



Potter College of Arts & Letters

**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
2017- 2018**

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**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|---------------------------------------|
| Department/School: | School of Journalism and Broadcasting |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Advertising(Mkg Majors Only) |
| Reference Number: | 306 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n/a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

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|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| Empty space for response to question b | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| Empty space for response to question c | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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|--|
| <p>a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|------------------------------------|
| Department/School: | Communication |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|-------------|
| Program Name: | Advertising |
| Reference Number: | 727 |
| CIP Code: | 09.0903 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | None |

1. PROGRAM SUMMARY

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|--|
| <p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p> |
| <p>The revised Advertising program (36 hours, effective Fall 2018) prepares students for advertising positions in business and non-profit sectors. Competencies include critical thinking, ideation, design, coding, strategic planning and project management. The program produces workforce ready graduates with the skills, knowledge and experience necessary in a technology-driven, multicultural and global profession.</p> <p>Core theory courses cover advertising in digital environments, branding, media, user experience and research. Core applied courses teach industry standard tools and application in design, messaging and the creation of branded digital assets.</p> <p>Students learn to work collaboratively to solve challenges such as:</p> <ol style="list-style-type: none">1. Personal, corporate and product branding2. Corrective target marketing3. Targeting diverse audiences4. Repositioning and differentiating products and services5. Design strategies and copywriting6. Web site and app development7. Message and campaign execution across multi-media platforms <p>High impact practices are offered in the capstone course and by participating in internships at the student-staffed, award-winning Advertising + Public Relations Agency, Imagewest.</p> <p>Students earn a Bachelor of Arts Degree. The program requires a second major, minor or certificate. Courses are primarily delivered in computer lab settings, there are limited number of online offerings.</p> <p>Admission requirements include 1) completion of minimum 24 hours of coursework, 2) minimum overall GPA of 2.3, and 3) completion of COMM 200 with a grade of "C" or better.</p> |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Median |
|--|---------|--|---------|--|---------|--|---------|--|---------|--|--------------------|
| Enrolled Students | 130 | | 100 | | 97 | | 104 | | 94 | | 262 |
| Conferrals | 33 | | 30 | | 25 | | 29 | | 32 | | 56 |
| SCHP | 267 | | 873 | | 634 | | 711 | | 799 | | 2798 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| Contribution to University curriculum | | | | | | | | | | | |
| <ol style="list-style-type: none"> AD 240 Advertising in a Digital World is under departmental review for inclusion in Colonnade AD 210 Software Studios is available to all university students All Advertising classes allow instructor overrides, so that students with custom degree programs can take them | | | | | | | | | | | |
| Contribution to Communication curriculum | | | | | | | | | | | |
| <ol style="list-style-type: none"> Advertising provides <i>theory</i> courses as required/restricted elective courses: AD 240 Advertising in a Digital World, AD 300 Research in AD+PR—satisfying the Communication research requirement Advertising provides <i>skills</i> training in the following courses: AD 210 Software Studios, AD 310 Visual Concepts in Advertising, UX 330 Interactive Design, UX 340 Programming for Media Platforms Communication students are encouraged to apply for Imagewest internships | | | | | | | | | | | |
| Contribution to Graphic Design curriculum | | | | | | | | | | | |
| Art students can take the Imagewest internship for upper level restrictive course credit in Art. | | | | | | | | | | | |
| Contribution to the School of Journalism & Broadcasting curriculum | | | | | | | | | | | |
| In 2015, SJ&B adopted a required core of SJB 101 (theory), 102 (skills) and 103 (writing) in an effort to address freshman placement and attrition. Advertising faculty taught 2-3 SJB courses each semester from 2015 to spring, 2018. SJB 101 and 103 have enrollments of 100 students each. | | | | | | | | | | | |
| AD 210 Software Studios is cross-listed as SJB 210 and is meets the “sophomore requirement” for Broadcasting, Journalism and Photojournalism majors. | | | | | | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | | | | | | |
| Please note the University Median numbers above are for entire departments, while the numbers cited above represent the Advertising major alone. | | | | | | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 14 | 85.7 | 20 | 70 | 8 | 87.5 | 10 | 90 | 12 | 75 | 68.8 |
| Progression | NA | NA | 100 | 73 | 91 | 83.5 | 98 | 83.7 | 91 | 83.5 | 61.3 |
| 150% Graduation Rate | 26 | 50 | 15 | 53.3 | 20 | 55 | 17 | 52.9 | 14 | 71.4 | 53.4 |
| Time to Degree | 3.97 | | 4.0 | | 4.51 | | 3.85 | | 3.69 | | 4.5 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |

Specific learning objectives of the advertising major:

Objective 1: To acquaint the student with important concepts, methods, and examples of successful advertising design and media strategies.

Assessment: Written case studies, class critiques, group projects and required class presentations.

Objective 2: To provide the student with training to make strategically sound analysis of advertising decisions.

Assessment: Group projects and required class presentations. App and web site development, and advertising campaign

execution. Community non-profit organizations provide an opportunity for students to test their acumen.

Objective 3: To provide opportunities to apply knowledge and creativity to real-world advertising situations.

Assessment: A professional custom website, portfolio and execution of 2-3 campaigns are requirements of the capstone. Students are also encouraged to complete an internship at Imagewest.

Objective 4: To develop the student's ability to present well-reasoned conclusions and recommendations in writing and oral presentations.

Assessment: Students learn how to complete a S.W.O.T. analysis and Brand Blueprint and participate in the National Student Advertising Competition (NSAC) and community service projects.

Objective 5: To develop in students the foundation for continued self-education and personal development

Assessment: The UX certificate (available fall, 2018) was developed to address the transformative nature of the advertising industry. Consumers are choosing new technologies to access a variety of content where and when they choose. Conventional media revenue models are being challenged and a new type of advertising professional is needed.

In 2016 advertising was moved to the Communication Department, providing the opportunity to evaluate the strengths and weaknesses of the program. As a result, the two-tracked major (branding and interactive experience design) were condensed into a single track and the IXD classes were converted to the UX Certificate (available fall, 2018) and offered to the entire institution and professionals in the community. Students in the SJB now are able to minor in Advertising and add the UX Certificate—previously prohibited by their ACEJMC accreditation.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Faculty actively track graduates through WKU Alumni reports and professional social media accounts.

Alumni regularly share job postings and participate on the Professional Advisory Boards for the Advertising program and Imagewest.

There are few graduate programs in advertising programs, less than 3% of our alumni choose graduate school and are limited to advanced business degrees.

Traditional advertising titles: Chief Creative Officer, Creative Director, Account Manager, Brand Strategist, Brand Manager, Market Research Analyst, Media Specialist/Buyer, Designer, Production Assistant, Traffic Manager, Product Coordinator, Copywriter

Emerging digital titles: Digital Strategist, UX/UI Designer, Web Designer, App Developer, Social Media and Digital Assets Manager, Information Architect, User Researcher

Compensation in the largest national Designated Market Areas (DMA's) varies between \$30-90,000 (students with the UX certificate command higher compensation). Students seeking employment in the Commonwealth see lower starting wages outside of the Louisville market. Salaries in Kentucky range from \$24-45,000, with 52-55% of graduates from Kentucky universities employed 3-7 years post graduation. (Kentucky Post-Secondary Feedback Report)

Job statistics for WKU Advertising alumni from 2013-2018 show 70% are employed in advertising fields. 77% of May 2018 graduates were placed in their field within six months.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Students can use the Imagewest internship or a qualifying internship with a corporation or agency to satisfy a restricted elective credit. All internships are 200 hours and include two supervisor reviews. **Those evaluations invite employers' feedback on students performance work-force readiness and a skills assessment.** The Communication Advisory Committee participates in curriculum reviews to align proposed curriculum to industry.

Deficits identified by employers and professional partners:

Basic programming and coding for web site and app development. In 2017 the UX Certificate was developed to address this, specifically UX 340 Programming for Media Platforms. Efforts were made to find WKU courses in other colleges to assist with the programming courses. The Computer Science department teaches math based theory and was an unsuitable and unwilling partner. The UX Certificate further allows professionals in related fields to re-educate themselves to meet the need for these high-paying technology based jobs.

Dedicated design course for advertising specific application. The AD program relied on the Graphic Design minor, however, their emphasis was purely aesthetic. Students were missing message and image strategy in branded material. AD 310 Visual Concepts in Advertising (available Fall 2018) was created to address this deficit.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

- 2013: 53%** of graduates in major field of study after five years.
- 2014: 66%** of graduates in major field of study after four years.
- 2015: 79%** of graduates in major field of study after three years.
- 2016: 72%** of graduates in major field of study after two years.
- 2017: 70%** of graduates in major field of study after one year.
- 2018: 77%** of graduates in major field of study after 6 months.

From 2013-2018, Imagewest, the student-run AD + PR agency, which provides internships for students from Advertising, Public Relations, Communication Studies, Marketing, Computer Science, and others, has won **33 awards**:

- Professional Marketing Association, Bowling Green, Kentucky
- Louisville Addy's, American Advertising Association, Louisville, Kentucky
- HOW International Design Award (2018 for work competed in Mallahide, Ireland)**
- National Student Advertising Competition, American Advertising Association, New York

Kara Glenn, Imagewest agency manager, won PMA 2015 Marketer of the Year

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|----------|--------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$167 |
| SCHP/FTF by Dept. | 364 | 363 | 432 | 447 | 400 | 375 |
| % SCH by FTF by Dept. | 63.3 | 65.5 | 65.1 | 69.3 | 65.7 | 76.8 |
| Median Class Size by Level | 24 | 19 | 24 | 24 | 20 | 18 |
| % Under-Enrolled Sections by Level | 27.3 | 35.1 | 29.6 | 26 | 33.8 | 38 |
| Advertising faculty data | | | | | 1.75 TE | |
| --Credit hours generated | | | | | .87NTE | |
| --Cost per SCH | | | | | 799 | |
| | | | | | \$176.44 | |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Imagewest is a not-for-profit Advertising and Public Relations, student-run business and its revenue pays for computers, software licenses and a portion of the manager's salary. (Additionally, \$12,750 was raised in **donor support** during AY 18 and 19 to subsize salary and computers).

Advertising students share in the Department of Communication's DELO monies. These monies support **high impact experiences** for students, such as study abroad and internships.

Advertising also shares in the **Carl L. and Mary Anne Kell Distinguished Lecture Series** and the **Carl L. and Mary Anne Kell Internship Scholarship**.

Further, Advertising students benefit from three endowed scholarships.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Two professors and one professional-in-residence teach 90% the Advertising major, minor and UX Certificate courses. Occasionally, a part-time instructor teaches a lower division course. Course sizes are limited to 20 in lab classes, due to the need to have computers for each student. The limit on class sizes increases the costs of the program.

The program relies heavily on the availability of computer hardware and specific industry standard software (primarily the Adobe Creative Suite). Incoming freshman have limited technology exposure making it necessary to create and sustain expensive computer labs. Discussions requiring incoming students to purchase the necessary hardware and software are ongoing at the department and university levels.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Advertising program supports **WKU's Strategic Plan in the following ways:**

1. Facilitate student advising through a **dedicated program advisor** who meets with every major student prior to registration and to ensure student completion (**Students/3.8**),
2. Prepare students for career and life through a focused curriculum that undergoes **annual assessment** (see 3.B.), integrates **high-impact practices**, and allows students to **tailor academic and career interests** (**Students/5.12 and 13**),
3. Provide **up-to-date** classroom technology and faculty training to address technology skills and trends (**Hill/3**),
4. Conduct **annual reviews** of faculty teaching and research, offer **travel funding** for technology training and monitor instructional practices and professional activity in T&P reviews (**Hill/3.10, 4.15**),
5. **Integrate high-impact practices** in numerous courses, including collaborative learning, particularly in AD 310, AD 330 AD 349, AD 410, AD 489 (Imagewest Internship), UX 320 (**Hill/3.11**),
6. Meet demand and maximize student **progression/completion** by monitoring and revising course offerings (see 6.C.) (**Hill/4.12**),
7. Engage the community through **service learning projects** (Community/1.1) and **alumni as guest speakers and internship supervisors** (**Community/6.17 and 18**)
8. Align courses with business and industry feedback. Provide students experience in for-profit student agency, **Imagewest**, insuring successful school to career transitions (see 3.D.) (**Community/1.2**)
9. Integrate **critical thinking, problem solving, and effective collaborative group projects** throughout curriculum (**Community/1.4**)

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Based upon the **Statewide Strategic Agenda (SSA)**, we address the following:

1. Focus on student advising through a **dedicated, program advisor** who has 10+ years of experience (**SSA 6.1**),
2. **Reduce time to degree** by reducing required hours, removing unnecessary prerequisites, and streamlining course sequencing (**SSA 6.2**),
3. **Integrate high-impact educational practices** as recommended by the LEAP initiative (see 3.E.) (**SSA 6.3**),

4. Conduct **regular program/course assessment** and “close the loop” by revising instruction, assignments, and/or curriculum as needed (see 3.D.) (**SSA 8.1**),
5. **Support faculty travel** to and participation in training (**SSA 8.2**),
6. Contribute to LEAP’s **essential learning outcomes** through coursework emphasizing intellectual and practical skills (inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving) in the following courses (AD 240, 300, 330, 349, 410 and 489) and integrative and applied learning in all upper-division courses and particularly the internship (**SAA 8.4**),
7. Survey Communication Advisory Committee and Kentucky employers (internship supervisors) to assess the **career readiness** of current students, to identify needed skills for the future, and to develop and evaluate the program (see 3.D.) (**SSA 9.2 and 9.4**),
8. **Develop careers throughout the curriculum**, particularly working with employers to provide internships (**SSA 9.1 and 9.3**),
9. Increase opportunities for **undergraduate research** through the required research methods course (AD 300, COMM 300), FUSE grants, and Honors projects/theses (**SSA 10.4**).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Of the skills gaps identified in the 20 of the largest U.S. metro areas in the **October 2018 LinkedIn Workforce Report**, the Advertising Program **teaches towards competency in seven out of ten**. These include oral communication, time management, social media, digital literacy, project management, development tools and graphic design.

According to **The Economic Value of College Majors 2016 Report** released by Georgetown University’s Center on Education and the Workforce, “college graduates with a bachelor’s degree in Advertising and Public Relations can expect to earn between **\$30-90,000**.”

The **UXPA’s (UX Professional Association) August 2018 Salary Survey** revealed graduates in UX fields can expect to earn between **\$63-84,000** in their first five years.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Advertising program enjoys a **strong reputation in the industry**, due not only to the success of our graduates, but also in large part to the faculty who are distinctive in both training and professional experience

The UX Certificate, planned in AY 17 and 18 and begun in 19, is unique within a university setting as most UX courses are offered by professional conference and workshop companies such as O’Reilly. UX skillsets command higher paying jobs and allow WKU graduates to compete at a national level.

Busch, Struthers. Owned and operated: A Survey of student run Advertising and Public Relations agencies at ACEJMC accredited Institutions. *Developments in Business Simulation and Experiential Learning*, Volume 43, 2016 featured Imagewest prominently as it surveyed the structure, staffing and effectiveness of **only 54 student advertising and public relations agencies operating in U.S. universities**.

The Advertising program also was re-accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) in 2016. ACEJMC accredits programs in journalism and mass communications at colleges and universities in the United States, Puerto Rico and outside the country and currently has 111 programs with full accreditation status.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

After researching job statistics for WKU Advertising alumni from 2013-2018, we ascertained that **70%** are employed in advertising fields. **77%** of May 2018 graduates were placed in their field within six months.

Our curriculum has a proven record of success and professional placement that exceeds the median for Kentucky Post-Secondary schools.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

According to the **U.S. Bureau of Labor Statistics**: (5 percent growth is considered average)

Employment of **advertising managers** is projected to **grow 10 percent** from 2016 to 2026.

Employment of **web developers** is projected to **grow 15 percent** from 2016 to 2026.

Employment of **software developers** is projected to **grow 24 percent** from 2016 to 2026.

Employment of **multi-media artists** is projected to **grow 8 percent** from 2016 to 2026

Employment of **graphic designers** is projected to **grow 4 percent** from 2016 to 2026.

<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

By positioning the Advertising program between traditional advertising sales- and research-based curricula and technology-centric programs (UX), advertising will continue its growth track.

Plans are underway to discuss interdisciplinary connections with the Graphic Design and Consumer Family Science programs.

The Advertising program completed a 2+2 Pathway to Bachelor Program with Kentucky Community and Technical College System (KCTCS) in AY 19. This move promises greater visibility among transfer students.

To meet the increasing need for advertising and UX professionals in Kentucky, Tennessee, nationally and globally, we will need to expand our offerings in content and frequency. In addition to our Kentucky and Tennessee students, we have potential in increasing our student population from Illinois and the Greater Atlanta area, both geographic areas recently represented in our advertising student population.

b. How do program trends align with **national trends over the last 5-10 years? (maximum 200 words)**

While considered social sciences, Advertising and Public Relations are necessary complements to many business disciplines. These two categories were third and first, respectively, in the greatest-number-of-degrees-conferred categories provided by the National Center for Education Statistics.

The Advertising program tracks all trends as part of its ongoing class content review and curriculum changes. When social media and digital tactics, such as web content, infographics and podcasts, became more prevalent in the industry, this information was incorporated in our class content and eventually **led to the addition of the user experience curriculum (UX)**. Changes in social media constantly bring new ideas to the classroom content by adding new platforms and updating our use of existing ones. As always, the Advertising program and class content are adjusted to meet these changing needs.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2017, the Advertising program went through extensive revisions:

1. Decreased the major hours from 45 to 36 hours
2. Consolidated the two track major to a single track, removing advanced UX courses
3. Created a stand alone UX Certificate available to the entire student body and community professionals
4. Realigned staffing to create a dedicated advisor to the program
5. Removed unnecessary prerequisites for easier advising and matriculation

6. Revising the minor to complement the new major

Creating synergy on campus and beyond:

1. Increased the student positions available in the Imagewest agency from 12 to 25, creating opportunity for students in other programs
2. Cross-listed AD 210 (SJB 210) and UX 330 (SJB 330)
3. Exploring course alignment with Graphic Design and Consumer Family Sciences
4. Created a 2+2 Pathway to Bachelors with KCTCS

Recruiting and marketing efforts:

1. Created an Advertising and Recruiting Committee within the Communication Department
2. Moved departmental social media efforts from student workers and staff to Imagewest for continuity, especially during winter and summer
3. Created a stand alone UX Certificate available to the entire student body and community professionals
4. Organized program representation at WKU recruiting events
5. Redesigned all signage and promotional material

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The revised 36-hour Advertising major is poised to grow in the next 5 to 10 years as students learn of the ease with which they can construct their academic studies to best fit their career aspirations. The curriculum does an excellent job of providing students with the kinds of skills desired by 21st century employers. A blending of theory and applied curriculum with an emphasis on digital literacy will create **work force ready** professionals transitioning easily into rewarding and profitable careers.

