

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 being due each November (on a staggered schedule so that college programs are reviewed together) when the Office of the Vice President for Academic Affairs offers a workshop for chairs and assessment coordinators, and continues until April 1st when the studies are submitted to the respective Deans. Thereafter the studies are reviewed by the Deans, Graduate School (as appropriate) and the University Program Review committee (consisting of the Associate Vice President for Academic Affairs, Director of the Office of Planning Analysis, the President, President-Elect, and Past-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:

- Program minima data posted to a secured website by the Office of Institutional Research.

- 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).

Overall Outcome of Program Reviews: 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 engineering in 2014
Engineering Technology	UG Majors/Degrees	Continue – New program
Communication Sciences/Dis	Doctoral degrees	Continue – Intensive review in 2015
Chemistry	GR Majors	Continue - Reviewed in 2012
Earth, Environmental, Physical Science	GR Majors	Continue - Reviewed in 2012
Geology	UG Degrees	Continue - Reviewed in 2012
Liberal Studies	GR Degrees	Continue - Intensive review in 2015
Philosophy	UG Majors/Degrees	Continue - Intensive review in 2015 Academic support program
Physics	UG Majors/Degrees	Continue - Reviewed in 2012 Moved to Mathematics Department in 2011 Academic support program
Forensic Science	UG Majors/Degrees	Continue - Intensive review in 2015
Sociology	GR Majors/Degrees	Continue - Intensive review in 2015
Spanish	GR Majors/Degrees	Continue - Intensive review in 2015
Women's Studies	UG Majors/Degrees	Continue - Intensive review in 2015

Note: Compared to last year's report, Biology has been removed from our triggered list.

Potential Costs of Recommendations

None of the recommendations made will require any additional cost to the University.

College of Health Professions

Department/Program (s): School of Nursing

Degree (s) Offered: BS Nursing (BSN)
MS Nursing (MSN)
Doctor of Nursing Practice (DNP)

Triggers: None

Brief Description of Each Degree:

BSN: The program offers the traditional two year, upper division BSN, an accelerated BSN option, and an RN to BSN completion program. Traditional BSN students are admitted to the nursing program after completing the 58 hours of pre-professional course work. Sixty students are admitted in the fall and spring semesters to the traditional BSN program. The accelerated program, a 13 month program, is capped at 30 students/year. The RN to BSN completion program has on average 50-60 students enrolled. The nursing courses for this program are all on-line.

MSN: In 2012, KBOR approved two new concentrations for the MSN program, requiring 36-37 credit hours: Nursing Education and Nursing Leadership and Administration. The programs were based on need as noted in national studies (nurse educators) and local agency partners need for nurse managers. Enrollment has been low but is expected to grow. The MSN concentration, requiring 49 credit hours that prepare advanced practice registered nurses (APRNs) who function as clinical nurse specialists and nurse practitioners is being phased out (based on changes in professional national expectations). The last MSN-APRN cohort was admitted in spring 2012 and all students are expected to complete the program by summer of 2015. The MSN/APRN concentrations for nurse practitioners are being replaced with the Doctorate of Nursing Practice degree (DNP).

DNP: The DNP degree was approved by the Kansas Board of Regents in 2007. The program was fully accredited by the Commission on Collegiate Nursing Education (CCNE) in spring 2010. The program has two points of entry, post-masters and post-baccalaureate. In Spring 2013 there were 38 DNP students enrolled.

All programs require clinical practica. These clinical practica require preceptors and community resources for clinical placement. The Kansas State Board of Nursing regulations require a maximum instructor/student ratio of 1:10 in a clinical setting for pre-licensure students. Nurse Practitioner students are paired 1:1 with a qualified preceptor with instructor oversight of 1:6 which meets the criteria for The National Organization of Nurse Practitioner Faculties.

The programs have averaged 10.5 tenured/tenure track faculty and 22.2 other instructional FTE over the last 5 years (2007-2011). The T/TT faculty generate an average annual 1399 SCH (135.3 SCH/FTE) and the other instructional faculty generate an average of 3623 (162 SCH/FTE).

Currently, six of the T/TT faculty teach in the BSN program. There is a significant barrier to recruiting highly qualified faculty because of the inability to compete with salaries for nursing professionals who are practicing in clinical settings. The programs are exploring alternative/different teaching models that would decrease the need for multiple lecturers (adjunct faculty) in the program.

