

2012-2013 Program Review

Executive Summary

Overview

Wichita State University revised its program review procedures during the 2010-2011 academic year. This report reflects the second year of the revised procedure. WSU 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 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 Provost offers a workshop for chairs and assessment coordinators, and continues until April 1st when the studies are submitted to the Deans. Thereafter the studies are reviewed by the Deans, Graduate School (as appropriate) and the University Program Review committee (consisting of the Associate Provost for Quality Assurance and Accountability, Director of Institutional Research, 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 undergoing intensive review this year were in three different colleges (engineering, health professions, and liberal arts and sciences) and ranged from bachelor level to doctoral level programs. While three colleges had programs scheduled for intensive review, only programs in health professions (review starts on page 4) and liberal arts and sciences (review starts on page 6) were included for this report. Engineering programs were not due for KBOR reporting. Each college was notified of the programs undergoing intensive review in November of 2011.

College of Health Professions: Program review within this College was part of a larger process of strategic planning. One graduate program was reviewed. Goals and objectives were developed by the department to integrate with the strategic directions of the college. In this college, a college level review committee also assessed the program in the process before the self-study was forwarded to the Graduate Council and University for review.

Fairmount College of Liberal Arts and Sciences: Four undergraduate and two master level programs were reviewed in this college. Self-Studies were developed by the department chair. The reports were sent to the Graduate Council (graduate programs only) and College Dean for review prior to them being submitted to the University Review Committee.

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 2011.
- 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 (reviews start on page 4).

Triggered Programs Monitored

Besides the one triggered program that underwent intensive review this year (master of liberal studies), the remaining low major/degree triggered programs were also reviewed (using FY 2012 data, see below).

Program	Trigger from Minima Report	Status
Athletic Training	UG Majors/Degrees	Continue – Program established 2004-2005
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
Communication Sciences/Dis	Doctoral degrees	Continue - Reviewed in 2011
Biological Sciences	GR Degrees	Continue- Reviewed in 2012
Chemistry	GR Majors	Continue - Scheduled for review in 2012
Geology	UG Degrees	Continue - Reviewed in 2012
Liberal Studies	GR Degrees	Continue - Reviewed in 2011
Philosophy	UG Majors/Degrees	Continue - Reviewed in 2011 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 - New program
Sociology	GR Majors	Continue - Reviewed in 2010
Women's Studies	UG Majors/Degrees	Continue - Reviewed in 2011 Outreach to University community

Compared to last year's report, 7 program areas have been removed from our triggered list: Aging studies; arts/studio arts; nursing practice; health science; earth, environmental, and physical sciences; mathematics; and Spanish.

Potential Costs of Recommendations

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

College of Health Professions

Department/Program (s): Physical Therapy

Degree (s) Offered: Doctor of Physical Therapy (DPT)

Triggers: T/TT faculty

Brief Description of Each Degree:

The DPT degree is a 124 credit hour program which provides the graduate student with the requisite knowledge and skills to be eligible for licensure as a physical therapist upon graduation and successful passing of the National Physical Therapy Examination (NPTE). Scores on the national licensure examination for WSU first time takers show an average of 91% pass rate (first time and repeat takers show a 99% overall passing rate). Traditional students, those who enter the program immediately after acquiring a Bachelor's Degree, have a broad variety of majors depending on each student's area of interest, e.g., Biology, Math, Psychology, Exercise Science, and Athletic Training. The first two years of the program combine didactic and clinical practice. The third and final year of the program has the students practicing under the supervision of licensed physical therapists in three full-time clinical internships. The program accepts 40 students, out of around 200 applicants, each year.

The Commission on Accreditation in Physical Therapy Education (CAPTE) granted the program ten years accreditation (through 2021) in 2011. WSU's PT program has maintained full accreditation status since its establishment.

The program has averaged 4.8 tenured/tenure track faculty and 2.7 other instructional FTE over the last 5 years. They have hired two new faculty members over the last year in emergency hire status and plan to convert both of those positions to tenure track over the next year, which will fulfill minima requirements for faculty.

Assessment of Learning Outcomes:

The program updated their assessment plan in 2012 with measurable learning outcomes. Data will be reported going forward on annual basis. The PT program is a graduate program, therefore, does not assess general education goals or KBOR foresight 2020 foundational skills. Student satisfaction surveys are just starting.

Placement of Graduates:

The departmental self-study report claims that nearly 100% of graduates seeking employment find positions in the field. Median salaries for graduates are \$76,000.

Sources of External Support/Faculty Comments: The faculty have generated over \$119,000 in grants over the last three years. They have also been productive in scholarship, publishing 31 journal articles and 29 refereed conference papers over the last three years.

Conclusions:

Commendations:

- The program seems to operate very well despite the small number of T/TT faculty. The additional new hires will improve operations even more.
- Faculty are very productive in scholarship.
- Employer demand is good.
- High quality program.

Prior to the next review in 2014:

- Improve documentation of changes made through assessment.
- 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 is implementing an alumni survey (by program) for this purpose in 2012.

Fairmount College of Liberal Arts & Sciences

Department: School of Social Work

Degrees Offered: Bachelor of Social Work
Master of Social Work

Triggers: The undergraduate program continues to have a mean ACT composite score below 21. The department indicates that students are meeting high academic standards, are participating in scholarly activities including research papers at the Undergraduate Research and Creative Activity Forum, and are eligible for the social work honor society. The students are non-traditional in that they are older (median age is 28) and two-thirds have more than 30 transfer credit hours from other schools. These students are more likely to not report an ACT score.