The amount of growth will depend upon the resources available.

Impediments currently include the hiring freeze, as well as development of physical spaces where we can integrate the kinds of technology-based training that we recognize as an important piece of our curriculum.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
8 January 2019

| | |
|--------------------|---|
| Department/School: | Folk Studies and Anthropology (FSA) |
| College: | Potter College of Arts and Letters (PCAL) |

| | |
|-------------------------------|---|
| Program Name: | Anthropology |
| Reference Number: | 608 |
| CIP Code: | 450201 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 30 |
| List Concentrations (if any): | archaeology, biological anthropology, cultural anthropology, cultural resource management (CRM) |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

"I found my salvation on this campus, in FAC, when I took cultural anthropology four years ago. It changed my life – all of you have changed my life – and I am eternally grateful." (exit survey)

Anthropology has been changing the lives of WKU students since 1968. Anthropology is the scientific and humanistic study of human culture and biology anywhere and anytime. Our rigorous program enriches students' understanding of biocultural practices and adaptations in contemporary societies and in the archaeological and evolutionary past, develops their cross-cultural perspectives, and prepares them for a variety of careers. Delivered face-to-face by four full-time faculty, the curriculum emphasizes a holistic, four-field approach; hands-on learning in the classroom, laboratory, field, and community; and cocurricular opportunities and activities.

Anthropology majors complete 15 hours of core courses with grades of at least C, nine hours in a concentration, and six hours of electives. About 10-25% of majors opt to complete additional concentrations. A second major or minor is required. There are no admission criteria or supporting course requirements.

There is an anthropology minor but no graduate program.

2013-2018 graduates rated their overall satisfaction with the anthropology program at 4.61/5.00 and likelihood to recommend anthropology to potential students at 4.71. (alumni survey)

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 74 | 88 | 65 | 67 | 68 | 89 |
| Conferrals | 11 | 26 | 14 | 15 | 22 | 22 |
| SCHP | 765 | 867 | 735 | 795 | 832 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Anthropology supports the university mission to <i>prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.</i> “I use the basic concepts and perspectives of anthropology to navigate the world. My anthropology courses have given me a framework for seeing the world in a unique way.” (alumni survey)</p> <p>Regarding university priorities, faculty were mock interviewers for OSD scholarship applicants, reviewed FUSE and RCAP applications, judged the Student Research Conference, and led college/university committees like University Senate and Student Research Conference.</p> <p>Anthropology courses were used in 34 programs spanning all colleges: 15 majors, 15 minors, two pre-professional programs, one certificate, and one associate degree. Several 400G courses were used as electives by graduate students in folk studies and education; anthropologists served on two MA thesis committees.</p> <p>General education contributions were 6-11 sections of five Old GenEd courses each fall during the review period for 186-355 (avg=285) students and 558-1065 (avg=855) SCH. We offered 7-9 sections of five Colonnade courses to 177-305 (avg=233) students for 531-915 (avg=699) SCH each fall. In Honors, we offered 3-6 HEEC sections to 10-25 (avg=18) students for 30-75 (avg=54) SCH each fall, supervised several augmentations, and served on seven thesis committees.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The five-year average student enrollment in anthropology was 72.4/term, 60th among 112 majors and slightly below the median average of 77.6. The five-year average conferrals in anthropology was 17.6/term, 57th among 113 majors and equal to the median average. In the review period, CPE data show WKU conferred 88 of 453 (19%) anthropology BA degrees among the four-year public universities. The five-year average SCHP in anthropology was 799/term, 59th among 110 majors and only 12% lower than the median average of 896. Again, anthropology was delivered by just four FTF; one was department head in 2017-2018 with limited teaching responsibilities.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 9 | 77.8 | 11 | 72.7 | 11 | 63.6 | 10 | 50.0 | 6 | 83.3 | 69.4% |
| Progression | – | – | 65 | 73.8 | 54 | 68.5 | 43 | 72.1 | 57 | 71.9 | 61.3% |
| 150% Graduation Rate | 3 | 66.7 | 13 | 53.8 | 14 | 57.1 | 12 | 75.0 | 9 | 55.6 | 54.1% |
| Time to Degree | 6.0 (n=10) | | 5.16 (n=26) | | 5.38 (n=14) | | 4.82 (n=15) | | 4.68 (n=22) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>SLOs were assessed by all faculty through three components of the culminating exit experience: written exam, paper portfolio, and exit conversation. Students completing the anthropology BA could:</p> <ol style="list-style-type: none"> 1. define anthropology and state its characteristics. 2. identify and describe the four subdisciplines of anthropology. 3. identify, describe, and illustrate themes linking the four subdisciplines. 4. explain how issues of cultural and biological diversity are addressed in anthropology. 5. explain how anthropology makes one more understanding of and responsive to a global society. 6. compose a logical, well-supported, and appropriately documented research paper. 7. describe and appraise an experience (course project, directed study, internship) in which they applied anthropological content, concepts, methods, and/or theories. <p>Exit exams were rigorously evaluated as passing, passing but in need of rewrites, or failing. Students who failed resubmitted revised exams. Our target was 80% of students passing on the first attempt. During the review period, 85% of 88 graduates passed with rewrites, 10% passed, and 5% failed on the first attempt.</p> <p>Portfolio papers from anthropology courses were evaluated by letter grade. Papers graded lower than C could be revised and resubmitted. Our target was 80% satisfactory portfolios on the first attempt. During the review period, 97% of portfolios were satisfactory on the first attempt.</p> <p>Programmatic assessment and survey feedback indicated the need to improve student proficiency in core anthropology concepts and the percentage who pass the exit exam without rewrites. In response, we created a one-credit Senior Seminar course in 2017-2018. In addition to synthesizing key content from the anthropology curriculum, it covers current discipline trends, graduate school, and career-related professional development (see 5.e.). The first offering was Fall 2018 with six students; 15 elected to enroll for Spring 2019. We will make it a required course once the curricular moratorium is lifted.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>We discuss post-graduation plans as part of the exit conversation. We contact alumni and compile data from postings on LinkedIn for a central file of status updates. We conducted an alumni survey of 2013-2018 majors (31% return rate) and will repeat in the future.</p> <p>Through these means, we have data for 78% of 2013-2018 graduates. 74% are employed (43% in anthropology/related fields and 57% in other fields), 21% progressed to graduate school (71% in the field, 29% other), 4% did both (33% in the field, 67% other). Relevant employment areas are contract archaeology, CRM, medical anthropology, non-profit sector, visual media, and international education.</p> <p>Future employment of anthropologists/archaeologists is expected to grow 4% from 2016-2026. Median pay is \$62,000 (Dept of Labor). USN&WR ranked anthropology/archaeology as the 5th/6th best science jobs (money.usnews.com). Medical schools are increasingly admitting anthropologists (Mount Sinai SoM); anthropology and evolutionary anthropology are two of the top ten “non-science” majors for med school (College Magazine). Opportunities in applied anthropology are expanding, especially in development, medical, and business anthropology; for example, Microsoft is the second-largest employer of anthropologists globally (Business Insider). When related fields (e.g., museum studies, forensic science, survey researcher) are considered, employment prospects are even better.</p> | | | | | | | | | | | |

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

One means is employment surveys and curriculum/training assessments conducted by national **professional organizations**. We inventory **job postings** regarding the tasks, responsibilities, abilities, and qualifications enumerated in position descriptions. We collect **anecdotal information** from employers, especially applied firms. These sources consistently identify the following as desirable skills/training: research methods, fieldwork experience, data analysis, effective verbal and written communication, teamwork, interaction with diverse peoples, multitasking, cultural competency, and problem solving.

Regardless of field, 55% of surveyed **working graduates** reported using anthropology training “most” or “all of the time” on the job; none reported “not at all.” Most relevant are intercultural/interpersonal communication, professional writing, critical thinking, creative problem solving, holism and relativism, archaeological lab/field methods, ethnographic methods, data analysis, and ethics. Said one, “As a Freelance Videographer I am constantly using anthropological skills, methods, ethical principles, communication skills, and experiences in my everyday work.”

While our curriculum addresses these needs, feedback prompted us to create a new course in **Applied Anthropology**. Most anthropology jobs, especially for BAs, are not in academia but in applied corporate, non-profit, and government sectors. This course introduces applied anthropology domains (e.g., human rights, educational anthropology, community health, environmental change, design anthropology) and career opportunities in them. Students complete collaborative, semester-long applied research projects in the local community.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

44% of graduates earned **university honors** and 21% were **Honors College graduates**. **Scholarships** received by majors included Critical Language, Gilman, Princeton in Asia, and Marshal (finalist).

Regarding **retention**, time to degree decreased 22%. Anthropology ranks among the best PCAL majors at persistence and keeping students in the same major and graduating them.

91% completed **high-impact experiences** (e.g., independent study, internship); seven of these were FUSE funded. 40% presented at department/university **conferences** and 9% at regional/national conferences. Two are co-authors on three peer-reviewed **publications**.

Of surveyed graduates progressing to **advanced degrees** in the field, 67% reported being “significantly” or “somewhat more” prepared than peers. Said one, “My WKU training was instrumental in my success in graduate school. I often say if my professors and courses hadn't been the quality they were I would not be nearly as prepared and successful.”

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 8 | 12 |
| Number of NTE Faculty | | | | | 1 | 4 |
| Cost per SCH / Department | | | | | \$102 | \$128 |
| Cost per SCH / Anth Major+Minor | | | | | \$251 | |
| Cost per SCH / Folklore Minor | | | | | \$550 | |
| Cost per SCH / Folk Studies MA | | | | | \$335 | |
| SCHP/FTF by Dept. | 377 | 371 | 340 | 433 | 435 | 375 |
| % SCH by FTF by Dept. | 67.4% | 73.7% | 78.0% | 83.2% | 75.8% | 75.8% |
| Median Class Size by Level | 18 | 13 | 13 | 20 | 23 | 19 |
| % Under-Enrolled Sections by Level | 45.5% | 56.7% | 54.3% | 37.1% | 12.5% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Anthropology has a history of extramural funding from the National Park Service, as well as subcontracts for archaeological surveys at the WKU Green River Preserve (GRP). In this period, anthropology received grants totaling \$103,387, 6% of total PCAL extramural funding. In 2016-17, anthropology brought in 16% of the PCAL total. In addition, \$17,835 was subcontracted from the Biology Department.</p> <p>Anthropology faculty completed archaeological consulting contracts totaling an additional \$40,480 for clients including Breckinridge County Airport Commission, Garrard County Water Association, Grayson County Water District, Leitchfield Utilities Commission Vincent Dairy Farm, Newcome Farms, City of Campbellsville, and City of Glasgow. In the future, this revenue stream could be run through the university, expanded with staffing support, and employ students.</p> <p>In the evaluation period, NPS grants employed 12 anthropology students as archaeology field technicians and ethnographic researchers. Four students worked as archaeology field technicians at the GRP. Pay rates are several dollars above minimum wage. 43 students in anthropology courses volunteered on these projects.</p> <p>The department averaged \$13,955.81 in DELO distributions from online and undergraduate summer courses, including those in the major.</p> <p>Faculty and alumni contributions support two foundation accounts for student-faculty research, travel, and campus events. Faculty currently have sizeable grant applications to NSF and Fulbright under review.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>FSA is 15th of 44 departments for SCHP in 2017-2018 and 18th for five-year averages. Delivered almost exclusively by FTF, anthropology SCHP was affected by alternate assignments for anthropology faculty fulfilling administrative positions. Even so, the five-year average SCHP in anthropology was 799/term, 59th among 110 majors and only 12% lower than the median university average of 896.</p> <p>Under-enrolled sections by level for the department, which reflects both anthropology and folklore programs, declined by 73% over the evaluation period. FSA is 11th of 40 departments for upper-division class size in 2017-2018 and 21st for five-year averages.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Anthropology addresses strategic objectives in many ways, such as:

"Enroll a diverse body of regional and global undergraduate, graduate, and nontraditional students..."

Though lower than university proportions each year by 0.7-5.4 points, the proportion of **under-represented students** in the anthropology major has increased 36% over the review period. The proportion of anthropology **first-generation students** exceeded the university proportions by 0.2-12.4 points in four of five years, and the five-year average is 10% higher.

"Prepare students for career and life in a global context."

As described previously, anthropology graduates in the review period were successful in finding **jobs** and progressing to **graduate programs**. Four of five surveyed graduates who completed professional **internships** after graduation judged their anthropology training "extremely relevant" and one "very relevant." Said one, "I teach in one of the largest, most diverse urban school settings in the country, which requires the perspectives of holism and relativism to actively embrace and respond to the variety of cultures which I am exposed to each day."

"Facilitate high impact practices, immersive learning in different cultures, process-learning practices..."

High-impact practices and experiential learning are central to the program. Said one graduate, "The ethical principles I studied and practiced ... applies to my personal and professional life almost every day. I am hoping to apply my education to a position developing a plan to address food insecurity with the Blackfeet Reservation in Montana."

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Among others, anthropology addresses the following:

Objective 1: "Improve diversity and inclusiveness of campuses..."

By its nature, anthropology promotes understanding of and appreciation for biocultural diversity. This theme pervades our **curriculum**, and we promote it through **campus events** that expose students/faculty/staff/public to diversity. Events included an ethnographic film series and six public lectures. See 5.a. regarding under-represented and first-generation students.

Objective 9: "Improve the career readiness and employability..."

Most surveyed alumni are **employed** and strongly indicated the importance of their training for anthropology and other careers (see 3.d.). Said one, "Anthropology has greatly helped me to understand people on another level and helped me tremendously in relation to my Human Resources and Management [position]." Another stated "Every class that I took in the Anthropology major has contributed to my day to day experiences and has made me a well-rounded candidate for multiple jobs."

Objective 11: "Expand regional partnerships, outreach and public service..."

Anthropology students/faculty partnered on projects with **campus groups** like Office of Sustainability, Kentucky Museum, McChesney Field Campus, and several departments. **Community collaborators** included BG International Center, WC Cemetery Board, WC Refugee Health Services Fair, Bristow Elementary School, Community Farmers Market, Green River Museum, Mammoth Cave NP, Abraham Lincoln NHS, and Living Archaeology Weekend. See also 4.b.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Anthropology addresses **workforce needs** in Kentucky. 68% of employed alumni work here. 39% and 14% of surveyed alumni indicated, in the next five years, they are likely to or definitely will seek an anthropology-related job or another job in Kentucky, respectively.

KSOEO **predicts jobs** in anthropology and archaeology will be stable with 19 openings and an average wage of \$64,193 over 2017-2021. KSOEO predicts 20 openings by 2020, a 25% increase, and KOO predicts 4.5% growth by 2026. Many additional opportunities for our graduates will come in related areas predicted to see growth, such as social science research assistants, survey researchers, forensic science technicians, and museum specialists. See also 3.c.

In a 2015 AAC&U survey, 91% of employers agreed “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.” This clearly is borne out in the anthropology alumni survey data cited elsewhere. Our graduates use these “**soft skills**” in anthropology and other jobs. Said one, “Although Broadcast News was my major area of study, if it had not been for anthropology I don’t think I would be as curious or understanding. Studying anthropology allowed me to become an out-of-the-box thinker, a more in depth researcher and interviewer.”

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU’s **holistic, four-field anthropology program** is distinct from that of other comprehensives. We require coursework in all four subdisciplines, only we offer a concentration in CRM (a primary employment opportunity for BAs), and only we have an Ethnographic Visual Production Lab and related coursework in production. Collections in our Anthropology Lab offer unique opportunities for faculty-supervised student learning and research, which is limited at the Rank I schools. Surveyed alumni rated opportunities to do hands-on learning at 4.29/5.00 and opportunities to do independent learning at 4.36. Our CRM and archaeology students find work easily after graduation and are sought-after by contract firms owing to their training.

Current disciplinary trends emphasize the need for training in **ethnographic field methods**. For example, the American Cultural Resources Association recently argued “Because consultation and collaboration with descendant communities have increased the demand for ethnographic projects, it is imperative that we better understand how to conduct ethnographic research with integrity.” WKU is the only comprehensive to require this course. It is optional at NKU, UK, and UofL; MuSU, ECU, and MoSU do not offer it.

WKU’s faculty includes an internationally recognized scholar in Mongolian archaeology and a leader in Kentucky archaeology who recently won a Special Lifetime Achievement Award from the state’s professional organization.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

We have offered **career-related professional development workshops** throughout the review period. Majors must submit a résumé/vitae as part of the exit experience, so each fall and spring we offered two workshops on preparation and evaluation. Each fall we offered a graduate school workshop. In 2017-2018 we developed a careers workshop. These workshops now are folded into the new Senior Seminar course (see 3.b.).

43% of surveyed **alumni in graduate school** are studying in Kentucky. Said one, “My graduate experience has somewhat been easier (in the ways that matter such as how challenged I was and what subjects truly educated and changed my perspectives) than my WKU experience.”

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We are considering changing the CRM concentration into a **CRM certificate**. Practiced in government and private sectors, CRM is a broad, interdisciplinary field so our program could be expanded in exciting ways with new course options. It could draw students from programs across colleges, such as folklore, history, resource interpretation, tourism, tourism and development, education, and business administration.

If we create a CRM certificate, we are considering replacing it with a **concentration in applied anthropology**, given that the majority of anthropology jobs are in applied anthropology and there are career options in it for BA students. We can utilize existing courses (e.g., Applied Anthropology, Applied Archaeology, Forensic Anthropology), providing students with targeted training and a special transcript endorsement. Further, there is potential for creating a **service unit for applied research**, through which CRM and ethnographic contracts and other external collaborations could operate. For example, we have expertise to consult with communities on historic cemeteries, cultural interpretation, cultural competencies, and visual media. One faculty member is a former employee of UArizona's famed applied anthropology center.

We are exploring ways to expand **interdisciplinary collaborations** with other campus units and have been in conversation with art, religious studies, and public health. College reorganization may provide additional opportunities.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Generally, in 2014–2015 the third greatest number of undergraduate degrees were conferred in **social sciences and history**. However, there has been an overall decreasing trend in social science and history degrees between 2004–2005 and 2014–2015, down 3% (NCES).