Assessment of Learning Outcomes:

In November 2012 the School of Nursing had an accreditation visit by Commission on Collegiate Nursing Education (CCNE) and program review by the Kansas State Board of Nursing (KSBN) and received accreditation/approval for 10 years by both agencies. Assessment of learning outcomes was determined to be adequate.

BSN: The BSN program had six learning/student outcomes that were reviewed. Each outcome in the report had an example of how the outcome was linked to the curriculum. Then each outcome had a defined mechanism to measure the outcome that was specifically linked to a Key Performance Indicator, i.e. 80% will pass the relevant course standardized exam. There were also program performance measures assessed with measurable outcomes including student satisfaction, time to degree completion, employment rate post-graduation, national exam (NCLEX) pass rates, and admission of highly qualified students.

MSN: The MSN program had six learning/student outcomes (seven outcomes for APRN-MSN) that were reviewed. Each outcome in the report had an example of how the outcome was linked to the curriculum. Then each outcome had a defined mechanism to measure the outcome that was specifically linked to a Key Performance Indicator, i.e. 80% will achieve a passing grade on comprehensive Exam; 80% will satisfy all objectives on clinical evaluation tool. There were also program performance measures assessed with measurable outcomes including student satisfaction, time to degree completion, alumni satisfaction, employment rate post-graduation, comprehensive exam pass rates, and national certification exam pass rates.

DNP: The DNP program had nine learning/student outcomes that were reviewed. Each outcome had a defined mechanism to measure the outcome that was specifically linked to a Key Performance Indicator, i.e. 80% will satisfy all objectives on clinical evaluation tool. Measurement is through DNP portfolios, final residency project, and DNP exit evaluation. There were also program performance measures assessed with measurable outcomes including student satisfaction, time to degree completion, alumni satisfaction, employment rate post-graduation, comprehensive exam pass rates, and national certification exam pass rates.

Placement of Graduates:

The PR report claims that nearly 100% of BSN graduates seeking employment find positions in the field with an average starting salary of around \$46,000, and around 95% of MSN and DNP graduates seeking employment find positions in the field with an average salary of around \$83,000. A large number of nursing graduates are employed in Kansas.

Sources of External Support/Faculty Comments: The faculty have generated over \$360,000 in grants. During this same time frame, faculty have also been productive in scholarship, publishing 67 journal articles, book chapters or books, plus 54 conference presentations. In 2012, the School of Nursing received a two-year \$692,576 grant from the U.S. Department of Health and Human Services to support graduate students who plan to practice in primary care, rural or underserved areas/populations, or public health practice settings.

Conclusions:

Commendations:

- Faculty are productive in scholarship.
- Employer demand is good.
- High quality program.
- Student satisfaction is high.

Prior to the next review in 2014:

- Recommend that the SON conduct a salary survey to document discrepancies between WSU faculty salaries and national average salaries, and document other barriers in relation to hiring qualified faculty.
 - This has been completed and an analysis and report will be provided in the 2014 report.
- New University Exit Survey data should be evaluated in terms of student perceptions about the program. The University implemented an electronic undergraduate student exit survey in 2011 (by program) for this purpose.
- New University Alumni Survey data should be evaluated from all program graduates to include salary, employment location, and employment in the field. The University implemented an alumni survey (by program) for this purpose in 2012.

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 Graphical Design are employed 100 percent, 90% of which are employed in the State of Kansas. Among the career tracks are freelance design, graphic design firms, corporate in house design departments, and advertising agencies. The employment rate for graduates from Art programs, however, is estimated to be around 50 percent, 70 % of which are employed in Wichita. Among the career tracks for art degrees are K-12 art educators (in USD 259), studio arts, practicing artist, and 30 percent of which continue on to advanced education, MFA for example. The undergraduate art education program plays an important role for the Wichita school district and has strong impact on K12 art education in the city. Anecdotally, a majority of the BA or BFA art graduates are immediately placed after degree completion with an average salary of \$40,000, compared to salary range of \$25,550 - \$49,960 for typical craftsmanship by the US Department of Labor Statistics. No data was shared for students graduating from Master of Fine Arts.

