



## 2011 2012 Program Review Executive Summary

### Overview

Wichita State University revised its program review procedures during the 2010 2011 academic

intensive review in November of 2010.

***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



Program	Trigger from Minima Report	Status
Gerontology	GR Majors/Degrees	Continue Reviewed in 2011 Moved to College of Health Professions 2011 Renamed Aging Studies Recent increases in majors/degrees
Sociology	GR Majors	Continue Reviewed in 2010
Women's Studies	UG Majors/Degrees	Continue Reviewed in 2011 Developing plan for a minor in women's studies for engineers Outreach to University community

Potential Costs of Recommendations

None of the recommendations made will require any additional cost to the University. Programs, for example Women's Studies, are being asked to consider greater collaboration with other campus units. This may create opportunities for cost savings or enhancement of their budget depending on the nature of the collaboration.

College of Health Professions

**Department/Program (s):** Physician Assistant

**Degree (s) Offered:** MPA, Master of Physician Assistant

**Triggers:** None

**Brief Description of Each Degree:** The Physician Assistant program is a master's level 2 year program with 42 credit hours in the first year and 40 in the second. It is designed to fill a critical and growing health care need that is reflected in the high number of applicants and the placement of its

**Placement of Graduates:**

Fairmount College of Liberal Arts & Sciences

Department/Program (s): Elliot School of

The School has strong support from donors and the community.

By April 1, 2012 (send to the Office of the Provost):

Efforts should be made to document that the program review process is a part of a continuous improvement approach involving all departmental faculty.

The learning outcomes for both programs should be further developed and a revised assessment process needs to be implemented to include the following:

- Learning Outcomes: Statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and

**Department/Program (s):** English and Creative Writing

**Degree (s) Offered:** B.A. and M.A. in English Language and Literature; M.F.A. in Creative Writing

**Triggers:** None

**Brief Description of Degree Programs:** The department offers degree programs in creative writing, literature, and English teaching, as well as a range of courses in linguistics. Students who combine an English major with substantial work in other disciplines will find the knowledge and communication skills acquired in their work in English a valuable asset as they seek entrance into a wide range of fields that include communication, education, government, law, and even business.

**Assessment of Learning Outcomes:** The learning outcome statements listed in the self study (on page 9, section 3c) are limited and not tied to direct measure of student learning (grades are not considered direct measures). Likewise, for the evaluation of general education goals/skills (on page 10, section 3e) there is no direct measure of student learning, except course grades.

**Placement of Graduates:** Data is provided on the undergraduate program in terms of employment, although there is no discussion on the response rate and how that data was gathered. No data is available on the two master programs.

**Sources of External Support/Faculty Comments:** There is a qualified faculty. Two small grants were awarded to the department in 2008 and 2009. Scholarly productivity is evident.

**Conclusions:**

Commendations:

Mission and role are clearly stated and correspond to the University and College missions.

Scholarly productivity is clear.

Strong faculty.

By April 1, 2012 (send to the Office of the Provost):

Efforts should be made to document that the program review process is a part of a continuous improvement approach involving all departmental faculty.

The learning outcomes for all degree programs should be further developed and a revised assessment process needs to be implemented with the following components:

- **Learning Outcomes:** Statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire



through their program (e.g., graduates will demonstrate advanced writing ability).

- Assessment Methods: Direct measures used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., writing project evaluated by a rubric, administering the CLA to students in the new capstone course).
- Targets: Expectations of students to achieve the desired outcome to demonstrate program effectiveness (e.g., 90% of students will demonstrate at least the benchmark performance on a writing project).
- Results: Actual achievement on each measurement (e.g., 94% of the students achieved at least the benchmark performance on the writing project).
- Analysis: An evaluation that 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 outcomes and consider whether the measurement and target remain valid indicators of the learner.

General education

**Department/Program (s):** History

**Degree (s) Offered:** M.A. in American or European History. B.A. in History, Public History.

**Triggers:** None

**Brief Description of degree programs:** The purpose of WSU's Department of History is to illuminate the forces that have shaped our world and to provide a historical perspective for the future. While students may focus on a specific area of concentration, the program introduces them to a variety of classes that assures them a foundation for an integrated liberal education. Combined with courses in other disciplines, the history major prepares students for entrance into a wide variety of career opportunities, including business, government, law, journalism, teaching, communication, and public affairs. The degree programs require the student to possess knowledge of American, European and World History and geography.