In **anthropology**, job postings were generally increasing since 2004 until the recession of 2008. Afterward, there was a rather steep decline, -34% in 2009 but rebounding a bit to -19% the next year. Postings started to uptick in 2011. Throughout this period, positions in cultural anthropology far outpaced other subdisciplines, with job postings in archaeology and biological anthropology strong but at about 1/3 the level, a pattern that enrollments in our BA concentrations follows. There was a steady increase in BA degrees conferred from 2003 to 2009. In 2009-2011, 74% of four-year institutions saw increasing student enrollments, 7% declined, and 19% had no change. "Strong" programs were those with high visibility, interdisciplinary collaborations, entrepreneurial and innovative approaches, recruitment and retention initiatives, and opportunities for applied work. BA conferrals peaked in 2013 but declined over the next three years. We peaked in 2014-2015 but rebounded in 2017-2018 (see 2.a.). Discipline data since 2016 is not available (American Anthropological Association).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

One focal area has been **publicity**. Department faculty fully redesigned the website over the last two years, adding more content and making it easier to navigate, especially for potential students. We produced and distributed widely our first departmental newsletter in 2017-2018. We began targeted messaging to students of particular majors/minors regarding course offerings of potential interest, as well as more widely advertising gened offerings. We began a multi-year process of developing and implementing a marketing plan for the department, starting with branding in our campus spaces.

For increased **efficiency**, we are working to balance program and gened course offerings to strike the best balance for SCHP. Adding the Applied Anthropology and Foodways courses to K-SC, Archaeology of Environmental Change to K-LG, and Paleoanthropology to K-S in Colonnade, as well as raising the enrollment caps in these courses, has increased SCHP and introduced more students to our discipline and our program.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We expect to return to the higher **enrollment numbers** experienced earlier in the review period (2.a.). One key factor is increasing the number of students who enter WKU knowing about anthropology. Most majors declare after taking a gened course, so we will develop a high school outreach program to share information with guidance counselors and do in-school programming.

We want to expand our focus on **applied anthropology**. This could be a new concentration (see 6.a.) or, in the long term, an MA. Despite discipline trends, MA-granting institutions UK and UofL continue to train academic anthropologists. WKU could fill an open niche. This would require an additional faculty line, especially since one of four FTF serves as department head. One alum expressed what we hear often, *“I wish Western had a Master’s degree program.”*

We need an appropriate and permanent space for the **Anthropology Lab**. There is no budget for the lab and no compensation, other than occasional course release, for the faculty member who directs it. A dedicated lab director, who could also contribute to applied anthropology curriculum, could deal with a backlog of curatorial tasks; supervise increased opportunities for students to gain experience with collections management, a growing career option, and independent research; and respond to increasing requests for information and collections access by external agencies and researchers.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|----------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts & Letters |

| | |
|-------------------------------|---|
| Program Name: | Arabic |
| Reference Number: | 609 |
| CIP Code: | 161101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 120 |
| List Concentrations (if any): | Arabic for Journalism, Arabic for International Service, Arabic for Business, Arabic Language and Culture |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Arabic major has four concentrations, three of these are interdisciplinary career tracks (Arabic for Journalism, Business and International Service), which require 39 credit hours. The fourth, Arabic Language and Culture, requires 36. A second major or minor is required. In the three career tracks, nine hours of courses are provided by other departments (Journalism, Political Science, Business and Management). Students can also choose Arabic with teacher certification (73 hours), which does not require a minor or second major. All courses are delivered face-to-face with the exception of ARBC 310 (Structure of the Arabic Language), which is a hybrid online and face-to-face course.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 0 | 21 | 32 | 40 | 45 | 89 |
| Conferrals | 0 | 3 | 6 | 8 | 9 | 22 |
| SCHP | 32 | 197 | 329 | 400 | 454 | 991 |
| <p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p> | | | | | | |
| <p>Courses offered in this major count for the International Affairs major offered by Political Science (12 hours of language up to ARBC 202 required, and an additional six hours in Arabic possible). In the three career tracks of the Arabic major, nine hours of courses are provided by other departments (Journalism, Political Science, Business and Management). Students enrolled in ROTC receive bonuses for studying Arabic and can earn an additional \$1,000 per month for Arabic proficiency. The majority of Arabic majors are double-majors, as language proficiency is a value added skill for a wide variety of careers. Graduates who speak a second language can expect to earn \$128,000 more than those who do not over their careers (source: <i>The Economist</i>). Most graduate programs in the Humanities require foreign language proficiency.</p> | | | | | | |
| <p>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</p> | | | | | | |
| <p>As over 70% of program students participate in study abroad programs (the vast majority during the summer), a significant part of our credit hour production (approximately 17% for those who do study abroad) is delivered by external agencies and institutions, thus reducing the number of faculty required here, and reducing our credit hour cost.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-------|------------|--------|------------|-------|------------|-------|------------|--------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 66.7% | 2 | 100.0% | 69.4% |
| Progression | 0 | 0 | 19 | 89.5% | 25 | 84.0% | 34 | 73.5% | 38 | 78.9% | 61.3% |
| 150% Graduation Rate | 2 | 50.0% | 1 | 100.0% | 5 | 80.0% | 7 | 71.4% | 3 | 33.3% | 54.1% |
| Time to Degree | | | 4.45 (N=3) | | 4.28 (N=6) | | 4.17 (N=8) | | 3.89 (N=9) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate proficient interpretive communication skills (listening and reading) in various settings, which provide students with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture; 2. Demonstrate basic knowledge about the target culture, especially the history, civilization, and society, which enable students to work in a variety of professional settings, such as government institutions, the media, and education; 3. Demonstrate advanced proficiency in presentational communication skills (speaking and writing) which aid students in their research, later government work, business or other professional endeavors, and to interact with native speakers in a culturally appropriate way; 4. Demonstrate knowledge and abilities in cross-cultural communication. <p>Assessment:</p> <p>The program has a comprehensive assessment system based on ACTFL standards. Students take an externally evaluated proficiency test of all four skills (Listening, Reading, Writing, Speaking) at three points in the program: end of first year, end of second year and end of last year. The test is approximately three hours in length. Students receive certification of their proficiency on the internationally recognized ACTFL scale. Students take a full Oral Proficiency Interview with a certified tester during their final year and receive a certification on the ACTFL scale. On average, 1/3rd of graduates have scored at the Advanced level, which represents professional competence and typically requires 1,320 contact hours of instruction in national studies, although our students receive less than half that amount.</p> <p>Students also take the locally developed Test of Arabic Cultural Literacy, which tests knowledge of Arab history, religion and arts from the pre-Islamic period to current day. This test is given in two parts, pre-Modern and Modern, as part of the Arab Civilization course sequence.</p> <p>Over 70% of majors participate in partner study abroad programs which also administer an Oral Proficiency Interview before and after the program.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Due to the recent creation of the program (2014), we do not have sufficient data to give accurate statistics, other than anecdotal evidence. As part of a Modern Languages' initiative, we are developing surveys of alumni to gather this information. Because Arabic is designated as a strategic language by U.S. government agencies, program graduates have exceptional opportunities in government service. This is also reflected in the award of State Department sponsored scholarships and internships (see d below).</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., | | | | | | | | | | | |

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Due to the short time the program has been in existence (since 2014), we do not have statistically significant data. As part of an initiative of the Modern Languages' department, we are developing surveys of recent graduates to align program offerings and methods to employment experiences.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Arabic program students have received a large number of federal scholarships, second only to Chinese. Since the inception of this program in 2014, seven have received State Department Critical Language Scholarships, three have received Boren Scholarships, two were selected for the State Department Internship program (out of only 34 in a year).

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 0.55 | 12 |
| Number of NTE Faculty | | | | | 1.11 | 4 |
| Cost per SCH | | | | | 186.39 | 128 |
| SCHP/FTF by Dept. | 421 | 359 | 361 | 342 | 265 | 375 |
| % SCH by FTF by Dept. | 73.3% | 77.6% | 80.2% | 81.2% | 81.5% | 75.8% |
| Median Class Size by Level | 8 | 9 | 10 | 10 | 11 | 19 |
| % Under-Enrolled Sections by Level | 78.3% | 80.8% | 76.8% | 80.0% | 74.2% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

One full-time faculty position is completely funded by a federal grant (\$53,000 per year). A teaching assistant, who teaches two sections per semester, is fully-funded by the Fulbright grant. Therefore, the actual cost per credit hour in university funds is \$132. Additionally, the federal grant allocates \$19,556 in funding to DELO (CITL) this year. The grant also allocates \$1,280 for student assistants this year. Grants from the Qatar Foundation fully fund student travel and participation in the annual international Arabic debate competition in Qatar, amounting to \$40,000 per year.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

As mentioned in b above, the actual credit hour cost is \$132 because of external grants. Two of the four teachers in the program are completely externally funded.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Arabic program directly serves **Affordability and Accessibility, a Sustainable Budget Model** by reducing costs through a large contribution of external grants (see section 4). It supports **Accessibility, Continuing Education and Innovation** by developing a grant-funded online curriculum to be publicly available. It supports **Preparation for the Global Stage and Global Learning** by building in-demand language skills, encouraging study abroad and offering 300 and 400 level cultural courses. It supports **Research and Creative Activities** through federally grant-funded development of new educational delivery means, including funding for DELO (CITL) development of online and blended language education materials. It serves as a **Regional Lighthouse** by offering teacher certification to transform the language offerings at public schools in the state and offering the only Arabic major in the region, thus attracting students from throughout the state and beyond.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

This program contributes to **College Readiness** by increasing effectiveness of K-12 teachers by developing a new teacher certification program that includes external proficiency certification, 36 hours of language courses, and six hours of language pedagogy courses. It supports **Goal 1** of a "seamless, integrated" system by aligning learning outcomes to the American Council on the Teaching of Foreign Languages proficiency standards and conducting outreach to K-12 faculty on implementing these standards. The program launched a summer Arabic camp for 5th-8th grades which was funded by external grants since 2017. To support **Opportunity**, the program has provided an average of \$10,000 in study abroad scholarships in 2017 and 2018. It supports **Goals 4 and 6** by proficiency assessment at all levels; proficiency outcomes have been consistently above national averages. The program contributed to **Impact** by bringing in over \$300,000 in federal and international grants to establish career-preparation programs; and placed students in federal internships, such as the State Department Intern Program. The department enhanced cultural awareness through the annual Hatcher lecture series and Fulbright series, which presented over 15 free lectures on international cultures and communications.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Foreign language skills support a wide range of growing fields. The US government spent over \$517 million on language/interpreter services in 2017 alone. While Defense, State and Homeland Security are the largest consumers, the Department of Justice and Health and Human Services are also in the top agencies. These represent needs the agencies are not able to meet internally. Arabic is among the fastest growing languages in the US (42% growth in the last seven years, surpassed only by Tamil and Bengali). In the last five years, Kentucky exports to some Arab countries have grown by over 500%. The top three countries for growth in exports from Kentucky were all Arabic speaking (Tunisia, Morocco and Iraq).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Arabic is unique among language programs in offering four different interdisciplinary tracks in the major. This is also unique among Arabic programs nationally and a major recruiting factor. WKU has the only Arabic major in the state. As a result, most of our majors come from outside the local region for the program. The faculty also contributes to diversity. Of nine teachers and teaching assistants who have taught in the program since its inception, eight have been born in the Middle East

region. Each year, the Arabic program hosts an externally funded teaching assistant from an Arab country who serves as a cultural ambassador. The Arabic club is a joint effort of program students and international students from Arab countries. A new federal grant will fund the design and launch of an online Arabic curriculum to be offered at no charge to the public. This will help compensate for the lack of secondary school Arabic programs and greatly increase our recruiting pool in the state.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

WKU's Arabic program continues to work with external agencies to identify funding and cooperation opportunities. We are working to expand cooperation with the Qatar Foundation, which already funds a number of our programs and are pursuing additional federal grants. We are working actively with faculty in other departments (Political Science, Philosophy and Religion) to develop interdisciplinary certificate programs.

6. PROSPECTUS

| | |
|--|--|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>Opportunities in Arabic, as well as Chinese, have expanded faster than any other languages nationally. Arabic remains on the priority language lists for most government agencies, while trade between Kentucky businesses and major Arab countries has increased over 500%. We have developed career-focused interdisciplinary tracks (see c. below) and have received a Federal grant to develop interdisciplinary certificates (Arabic and Islamic Studies). Currently, only one other Arabic for Business program exists in the United States, in contrast to other languages. Demand for K-12 Arabic instruction greatly exceeds supply (only one full-time Arabic instructor works in the state), for which we have started the only Arabic teacher certification program in the state. With a new Federal grant, we are developing the K-12 Arabic support infrastructure for the state as well as pursuing further interdisciplinary programs. Many further areas for interdisciplinary career programs exist, such as Health Care and Social Work.</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>Arabic is the fastest growing language of instruction in the United States (Source=Modern Language Association). Arabic enrollments in the first three years of the major have been 300% the projection of majors we submitted when the program was approved. The increase in Arabic enrollments at WKU aligns completely with the increasing national trend. Arabic continues to be one of the strategic languages sought for recruitment by the military, State Department, National Security Agency and other intelligence agencies, who cannot meet current demand for linguists. Growth in Arabic programs has been strongest in major East coast metropolitan areas, Michigan, Chicago, California, Florida and Texas. As the only Arabic major in the state of Kentucky, WKU is well position to fill this vital gap in supply.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>Using a Federal grant, we created career-focused tracks in the Arabic major (Arabic for Business, Journalism, and International Service) in coordination with faculty from other departments, being the only language to offer such specializations. We also created the only Arabic K-12 teacher certification program in the state. With our new 2018-2020 Federal grant, we are creating a completely online Arabic basic course for distance learning, a teacher support network, and a Colonnade course for the Foundations and one for the Connections level. The Federal grants also provide four years of salary and benefits for a full-time instructor of Arabic, and provided \$10,000 in student scholarships.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>We expect continued growth in the Arabic major through the teacher certification program, new career tracks, presence in Colonnade and the outreach through the free online course to high school level, and our increased capacity with a grant-funded instructor. Based on our recruitment and retention rates, the Arabic program can easily exceed 100 majors in five years. With the training and sending Arabic certified teachers, over the next ten years, we expect to see significant growth in K-12 Arabic enrollments that will lead to steadily increasing Arabic majors, in the range of 150. We are pursuing international cooperation with Arabic educational foundations which would considerably reduce costs. The greatest need is for a presence in the Colonnade program to expose students to Arabic, for which have developed proposals.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Art |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|---------------|
| Program Name: | Art Education |
| Reference Number: | 002 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|------|
| Department/School: | Art |
| College: | PCAL |

| | |
|-------------------------------|-------------|
| Program Name: | Art History |
| Reference Number: | |
| CIP Code: | 613 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Accredited by NASAD, the **Art History Major (613)** was instituted in 2009 to serve an important cohort of WKU students who seek to investigate how visual imagery in its myriad forms engages and motivates—not merely records—political, social, cultural, economic, and intellectual movements that impel human civilization. These students graduate prepared to succeed in a world that is as never before defined by images.

Armed with multi-disciplinary verbal and visual literacy paired with critical thinking skills, our graduates find careers within and beyond the discipline. 613 comprises one of a triad of Art Majors: The professional 514 BFA (mostly making), the liberal arts 509 AB (a blend of making and interpretation), and the 613 AB in Art History (mostly interpretation). Courses are predominantly lecture-format, with ample online, study abroad, and internship options, one studio course, and one capstone seminar. A minor or additional major is required. WKU's Art History Major is the only art history major offered in Kentucky outside of UK and the University of Louisville.

Art History faculty are adept in developing new course delivery methods, have created robust and well-evaluated online courses, and teach summer, J-Term, and study-abroad courses to accommodate student schedules and enhance student learning.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 23 | 17 | 14 | 13 | 8 | 89 |
| Conferrals | 6 | 6 | 5 | 4 | 2 | 22 |
| SCHP | 297 | 204 | 120 | 135 | 124 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

In 2017-18, 53% of students enrolled across all art history courses majored in another Art program; an additional 42% majored in programs outside Art, meaning **the SCHP reported here (capturing only art history majors) reflects only 5% of SCHP produced by art history courses.** The program teaches four Colonnade courses (two Explorations and two Connections).

Faculty teach courses necessary for all three departmental majors. 613 courses provide integral support to our other NASAD-accredited programs, teaching the expected breadth and scope of art history required for accreditation. Taught by just two faculty lines, 613 courses comprise 25% of the 509, 20% of the 514, 100% of the 21-hour art history minor, 25% of the graphic design minor, and key components of Colonnade.

Ten art history courses are electives for the Popular Culture Major, two for the Religious Studies Major, two for the Classical Studies Minor, and one each for certificates in Middle East Studies, Asian Studies, and Brewing and Distilling.

Decreasing major numbers reflect national and WKU enrollment trends and a decline beginning in 2013 with a NASAD-required 3 additional program hours. See 6c for strategies to reverse this trend. A recent enrollment snapshot shows 12 majors, already a 50% increase.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

The art history major is an efficient, value-added program that teaches courses required for our other larger departmental majors.

With just two full-time art history faculty whose primary responsibilities are to serve our 200+ other Art Majors, we currently support 12 Art History Majors (up 4 this semester from the 8 listed here). UK has 21 majors, but utilizes 6 full-time art history faculty to serve them. Louisville has just 18 art history majors served by 6 full-time art history faculty. When measured by major to faculty ratio we are the most efficient program in the Commonwealth.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|------------|---------|--------|---------|-------|---------|--------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 2 | 50.0% | 2 | 100.0% | 0 | 0 | 2 | 100.0% | 3 | 33.3% | 69.4 |
| Progression | Not listed | Not listed | 11 | 72.7% | 8 | 75.0% | 8 | 62.5% | 9 | 55.6% | 61.3 |
| 150% Graduation Rate | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0.0% | 2 | 50.0% | 54.1 |
| Time to Degree | 3.67 | | 3.66 | | 4.78 | | 4.38 | | 4.22 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Our program is accredited by NASAD (National Association of Schools of Art and Design), with SLOs based on their recommendations. In summary, they dictate that graduates must:

1. Know the History of Art, including non-Western Art
2. Know World History
3. Know how to do research and use evidence to make and evaluate arguments
4. Communicate ideas effectively

We utilize papers produced by students in our capstone seminar to assess SLOs. Using expert readers from within and outside of the department, we assess the quality of student work in terms of (a) writing ability and (b) content (use of evidence/argumentation, and mastery of subject matter). Evaluations have found that while our students have a fairly high degree of subject mastery and research skills, they are slightly less likely to write well and articulate their thoughts effectively in prose. To this end we have incorporated basic writing “best practices” into our introductory course lectures re: prose style and sentence structure. We have also emphasized the resources available to students on campus to assist them with basic composition skills (e.g. The WKU Writing Center). As we move forward, we anticipate that these additional points of emphasis will bear fruit in closing the loop.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Our department consistently tracks data related to employment and graduate school admissions with regard to our graduates. Over the past five years, we have accurate data on 91.3% of our graduates. 43% of our graduates earned or are enrolled in an advanced degree program in art history or aesthetics, and 100% of graduates for which we have data are either employed or currently enrolled in a graduate program. 50% are employed in visual arts-related fields including curators, teachers, professors, museum personnel, and art conservators, while the other 50% work in fields that include law, educational administration, and journalism. These numbers reflect the strength of our program and our ability to leverage close, collegial relationships with students into successful placement in graduate school and diverse career paths.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to

improve the program. (maximum 200 words)

Our program maintains productive relationships with the Speed, Cincinnati, Taft, and Frist Museums of Art. Our department has recently evaluated and restructured our internship program and now routinely solicits feedback from students' internship hosts. As our placements include industries that hire art history graduates, such as museums and galleries, we anticipate using this information to ensure our art history curriculum is aligned with necessary employability skills.

