:

- By April 1, 2014 (send to the Office of the Vice President for Academic Affairs)
- o Organize student learning outcomes per specific objectives and develop direct assessment measures (including a rubric for

- Tie the mission of the programs to the new University mission, goals and objectives.