



HLC Accreditation 2020-2021

Evidence Document

Academic Affairs

Office of Assessment

Program Review Report 2017-2018

Additional information: Available online:

http://websvc.wichita.edu/administration/assessment/documents/2017-2018_KBOR_Program_Review_WSU.pdf



2017-2018 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 Provost) 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 review by the Kansas Board of Regents (i.e., each program is required to be reviewed once during an 8 year period). 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 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 Senior Associate Vice President for Academic Affairs and Strategic Enrollment Management; 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 Provost by November 1st.

Intensive Review of Selected Programs

The programs being reviewed and reported to KBOR are from the College of Liberal Arts and Sciences (general studies and social sciences). Programs in Education, Health Professions, and Humanities were also reviewed as a part of their triennial reporting cycle, but not included for KBOR reporting purposes. Programs reviewed were bachelor and master level programs.

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

- Program minima data provided by the Office of Planning and Analysis. These data were made available fall 2016.

- Data from exit surveys and other surveys collected by the University and within departments.
- External specialty accreditation reports (as appropriate).

Overall Outcome of Program Reviews reported to KBOR: For the general studies and social sciences programs, only one area was lacking in the area of student learning assessment. It was apparent in the 2018 review materials that program faculty utilized their 2015 feedback to make improvements overall. All programs reviewed were recommended for continuance (reviews start on page 4).

Triggered Programs Monitored

Besides the programs that underwent intensive review this year (starting on page 4), the remaining low major/degree triggered programs were also reviewed for updates on plans to increase majors and degrees (using AY 2017 data, see below).

Program	Trigger from Minima Report	Status
Athletic Training	UG Degrees	Continue – intensive review in 2018
Arts/Studio Arts	GR Majors/Degrees	Continue – Intensive review in 2017
Manufacturing Engineering	UG Degrees	Continue – Intensive review in 2019
Communication Sci/Dis	GR degrees (PhD)	Continue – Intensive review in 2018
Chemistry	GR Majors/Degrees (MS)	Continue – Intensive review in 2019
Liberal Studies	GR Degrees (MA)	Continue – Intensive review in 2018
Philosophy	UG Majors/Degrees	Continue - Intensive review in 2018 Academic support program
Physics	UG Degrees	Continue – Intensive review in 2019 Academic support program
Psychology	GR Degrees (MA)	Continue – Intensive review in 2018 MA only awarded to students who are ABD
Forensic Science	UG Degrees	Continue - Intensive review in 2018
Sociology	GR Majors/Degrees	Continue - Intensive review in 2018
Spanish	GR Degrees	Continue - Intensive review in 2018
Women’s Studies	UG Majors/Degrees	Continue - Intensive review in 2018

Note: School psychology, engineering technology, and earth, environmental, and physical science were removed; communication sciences and disorders (PhD) and liberal studies (MA) added

Potential Costs of Recommendations

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

College of Liberal Arts and Sciences

Department: Communications Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals with productivity directly linked to program enhancement	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.	The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program clearly demonstrates its value to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited or no use of data collected to evaluate the efficacy of its courses and programs.

Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA MA Communications

Triggers – none

Commendations:

- The Department is to be commended for clearly outlining the departments concerns and need for next steps.
- Faculty play a critical role in the general education program

Needs Going Forward:

- The link to the mission was not clear
- Enhance data collection for student need and employer demand
- Improve collection of assessment data in terms of student learning
- Faculty productivity is limited, which may be because of various faculty release activities
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: Community Affairs Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BS Criminal Justice: MA Criminal Justice
BS Forensic Science

Triggers – BS Forensic Science Graduates 5.25 (10)

Commendations:

- Innovative goals for next 3 yrs; pre-law and applied forensic science certificates, online UG degree in homeland security
- Faculty are productive in terms of their scholarship

Needs Going Forward:

- The department mission description did not clearly match the university mission.
- The program outcomes (pg.3) were not clearly linked to the learning outcomes. Wasn't clear how the tool met the broad learning outcomes.
- Limited analysis of program goals for the previous three years.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the graduate program being triggered for low majors and graduates.