The most common "skills gap" with which employers currently grapple, according to a 2017 study by Andrew Weaver in the *MIT Technology Review*, are deficiencies in reading and writing—precisely the skills that our art history program is well equipped to endow. We train our students to think critically and compose valid arguments based on a mastery of factual information. Armed with visual, cultural, and historical literacy, our students, as the diversity of their employment paths demonstrate, are adaptable to changing economic realities and are successful in many fields.

Remarkably, a full half of art history program graduates find full-time jobs in the visual arts. This, plus our high rate of success at placing students in other fields, is ample evidence that **our program produces students with skill-sets that are well-matched to employer needs.**

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

26% of our graduates over the past five years have *won* a major national fellowship or competitive campus-based award, including two Fulbright Scholars, a Gilman Fellow, an Ogden Foundation Scholar, one WKU University Research Award, a WKU Lifetime Experience Grant and multiple WKU FUSE grants.

At many museums in our region, we have multiple interns and employees. 22% of our graduates over the past five years were Honors Students. We are proud of our ability to make connections for them for competitive national fellowships, internships, graduate school, and meaningful employment.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|--|---------------------------|
| Number of TE Faculty | | | | | 12.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 163 | 128 |
| SCHP/FTF by Dept. | 294 | 293 | 233 | 305 | 283 | 375 |
| % SCH by FTF by Dept. | 48.3 | 48 | 46.5 | 58 | 57.7 | 75.8 |
| Median Class Size by Level (Upper Division) | 16 | 13 | 11 | 14 | 14 | 19 |
| % Under-Enrolled Sections by Level (Upper Division) | 42.2% | 58.9% | 64.0% | 54.9% | 53.8%* for more accurate data, see 4c | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

We will soon receive more than \$80,000 in scholarship funds *per year* from the Jerry Baker Foundation, a gift that will transform the Art Department and greatly enhance the Art History Program. The student financial support made possible by this gift and the publicity that will flow from it will tremendously enhance our ability to recruit, retain, and graduate students. It makes no strategic sense to cut major programs in the arts at WKU at the precise moment that financial support, after so many lean years, is set to unleash a new opportunity for vigorous growth.

Courses in the Art History Program generate the overwhelming majority of DELO funds for the Art Department. These funds provide the primary source of support for faculty throughout the department for professional development, including supplies, travel, and shipping costs associated with exhibiting their artwork and research. Many art history courses are taught by our two full-time faculty during summer and winter term, online, during study abroad trips, and as on-demand courses for non-traditional students.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

A more accurate underenrolled course calculation is 28.7%. See the 509 or 514 report for cost and underenrolled course calculation information.

The primary jobs of the two full-time art history faculty are to support the 509 and 514 departmental majors and Colonnade. Only 5% of those faculty members’ SCHP is devoted to art history majors/ minors. This makes the art history major/minor programs remarkably affordable and efficient. If either were eliminated, the course rotation and professional responsibilities of our art history faculty would not change, as these courses are required to maintain NASAD accreditation and for programs both in and outside of the art department.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Effective instruction in art history depends upon first-hand engagement with objects in their global contexts. We leverage this inherent aspect of our field to create and promote study abroad opportunities, supporting the strategic plan goal to **“expand off-campus educational opportunities.”** While art history faculty comprise only 2 of 13 full-time faculty in the art department, they have designed and led over 50% of the department's Faculty-Led Study Abroad opportunities over the past 10 years, including leading courses in Turkey, Italy (twice), the Netherlands, and France, and provided \$8,000 in student financial aid for those trips.

The Art History Program also leverages the global scope of its course offerings to **“prepare students for a career and life in a global context.”** With non-western content in every course, the program provides students with a systematic knowledge of the way images articulate connections between culture, politics, economics, science and a plethora of other fields of human activity around the world.

Our study abroad experiences, success at encouraging and supporting student internships and supporting our students to win competitive national fellowships all constitute **“high impact practices to develop hard and soft skills as well as to cultivate good, productive citizens.”**

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The art history program is strongly aligned with the CPE's strategic agenda, where the phrase **“support a higher quality of life”** appears many times. The arts are and have always been at the center of life in Kentucky. A vibrant visual arts community makes communities in Kentucky more desirable places to live and work, and supports the CPE's charge to **“attract high wage employers”** to Kentucky. Our program produces employees who make the arts accessible to our citizens.

The first thing listed on the **“We Value”** graphic on page 4 of the agenda is **“Academic Excellence and Student Success.”** The Art History Program at WKU has been impressively proficient at producing both of those things. Accredited by NASAD, we have a decade-long legacy of producing students who perform both in the classroom and in the workforce. See our answer to question 3(c & e) above to this regard.

Access to higher education is also a central tenet of the CPE's strategic agenda. Our forthcoming infusion of student aid from the Baker Foundation will allow us to greatly enhance the ability of our students to afford their degrees. We look forward to implementing this financial aid to transformatively expand access.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

The Bureau of Labor Statistics has recorded a 5.89% drop in art history majors since 2015 and a 4.6% increase in the number of arts-related jobs. This positions our graduates to take advantage of an upward trend in employment sector growth.

There are over 200 museums and historical societies located in the Commonwealth of Kentucky. There are important jobs to do at each and every one of these institutions, and we are proud that our program has

produced graduates who work at some of the most important ones, including the Frazier Museum of History and the Speed Museum of Art in Louisville. According to the National Arts Administration and Public Policy Database, "The economic impact of the arts in Kentucky due to arts spending, arts donations, and spending at restaurants, hotels and shopping near arts events was estimated to be \$41.5 million in worker income and 2,400 full-time equivalent jobs in the last year." The arts enhance our lives in unmeasurable ways, but they are also an integral part of Kentucky's economy and we are proud that the art history major is helping to provide leaders for our arts institutions as our Commonwealth moves forward into the 21st Century.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU's Art History Major is the only major program in the field offered at a non-flagship, non-research-one state university campus in our Commonwealth. It's remarkable when an understated art history program at a regional state university in south-central Kentucky produces **two Fulbright Scholars, a Gilman Scholar, a WKU Ogden Foundation Scholar, a WKU Lifetime Experience Grant winner and multiple WKU FUSE grants** in a short span of time **and gets every single one of its students who wish to go to graduate school into a major research-one program.** We do that. Our students build close relationships with faculty that clearly benefit their research, the quality of their education, and the specificity/quality of their faculty mentorship. There are plenty of larger art history programs in the United States at flagship campuses with their own discrete art history departments who have never produced a Fulbright Scholar.

As previously stated, our two art history faculty provide the main source of DELO teaching/income for the department. We design and teach courses that cover the history of art in Asia, Africa, Pre-Columbian North and South America, and the Islamic world, adding to the diversity of WKU's curriculum.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

We are an efficient, highly reputable, value-added program that routinely produces preeminently successful WKU Graduates. Our majors don't stumble upon the program, but seek us out deliberately. And because of that, they succeed. They are highly invested and passionate about the field, and **it would be a profoundly unstrategic net-loss to WKU to simply send them away to another university.** We are the only full-fledged art history major in Kentucky that isn't at a flagship campus. We are proud of our accomplishments and what we continue to accomplish year after year.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We envision the future of the art history program as one that better integrates the literacy, skills, and body of knowledge we provide for our students into other fields taught on campus. We will accomplish this through targeted advising that better prepares students for specific career paths. For instance, careers in art conservation, restoration, and historical preservation require a knowledge of both art and chemistry/materials science. Copyright law demands proficiency in visual analysis and the interpretation of style and influence of precisely the kind that we teach in our classes. Medicine relies upon the careful evaluation of images and graphic data. Art Therapy is a growing field that requires a knowledge of both art history and developmental psychology.

We will emphasize art history not only as a stand-alone discipline, but also as a major to be paired with other fields that maximize opportunities for student success in a world where STEM fields are increasingly important. We are nimble enough to adjust to whatever strategic emphases are required moving forward. Our program stands easily on its own but is also seamlessly integrated with other programs to create curricular combinations that adapt to changing vocational landscapes.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The visual arts are alive and well in the US. According to the American Alliance of Museums, museums are economic engines that support 720,000 jobs and contribute over \$50 billion to the US economy each year. Last year, there were over 850 million museum visits, more than the attendance for all major league sporting events and theme parks combined.

While the number of degrees awarded in the humanities since 2001 remains flat, the job opportunities for students majoring in art history are growing. The Bureau of Labor Statistics estimates a 14% increase in curatorial positions in American museums by 2026. In 2016, there were 4,330 undergraduate art history degrees awarded in the United States, a 5.89% drop from 2015, but at the same time there was a 4.6% increase in the number of visual arts-related jobs. In other words, there is more opportunity for students who get an art history degree now than there has been for those entering the workforce with the same major in the past. This is an encouraging trend. Our students have jobs waiting for them, and the data show that our program is doing a great job of preparing them for their new careers.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2014, NASAD required an additional 3 credits for the 613 curriculum, raising the total from 33 to 36. This made us less competitive with other humanities majors within Potter College and caused a drop in our majors. To address this issue, we are implementing the following changes:

1. We created two Connections courses that count as major program electives. This allows students to simultaneously fulfill a major elective and a Colonnade requirement.
2. We are adding Art 325 (Non-Western Art) and Art 407 (Islamic Art and Architecture) as additional Connections

courses, which allows another opportunity for students to simultaneously fulfill a major and Colonnade requirement.

3. We are increasing the number of online courses during the Fall and Spring semesters so that students who double-major in Studio (which requires classes with more contact hours) and Art History can more easily negotiate their schedules.
4. We plan to incorporate the Colonnade requirement HIST 101/102 (World History) as a required course in the art history curriculum to help streamline students' progression through the program.
5. We are implementing a more active and vigorous recruitment strategy that utilizes social media as well as more traditional methods of on-campus marketing and engagement.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

With our streamlined curriculum and enhanced recruiting strategy, we envision sustainable growth in number of majors, whom we will encourage to pair art history with a second field that helps them develop skills applicable to specific career paths. Our program will utilize its natural points of engagement with the Colonnade Program to be more efficient, adding a World Civilization course requirement to the curriculum in lieu of another art history course to help students progress in a more timely manner towards graduation. We will increase our study abroad and study away opportunities to provide life-changing experiential learning for our majors that also allow them additional opportunities to take relevant courses in the curriculum. We will continue to mentor our students towards winning prestigious competitive fellowships and national awards, gain entry into competitive graduate programs, and find *gainful and meaningful* employment as they make their way in the world as informed, critically acute, productive citizens. The Baker gift will revolutionize what we're able to accomplish with our art history program. The publicity opportunities alone that come with this act of generosity will greatly enhance our recruiting efforts for the Art History Major for years to come.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM
EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|-------------------------|
| Department/School: | Philosophy and Religion |
| College: | PCAL |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Asian Religions and Cultures |
| Reference Number: | 615 |
| CIP Code: | 05.0103 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 31 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|---|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| <p>The Asian Religions and Cultures (ARC) major is interdisciplinary and requires 31 hours to complete. Majors must take three religion courses, two history/political science courses, one year of a language (e.g., Chinese, Japanese, Arabic), three electives (which may include one additional year of language) and a one hour senior seminar. Majors must also take a second major and minor. Most majors have two or three other majors, as ARC pairs well with majors in Chinese, Arabic, International Affairs, International Business, and other programs that are international in focus (e.g., the Chinese Flagship program).</p> <p>While all the courses to complete the major are generally taught in a classroom setting (rather than online), at least 40% of our majors also study abroad in the Middle East and/or Asia. Some of our majors who are also part of the Chinese Flagship program complete some of their language study either at Indiana University or abroad.</p> <p>As an interdisciplinary major, most of the courses that count toward ARC are those that are regularly taught for other majors across WKU. Thus, the costs associated with the program are minimal (see section 4).</p> |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 46 | 38 | 49 | 44 | 32 | 89 |
| Conferrals | 6 | 5 | 9 | 11 | 11 | 22 |
| SCHP | 186 | 148 | 190 | 141 | 105 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>As an interdisciplinary program, majors take courses from programs and departments across the university (i.e., religion, history, political science, modern languages, geography, sociology, English, film, etc.). The major fill seats in these departments, and the religion courses offered for the ARC major (e.g., Buddhism, Confucianism, Daoism, Islam, and so on) contribute to other programs requiring students to take courses in other departments (e.g., international affairs, Chinese, Arabic, the Chinese Flagship program, and others).</p> <p>ARC contributes to several university missions and priorities. Approximately 30% of the courses that count toward ARC are part of Colonnade. Focused on the Middle East and Asia, ARC prepares students for the “Global Stage,” thus ensuring that, per WKU’s strategic plan “a world view and international issues are intentionally incorporated across the curriculum.” Moreover, by providing students with a broad foundation (religion, culture, history, politics, economics, geography, languages), majors are prepared “to enter a competitive global workforce” with the tools to “think critically, solve problems, and engage effectively with others.”</p> <p>Over 40% of ARC majors study abroad. Thus, the ARC major “[p]rovide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom” thus, facilitating “the transferability of students and develop[ing] faculty and staff exchange opportunities with other academic institutions.”</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The number of majors has remained somewhat consistent. We responded to the slight decrease in enrolled students this year by increasing our social media presence and offering targeted recruitment events to Chinese, Arabic and International Affair students. Those efforts are paying off; we have added another 3 majors since the fall census date cutoff.</p> <p>The SCHP number given in the data above for the major is inaccurate. In our department, faculty simultaneously teach both religion and ARC majors (with the exception of the one hour ARC senior seminar [taught once a year as an overload]); thus, if we count that in a single course we have both religion and ARC majors, our SCHP is closer to 450.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 3 | 100 | 12 | 91.7 | 4 | 100 | 13 | 100 | 4 | 50 | 2513/69.4% |
| Progression | | | 34 | 82.4 | 27 | 85.2 | 33 | 87.9 | 28 | 85.7 | 11514/61.3% |
| 150% Graduation Rate | 0 | 0 | 0 | 0 | 2 | 100 | 4 | 100 | 3 | 100 | 2128/54.1% |
| Time to Degree | 5 | | 3.93 | | 3.89 | | 3.91 | | 3.88 | | 4.5 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>There are 4 SLO for ARC: communicate clearly and effectively in written work; construct and effectively write a thesis for a research paper and defend it through the use of relevant literature and resources; locate the relevant literature or resources for research paper; and utilize relevant literature or resources to defend research paper thesis.</p> <p>These SLOs for ARC are assessed in two ways. Given that the program is interdisciplinary, the method used to assess students was their final grade in courses that require a research paper. Discussing objectives with faculty across the university, the program determined that students receiving an A or B in such courses meet the learning outcomes.</p> <p>The second means of assessing the outcomes is through ARC 499. Given the interdisciplinary nature of the major, that senior seminar was changed (closing the loop) from a 3 hour course to a one hour course in which students produce writings in the form of grant applications, fellowships, and/or research papers that contain a well-worded thesis statement, that illustrate clear and effective communication, that show their own familiarity with the relevant sources, and also that bring together multiple disciplines.</p> <p>To assess the students, there is an assessment committee that meets at the end of each academic year to judge the papers using a 4 point scale: Far exceeds expectations, exceeds expectations, meets expectations and does not meet expectations. For the two past year, over 85% of the students enrolled in the course met or exceeded expectations.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The program sends out surveys each year to graduates of our program. Given that the program is a relatively new one, we only have data from the past three years.</p> <p>From surveys conducted, we have found that out of 24 students who responded, 4 were living and working in Asia while the rest were living and working or pursuing graduate school in the U.S. Of the 24 students, five were involved in administrative work, four in education, three in IT, and the rest in a variety of fields including the State Department, and several worldwide foundations (Bring me Hope Foundation, UBI Taiwan).</p> <p>Given the international and interdisciplinary focus of our program, the key professional opportunities for students are with global companies, NGOs either in the U.S. or abroad, or with the government (most commonly, the State Department). Approximately 20-30% of ARC graduates pursue either graduate school (with an 80+% acceptance rate) or work abroad through opportunities such as Fulbright. Many of the students pursuing graduate school were accepted into programs with full funding. Such programs include American University, London School of Economics, UT Austin, ASU, and Emory.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>Currently the program does not have the staffing to conduct our own systematic studies with respect to the needs and satisfaction of employers, but we pay close attention to reports produced by AAC&U, AASCU, as well as the Council on Postsecondary Education, and the Bowling Green Chamber of Commerce. In addition to close attention to external reports and studies, the chair and several faculty have regular conversations with those in Bowling Green with respect to the needs of and satisfaction of employers who hire students with a major in ARC.</p> <p>From those conversations, the program coordinator became better aware of the employment trends in the region and commonwealth. One example with this has been working with the Japanese Consulate in the Nashville area two years ago to determine the job needs of our graduates seeking employment in companies that have Japanese ownership in the area and in the Commonwealth.</p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| <p>Our students are among the highest achieving in the university, winning awards, scholarships, and national honors. From 2013-2018, ARC majors submitted 81 separate applications for national and international scholarships; of those, 2 were</p> | | | | | | | | | | | |

finalists for a Truman, 1 won a Truman, 15 won Critical Language Scholarships, 9 received Boren scholarships, 6 won Freeman-Asia fellowships, 2 were awarded Fulbrights, 1 received a Humanity in Action fellowships, and 4 received Gilman scholarships.

