



Academic unit: Media Arts College: Fine Arts

Date of last review N/A Date of last accreditation report (if relevant) N/A

List all degrees described in this report (add lines as necessary)

Degree: Bachelor of Applied Arts CIP* code: 50.0102

Concentrations in – Audio Production, Animation, Filmmaking, Game design, and Collaborative Design

Degree: _____ CIP code: _____

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Certificate (s): Audio Production, Animation, Filmmaking, Game Design, and Collaborative Design

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Bret Jones		Tenured
Kelly Johnson		Non-Tenure-Track
Timothy Babb		Non-Tenure Track

Submitted by: Bret Jones, Program Director – Media Arts
(Name and title)

Date 03/28/2019
(Date)

In yellow highlighted areas, data will be provided

Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
N/A	N/A	N/A

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU. This is the first Program Review for Media Arts.

Part 2: Departmental Purpose and Relationship to the University Mission

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (Explain in 1-2 concise paragraphs)

- a. Program Mission (if more than one program, list each mission):

The Wichita State University Bachelor of Applied Arts in Media Arts prepares students to be professionals in media and design. Our instruction focuses on the creative skills and technology required to work in the area of Media Arts. Through our curriculum, students emerge with knowledge, skills, and techniques necessary to succeed in media professions.

Strategic Goals:

- Support career and professional development
- Foster leadership in media arts industries
- Encourage entrepreneurial work
- Develop awareness of current trends and insights in the media arts industries
- Provide individualized student attention

- b. The role of the program (s) and relationship to the University mission:

The Media Arts program fulfills each area of the university's mission as growth and interest in these fields has grown significantly in the past decade. According to SelectUSA:

“The U.S. media and entertainment (M&E) industry is the largest in the world. At \$735 billion, it represents a third of the global M&E industry, and it includes motion pictures, television programs and commercials, streaming content, music

and audio recordings, broadcast, radio, book publishing, video games, and ancillary services and products. The U.S. industry is expected to reach more than \$830 billion by 2022, according to the latest Entertainment & Media Outlook by PriceWaterhouseCoopers (PwC).”

This program, which was predicted to have 25 in it the first year, had over 90. In January 2019, the program has 190 students. This growth has come with little marketing on the part of the university. The significant growth demonstrates the interest in education in these areas. Student work contributes to the culture of the campus, city, and state. In addition, the economic expansion of Media Arts is driving ever upward.

- c. Has the mission of the Program (s) changed since last review? Yes X No
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU.

- d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review? Yes X No

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU.

The Bachelor of Applied Arts in Media Arts is a unique degree as it one of few “applied arts” degrees in the United States. The concept for the program is to combine elements of fine arts education with a “hands on” vocational approach to the educational process. The students in this program will be exposed to cutting edge technology, software, and tools that apply to the media arts fields of audio production, animation, game design, and filmmaking. In addition, the Media Arts program uses a 35,000 square foot facility that houses recording studios, film studios, VR Studios, an animation studio, clay modeling studio, motion capture studio, and classrooms to support the degree.

When Media Arts was established, it was done so without university support for any faculty lines (tenure-track or otherwise). The first year was completed primarily with students enrolled in existing curriculum taken from other programs across the campus and professionals from the industries serving as adjuncts. In our second year, we have carved out of RU funding two 1.0 non-tenure track faculty. As these faculty acclimate to the academic environment, we will formulate a more cohesive set of goals and objectives.

If yes, describe the changes in a concise manner.

Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

What standards, if any, are in place for your college/department for the following areas:

Departmental Standards																	
College/ Dpt.	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non- Ref	Ref	Non- Ref	Ref	Non- Ref	*	**	***	Juried	****	Juried	Non- Juried				
Year 1																	
Year 2																	
Year 3																	
Year 4																	

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Departmental Outputs																	
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non- Ref	Ref	Non- Ref	Ref	Non- Ref	*	**	***	Juried	****	Juried	Non- Juried				
Year 1				1		1	50	60	15		2	3	13				\$500
Year 2				1		1	55	59	20		4	2	22			1	pending
Year 3																	
Year 4																	