**Assessment of Learning Outcomes:**

1. Each student will achieve a passing score of a "C" or better in all survey and upper division courses, based on each faculty member's grading system, but within the overall grading rubric of the department. Student academic progress folders (with grades included) are reviewed twice a year.
2. Students will research, write, and submit for their file a research paper that addresses the particular topic within the context of comparative analysis and change over time. Students will also prepare and submit a book review. Copies of research papers and book reviews are collected and stored in a locked file.

With the exception of grades and submission of reports/paper, measurements of learning outcomes are not specified. Outcomes are reported as folder reviews and grades.

**Placement of Graduates:** Minimal information is provided on some BA graduates in that they are employed and go on to pursue graduate work at well known schools.

**Sources of External Support/Faculty Comments:** Two small grants were received over the last 3 years. Scholarly productivity has been consistent, despite cuts in faculty travel budgets. Student credit hour production has decreased slightly with a decrease FTE (1.0 FTE since 2005). The report mentioned that the Department has secured generous donations from history Alumni who have entered more lucrative endeavors like business or law.

**Conclusions:**

Statements/Commendations:

The History Department appears to be doing a commendable job at performing the functions expected of it by the University despite losing faculty.

The Department shares a common "threat" to many departments on the Wichita State campus in that it has lost FTEs over the past few years. This situation is not



**Department/Program (s):** Philosophy

**Degree (s) Offered:** B.A. in Philosophy

**Triggers:** Low majors and degrees

**Brief Description of degree programs:** The Philosophy Department offers a traditional major emphasizing epistemology, metaphysics, value theory and the history of philosophy. The program serves three categories of majors:

1. Students desiring to pursue post graduate education.
2. Students planning to attend law school.
3. Students seeking a well rounded broad liberal education.

The students enrolled in the Philosophy program have significantly higher average ACT scores than the general

review of philosophy majors. Departmental reviewers indicate that the general education courses are

writing project evaluated by a rubric). Consideration should be given at requiring the CLA, for example, as a requirement

**Department/Program (s):** Women's Studies

**Degree (s) Offered:** B.A. in Women's Studies

**Triggers:** Low majors and degrees

**Brief Description of degree programs:** B.A. in Women's Studies – The critical examination of the intersection of gender with race, class, sexuality, nationality and global region, and religion is central to the program. Students gain critical understanding of women's lives through three core areas of internationalism, representation and social issues. Graduates of the program are prepared to work in areas such as social work, education, international relations, media, politics, law, psychology, criminal justice and others that concentrate on media literacy, diplomatic or foreign service, international trade, visual design or social services. Recently the department has created two new courses of interest to students throughout the University: Women and Sports; LGBT studies.

**Assessment of Learning Outcomes:** Appendix C includes an assessment plan in which two goals are related to learning. The first of these goals includes six program objectives and two objectives are associated with the second goal. The plan also includes assessment tools to be used to measure the level of achievement for each program objective. It is not possible to determine if the individual program objectives are met because the data from the two assessment tools used, Exit Survey and Writing Sample, is presented by goal not by program objective.

The statement on page 6, "Data indicate that the department objectives to teach women and gender in interdisciplinary contexts as well as analytical and critical thinking on gender and its intersection with race, class, religion, sexuality, culture and globalization are met," demonstrates an emphasis in the teaching process instead of student learning.

**Placement of Graduates:** The information on placement of graduates comes from two sources: Career Services and an Alumni Survey conducted in the spring of 2011. The average graduation year for the Alumni Survey respondents was 1994 with a sample size of 25. Graduates from the WS program are employed in a variety of fields with the majority of these working in the non profit sector. The average salary reported in the survey was \$69,583 for respondents with 17 years of experience on average.

**Sources of External Support/Faculty Comments:** The sources of external support include the WSU Plaza of Heroines and YWCA of Wichita which provides on average a total of \$5,500 per year for scholarships. The faculty are productive in terms of their teaching and research and have national and international reputations.

**Conclusions:**

Statements/Commendations:

The curriculum emphasizes topics that are relevant in today's world.

An assessment