As noted in the data above, ARC majors take shorter time to graduate than the medium, despite the fact that many are double, triple, and quadruple majors who spend at least a semester studying abroad. Given the very involved and hands on advising for the major, the ARC program also has a substantially higher progression rate than other programs at WKU.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 2.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 104.00 | 128.00 |
| SCHP/FTF by Dept. | | | | | 358 | 375 |
| % SCH by FTF by Dept. | | | | | 75.7% | 75.8% |
| Median Class Size by Level | | | | | 17 | 19 |
| % Under-Enrolled Sections by Level | | | | | 47.4 | 36.3 |
| % Under-Enrolled Sections for ARC | | | | | <5.0% | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Numerous members of our faculty have been awarded outside grants and support for scholarship, including from prestigious organizations like the National Endowment for the Humanities, Chiang Ching-Kuo Foundation, the Korea Foundation, Asia Research Institute at the National University of Singapore, and so on. In addition, faculty are involved in numerous community projects that serve under-represented populations. ARC faculty often take advantage of funding to support attending conferences and pedagogy workshops that support excellent teaching practices, as well as through larger funds that offer support for fieldwork in Asia.</p> <p>Currently, members of the department are in conversation with the Muhammad Ali Center in Louisville about establishing an endowed speaker series that benefits under-represented students that major in ARC. In addition, faculty have lectured at universities abroad in Taiwan, Singapore, Malaysia, and Indonesia. Faculty have also mentored students at these universities, all in an effort to create economic and educational partnerships (such as with with AIFAS [American Institute for Indonesian Studies], which provides grants to both American and Indonesian scholars on an annual basis). Finally, through FUSE, faculty have involved students in research in Taiwan, Japan, Korea, and Singapore.</p> <p>In addition to grants, the revenue stream from DELO has averaged 7500.00 over the past 5 years.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>With the exception of the senior seminar, which has been taught as an overload, the courses that count toward ARC are taught regularly for other majors across WKU. Thus, the costs associated with ARC is minimal, at best. Finally, if we consider that ARC majors help fill seats in courses taught across the university, the revenue stream becomes substantially higher.</p> <p>Regarding the % of underenrolled sections, this number is less than 5.0% for ARC, as the only course listed as being under-enrolled in the major is the 1 hour senior seminar (and which has always been taught as an uncompensated overload).</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

ARC has a commitment to *student completion and success*, graduating the majority of our majors in four years. We attribute this in large part to our emphasis on mentorship and meaningful faculty-student engagement in the classroom as well as collaborative student-faculty research (*research & creative activities*). Many WKU students take courses as part of a complementary or interdisciplinary program of study (Arabic, International Affairs, Chinese, and Political Science) and many major in our program. We also have foreign students from Africa, Asia, and the Middle East in our courses.

ARC is a diverse program at WKU, directly serving the university's strategic goal of increasing diversity and inclusion. Our course offerings also model diversity, equity, and inclusion.

ARC is focused on preparing students for a career and life in a global context through high-impact practices (see next section). The program offers numerous other Colonnade courses focused on a global world, through topics such as material religion, ritual, language, and religious literature. These are courses not offered elsewhere at WKU, or in Kentucky, but they are seen at prestigious regional institutions of higher learning, like Vanderbilt and Duke. This illustrates how ARC is on the cutting edge of humanities higher education and raises the profile of WKU.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The program contributes to the statewide strategic agenda by promoting academic excellence through teaching, with a particular emphasis on LEAP outcomes related to knowledge of human cultures, information literacy, critical thinking, and intercultural knowledge (8.4). With regard to Objective 6, the program has ensured that students graduate within four years **or less** (last two years shows an average of 3.9 years to graduation) which is an outcome of effective student advising and program instruction. Quality advising has also ensured a graduation rate of over 90%. Also, as many students in our program study abroad, we have also allowed for greater flexibility in study abroad programs and courses that count toward the major as well as been open to a variety of research-based and independent learning projects both here in the States and abroad that count toward the requirements. The interdisciplinary nature of the program prepares students for the 21st century by ensuring that they have a solid foundation from which they can pursue a wide range of professions (language translation, government organizations, non-government organizations, education, and so on) after graduation. Finally, participation in high-impact practices such as student research has steadily increased with numerous faculty actively engaged in FUSE. Five students successfully completed FUSE projects during the review period.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

ARC teaches cultural literacy and supports the university's numerous language programs. Kentucky is a state with numerous international businesses, including those in Bowling Green and Scottsville that feature a dominantly Asian (Japanese) workforce. In fact, currently there are 195 companies with Japanese ownership in the Commonwealth that employ 46,777. ARC supports WKU students who seek careers in business, secondary education, public service, and politics, through courses that expose them to Asian and other immigrant communities that we live and work with in the state.

According to the Kentucky Future Skills Report, this is a state that will see a huge demand for professionals working in healthcare and technical occupations. Asia is a critical part of the world's economy that is at the forefront of medical research and technological ventures. The first part of this jobs report that deserves attention is healthcare, a profession that requires working with a diverse public. In Bowling Green, a large contingent (approximately 50% at one clinic) of physicians are of Asian descent. ARC provides students with the religious and cultural literacy beneficial for positions with MDs and other medical professionals. Technology is another area that requires a global outlook and due to the importance of Asian economies, it is important that Kentuckians have familiarity with the religions and cultures of Asia.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Our courses feature innovative design and delivery through highly effective pedagogies, as evidenced by the numerous awards our faculty has won for teaching. This includes faculty that have won the university wide teaching award, the university wide research award, and college awards for teaching, research, and advising. The impact of our faculty's commitment to excellent teaching is matched by their research record.

As noted throughout this report, our faculty and students are diverse, representing Kentuckians, regional students, racial and ethnic minorities, and international students. One of the impacts of ARC is that it prepares our students for lifelong learning, an

effect seen in our faculty's teaching and mentorship of many of WKU's top students who go on to careers in diplomacy, public affairs, and higher education.

Report after report (e.g. Bloomberg, 2015; NACE 216; AACU 2018; Hart) notes that one of the workforce challenges across the nation, including in Kentucky, is students' weaknesses in oral and written communication, as well as ability to think creatively, work with others, and solve complex problems. ARC has made an explicit effort to take this into account in the past five years.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

ARC is one of several programs in the Department of Philosophy and Religion that is integral to the university. Our contributions to the Strategic Plan are extensive, as outlined in this report, but it is the distinctiveness of the program that sets us apart from other programs. Kentucky is a state with few institutions of higher learning, when compared to our northern neighbors of Indiana and Illinois, as well as to regional eastern states like North Carolina and Virginia. Of all the public institutions of higher learning in Kentucky, WKU is the only one to offer an Asian Religions and Cultures major.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Alongside China, there has been a growing interest in Arabic and the Islamic world over the past 15 years. Going forward, the ARC program may tap into students interested in the latter by creating two separate tracks within ARC: one focusing on Asia and one on the Islamic world. While ARC already caters to students interested in Arabic and the Islamic world, there is a marketing problem as most of those students do not associate Asian with the Middle East and Islam. By creating tracks and renaming the major, the growing number of Arabic majors as well as those interested in the Middle East would become majors. With the recent hiring of Dr. Arjana in our department, there is potential in creating ties with other professors focused on the Middle East (e.g., Drs. Romero, Kiasatpour, and DiMeo).

A second area relates to the number of Japanese companies in the region and in the Commonwealth. Currently, there are 195 companies with Japanese ownership in the Commonwealth that employ 46,777 employees. Thus, there is a growing need for majors with a greater focus on Japanese cultures, languages and religion. Packaging the major more creatively to highlight the employment potentials for those interested in Japan and Japanese would help increase majors.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Asian Studies in American universities has in recent years burgeoned with Asia itself. Along with programs specifically dedicated to Asian Studies, the number of professional, peer-reviewed journals and local and national conferences has also increased. The ARC program has aligned itself with a number of national trends within the field of Asian Studies. These include the general goal of global-mindedness for our students (that is, creating an inclusive “us” rather than the implicit “us” and “them” of decades past), as well as the more specific goals of cross-cultural and interdisciplinary courses, an emphasis on language acquisition, and a greater focus on critical thinking skills. An example of a new interdisciplinary course is Arjana’s Islam and Pilgrimage, which is not only global in scope, but also incorporates art, anthropology, tourism, political science, and cyber-technology. By creating an Islamic world track within the ARC major, the major would become further aligned with national trends that have seen a growth in interest in Islam.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

ARC has worked with SAGL to produce a list of programs in the Middle East and South, Southeast, and East Asia for majors. Students interested in studying abroad in Asia and the Middle East are now be informed about the ARC major here and how our program dovetails with their interests.

We created a social media presence as well as directed recruiting events for those students interested in Arabic, the Middle East, International Affairs, Chinese, and International Business. The first set of those events paid off well as we have had three students declare ARC since the fall census cutoff date.

Last year we hired Dr. Arjana to teach courses in Islam and Islamic culture here at WKU. She has already created two new Colonnade Connection courses and is currently proposing several more. Drs. Fischer and Samuels have included their regularly-taught religion courses into the Colonnade Connections categories. It seems reasonable to believe that with the inclusion of 7 courses into the Connections category, that we can increase recruitment further.

Department-wise, we have been working to increase efficiency. Last year we suspended our MA program in religion as well as completely revised our religion and philosophy programs to attract more students. This academic year, we will suspend our Middle East Studies certificate and Classical Studies minor.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We see real potential for growth through increased collaboration with other PCAL programs, with the development of an Islamic World track within the major, and an increased emphasis, within the Asia track, on Japan and Japanese. While the first two goals are relatively easy to achieve and do not result in additional costs to the university, the third one will need some additional resources as there is a dearth of courses focused on Japan available at WKU.

Several ideas for new courses that fulfill both ARC and WKU-wide Colonnade requirements are being considered for future implementation. Our current staff is well situated to foster the growth that we envision.

Within the next five years we envision a more robust program that is well marketed to students interested in both Asian and the Islamic world/Middle East. Those changes could easily be proposed during the next academic year, though given that it would require CPE approval, may take two years to complete.

To accomplish the third goal, additional resources will be needed to increase the range of courses that focus on Japanese and Japan. Hiring a full-time tenure track faculty in Modern Languages who could teach both Japanese and courses on Japanese culture and history in English, would be helpful.

e. What recommendation would you put forward for the program (check one)?

| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
|--|---|
| <input checked="" type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|-------------------------|
| Department/School: | Philosophy and Religion |
| College: | PCAL |

| | |
|-------------------------------|---------------|
| Program Name: | Asian Studies |
| Reference Number: | #317 |
| CIP Code: | 05.0103 |
| Degree Type (AB, BS, etc.): | |
| STEM+H Degree (Y/N) | |
| Minimum Hours Required: | 21 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The minor in Asian studies, which consists of 21 hours, has two tracks: the Asian religions and cultures track or the South and East Asian track. Both tracks are subsets of the interdisciplinary ARC major, requiring students to take classes in at least three disciplines. Given that most majors at WKU require a second major or minor, the minor serves a vital function to the college and university. Since the minor is a subset of the ARC major, there are no inherent costs associated with it.

While all the courses to complete the major are generally taught in a classroom setting (rather than online), at least 10% of our minors also study abroad in the Middle East and/or Asia.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 15 | 8 | 12 | 8 | 12 | 26 |
| Conferrals | 1 | 1 | 2 | 1 | 4 | 6 |
| SCHP | 6 | 0 | 2 | 0 | 3 | 187 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>As an interdisciplinary program, minors take courses from programs and departments across the university (i.e., religious studies, history, political science, and modern languages). The major helps fill seats in these departments, and the religion courses offered for the ARC minor (e.g., Buddhism, Confucianism, Daoism, Islam, and so on) contribute to programs across the university that require students to take courses in other departments (e.g., international affairs, Chinese, Arabic, the Chinese Flagship program, and others).</p> <p>Asian studies contribute to several university missions and priorities. Approximately 30% of the courses that count toward it are part of Colonnade. Focused on the Middle East and Asia, the minor prepares students for the “Global Stage,” thus ensuring that, per WKU’s strategic plan “a world view and international issues are intentionally incorporated across the curriculum.” Moreover, by providing students with a broad foundation (religion, culture, history, politics, economics, geography, languages), majors are prepared “to enter a competitive global workforce” with the tools to “think critically, solve problems, and engage effectively with others.”</p> <p>Minors often study abroad. Thus, the ARC major “[p]rovide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom” thus, facilitating “the transferability of students and develop[ing] faculty and staff exchange opportunities with other academic institutions.”</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The SCHP number given in the data above for the major is inaccurate. In our department, faculty have both religious studies and ARC majors in their courses (with the exception of the one hour ARC senior seminar [taught once a year as an overload]); thus, if we count that in a single course we have both religion and ARC majors and minors, the SCHP is closer to 450.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | 3.34 | | 3.67 | | 4.50 | | 6.67 | | 5.75 | | 4.20 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The SLOs for the minor are the same for the ARC major: communicate clearly and effectively in written work; construct and effectively write a thesis for a research paper and defend it through the use of relevant literature and resources; locate the relevant literature or resources for research paper; and utilize relevant literature or resources to defend research paper thesis.</p> <p>Since minors are not required to take a senior seminar, the SLOs are assessed in one way. Given that the program is interdisciplinary, the method used to assess students was their final grade in courses that require a research paper. Discussing objectives with faculty across the university, the program determined that students receiving an A or B in such courses meet the learning outcomes.</p> <p>For the two past year, over 70% of the students enrolled in courses that require writing a research paper met or exceeded expectations.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The program does not gather and incorporate feedback from minors. However, it does send out surveys each year to majors.</p> <p>From surveys conducted, we have found that out of 24 students who responded, 4 were living and working in Asia while the rest were living and working or pursuing graduate school in the U.S. Of the 24 students, five were involved in administrative work, four in education, three in IT, and the rest in a variety of fields including the State Department, and several worldwide foundations (Bring me Hope Foundation, UBI Taiwan).</p> <p>Given the international and interdisciplinary focus of our program, the key professional opportunities for students are with global companies, NGOs either in the U.S. or abroad, or with the government (most commonly, the State Department). Approximately 20-30% of ARC graduates pursue either graduate school (with an 80+% acceptance rate) or work abroad through opportunities such as Fulbright. Many of the students pursuing graduate school were accepted into programs with full funding. Such programs include American University, London School of Economics, UT Austin, ASU, and Emory.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>Currently the program does not have the staffing to conduct our own systematic studies with respect to the needs and satisfaction of employers, but we pay close attention to reports produced by AAC&U, AASCU, as well as the Council on Postsecondary Education, and the Bowling Green Chamber of Commerce. In addition to close attention to external reports and studies, the chair and several faculty have regular conversations with those in Bowling Green with respect to the needs of and satisfaction of employers who hire students with a major in ARC.</p> <p>From those conversations, the program coordinator became better aware of the employment trends in the region and commonwealth. One example with this has been working with the Japanese Consulate in the Nashville area two years ago to determine the job needs of our graduates seeking employment in companies that have Japanese ownership in the area and in the Commonwealth.</p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|--------------------------------------|--------------------|
| Number of TE Faculty | | | | | 0 | N/A |
| Number of NTE Faculty | | | | | 0 | N/A |
| Cost per SCH | | | | | 0.00 (minor) 104.00 (major) | N/A |
| SCHP/FTF by Dept. | No Data | No Data | No Data | No Data | No Data | 375 |
| % SCH by FTF by Dept. | No Data | No Data | No Data | No Data | No Data | 75.8% |
| Median Class Size by Level | No Data | No Data | No Data | No Data | No Data | 19 |
| % Under-Enrolled Sections by Level | No Data | No Data | No Data | No Data | No Data | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Numerous members of our faculty have been awarded outside grants and support for scholarship, including from prestigious organizations like the National Endowment for the Humanities, Chiang Ching-Kuo Foundation, the Korea Foundation, Asia Research Institute at the National University of Singapore, and so on. In addition, faculty are involved in numerous community projects that serve under-represented populations. ARC faculty often take advantage of funding to support attending conferences and pedagogy workshops that support excellent teaching practices, as well as through larger funds that offer support for fieldwork in Asia.</p> <p>Currently, members of the department are in conversation with the Muhammad Ali Center in Louisville about establishing an endowed speaker series that benefits under-represented students that major in ARC. In addition, faculty have lectured at universities abroad in Taiwan, Singapore, Malaysia, and Indonesia. Faculty have also mentored students at these universities, all in an effort to create economic and educational partnerships (such as with with AIFAS [American Institute for Indonesian Studies], which provides grants to both American and Indonesian scholars on an annual basis). Finally, through FUSE, faculty have involved students in research in Taiwan, Japan, Korea, and Singapore.</p> <p>In addition to grants, the revenue stream from DELO has averaged 7500.00 over the past 5 years.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| As a subset of the ARC major, the costs associated with Asian studies minor is \$0.00. Moreover, if we consider that ARC majors help fill seats in courses taught across the university, the revenue stream becomes substantially higher. | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The minor has a commitment to *student completion and success*, graduating the majority of our majors in four years. We attribute this in large part to our emphasis on mentorship and meaningful faculty-student engagement in the classroom as well as collaborative student-faculty research (*research & creative activities*). Many WKU students take courses as part of a complementary or interdisciplinary program of study (Arabic, International Affairs, Chinese, and Political Science) and many major in our program. We also have foreign students from Africa, Asia, and the Middle East in our courses.

Asian studies is a diverse program at WKU, directly serving the university's strategic goal of increasing diversity and inclusion. Our course offerings also model diversity, equity, and inclusion.

Asian studies is focused on preparing students for a career and life in a global context through high-impact practices (see next section). The program offers numerous other Colonnade courses focused on a global world, through topics such as material religion, ritual, language, and religious literature. These are courses not offered elsewhere at WKU, or in Kentucky, but they are seen at prestigious regional institutions of higher learning, like Vanderbilt and Duke. This illustrates how it is on the cutting edge of humanities higher education and raises the profile of WKU.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Program contributed to the Commonwealth's strategic agenda for student success in a number of ways. Some minors, for instance, study abroad and we have also allowed for greater flexibility in study abroad programs and courses that count toward the minor as well as been open to a variety of research-based and independent learning projects both here in the States and abroad that count toward the requirements. The interdisciplinary nature of the program prepares students for the 21st century by ensuring that they have a solid foundation from which they can pursue a wide range of professions (language translation, government organizations, non-government organizations, education, and so on) after graduation.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Asian studies teaches cultural literacy and supports the university's numerous language programs. Kentucky is a state with numerous international businesses, including those in Bowling Green and Scottsville that feature a dominantly Asian (Japanese) workforce. In fact, currently there are 195 companies with Japanese ownership in the Commonwealth that employ 46,777. ARC supports WKU students who seek careers in business, secondary education, public service, and politics, through courses that expose them to Asian and other immigrant communities that we live and work with in the state.