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

Narrative: Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Currently there are four permanent faculty coordinating programming within the Bachelor of Applied Arts in Media Arts - Kelly Johnson, assistant educator of game design; Timothy Babb, assistant educator of animation; Mark Foley, audio production faculty and a faculty member of the School of Music, and Bret Jones, Program Director of Media Arts and a faculty member of the School of Performing Arts. The majority of the creative work is from two faculty members, Bret Jones and Mark Foley. With Kelly Johnson

and Timothy Babb now hired on full-time – Kelly Johnson fall 2018 and Timothy Babb spring 2019 – the creative output will increase. The positions that Kelly Johnson and Timothy Babb fill are non-tenure track Assistant Educator positions, which the primary focus is teaching. Kelly Johnson’s creative work involves planning and designing video games with student collaboration, as well as participating in Video Game Jams in the Wichita area. Timothy Babb is a freelance animation designer with work in film and theatre. He has produced animation for WSU Theatre, Music Theatre Wichita, and for the film industry. Bret Jones is a published author, audio theatre producer, and filmmaker. Mark Foley is a musician, composer, and artist in multiple genres, primarily classical (string bass), jazz (electric bass), and contemporary (multiple instruments).

With this being the fourth semester of the program’s existence, recruitment and retention plans are in the early stages of development and refinement. This also includes course evaluation that will eventually bring change to the curriculum in each of the concentrations in Media Arts.

Part 4: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

Narrative: a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

Mean ACT/SAT Composite Scores Total – 22.9; 2018 - 23.2; 2019 - 22.8

Narrative: b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here:

N/A - no Graduate Program

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis

Definitions:

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Narrative: c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the following table. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Provide assessment here:

At the time of writing this, the Media Arts program is at the beginning of its fourth semester at Wichita State University. We will have our first graduate in the program May 2019. We are still formulating what learning outcomes we should have and what items we should assess with our students. After this 2018-19 academic year, our new faculty will have a better idea of student abilities, expectations of the concentration, and how to measure and assess those things. This is also a Bachelor of Applied Arts degree, which has an emphasis in a “hands on” approach to technical education in the arts. This has to be taken into account in determining our outcomes and tools of assessment.

Since there are inconsistencies in assessment in the College of Fine Arts, the college is creating a system for collecting and assessing learning outcomes. This will be a cohesive plan across the schools and programs. The College of Fine Arts is in the process of evaluating various software platforms (i.e. PASS by T3, Qualtrics, etc.). The plan is to have this in place before the beginning of fall of 2019.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1				
2				
3				
4				

Narrative: d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Provide assessment here:

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU. The first graduate of the program: May 2019.

Does your program support the university General Education program? Yes No

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:		
<ul style="list-style-type: none"> • Have acquired knowledge in the arts, humanities, and natural and social sciences • Think critically and independently • Write and speak effectively • Employ analytical reasoning and problem solving techniques 	Results	
	Majors	Non-Majors

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

Narrative:

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Provide assessment here:

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU. The first graduate of the program: May 2019.

Concurrent Enrollment - Does the program offer concurrent enrollment courses? Yes No

If no, skip to next question.

- Narrative:**
- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide assessment here:

Accreditation – Is the program accredited by a specialty accreditation body? Yes No

Narrative:

- g. If yes, please note the name of the body, the next review date and concerns from the last review.

Provide assessment here:

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Media Arts has no accreditation at this time. However, the School of Art, Design and Creative Industries just completed their self-study and sight visit for re-accreditation by the National Association of Schools of Art and Design. NASAD includes Animation and Game Design in its accreditation body, and when the NASAD team visited WSU, it included an interview with the Media Arts faculty and a tour of the media arts facility. Media Arts has not sought out accreditation at this time. The sight team has not written their report, but there is a strong possibility that part of Media studies – Animation and Game Design – will be subsumed into the NASAD accreditation. As such, we also anticipate the audio production concentration would fall under the National Association of Schools of Music (NASM) accreditation. Once both accrediting bodies have completed their reviews of WSU programming it is very likely the media arts program would be accredited through 2 accrediting bodies.

Credit hour determination – How does the department assign credit hours to courses?

Narrative:

Provide assessment here:

All classes conform to WSU policy. A 3 credit class that meets 3 times a week for 50 minutes or 2 times a week for 75 minutes has the expectation that students will spend a minimum of 2 hours out of class time for each hour in class. For classes with 1-2 credits (Practicums, Directed Studies & Electives), the total time is determined as follows: 1 credit=3 hours of class or individual work each week.

When the Media Arts program was created, the curriculum was formulated using research from other schools, industry standards, and resources available at the university. The curriculum went through the approval process from the College to the University to the Kansas Board of Regents; this approval was finalized in July 2017.

Two unique aspects of the program are the Media Arts Practicums and the Professional Practice courses.