<p>Department: Public Administration</p> <p>Year: 2018</p> <p>Department is expected to address:</p>	<p>On Target</p> <p>3</p>	<p>Meets Expectations</p> <p>2</p>	<p>Does Not Meet Expectations</p> <p>1</p>
<p>Centrality of the program to fulfilling the mission and role of the institution</p>	<p>Program mission is clearly defined and is in alignment with university mission.</p>	<p>Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.</p>	<p>Program mission is not stated or is not in alignment with university mission</p>
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<p>Quality of the program as assessed by its curriculum and impact on students</p>	<p>The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.</p>	<p>The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning</p>	<p>The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.</p>
<p>Demonstrated student need and employer demand for the program</p>	<p>The program clearly demonstrates importance based on employer need and student demand.</p>	<p>The program presents data that shows either employer demand or student need.</p>	<p>The program data does not indicate student need nor employer demand.</p>
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<p>Evidence of feedback loop demonstrating program improvement</p>	<p>The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.</p>	<p>The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.</p>	<p>The program makes limited or no use of data collected to evaluate the efficacy of its courses and programs.</p>

Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – MPA

Triggers – None

Commendations:

- Alignment of the program's mission with that of the University is clearly articulated and shows direct connectivity.
- Educational program objectives are clear and concise.
- Narrative clearly documents faculty's productivity in in scholarly work as well community engagement through the Hugo Wall School's Centers.
- High placement rates and student satisfaction from exit surveys.

Needs Going Forward:

- Number of refereed journal articles reported in Table 2-1 do not match the number discussed in the paragraph following the table.
- In next review, provide results of assessment driven interventions indicated on page 10. Document the impact of changes made in courses and assignments.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

<p>Department: Social Work Year: 2018</p> <p>Department is expected to address:</p>	<p>On Target</p> <p>3</p>	<p>Meets Expectations</p> <p>2</p>	<p>Does Not Meet Expectations</p> <p>1</p>
<p>Centrality of the program to fulfilling the mission and role of the institution</p>	<p>Program mission is clearly defined and is in alignment with university mission.</p>	<p>Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.</p>	<p>Program mission is not stated or is not in alignment with university mission</p>
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – Bachelor, Master of Social Work

Triggers – None

Commendations:

- The School's mission statement establishes a clear connection to the community
- Noteworthy scholarly productivity
- Learning objectives are clear and measurable.

Needs Going Forward:

- For MSW and BSW, the school uses the same learner outcomes, needs differentiation
- Students self-assessment and field instructor evaluation has the same weight. Should differentiate, and/or utilize some other means of assessing the learner outcomes. In addition, the sample size for each outcome should be noted.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment and graduate enrollment plans.

Department: Interdisciplinary - BGS	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Department is expected to address:			
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	<Not applicable – faculty are assigned to and evaluated in other departments as this is a department with interdisciplinary degree programs>		
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.	The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BGS

Triggers – None

Commendations:

- For the BGS program, although the mission has not changed since the last review, it connects well with the new university mission focusing on applied learning and research.
- The BGS assessment provides a good analysis of how the program should change going forward.

Needs Going Forward:

- Continue assessment process as implemented for the 2018 review.

Department: Interdisciplinary MALS	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Department is expected to address:			
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Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	<Not applicable – faculty are assigned to and evaluated in other departments as this is a department with interdisciplinary degree programs>		
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – MALS

Triggers – degrees

Commendations:

Needs Going Forward:

- For MALS:

- Mission – more detail is needed on how it connects to the new university mission.
- Student need/employer demand needs further assessment.
- Use of data to make changes/improvement needs to be documented.
- Assessment of student learning:
 - Provide the measurement tool used to evaluate thesis/final projects. Analysis of the strengths and weaknesses of theses or projects will provide valuable information to the program about what might need to be improved, quality of the work, etc. Note: Other graduate programs evaluate strengths and weaknesses with an evaluative rubric for the comprehensive exam, but we realize that MALS relies on the theses/projects as the program capstone.