Sources of External Support/Faculty quality and productivity:

The data provided on faculty quality and productivity indicates consistent overall faculty productivity in all scholarly and creative activities that consists of creation and exhibition of art and design work, written and published research, organization presentations, and grant submissions. The data by faculty in each program area within the School of Art and Design does

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
Bachelor and Master in Music Education

Triggers:

None: **Music Program:** Three year rolling average reported in 2013; Bachelors – 79 majors/20.6 graduates, Masters 46.3 majors/16.6 grads, **Music Education Program:** Three year rolling average reported in 2013; Bachelors – 70.6 majors/20 grads, Masters 24.3 majors/8 graduates.

Brief Description of Each Degree:

The overall goal for the programs in the School of Music is “to provide specialized training at the baccalaureate and master’s degree level for music majors and non-majors, and to provide cultural enrichment for the campus community, the Greater Wichita area and the surrounding region, both in on-campus and off-campus settings.” There are specific learning goals and objectives developed for the programs in the School of Music. Although there are no comparisons with program goals from the last review, there is a detailed discussion regarding deficits highlighted by the last National Association of Schools of Music accreditation visit in 2001. The key issues highlighted related to the quality of the music library and to the need for more cross cultural experience in the School of Music curriculum. There is evidence that both of these issues have been dealt with adequately.

Assessment of Students/Learning Outcomes:

Almost all of the assessment of student learning is accomplished through the use of juried performances and/or student teaching. A significant portion of the Music Education program is jointly assessed with the College of Education. Although the template for assessing learning outcomes is included in the report, for most categories, it is reported that the component is “not assessed separately, embedded in the curriculum.”

Placement of Graduates:

The School of Music is justifiably proud of the success of their graduates. As the Dean indicates in his comments, and as is reiterated in the departmental summary, graduates of the School of Music are actively employed in a number of prestigious settings across the county. Music Educators are employed in appropriate roles regionally and nationally. The reputation of several Wichita State School of Music graduates doubtlessly assists in the placement of new graduates. More information will be gathered regarding School of Music graduates when results of the SNAAP (Strategic National Arts Alumni Project) become more widely available. All graduates, commencing with those graduating in 2011 will be surveyed.

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)
 - 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
- Prior to the next review in 2016:
 - Once results of the SNAAP survey become available, these results should be reviewed carefully to ascertain the level of satisfaction of School of Performing Arts graduates, as well as the current employment status of these grads. This is particularly necessary, given that current School of Performing Arts information in these areas is primarily anecdotal. The University exit and alumni surveys should also be used for this purpose

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

Fiscal Implications from the Program Review Process

Wichita State University
Prepared: January 31, 2014

Fiscal implications of the recommended program changes for each fiscal year from FY 2009 – FY 2013

- FY – 13 One school from the College of Health Professions and three Schools from the College of Fine Arts were reviewed. No recommendations led to any significant fiscal changes.
- FY – 12 One department from the College of Health Professions and two departments from the Fairmount College of Liberal Arts and Sciences were reviewed. No recommendations led to any significant fiscal changes.
- FY – 11 One department from the College of Health Professions, four departments from the Fairmount College of Liberal Arts and Sciences, and three departments in the College of Education were reviewed. All changes recommended were to be handled through internal reallocation.
- FY – 10 One department from the College of Health Professions and five departments in the Fairmount College of Liberal Arts and Sciences were reviewed intensively along with programs continually triggered for low majors/degree. In response to recommendations, Gerontology (now Aging Studies) was moved from the School of Community Affairs (Fairmount College of Liberal Arts and Sciences-LAS) to the Department of Public Health Sciences (College of Health Professions-CHP). The CHP invested approximately \$20,000 of its own funds to support additional gerontology course offerings (to be continued annually). The single faculty line associated with this program was transferred to the CHP (with no cost savings in LAS).
- The Department of Physics was folded into the Department of Mathematics (both in the Fairmount College of Liberal Arts and Sciences) for a cost savings of approximately \$10,000 (for one chair, instead of two).
- FY – 09 All of the Business School's departments, four departments in the College of Engineering, two departments in the College of Education, one department in the College of Health Professions, and one department in the Fairmount College of Liberal Arts and Sciences were reviewed. Most changes recommended were to be handled through internal reallocation. \$120,000 was added to the Department of Finance for an additional faculty position.