Media Arts Practicum expand and enhance the students' technical and conceptual skills, and increase knowledge in the various mediums supported by the Bachelor of Applied Arts degrees. Practical training in the organization, presentation, and technical aspects of production are the focus as students conceptualize, plan, and implement a project related to the Media Arts. Practicum participants will mentorship and feedback from Degree Facilitators and staff in support of their professional development during work on the projects. The Media Arts Practicum are in three levels: Media Arts Practicum I, II, III. Level I requires 45 hours of work during the semester and the skill base required for completion is low. Level II requires 90 hours work during the semester and the skill base is more challenging for the student. Level III requires 135

hours of work and is targeted for the student's senior year and the student acts as "executive producer" for a project. The student designs the project, recruits other students to the team, and completes the project.

Professional Practices are a one-credit hour, repeat three semesters, courses. Each semester deals with different aspects of professional practices in the Media Arts. Subjects covered: resume, cover letter, website, portfolio, social media, networking, press releases, grant writing, billing, invoices, taxes, researching work opportunities, piracy, freedom of speech in the media arts, copyright, intellectual property, and contracts. These courses are vital for the Media Arts student to understand what is required to live and work as a professional in this field.

Overall Assessment – Define the Overall quality of the academic program.

Provide assessment here:

Examining the curriculum, facilities, and student growth of the program, the program is successful. The curriculum is reflective of needs/requirements in the field; the facilities are state-of-the-art with consideration for future improvements, and in the program's fourth semester there are 190 students. The program is structured to meet the students' needs for the Media Arts area.

In addition, with two full-time faculty in Animation and Game Design, there is a sense of permanency, professionalism, and focus. The faculty members in these two areas are valuable assets to the program with continual positive feedback from the students and other Media Arts staff. However, we are currently using adjuncts to cover our audio production and filmmaking courses. The adjuncts employed are contributing in positive ways to the program as well, but there isn't a sense of permanency, meaning further curriculum development is hindered, learning objectives cannot be formulated easily, and projects for students cannot be designed for the academic year, such as short film projects or album production.

Furthermore, as the program continues to grow, one faculty member in each area likely isn't enough to cover the responsibilities, such as annual assessments, advising, portfolio reviews, learning outcomes, and possible sophomore reviews. For example, if we had all of these items in place, the one Game Design faculty member would have to take care of these responsibilities for approximately 60 students. Even with full support from the three faculty members in Media Arts, this would be a difficult task; currently, our teacher to student ratio is 1:63. And because these areas require specific skill sets, being able to find other qualified adjuncts in the Wichita area is difficult.

Academic scholarships – Media Arts currently doesn't have any scholarships specifically designated for the program.

The program is designed to encourage work in the field while still a student. Many of our students have been booking work while being a student in the Media Arts program. Here are a few examples of student and faculty work:

- Student work – we have several students who are already booking and invoicing work in their concentration. We have students invoicing work in film and audio primarily; for example, Max Frish (BAA in Filmmaking student) has already created his own media company and has been booking work for over a year. Zach Hooper (BAA in Audio Production) books work as a DJ and on several audio projects. Steven Powell (BAA in Animation) created a logo for a Wichita Police Department program. Michaela Marioni (BAA in Game Design) edited videos for Snoop Dog's concert tour. These are just a few examples of work our students are doing.

- Student internships – Justin Rorabaugh, Director of Shocker Studios, has established internships with the Wichita Police and Fire Departments creating educational and promotional videos. KMUW has also approached Media Arts about internships. This area of our program will grow as more institutions and businesses find out about the program.
- Student groups – The Animation Reel Coalition is the student-created and run group in Animation. The Game Design organization that has been created is called the Shocker Game Club. Kelly Johnson sponsors the Game Design club and Timothy Babb sponsors the Animation Reel Coalition.
- Student award - Ciara Duarte and Marbella Gonzalez both received a special commendation from the Wichita Police Department for creating a bicycle safety video.
- Student recruitment – In the first semester of the program (Fall 2017), there were approximately 57 students in Media Arts. In the fall of 2018 the Media Arts program had 183 students; spring 2019 the program has grown to 190 students. Estimation is for approximately 250-275 students in fall 2019.
- Collaboration Across Schools – Media Arts students in the Filmmaking concentration provided technical support for WSU Theatre’s 2019 film project, *A Long Story Short*. For 2020, the WSU Theatre film project will again collaborate with Media Arts Filmmaking students. In addition, an Audio Production major is scored the music for the 2019 WSU film project.
- A team of 13 students across animation, game design and audio production, collaborated in a week long international competition called the Bracky's Game Jam. They created a short video game experience which received 4th in the overall the graphics rating among 329 entries.

Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
Year 1							↓
Year 2							
Year 3							
Year 4							

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

Narrative:

Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU. The first graduate of the program: May 2019.