Brief Description of each degree:

BSW – Program “... prepares students for competent and effective professional entry-level social work practice within a generalist model. The BSW program is grounded in the history of the profession and dedicated to social work values of diversity, ethics and challenging oppression. Students will be prepared to apply evidence-based knowledge and skills to multiple systems to advance human rights and economic, political and social justice. Themes of the program are aimed at: Generalist Practice, Professional Identity, Values & Ethics, and Diversity.”
MSW – Prepares graduates for....“autonomous Advanced Generalist practice. This mission is accomplished through the preparation of advanced social workers capable of practice in complex, diverse-and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just, and empowering interventions on all practice levels.”

Scheduling of courses and classroom space persists for the MSW program. For the last several years a number of classes were scheduled at WSU’s West Campus, which has been problematic for some MSW students.

Assessment of Learning Outcomes:

Both programs are fully accredited by the SW accrediting body. Learner outcomes for both programs (called core competencies through the social work accreditation body), are described in detail. The measurement processes were revised in the summer of 2011 to align with the current accreditation standards. Completion of the revision was completed AY2011-12. There are detailed and extensive charts provided for each program. These charts list the core competences, measurement processes, outcome standard (called Competency Benchmarks), performance level and the procedures for addressing the identified issues when a competency standard is not met. When any competency falls below the standard (generally 90%) or does not meet a standard, a follow-up plan is described. Within the charts, there are descriptions of what was and is planned to be done. The feedback loop appears to be complete.

Results of license examinations are not available directly to the School. Student and employer satisfaction are measured, described, and the processes for addressing any issues are included and specific.

Placement of Graduates: Placement of graduates is well-documented as is continued demand for social work practitioners. 83% of graduates are employed in Kansas.

External Funding/Faculty: The existing faculty are productive in terms of their teaching and scholarship. The student/faculty ratios are in compliance in terms of expectations of their accrediting body, but have been close to “out of compliance” in past years. Grants have been awarded in collaboration with “community partners.”

Conclusions:

Commendations:

- Documentation of the employment of graduates of both programs within their field.
- Documentation that programs are addressing the work force needs of Kansas with 83% of graduates employed in the state.
- Efforts have been made by the faculty to become more involved in scholarly activities and submission of grants.
- Increase in the number of tenured and probationary faculty since the last review
- Detailed assessment plans.
- Learner competencies are well defined and a measurement process in place.
- Both programs are fully accredited.
- Commitment of the faculty to service although an evaluation of these activities in light of student-faculty ratio issues would be a reasonable step.

Recommendations:

- A concern is the number of faculty and the faculty-student ratio. The Department states they will seek additional faculty. The faculty has increased by one since the last review, while the student numbers have maintained and not increased.
- The School plans to offer Further Study general education courses. Consider not offering these courses until the faculty-student ratio problem is addressed.
- Work with the dean and others in addressing the scheduling and space issues. The BSW program was moved completely back to the main campus in FY2012.
- Administrative support for faculty and advising for students needs to be sufficient regardless of the site for offering courses.
- Utilize the University UG and GR exit survey data in the future. The University implemented an electronic UG and GR exit survey in 2011 (by program) for this purpose.
- Utilize University alumni survey data in the future. The University is implementing an alumni survey (by program) for this purpose in 2012.

Department/Program (s): Interdisciplinary

Degree (s) Offered: Bachelor General Studies; BA and MA Liberal Studies

Triggers: BA (majors and graduates) and MALS (graduates)

Brief Description of Each Degree:

BGS/BA – The bachelor degrees allows students to design their own program of study crossing departmental or even college lines. The degrees allow the student to become a generalist and may allow pre-professional or nontraditional career students greater flexibility in planning for their unique futures. Most recent data for the BGS degree indicate there were 278 majors and 145 graduates. The average ACT was 21. This may be skewed by the fact that most are LAS majors as freshmen and sophomores. There are a few students who receive the AA/BA/MA in liberal studies, but most complete the BGS. However, we intend to keep the AA/BA/MA degrees as they allow student flexibility and are low cost centers (faculty come from other departments).

MA in Liberal Studies – WSU offers an interdisciplinary MALS degree program for individuals who wish to pursue a particular topical or interdisciplinary interest at the graduate level, but find the existing programs either too specialized or insufficiently individualized. The MALS program offers students an opportunity to design a program of study to answer their particular needs and interests in a focused, coherent manner. MALS has put into place a plan to increase admission numbers (and has exceeded) in an effort to increase the number of graduates.

Assessment of Learning Outcomes:

The learning outcomes for both UG and GR programs have been revised this year, so there are no outcomes to report.

Placement of Graduates:

Anecdotal evidence is provided in terms of the employability of the UG and GR students. The BGS degree program is very popular and provides an opportunity for students to study in an emphasis area that otherwise does not exist at the University. The BGS Program also serves a diverse group of students. Similarly, the MALS program provides opportunities that do not exist otherwise. Ninety-two percent of BGS students report they would complete the degree again, given the opportunity. Among MALS students, they rate the program highly on the Graduate School Exit Survey. Documenting employment rates and characteristics would be helpful to further promote both programs.

Sources of External Support/Faculty Comments: As faculty are assigned to other departments (but offer courses to both program students), faculty productivity is not reported.

Conclusions:

Commendations:

- BGS – increased majors, graduates and SCH.
- MALS – increased admissions.

Recommendations:

Prior to the next review in 2014:

- Report new data on learning outcomes and document how the outcomes were used for program improvement.
- Data should be collected and evaluated in terms of student perceptions about the program. The University implemented an electronic undergraduate and graduate student exit survey in 2011 (by program) for this purpose.
- Data should be collected and evaluated from all program graduates to include salary, employment location, and employment in the field. The University is implementing an alumni survey (by program) for this purpose in 2012.