According to the Kentucky Future Skills Report, this is a state that will see a huge demand for professionals working in healthcare and technical occupations. Asia is a critical part of the world's economy that is at the forefront of medical research and technological ventures. The first part of this jobs report that deserves attention is healthcare, a profession that requires working with a diverse public. In Bowling Green, a large contingent (approximately 50% at one clinic) of physicians are of Asian descent. ARC provides students with the religious and cultural literacy beneficial for positions with MDs and other medical professionals. Technology is another area that requires a global outlook and due to the importance of Asian economies, it is important that Kentuckians have familiarity with the religions and cultures of Asia.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Our courses feature innovative design and delivery through highly effective pedagogies, as evidenced by the numerous awards our faculty has won for teaching. This includes faculty that have won the university wide teaching award, the university wide research award, and college awards for teaching, research, and advising. The impact of our faculty's commitment to excellent teaching is matched by their research record.

As noted throughout this report, our faculty and students are diverse, representing Kentuckians, regional students, racial and ethnic minorities, and international students. There is no other program at the university where one can learn about Islam in Indonesia, ancient and modern Chinese thought, Buddhist practice, Hindu iconography, communities of queer Muslims in Southeast Asia, and the variety of other subjects that are a focus of ARC. One of the impacts of ARC is that it prepares our students for lifelong learning, an effect seen in our faculty's teaching and mentorship of many of WKU's top students who go on to careers in diplomacy, public affairs, and higher education.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Asian studies is one of several programs that is integral to the university. Our contributions to the Strategic Plan are extensive, as outlined in this report, but it is the distinctiveness of the program that sets us apart from other programs. Kentucky is a state with few institutions of higher learning, when compared to our northern neighbors of Indiana and Illinois, as well as to regional eastern states like North Carolina and Virginia. Of all the public institutions of higher learning in Kentucky, WKU is one of several that offer an Asian studies minor.

6. PROSPECTUS

| | |
|--|--|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>The Asian studies minor should continue as is as it fulfills a specific need among students needing a minor and/or interested in Asia but does not have the time to complete the major. If there is a change to be made, it would be to create a Islamic world track within the minor to serve the needs of students studying International Affairs and Arabic.</p> | |
| <p>b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)</p> | |
| <p>Asian Studies in American universities has in recent years burgeoned with Asia itself. Along with programs specifically dedicated to Asian Studies, the number of professional, peer-reviewed journals and local and national conferences has also increased. The Asian studies program has aligned itself with a number of national trends within the field of Asian Studies. These include the general goal of global-mindedness for our students (that is, creating an inclusive “us” rather than the implicit “us” and “them” of decades past), as well as the more specific goals of cross-cultural and interdisciplinary courses, an emphasis on language acquisition, and a greater focus on critical thinking skills. An example of a new interdisciplinary course is Arjana’s Islam and Pilgrimage, which is not only global in scope, but also incorporates art, anthropology, tourism, political science, and cyber-technology. By creating an Islamic world track within the minor, the minor would become further aligned with national trends that have seen a growth in interest in Islam.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>Asian studies has recently worked with SAGL to produce a list of programs in the Middle East and South, Southeast, and East Asia for majors. Students interested in studying abroad in Asia and the Middle East are now be informed about Asian studies here and how our program dovetails with their interests.</p> <p>Last year we hired Dr. Arjana to teach courses in Islam and Islamic culture here at WKU. She has already created two new Colonnade Connection courses and is currently proposing several more. Drs. Fischer and Samuels have included their regularly-taught religion courses into the Colonnade Connections categories. It seems reasonable to believe that with the inclusion of 7 courses into the Connections category, that we can increase recruitment further.</p> <p>Department-wise, we have been working to increase efficiency. Last year we suspended our MA program in religion as well as completely revised our religion and philosophy programs to attract more students. This academic year, we propose suspending our Middle East Studies certificate and minor in Classical Studies.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>We see real potential for growth through increased collaboration with other PCAL programs, with the development of an Islamic World track within the minor, and an increased emphasis, within the Asia track, on Japan and Japanese. While the first two goals would be relatively easier to achieve and not result in additional costs to the university, the third one will need some additional resources as there is a dearth of courses focused on Japan available at WKU.</p> <p>Several ideas for new courses that fulfill both Asian studies and WKU-wide Colonnade requirements are being considered for future implementation. Our current staff is well situated to foster the growth that we envision.</p> <p>Within the next five years we envision a more robust program that is well marketed to students interested in both Asian and the Islamic world/Middle East. Those changes could easily be proposed during the next academic year, though given that it would require CPE approval, may take two years to complete.</p> <p>To accomplish the third goal, additional resources will be needed to increase the range of courses that focus on Japanese and Japan. Hiring a full-time tenure track faculty in Modern Languages who could teach both Japanese and courses on Japanese culture and history in English, would be helpful.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|----------------------------------|
| Department/School: | Music |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|---------------------------------------|
| Program Name: | Bachelor of Arts (Liberal Arts/Music) |
| Reference Number: | 583 |
| CIP Code: | 50099902 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 36-48 music/120 total |
| List Concentrations (if any): | General; Extended |

The Department of Music (and all programs) is a fully accredited member of the National Association of Schools of Music - or NASM. This organization provides detailed national standards that all programs must adhere to for continued membership and accreditation. References to NASM throughout this review refer to this organization and its standards.

Please note that many responses refer to the “department” rather than the individual degree program. Many, if not all, of the courses and experiences in music inextricably cross internal programs as well as include students from across campus. The maximum word counts requested allow for only a cursory response to individual questions. The department can provide more detailed information upon request.

1. PROGRAM SUMMARY

| |
|---|
| <p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p> |
| <p>The Bachelor of Arts in Music is a liberal arts degree with a non-professional emphasis in music. The degree can be combined with other fields of study from across campus such as: advertising, art, business, communications, English, foreign languages, history, journalism, marketing, philosophy, psychology, religion, and sciences. The 36hr General Concentration, first offered in 2016, is specifically designed for students with multiple interests and potential career options, both directly and indirectly related to music.</p> <p>WKU students earning the AB have entered graduate school (in music history, theory/composition, and performance) and/or pursued careers in Performing Arts Management, music teaching/performance, church music, administration as well as medical school, retail and banking, and university staff positions in admission, graduate studies, development and alumni relations. A performance audition is required prior to declaring the major as students should have pre-college training in their principal performing instrument and be able to read music fluently. Delivery is face-to-face and a minor or second major is required for the General Concentration and optional for the Extended Concentration.</p> |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 35 | 40 | 56 | 57 | 41 | 89 |
| Conferrals | 11 | 4 | 14 | 14 | 9 | 22 |
| SCHP | 550 | 688 | 782 | 733 | 511 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Music also offers a BM, MM, and a minor – students in all four programs share courses and artistic experiences (including large/chamber performance ensembles, stage productions, tours/conferences, university special events, and community service). Music provides required courses for programs in the School of Teacher Education (BS in Special Education and BS in Elementary Education) and the Department of Theatre and Dance (BFA in Music Theatre and minors). Each spring the Departments of Music and Theatre/Dance collaborate on an Opera or Musical Theatre production. Music contributes to the Colonnade Core Curriculum (six different course options in three different categories) and offers over twenty performance ensembles (open to all students). Music graduate and undergraduate programs are directly linked as those students conduct and perform with each other throughout their programs. The athletic bands are an invaluable part of the game day experience for Football, Volleyball, and Men’s/Women’s Basketball (over sixty events each year) and most notably the department presents over 100 diverse music concerts and recitals each year that attract students, faculty/staff, parents, alumni, donors, and community members to campus. The department is also directly involved in campus activities that include cultural enhancement events, dedications/award ceremonies, parades, investitures, galas, orientation/MASTERPLAN, recruitment, and commencement.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The AB provides an alternative to the BM degree for students who reconsider their future and/or who, for a variety of reasons, cannot complete the extensive demands of the BM. Simply put, the AB helps <i>keep students in school</i> – it is a vehicle for student retention, success, and completion of a college degree where otherwise students might consider other institutions or drop out of college altogether.</p> <p>The WKU Mission states “...WKU enriches the quality of life for those within its reach” – through the broad and diverse activities noted above this is exactly what the Department of Music provides for the WKU community.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|------|---------|------|---------|----|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 7 | 42.9 | 10 | 70 | 9 | 77.8 | 10 | 70 | 14 | 92.9 | 69.4% |
| Progression | | | 32 | 78.1 | 42 | 81 | 47 | 66 | 30 | 76.7 | 61.3% |
| 150% Graduation Rate | 2 | 0 | 4 | 25 | 8 | 37.5 | 4 | 50 | 7 | 42.9 | 54.1% |
| Time to Degree | 6.58 | | 4.5 | | 5.05 | | 4.69 | | 5.93 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

1. Students will demonstrate proficiency in musicianship and the application of analytical and reflective thinking processes through performing music literature representative of historical periods and world cultures.

Activity: Capstone Jury Assessment – prepared document, oral presentation, and live performance

The capstone document demonstrates synthesis of music learning including theoretical analysis, composer/composition background, text interpretation (for vocalists), and a bibliography. The department generally holds a 100% pass rate for the Capstone Jury. If a student is not ready to complete the capstone their individual applied teacher, and/or the faculty jury during the previous semester, recommend postponement until such a time as the student is adequately prepared. In addition, each semester of applied study requires a juried performance that promotes students to the next level of study. Students cannot attempt the Capstone Jury until all six (minimum) degree required semesters of applied study are completed.

2. Students will participate in a variety of civic-community performances (solo/ensemble) engagements that will prepare them to contribute as scholarly musicians in our current global society and ever-changing world.

Activity: MUS 155 Performance Attendance

Students are required to attend 14 recitals/events each semester through enrollment in MUS 155 Performance Attendance (a P/F course) for a minimum of six semesters. This complies with the NASM standard that students will have “the ability to address culture and history from a variety of perspectives,” “the ability to respect, understand and evaluate work in a variety of disciplines,” and “an acquaintance with a wide selection of musical literature.” MUS 155 has consistently held an 85-92% pass rate; however, the department found that students were generally attending more events that were consistent with their discipline than events that were outside their area. In the fall of 2015 the department redefined expectations to help encourage students to attend and be exposed to more events across a broad and diverse musical spectrum.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Students in the AB program have a wide spectrum of potential careers depending on individual interests and the second minors/majors AB students usually pursue. WKU students earning the AB have entered graduate school (in music history, theory/composition, an performance) and/or pursued careers in Performing Arts Management, music teaching/performance, church music, administration as well as medical school, retail and banking, and university staff positions in admissions, graduate studies, development, and alumni relations.

The department conducts an alumni survey every two years regarding career satisfaction. In 2018, 83.33% of respondents selected “good” or “outstanding” when asked how well WKU prepared them for their current position. Department faculty are highly engaged in personal/professional relationships with regional colleagues and school/performance officials as well as through association with KMEA (the state music education association) – we are in constant communication regarding area teaching and performance needs as well as student success. While the information gathered through these relationships is anecdotal it is a vital, and highly informative, source of information – arguably much more so than data driven surveys.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

As noted above, department faculty are highly engaged in personal/professional relationships with regional colleagues and school/performance officials as well as through association with KMEA (including an annual state-wide alumni reception attended by 75-100 Kentucky teachers). Personal relationships with colleagues at graduate institutions also provides a means for feedback regarding student preparation for graduate level music study. Recently we found, through survey responses and anecdotal conversation, that our students could benefit from a stronger background in the business skills required to be self-employed professional musicians in the 21st century. As a result a new elective course was developed and proposed in Music Entrepreneurism. This course (MUS 325) will be offered in spring 2019.

The department also considers state and national databases/resources through KMEA, the College Music Society (CMS), and NASM as needed and appropriate. While not always specific to employability, these organizations regularly track student enrollment/engagement/success, faculty/personnel, program offerings, financial/facility/library resources, and diversity. These organizations are also strong advocates for the arts/music in state and national conversations regarding standards, assessment, and graduation requirements.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Wall of Fame at www.wku.edu/music/walloffame celebrates alumni for their outstanding careers and contributions to the arts. It includes renowned performing artists as well as outstanding music educators. The department regularly publishes a magazine titled *Rhapsody* that features success stories about current students, faculty, and alumni. Please see: <https://www.wku.edu/music/documents/rhapsody2017.pdf>.

A few specific AB alumni accolades:

Nick Conroy (2017 AB) - interning at Starstruck Entertainment, Nashville, TN

Sarah Fox (2015 AB and History) – Valedictorian and Fulbright award to study at the University of Birmingham, England

Emily Keith (2016 AB and Psychology) – graduate school at Illinois State, future career in Music Therapy

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|-----------------------|--------------------|
| Number of TE Faculty | | | | | 1 (17 dept) | 12 |
| Number of NTE Faculty | | | | | .5 (4 dept) | 4 |
| Cost per SCH | | | | | \$169 (\$137 dept) | \$128 |
| SCHP/FTF by Dept. | 264 | 301 | 265 | 252 | 245 | 375 |
| % SCH by FTF by Dept. | 48.1% | 55.4% | 57% | 55.7% | 57.7% | 75.8% |
| Median Class Size by Level | 5 | 4 | 4 | 5 | 4 | 19 |
| % Under-Enrolled Sections by Level | 74.1% | 71.9% | 73.1% | 69.2% | 72.8% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

In addition to personnel, scholarship, and operating budgets the Department of Music has six non-endowed accounts through the University Foundation specific to performance areas within the department (band, choir, orchestra, jazz) where spending is generally reflective of annual gifts. Music also has seven endowed accounts (including a professorship) that generate funds based on annual rates of return. The music DELO distribution has been roughly \$13,000 for the past few years and goes directly towards student travel for invited performances at state, regional, and national events.

There are many opportunities for donor involvement through performance ensembles, special events, and student activities as well as instrument acquisition and travel. Community members and donors are very supportive of the department and in many cases are dedicated supporters of specific ensembles and/or faculty. Annual giving is generally in the \$100-500 range with occasional larger gifts depending on the specific need/event (new uniforms, Carnegie Hall performance etc.). The department reaches out and engages the community and potential donors as best as possible; however, the department alone does not have the dedicated staff, or expertise, needed to communicate with donors (particularly outside Bowling Green) towards the high level of financial return required for major purchases and international student experiences.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The AB shares almost all teaching with the BM. The numbers above reflect a very rough estimate of teaching specific to the AB – which is primarily individual applied lessons. Because so many courses are shared the SCHP numbers provided by IR may not be accurate. A Department of Music of our size and scope has unique and significant costs, revenue avenues, and efficiency options; however, the defined word count does not allow for further explanation. The following is offered as an example of a unique financial aspect of the department:

The data above suggests that the costs per SCH are high and class sizes are significantly under-enrolled. It is important to note that a fundamental aspect of college music programs is applied study through one-on-one instruction. Most of the above full-time faculty teach multiple sections (upper and lower level) of applied lessons. As these are individual and at different levels a single class may only have 2-4 students enrolled. In addition, and as defined by NASM, applied faculty receive .66 load credit for each individual student; therefore, 18 students is equivalent to a full 12hr teaching load (18x.66=12hrs). Naturally this negatively effects relative SCH costs and median class size numbers. IR ran the same data set for music and excluded applied instruction. The data below reflects that information and is a better accounting of the upper-level median class sizes for this program.

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | WKU |
|------------------------------------|---------|---------|---------|---------|---------|--------|
| Median Class Size by Level | 15 | 15 | 15 | 16 | 14 | 19 |
| % Under-Enrolled Sections by Level | 49.40% | 46.00% | 49.50% | 46.50% | 51.00% | 36.30% |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

From the 2018-28 *Climbing to Greater Heights* Strategic Plan:

- 1. Our Students - A Diverse Body of Students:** the department actively engages in extensive recruiting activities both on and off campus, personally visiting schools throughout the state/region and bringing hundreds if not thousands of students to campus for festivals, auditions, KMEA events, and competitions. **Completion & Success:** The department successfully advises all music majors with specialist advisors who are actively involved in weekly and even daily student engagement. The department enjoys a natural peer mentoring atmosphere through applied studios, ensemble participation, and leadership opportunities. Scholarship opportunities specifically towards recruitment and retention are available for music majors and marching band students (from across campus). **Preparation for the Global Stage:** High-Impact Practices, that develop hard and soft skills towards productive citizenship, are a regular and essential part of being a music major including concert presentations, stage productions, collaborative events, athletic bands, hosting festivals, touring, guest artist classes, and engagement with study abroad tours, courses, and experiences.
- 2. Our Community and Beyond – Quality of Life:** The department offers roughly 100 musical events each year that are open to the entire campus and regional community, and faculty regularly share/exchange recital programs with other academic institutions.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Assuming this question refers to the KY Council on Postsecondary Education 2016-2021 Strategic Agenda *Stronger by Degrees*, many of the objectives are already established in the department and program – samples below (objective #):

2a – College Readiness: while this objective centers on reading and math, music students must equally be proficient on their respective instrument and be fluent with music literacy. These proficiencies are met through an entrance audition prior to entrance to the program. Music faculty regularly communicate and collaborate with public school teachers giving potential students a clear understanding of what is expected for music major “college readiness”.

5 – Financial Access: Music students have access to additional scholarships both for performance (music majors) and participation (marching band – across campus). In addition, tuition for participation in music ensembles beyond 18hrs is waived. Ensemble participation helps retention as it provides a space for students to be additionally engaged and connected to WKU.

6c – Retention: First-second year retention rates are significantly higher than university averages as noted above (3a).

6e – Progression: percentages are also significantly higher than university averages as noted above (3a).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The AB addresses multiple workforce needs; however, in many cases it is through self-employment or a field outside of music. Musicians who graduate with the AB enter the workforce as professional performers, church musicians, private studio teachers, business workers/owners, A/V technicians, and/or arts administrators. In many cases AB graduates need to be proactive and build/develop their own individual career based on local needs and the regional market as it applies to their specific skills and interests. Students who double major significantly broaden their workforce opportunities through that additional field.