The Bureau of Labor Statistics projects an 8% growth in Media Arts-related professions; this is approximately 6,200 jobs.

From the BLS website:

- 2017 median pay - \$70,530; \$33.91/hour
- 2016 number of jobs – 73,700

Student interest in the Media Arts program is strong. The growth of the program was not expected as it currently has 190 students. The creation of the Media Arts program keeps with the changing landscape of artistic creation using media for production. Film, Audio, and Video Games generate billions of dollars in revenue each year, impact culture around the world, and continue to need reliable and creative people to produce in each of these areas. We anticipate the Media Arts program to continue to grow steadily; the prediction is for 250-275 students in the fall 2019.

Provide assessment here:

The Media Arts field is a popular one, not only in our society, but globally. People consume large amounts of media every day: internet, music, film, podcasts, video games, streaming, and television.

According to trade.gov:

“The global Media & Entertainment (M&E) market reached \$1.9 trillion in revenues in 2016, according to the 2016-2020 Entertainment & Media Outlook by PricewaterhouseCoppers (PwC), and is expected to expand by nearly five percent to reach just under \$2 trillion in 2017. In 2016, China (\$190 billion) became the second largest market after the United States (\$712 billion), followed by Japan (\$157 billion), Germany (\$97 billion) and the United Kingdom (\$96 billion). France came in sixth, at \$69.3 billion (2016). In contrast, the six largest Latin American M&E markets grew to \$96 billion combined in 2016. Demonstrating major contributions of uniquely American culture, the United States boasts the largest global share of M&E earnings for filmed entertainment, music, book publishing, and video games. The M&E industry consists primarily of small businesses – or Indies – but large corporations, often diversified with the digital and tech sectors, dominate the industry.”

Communication, entertainment, transfer of information, education, and other areas are rooted in media arts technology. This is an ever-expanding field with motivated, creative, and skilled workers needed to supply the demand. The WSU Media Arts program is positioned to provide workers in the media arts.

The swift growth of the Media Arts program at WSU demonstrates its popularity with students. In its fourth semester, the program has 190 majors. The prediction is that in the fall of 2019 there will be 250-275 students.

Filmmaking and audio production students can book work currently in the Wichita area; however, it is more difficult for animation and game design students. If these students want to find work, a move to another part of the country will be required. Videographers can get full-time employment in Wichita, or find several positions along the I-35 corridor. Audio production work is also more available along the I-35 corridor. Animation and game design is more difficult, but with relocation, or being able to provide work electronically, students can find jobs or positions available.

As media arts continues to grow in importance to our society and globally, the need for trained professionals will be required. The WSU Media Arts program is a part of that.

Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Narrative: Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Service - The Media Arts degrees are designed to use courses from other Schools within the College of Fine Arts: Music; Art, Design and Creative Industries; Performing Arts, the Institute for Interdisciplinary Creativity, and the Elliott School of Communication . There are several courses in all of these areas that have seen an influx of Media Arts students.

Interdisciplinary – The Theatre Department and Media Arts have worked together on film and audio projects; this practice will continue. This will eventually include Game Design and Animation working with the Theatre Department on projects.

Timothy Babb, Animation Instructor, produced a 4-minute animated short for the Theatre Department’s 2019 production of *The Comedy of Errors*.

Unique Aspects - The Bachelor of Applied Arts is a unique degree as it combines art, design, and is vocational in nature as it uses technical elements in production and creation. Media Arts equipment examples: cameras, lights, microphones, computer technology, specialized software, recording equipment, audio and film studios, and other technical equipment. Currently, Shocker Studios provides the space needs to fulfill the mission of the Media Arts program. It also provides necessary equipment, studios, and lab space for students to create, design, and produce their work.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

Narrative:

- a. Program name:
- b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
- c. Discuss how graduate assistantships are being used to advance the GEM goals.
- d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
- e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

N/A – Media Arts has no graduate program.

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

Narrative:

- a. Program name:
- b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
- c. Discuss how faculty have been engaged in recruitment and retention activities.
- d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:

Media Arts.

Currently, the department and faculty have not engaged in systematic enrollment management. In the first year of the program, there was one full-time faculty member associated with the program. The second year added two more full-time faculty who are non-tenure track instructors. Little finances have been invested in enrollment as well. The growth has come from limited marketing, but primarily through “word-of-mouth.”

The faculty have attended a few recruiting events that have been set up by the university. Our main asset in recruitment is the Shocker Studios facility. We encourage campus visits to all interested students, with emphasis on receiving a tour of Shocker Studios. Students who visit are enamored with the facility and look seriously into attending WSU. As the program is just finishing its second year, there hasn’t been as much emphasis on retention. There has been a slight drop in numbers from the third to the fourth semesters.

This program, which was predicated to have 25 in it the first year, had over 90. In January 2019, the program has 190 students. This growth has come with little marketing on the part of the university. The significant growth demonstrates the interest in education in these areas. Student work contributes to the culture of the campus, city, and state. In addition, the economic expansion of Media Arts is driving ever upward.

The success of the program is demonstrated in the quick growth and in many of our students already booking work in their area of interest. It is good to see students behaving as professionals in their respective field while still a student, and not just after graduation.

The challenges of the program are evident in our limited number of full-time faculty. There are three, with one still an active member of another school within the College of Fine Arts. The current teacher to student ratio is 1:63. At this stage, it is a challenge to offer the curriculum and have instructors to cover the courses in a reasonable rotation. If the program continues to grow, this will reach a point where it will be unmanageable. This also means that any project-oriented work outside of class is extremely limited. For the program to be successful, media arts projects need to be part of the academic year, such as a series of podcasts, music production, short films being made, and video games designed. This won’t be able to occur until there are more faculty for the program.

Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 4 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

N/A – The program has just begun its fourth semester; May 2019 will complete our second year as a program at WSU. The first graduate of the program: May 2019.

Part 10: Summary

Narrative: a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

Provide assessment here:

- Strengths of the Media Arts Program - student interest is strong; the numbers started off high for the program and have only increased. Students are getting exposed to practical, “hands on,” applied learning situations in and out of the classroom. Many of our students are already working in the Media Arts industry either in full or part-time capacities, as well as freelance work. There is a practical and immediate need for the skills and knowledge the Media Arts students are learning. This not only promotes WSU’s Media Arts program, it also contributes to the cultural climate of the Wichita and state communities. In addition, this program is unique in the Midwest providing instruction that usually would require students to move to one of the coasts to receive an education in Media Arts. This positions the WSU Media Arts program into a position to contribute to the artistic, economic, and cultural environment in the state of Kansas.
- Concerns with faculty– currently the Media Arts program has two full-time faculty, one ¾ time faculty/director, and several adjuncts to provide the education of the degree. The student population at the time of this writing is 190 with the prediction that it will be 250-275 in the fall of 2019. Our current faculty are in Game Design and Animation. We do not have any permanent faculty in Filmmaking or Audio Production; these courses are being taught by adjuncts. This limits the project growth and overall education in these two areas. The program needs a permanent faculty in each of the four areas, as well as a director. This will still be a much higher student to teacher ratio in comparison to other schools in the College of Fine Arts, as well as other programs at Wichita State University. In addition to more permanent faculty, we need more of a pool of adjuncts to draw from as many of our courses will “bottle neck” based on student need and rotation. If we can get additional faculty to cover Filmmaking and Audio Production, we will then need to add additional faculty to Game Design, in particular, as there is need. If the program continues to grow, we will need two faculty in each of the concentrations.
- Concerns with facilities – Shocker Studios is a wonderful facility that gives the Media Arts program a place to flourish and create; however, this these facilities are leased by the university. According to estimation, the facilities can support approximately 400 students. Anything beyond that would restrict the education of the students, rotation of the courses, and access to lab space to conduct the applied learning that is vital to this program. There are questions about Shocker Studios: Will the program be able to expand if other space becomes available? If not, will we have to cap the program and regulate the number of new students that will be allowed into the Media Arts degree? Will the university administration support any required expansion?

Part 11: Forward-facing goals

Narrative: b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)**.

List goals here:

- 3-Year Goals:
 1. Have a full faculty; at least one faculty member in each of the concentrations.
 2. Have 350 students in the Media Arts program.
 3. Graduated a “class” of students, which will assist with learning outcomes, goals, and assessment.
 4. Expanded space needs in Shocker Studios to better suit the educational needs of the students.
 5. Have complete technical needs met in each of the concentrations – i.e., lighting in the film studio, recording studios sealed for sound, full equipment inventory for each concentration, and an editing suites lab.
 6. Created and distributed original video games, films, short animation, and audio projects with a production calendar in place for the program.
 7. Media Arts Scholarships in place and available for students to apply for.
 8. Presentation of Media Arts events that are ticketed to the public in each of the concentrations.
 9. Continued collaboration with other programs in Wichita State University.
 10. Professional connections in each of the concentrations, which will enhance the students’ learning experience, as well as promote Shocker Studios.
 11. A solid, data-producing system of assessment in place.
 12. Interdisciplinary work across campus to create, design, and produce unique projects for the students.