In 2018 the National Academies Press published a report sponsored by the National Academies of Sciences, Engineering, and Medicine titled *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree*. From the Preface: “...many employers—even, and, in fact, especially in “high tech” areas—have emphasized that learning outcomes associated with integrated education, such as critical thinking, communication, teamwork, and abilities for lifelong learning, are more, not less, desirable.” This report argues for exactly what the AB in music offers our students – an integrated approach to education that provides students with the wide ranging skills needed to navigate an unknown future.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

See 5c above. The Bachelor of Arts is a common undergraduate music option and many KY Universities have BA programs. Some of these institutions offer a general Bachelor of Arts in Music, similar to WKU, and/or a Bachelor of Arts with a specific emphasis (U of L – jazz studies). A program emphasis will naturally define a specific student body and possibly have limited enrollment based on faculty and course load/scheduling as well as other available resources. The uniqueness of the program is demonstrated in how individual students combine the program with other disciplines/electives across campus. Each institution has a wide and diverse number of degree programs and program/course opportunities – it is not feasible in this report to comment on every program combination at every Kentucky institution. Beyond the defined curriculum, institutional differences are recognized in performance opportunities, ensemble quality, and faculty expertise. WKU faculty are well respected within their individual disciplines and performances ensembles are highly competitive in the state and region (with multiple invitations to KMEA, ACDA, ASTA, and CBDNA). The department also offers multiple colonnade courses through DELO during the winter and summer sessions. Due to proactive and diverse scheduling, summer/winter enrollments have doubled since 2015.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

It is vitally important that higher education is not solely a vehicle towards workforce demands and employability. Our fundamental philosophy should be driven by a commitment towards graduating students who are not only competent in their chosen field, but who one day might change the world in which we live. We must train our students to be creative, curious, intelligent, and critical thinkers who embrace the beauty and passion of the world and our place in it – constantly engaging fellow citizens in pursuing a higher quality of life. This is what arts programs, like the AB, distinctly bring to our strategic alignment, the campus, and our regional community.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The AB in music has great interdisciplinary potential with little or no curriculum changes to the program – what is needed is stronger marketing and collaboration with departments/programs across campus towards effective course scheduling and sequencing. By design the AB is meant to provide students with multiple interests the opportunity to study music while also studying disciplines outside of music. Specific interdisciplinary opportunities might include: AB paired with Business (for careers in the music/entertainment industry), AB paired with Philosophy/Religion (for careers in church music/seminary), AB paired with Psychology (for careers in music therapy), and AB paired with Theatre and/or Performing Arts Administration (for careers in the arts and/or arts administration). These types of defined combinations could potentially attract new students and provide them with the interdisciplinary skills needed to navigate an unknown and/or multiple option career future.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

As noted in 5c and 5d, the AB in Music is a common undergraduate degree option. The WKU program is consistent with programs at other institutions and as defined by NASM standards. National trends continue to push for “high-impact practices”, “living learning communities”, and “project based learning”. These types of experiences and learning environments have existed in music for many years as music and the arts are defined by experiential learning through face-to-face group instruction, preparation/presentation, and performance. It is notable that while national trends also appear to recognize the STEM disciplines as a high priority, those bodies of employers equally, if not more so, look for arts and humanities related skills in their future applicants (see 5c and the National Academies Press report titled *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree*).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2016 the AB was expanded to include a 36hr track with a required second major or minor along with the existing 48hr track. Previously the 48hr stand-alone program was all that was available (where a second major/minor was optional). We intentionally wanted to provide students who were undecided about their career aspirations, or who wanted to double major, an opportunity for music study at WKU. While long-term data is not yet available, preliminary observations reflect genuine interest in the 36hr program for new students looking to double major (recruitment), but also for current students who have reconsidered their degree midway through their college career (retention). The 36hr option includes equal music fundamentals, less credit hours towards applied lessons, and minimal music electives. NASM approved the track as it meets defined standards for a Bachelor of Arts degree.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We expect the AB in Music to remain a viable degree for many years to come. Given the national trend towards critical thinking skills, interdisciplinary programs, and experiential learning the AB in Music is potentially an ideal vehicle for a collaborative education. In addition to faculty, resources and personnel in advising (noting WKU's recognition of the complexity of advising in music and the arts) and marketing are needed to realize the potential of the program.

It is important to note that faculty numbers are lower than those reported by other NASM institutions. NASM public institutions with music programs of comparable size and scope have an average of 23 full-time faculty. We lost a position last year; therefore, we currently have 20 full-time faculty (17 TE, 3 NTE) not 21 as noted previously. Additionally, WKU music faculty salaries are in the 25th percentile of comparable NASM public institutions.

Current budgets are also not satisfactory for a music program of our size and scope. We have significant needs in instrument acquisition, repair, and maintenance (including over 40 pianos), travel/guest artist funding, and for the university performance expectations of our ensembles, particularly the athletic bands. Our current budget is in the 10th percentile of comparable NASM institutions.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | Music |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--|
| Program Name: | Bachelor of Music |
| Reference Number: | 593 |
| CIP Code: | 500903 |
| Degree Type (AB, BS, etc.): | BM |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 69-74 music/120-135 total |
| List Concentrations (if any): | Music Education – Instrumental, Vocal, Integrated; Music Performance |

The Department of Music (and all programs) is a fully accredited member of the National Association of Schools of Music - or NASM. This organization provides detailed national standards that all programs must adhere to for continued membership and accreditation. References to NASM throughout this review refer to this organization and its standards.

Please note that many responses refer to the “department” rather than the individual degree program. Many, if not all, of the courses and experiences in music inextricably cross internal programs as well as include students from across campus. The maximum word counts requested allow for only a cursory response to individual questions. The department can provide more detailed information upon request.

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Bachelor of Music is a professional music degree that prepares students for careers in school or studio teaching, performance, or continued study at the graduate level. A performance audition is required prior to declaring the major as students should have pre-college training in their principal performing instrument or voice and be able to read music fluently. Delivery is face-to-face and no minor or second major is required.

The education concentration offers tracks leading to three distinct teaching certifications: Integrated (instrumental or vocal focus), which leads to certification for Teaching Music P-12; Instrumental, which leads to certification for Teaching Instrumental Music P-12; and Vocal, which leads to certification for Teaching Vocal Music P-12. All tracks require 25 hours in professional education in addition to music and core curriculum content.

The performance concentration has a track in both instrumental (70hrs) and vocal (72hrs with two additional courses in vocal diction). This program provides preparation for graduate study in music performance and/or a music performance career. Students earning this degree are preparing for careers as college/private studio teachers and/or professional performers as soloists or members of professional ensembles: opera, chorus, chamber ensemble, orchestra, band, or military service.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 152 | 142 | 146 | 139 | 142 | 89 |
| Conferrals | 26 | 21 | 21 | 19 | 24 | 22 |
| SCHP | 2753 | 2729 | 2399 | 2563 | 2602 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Music also offers an AB, MM, and a minor – students in all four programs share courses and artistic experiences (including large/chamber performance ensembles, stage productions, tours/conferences, university special events, and community service). Music provides required courses for programs in the School of Teacher Education (BS in Special Education and BS in Elementary Education) and the Department of Theatre and Dance (BFA in Music Theatre and minors). Each spring the Departments of Music and Theatre/Dance collaborate on an Opera or Musical Theatre production. Music contributes to the Colonnade Core Curriculum (six different course options in three different categories) and offers over twenty performance ensembles (open to all students). Music graduate and undergraduate programs are directly linked as those students conduct and perform with each other throughout their programs. The athletic bands are an invaluable part of the game day experience for Football, Volleyball, and Men’s/Women’s Basketball (over sixty events each year) and most notably the department presents over 100 diverse music concerts and recitals each year that attract students, faculty/staff, parents, alumni, donors, and community members to campus. The department is also directly involved in campus activities that include cultural enhancement events, dedications/award ceremonies, parades, investitures, galas, orientation/MASTERPLAN, recruitment, and commencement.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The WKU Mission states “...WKU enriches the quality of life for those within its reach” – through the broad and diverse activities noted above this is exactly what the Department of Music provides for the WKU community.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 34 | 85.3 | 42 | 78.6 | 37 | 75.7 | 45 | 73.3 | 48 | 75 | 69.4% |
| Progression | | | 101 | 75.2 | 93 | 74.2 | 96 | 71.9 | 99 | 75.8 | 61.3% |
| 150% Graduation Rate | 48 | 58.3 | 41 | 51.2 | 51 | 49 | 52 | 55.8 | 34 | 58.8 | 54.1% |
| Time to Degree | 4.18 | | 4.27 | | 3.99 | | 4.56 | | 3.93 | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>1. Students will demonstrate proficiency in musicianship and the application of analytical and reflective thinking processes through performing music literature representative of historical periods and world cultures.</p> <p><i>Activity: Capstone Jury Assessment – prepared document, oral presentation, and live performance</i></p> <p>The capstone document demonstrates synthesis of music learning including theoretical analysis, composer/composition background, text interpretation (for vocalists), and a bibliography. The department generally holds a 100% pass rate for the Capstone Jury. If a student is not ready to complete the capstone their individual applied teacher, and/or the faculty jury during the previous semester, recommend postponement until such a time as the student is adequately prepared. In addition, each semester of applied study requires a juried performance that promotes students to the next level of study. Students cannot attempt the Capstone Jury until all six (minimum) degree required semesters of applied study are completed.</p> <p>2. Students will participate in a variety of civic-community performances (solo/ensemble) engagements that will prepare them to contribute as scholarly musicians in our current global society and ever-changing world.</p> <p><i>Activity: MUS 155 Performance Attendance</i></p> <p>Students are required to attend 14 recitals/events each semester through enrollment in MUS 155 Performance Attendance (a P/F course) for a minimum of six semesters. This complies with the NASM standard that students will have “the ability to address culture and history from a variety of perspectives,” “the ability to respect, understand and evaluate work in a variety of disciplines,” and “an acquaintance with a wide selection of musical literature.” MUS 155 has consistently held an 85-92% pass rate; however, the department found that students were generally attending more events that were consistent with their discipline than events that were outside their area. In the fall of 2015 the department redefined expectations to help encourage students to attend and be exposed to more events across a broad and diverse musical spectrum.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Roughly 85% of BM students follow the education track and are preparing for professional careers in public school teaching. The student-teaching experience is considered an “internship” and faculty observe those students and communicate with their professional mentors officially and unofficially throughout the process. Performance majors pursue graduate school and/or individual careers as professional performing musicians. The department conducts an alumni survey every two years regarding career satisfaction. In 2018, 83.33% of respondents selected “good” or “outstanding” when asked how well WKU prepared them for their current position. The department also keeps track of PRAXIS test pass rates specific to music students and the music content portion of that teaching certification exam (90% pass rate in 2017-18). Department faculty are highly engaged in personal/professional relationships with regional colleagues and school officials as well as through association with KMEA (the state music education association) – we are in constant communication regarding area teaching and performance needs as well as student success. While the information gathered through these relationships is anecdotal it is a vital, and highly informative, source of information – arguably much more so than data driven surveys.</p> | | | | | | | | | | | |

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

In addition to their diploma, music education students also receive KY Teaching Certification. Standards and requirements are defined by the Kentucky Board of Education and reflect the current expectations and demands of public school educators. The student-teaching experience is considered an “internship” and faculty communicate with professional mentors officially and unofficially throughout the process (including an annual state-wide alumni reception attended by 75-100 Kentucky teachers). Personal relationships with colleagues at graduate institutions also provides a means for feedback regarding student preparation for graduate level music study. Recently we found, through survey responses and anecdotal conversation, that our students could benefit from a stronger background in the business skills required to be self-employed professional musicians in the 21st century. As a result a new elective course was developed and proposed in Music Entrepreneurism. This course (MUS 325) will be offered in spring 2019.

The department also considers state and national databases/resources through KMEA, the College Music Society (CMS), and NASM as needed and appropriate. While not always specific to employability, these organizations regularly track student enrollment/engagement/success, faculty/personnel, program offerings, financial/facility/library resources, and diversity. These organizations are also strong advocates for the arts/music in state and national conversations regarding standards, assessment, and graduation requirements.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our healthy relationship with school-districts and their teachers provides an opportunity for recruitment that goes beyond the discipline. Successful graduates are employed in schools, remain in touch with the program, and ultimately recommend new students to WKU. These students may or may not go into music, but they consider WKU because of the highly valued and influential student-teacher relationship they have with their school music teachers. This relationship is one that goes beyond test scores and grades and it is one we constantly model at the highest level within the program.

WKU Music Alumni Wall of Fame: www.wku.edu/music/walloffame

Rhapsody Magazine: <https://www.wku.edu/music/documents/rhapsody2017.pdf>

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|-----------------------|---------------------------|
| Number of TE Faculty | | | | | 11.2 (17 dept) | 12 |
| Number of NTE Faculty | | | | | 2.4 (4 dept) | 4 |
| Cost per SCH | | | | | \$320 (\$137 dept) | \$128 |
| SCHP/FTF by Dept. | 264 | 301 | 265 | 252 | 245 | 375 |
| % SCH by FTF by Dept. | 48.1% | 55.4% | 57% | 55.7% | 57.7% | 75.8% |
| Median Class Size by Level | 5 | 4 | 4 | 5 | 4 | 19 |
| % Under-Enrolled Sections by Level | 74.1% | 71.9% | 73.1% | 69.2% | 72.8% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

In addition to personnel, scholarship, and operating budgets the Department of Music has six non-endowed accounts through the University Foundation specific to performance areas within the department (band, choir, orchestra, jazz) where spending is generally reflective of annual gifts. Music also has seven endowed accounts (including a professorship) that generate funds based on annual rates of return. The music DELO distribution has been roughly \$13,000 for the past few years and goes directly towards student travel for invited performances at state, regional, and national events.

There are many opportunities for donor involvement through performance ensembles, special events, and student activities as well as instrument acquisition and travel. Community members and donors are very supportive of the department and in many cases are dedicated supporters of specific ensembles and/or faculty. Annual giving is generally in the \$100-500 range with occasional larger gifts depending on the specific need/event (new uniforms, Carnegie Hall performance etc.). The department reaches out and engages the community and potential donors as best as possible; however, the department alone does not have the dedicated staff, or expertise, needed to communicate with donors (particularly outside Bowling Green) towards the high level of financial return required for major purchases and international student experiences.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The BM shares teaching with other programs in the department (most notably the AB). The numbers above reflect a very rough estimate of teaching specific to the BM. Because so many courses are shared the SCHP numbers provided by IR may not be accurate. A Department of Music of our size and scope has unique and significant costs, revenue avenues, and efficiency options; however, the defined word count does not allow for further explanation. The following is offered as an example of a unique financial aspect of the department:

The data above suggests that the costs per SCH are high and class sizes are significantly under-enrolled. It is important to note that a fundamental aspect of college music programs is applied study through one-on-one instruction. Most of the above full-time faculty teach multiple sections (upper and lower level) of applied lessons. As these are individual and at different levels a single class may only have 2-4 students enrolled. In addition, and as defined by NASM, applied faculty receive .66 load credit for each individual student; therefore, 18 students is equivalent to a full 12hr teaching load (18x.66=12hrs). Naturally this negatively effects relative SCH costs and median class size numbers. IR ran the same data set for music and excluded applied instruction. The data below reflects that information and is a better accounting of the upper-level median class sizes for this program.

| | | | | | | |
|------------------------------------|---------|---------|---------|---------|---------|--------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | WKU |
| Median Class Size by Level | 15 | 15 | 15 | 16 | 14 | 19 |
| % Under-Enrolled Sections by Level | 49.40% | 46.00% | 49.50% | 46.50% | 51.00% | 36.30% |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

From the 2018-28 *Climbing to Greater Heights* Strategic Plan:

1. **Our Students - A Diverse Body of Students:** the department actively engages in extensive recruiting activities both on and off campus, personally visiting schools throughout the state/region and bringing hundreds if not thousands of students to campus for festivals, auditions, KMEA events, and competitions. **Completion & Success:** The department successfully advises all music majors with specialist advisors who are actively involved in weekly and even daily student engagement. The department enjoys a natural peer mentoring atmosphere through applied studios, ensemble participation, and leadership opportunities. Scholarship opportunities specifically towards recruitment and retention are available for music majors and marching band students (from across campus). **Preparation for the Global Stage:** High-Impact Practices, that develop hard and soft skills towards productive citizenship, are a regular and essential part of being a music major including concert presentations, stage productions, collaborative events, athletic bands, hosting festivals, touring, guest artist classes, and engagement with study abroad tours, courses, and experiences.
2. **Our Community and Beyond – Quality of Life:** The department offers roughly 100 musical events each year that are open to the entire campus and regional community, and faculty regularly share/exchange recital programs with other academic institutions.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Assuming this question refers to the KY Council on Postsecondary Education 2016-2021 Strategic Agenda *Stronger by Degrees*, many of the objectives are already established in the department and program – samples below (objective #):

2a – College Readiness: while this objective centers on reading and math, music students must equally be proficient on their respective instrument and be fluent with music literacy. These proficiencies are met through an entrance audition prior to entrance to the program. Music faculty regularly communicate and collaborate with public school teachers giving potential students a clear understanding of what is expected for music major “college readiness”.

5 – Financial Access: Music students have access to additional scholarships both for performance (music majors) and participation (marching band – across campus). In addition, tuition for participation in music ensembles beyond 18hrs is waived. Ensemble participation helps retention as it provides a space for students to be additionally engaged and connected to WKU.

6c – Retention: First-second year retention rates are significantly higher than university averages as noted above (3a).

6e – Progression: percentages are also significantly higher than university averages as noted above (3a).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The BM in music specifically addresses workforce needs in school music teaching. The BM education tracks include Kentucky Teaching Certification and most, if not all, graduates immediately gain employment in Kentucky public schools after graduation. As recognized through conversations with KMEA administration, WKU has a very strong music teaching reputation throughout the state. In some cases public school officials *seek out* WKU music graduates knowing our strength in providing quality teachers to the region. Faculty are in constant communication with school officials and current music teachers, and are generally aware early of potential open positions – which are then shared with qualified students in addition to our making recommendations to the individual districts. As a result potential students continue to see WKU as a prime avenue for career readiness particularly in music teaching. While the WKU Teacher Education Program has seen a significant drop in enrollment (over 400 students in the past 5 years) the BM degree has remained steady with both enrollment and degree completion.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

See 5c above. The Bachelor of Music is a common undergraduate music degree particularly in Music Education. The defined standards, from both NASM and state certification, are specific and require teacher preparation programs to have similar, if not exactly the same, content. A unique aspect of the degree at WKU is the option of the integrated tracks – these tracks allow students to focus in one performance area (instrumental, strings, or choral) while also developing skills in a secondary/opposite area. Beyond the defined curriculum, institutional differences are recognized in performance opportunities, ensemble quality, and faculty expertise. WKU faculty are well respected within their individual disciplines and performances ensembles are highly competitive in the state and region (with multiple invitations to KMEA, ACDA, ASTA, and CBDNA). The department also offers music education courses at the regional campuses (as required for Teacher Education programs) and multiple colonnade courses through DELO during the winter and summer sessions. Due to proactive and diverse scheduling, summer/winter enrollments have doubled since 2015.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

It is vitally important that higher education is not solely a vehicle towards workforce demands and employability. Our fundamental philosophy should be driven by a commitment towards graduating students who are not only competent in their chosen field, but who one day might change the world in which we live. We must train our students to be creative, curious, intelligent, and critical thinkers who embrace the beauty and passion of the world and our place in it – constantly engaging fellow citizens in pursuing a higher quality of life. This is what arts programs, like the BM, distinctly bring to our strategic alignment, the campus, and our regional community.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The BM is a professional degree that trains future music teachers and performers. The market for graduates continues to be school employment, professional performance, and graduate school. We do not anticipate broad new markets for the degree; however, potential exists for new/broader content as well as musical experiences, which in turn might attract new students to the program and benefit future school teachers/performers. The WKU music department is built on a classical traditional that centers on performance experiences and coursework from Western Art Music (European heritage); as well as teaching/performing through three major areas – band, choir, and orchestra. In recent years the department has developed new colonnade courses in rock, blues, country, world music, and music/drama to complement existing courses in western music history and appreciation. While these courses are outside the BM degree, there is potential for similar new opportunities for music majors including world/popular music ensembles, music history/theory from different cultural/historical perspectives, aural tradition pedagogy, and connections with the entertainment industry (recording, film, technology, electronics). Many of these potential offerings could include interdisciplinary connections with different departments, community partners, school districts, and performing arts organizations.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

As noted in 5c and 5d, the BM is a common music undergraduate degree option. The WKU program is consistent with programs at other institutions and as defined by NASM standards. National trends continue to push for “high-impact practices”, “living learning communities”, and “project based learning”. These types of experiences and learning environments have existed in music for many years as music and the arts are defined by experiential learning through face-to-face group instruction, preparation/presentation, and performance. While major news outlets continue to report on cuts to the arts (in schools, professional organizations, and the NEA) we are encouraged that enrollment in the BM is strong (particularly as enrollment in other education programs has dipped significantly) and that our students at WKU have found great success in the classroom and on the stage. National trends also appear to prioritize STEM disciplines as the vehicle to improve our quality of life – but it is important to remember that music and arts are what *make that life worth living*.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

There have not been significant changes to the curriculum, course content, or sequencing in the past three years (aside from changes articulated by state certification requirements); however, faculty in the program are constantly considering new approaches to teaching, repertoire/programming, performance opportunities, and pedagogy. These changes appear on recital/concert programs, performance recordings, and in classroom assignments. The program is content heavy (at 120-135hrs) and there is little room for significant curricular change without approval from NASM, the College of Education, and the EPSB. Music faculty are consistently overloaded; however, the department continues to make minor adjustments to teaching loads to facilitate student success as well as faculty engagement – recent examples include aligning orchestra/string faculty with more college teaching versus pre-college, better enrollment management with appreciation courses, utilizing part-time faculty with expertise in needed areas, and offering appropriate performance ensembles for our majors as well as the broader WKU student body (where notable growth has occurred).

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We expect the BM to remain a viable degree for many years to come. Students in the BM form the core for high-impact performance ensemble experiences across campus including the athletic bands, choirs, orchestra, and jazz/chamber ensembles. We have seen notable non-major growth in these groups and there continues to be interest in growing both numbers and performance options. It is predictable that in five years the marching band has 350 members, there are multiple orchestra, choir, and jazz options, and world music ensembles become a reality at WKU. However, there are serious impediments that currently exist limiting our ability to maintain the current level of success as well as consider future growth. These include limited and overworked **faculty** (in the 25th percentile of comparable NASM public institutions), **budget** constraints that put us in the 10th percentile of comparable NASM institutions (most notably for capital equipment – pianos, instruments, trucks, etc.), and changing **state certification requirements** that dramatically effect student workload and degree completion. New strategically identified faculty positions, enhanced budgets (for the department, scholarships, and the athletic bands), and expert staff in both music and the College of Education are vital for the program to continue its success and move forward into the 21st century.

e. What recommendation would you put forward for the program (check one)?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|----------------------------------|
| Department/School: | Theatre & Dance |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|---|
| Program Name: | BFA-Performing Arts |
| Reference Number: | 588(P) 588 |
| CIP Code: | 50.0599 |
| Degree Type (AB, BS, etc.): | BFA |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 74 |
| List Concentrations (if any): | Acting, Directing, Theatre Design & Technology, Musical Theatre |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Bachelor of Fine Arts in Performing Arts degree program, accredited by the National Association of Schools of Theatre (NAST), requires the completion of a 74-credit curriculum comprised of two complimentary components: 1) An interdisciplinary BFA CORE comprised of theory, history, production and career prep courses, and; 2) An in-depth concentration in one of the following areas: Acting, Directing, Musical Theatre, Tech. & Design. No second major or minor is required. Acceptance into the BFA is selective, requiring formal application, faculty interview, and audition or portfolio review, all of which typically occur in a student's third semester in the department. Students seeking admission into this program must have a minimum 2.5 cumulative GPA, and demonstrate exceptional talent, commitment, self-discipline and reliability commensurate with a reasonable likelihood of success as a performing arts professional in at least one BFA concentration area. Once admitted, students must maintain a cumulative GPA of at least 2.5, earn a grade of C or better in all courses required by the BFA program, continue to demonstrate the exceptional talent, commitment, self-discipline and reliability that earned them admission, as well as demonstrate consistent artistic growth and development appropriate their chosen concentration, as assessed through the department's Jury/Portfolio Review (JPR) process.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 69 | 80 | 70 | 76 | 83 | 89 |
| Conferrals | 14 | 6 | 5 | 17 | 20 | 22 |
| SCHP | 379 | 472 | 597 | 641 | 494 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Performing Arts BFA is an important part of the cultural environment of the campus and community. Theatre & Dance provides approximately 80 individual performances of 20 to 25 different shows every year, serving an annual audience of around 11,000. The department produces a very wide range of works including Shakespeare, musicals, children's theatre, new works, dance concerts, and plays. This includes on-campus performances for school groups, and a show which tours to elementary schools. Any WKU student may audition for these productions.

All courses required in this BFA program also serve the BA in Theatre, the Theatre Minor, and the Musical Theatre Minor. Acting (PERF101) and Acting for the Camera (THEA 303) serve the Film BA, and Film Studies Minor. A number of courses serve the BA in Dance, including PERF 175, PERF 120, PERF 220, THEA 241 and THEA 250: Theatre in Education (THEA 325) and Play Production in the Schools (THEA 425) support the BA in English and Allied Language Arts degree.

Theatre Appreciation (THEA 101) and Culture and Performance (THEA 341) also serve the Colonnade program. Both are also offered each Winter Term as part of the WKU Study Away program to New York City.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

The Performing Arts BFA complies with all standards of [NAST](#). Faculty and students in the program are also active in the Southeastern Theatre Conference, the Kentucky Theatre Association, the Midwest Theatre Auditions, and the Unified Professional Theatre Auditions, where student work is adjudicated, and students have the opportunity to seek professional internships. The program also sponsors a showcase for graduating seniors each year in New York where students audition for a panel of agents, managers, and casting directors. The program has a very strong track-record of success through these events. Dozens of students are engaged in internships each summer and many graduates go directly into professional theatre employment.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|-------------|-------|------------|-------|------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 16 | 75.0% | 24 | 79.2% | 34 | 76.5% | 14 | 92.9% | 22 | 77.3% | 69.4% |
| Progression | 48 | 62.5% | 64 | 75.0% | 54 | 81.5% | 57 | 75.4% | 48 | 62.5% | 61.3% |
| 150% Graduation Rate | 13 | 61.5% | 21 | 71.4% | 19 | 63.2% | 20 | 40.0% | 16 | 56.3% | 54.1% |
| Time to Degree | 4.46 (N=14) | | 5.28 (N=6) | | 3.73 (N=5) | | 4.51 (N=17) | | 3.67 (N=20) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The Performing Arts BFA program meets all NAST standards for student learning outcome assessment and periodic program review. Department-specific Student Learning Outcomes can be found here. Routine departmental program-level assessment of this BFA degree program is conducted largely through a rigorous, semester-by-semester Jury/Portfolio Review process, the most recent round of which concluded on 12/12/2018. This process provides constructive, individualized feedback aimed at maximizing each student’s full potential for success after graduation and to assess the overall effectiveness of our program. Students are assessed at the end of each semester in the program by all members of the Performing Arts BFA faculty. The results of these assessments are compiled at the end of each semester and used to monitor the effectiveness of the program and identify areas for program improvement. Student scholarly and creative work are regularly adjudicated by faculty and are also frequently presented for adjudication at regional and national professional conferences. Results of this adjudication process are also used to maintain the quality and effectiveness of the program.</p> <p>This most recent review suggests that despite a shortage of faculty, we are continuing to meet our program’s student learning outcomes. Recent feedback through our JPR process, and well as our NAST self-study process, has led us to pursue a realignment of our BFA curriculum. We are in the process of discontinuing our Directing concentration and reworking the required courses in the Acting concentration to broaden it, incorporating both acting and directing coursework. We found students in both concentrations were taking coursework in both areas. Our last NAST Visitors’ Report also suggested this course of action.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>As a smaller program where students work closely with faculty for long hours in the studio and classroom, it is common for faculty and students to stay in close contact for many years after graduation. The BFA Performing Arts Program utilizes a number of methods to informally gather feedback from alumni, including several Theatre & Dance Alumni Facebook groups, an annual alumni reunion in New York, an on-campus alumni reunion every five years and a recently instituted alumni survey. Faculty also regularly communicate with alumni via email. In a field where most jobs are short-term, it is difficult to generate employment data comparable to other fields. Anecdotal information would suggest BFA program graduates are quite competitive in the performing arts. Alumni are currently working in regional theatre companies, national tours, cruise ships, theme parks, film and television work, as well as teaching, directing and being arts administrators. Examples of successful alumni include Becky Ann Baker, Michael Rosenbaum, Matt Long, Ruby Lewis, Jeremy Benton, Adam Perry, Emily Althaus, Derek Wilson, Kelly Pendency, Eric Allgeier, Joshua Gustafson, Darron West, Kaitlen Osburn, Molly Todd Madison, Kaitlyn Fouts, Jocelyn Moss. Program students have also gone onto graduate schools, including, NYU, Yale, Penn State, SIU, University of Oregon, and KU.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>Performing Arts BFA faculty stay in close contact with entertainment industry professionals and are continually adapting the BFA program to changes in the industry. This feedback is gathered at profession conferences such as SETC and UPTA where</p> | | | | | | | | | | | |

student work is adjudicated by employers, and at events organized by the department such as our New York Showcase. Most of the program faculty continue to work professionally themselves, and maintain a close relationship with employers. A good example of this process was at our most recent New York Showcase on 1/5/19 where 8 graduating seniors performed before a panel of six major New York agents and casting directors. After the performance, the panelists provided an hour of detailed feedback. Casting Director [Michael Cassara](#) provided an additional hour of audition workshop with the students. Program faculty took detailed notes that will be used to fine tune training in future years. While feedback was overwhelmingly positive, faculty noted the need for additional coursework in film and television acting as career opportunities continue to grow in this area, as emphasized by industry professionals at the showcase. The program will now pursue additional faculty in this area to respond to this need.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Theatre program makes a very concerted effort to keep retention high and boost the success of incoming students. These efforts include a University Experience class required of all department majors and team taught by department faculty. Each freshman is also assigned a student mentor from their program. Each freshman student also meets with the full department faculty at the end of their fall and spring semester. At that time faculty makes sure they are on track with coursework, answer any questions they have, and discuss solutions for any challenges they are facing.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 3.7 | 12 |
| Number of NTE Faculty | | | | | .6 | 4 |
| Dept. Cost per SCH* | | | | | \$108 | \$128 |
| SCHP/FTF by Dept. | 231 | 244 | 220 | 229 | 235 | 373.0 |
| % SCH by FTF by Dept. | 42.0% | 45.5% | 42.3% | 44.9% | 46.0% | 75.8% |
| Median Class Size by Level | 9 | 10 | 7 | 9 | 6 | 18.5 |
| % Under-Enrolled Sections by Level | 81.7% | 72.2% | 81.3% | 77.9% | 80.0% | 37.3% |

* On the advice of Academic Affairs, we are reporting the department average cost per SCHP. This is due to the fact that curriculum between all Theatre and Dance degrees is so tightly interwoven.

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Theatre & Dance funds its extensive production series entirely through ticket sales. WKU provides no funding to support our shows, typically budget at around \$55,000 annually. The department operates the Fine Arts Box Office in order to do this. Our annual budget is well below the average of benchmark programs of a similar size. It is also highly unusual for a program of our size to be unsubsidized by their institution. Significant department resources must be dedicated to marketing department productions, straining personnel. Program faculty and students are frequent recipients of RCAP, QTAG FUSE, and student travel grants. The department also generates production revenue through individual and corporate sponsorships. The Theatre program has been fortunate to have recently received two significant philanthropic gifts. The program is one of five to be supported annually from the \$10 million Jerry Baker Endowment. We are also scheduled to receive a future estate gift from Dick Frockt of an endowed professorship. The Theatre Program also receives a few thousand dollars annually of DELO income generated by a small number of online, dual credit, Study Away, and Study Abroad classes.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Please note, the department typically offers 25 practicums (production labs, performance labs, ensemble performance courses) every semester, comprising roughly 29% of the total number of courses. These practicums are not included in teaching loads and are taken by students as part of their participation in productions. Enrollments in these are typically quite small, 1 to 5 students, and significantly skew the median class size and under-enrolled sections data above. NAST guidelines range from 12 to 20. After removing practicums from the equation, the average size of upper level courses in the Theatre Program is 15.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

A sample of specific Strategic Plan objectives addressed by the BFA Performing Arts Program:

"Provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom."

- The Theatre Program is a significant part of the cultural landscape, providing entertainment and educational opportunities for a total audience of over 11,000 every year.

"Work with regional K-12 and Community College educational systems to provide educational opportunities through outreach"

- The Theatre Program provides performances and workshops to local schools, typically serving around 20 schools and over 3,000 K-12 students per year.

"Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities."

- The Theatre Program, following standards of the NAST, utilizes best practices to provide immersive, process-learning practices. Much of the learning takes place in the studio and on the stage. Students develop extensive resumes of practical learning, supported by instruction from professors and guest artists from the profession.

"prepare Personal and Professional Development Plans for each WKU student."

- The BFA Performing Arts Program has a very intensive and individualized advising and retention process to chart student progress. Students are juried every semester and given individualized feedback multiple times per year. Extensive career preparation is embedded in the curriculum.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Strategy 1.1., The Theatre Program increases cultural competence among students, staff, and faculty at WKU through its many productions which focus on diversity and inclusion.

Strategy 8.1, The BFA Program has developed an intensive and effective advising and jury process to ensure the steady progress of its majors toward graduation, and to continually measure the effectiveness of the program's learning outcomes, curriculum, and preparation of its majors for professional work upon graduation.

Strategy 8.2, The BFA Program faculty are actively engaged in continual training as well as scholarly and professional work to ensure their teaching is effective, timely, and of the highest professional standards.

Strategy 9.1., The BFA Program makes career development a priority by presenting its majors with numerous professional contacts, development of professional resumes, opportunities for professional apprenticeships and summer training, and entrepreneurial opportunities to create their own theatre productions. The program's focus on high quality theatre performance gives the students practical experience within the field while strengthening their professional portfolios.

Strategy 10.5., The BFA Program helps foster an innovative, creative and entrepreneurial culture at WKU and in the region through its many theatre productions, workshops, scholarly presentations, and Colonnade courses.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

KY Workforce data suggests a 23% increase in demand for "arts, design, entertainment" professionals over the next five years in the 27-county service area. National data from the Bureau of Statistics forecasts a 12% increase in demand for actors, directors and producers nationally over the next decade, and a 6% increase in demand for singers and music directors.

Multimedia artist demand should rise by 8% over the decade. Clearly, most employment opportunities in these fields are not in the WKU service area, and the majority of BFA Program graduates move to large metropolitan areas to pursue their careers. Those who stay within the service region teach, operate youth theatre programs, or work in some forms of nonprofit administration. Overall, the arts and entertainment industry is predicted to grow at an above average rate over the next decade, thanks to demand in the areas of film and TV production, virtual reality and gaming media, web entertainment, cruise ship, and theme park growth. Nonprofit theatre production in the US is growing modestly and forecast to continue slow growth according the Theatre Communications Group.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The BFA Performing Arts Program is the only accredited theatre BFA in the state of Kentucky. Also, WKU is one of only 36 universities in the nation accredited in all four arts areas: theatre, dance, music and art and design. The WKU Theatre Program has a strong regional and national reputation. For example, in 2015, [Onstage Blog](#) ranked WKU #6 in a list of the 10 most underrated theatre colleges in the Midwest. When polled, incoming program freshmen report choosing WKU over institutions such a Point Park, Elon, Savannah school of Art and Design, NKU, University of Cincinnati, U of L, UK, MTSU, Belmont, University of Michigan, Ball State, Hofstra, and the American Academy of Music and Drama. The program draws students from a number of states, including Illinois, Indiana, Florida, Tennessee, Georgia, Pennsylvania, and even California. The average incoming ACT is 25.

The program is unique in the number of hands-on learning experiences it offers. In 2017-2018, we produced 90 total performances of 32 individual works, creating 797 onstage roles and 1040 backstage jobs for students.

2018 graduates of the program were employed by the Pacific Coast Performing Arts Center, Serenbe Playhouse, Charleston Stage, Actors Theatre of Louisville, Missoula Children's Theatre, Royal Caribbean, and Disney.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The Theatre Program very actively recruits. Faculty not only participate in All WKU recruitment events such as Head for the Hill, but they also travel to events such as the Governor's School for the Arts/Youth Performing Arts High School College and career Day Audition/Interviews, the Kentucky Thespian Festival College Day and Auditions, the Southeastern Theatre Conference Auditions/Interviews, and the summer GSA College Fair. The department also holds an audition/interview day every spring which brings dozens of prospective students to campus.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The overall growth of this program's enrollments over the past two decades is clearly evident in the data. The major impediment to the continued growth and preeminence of this program are lack of commensurate growth in faculty and staff to match those increased student enrollments, and the lack of funding to support production activities.

The department is very interested in partnering further with the WKU Film Program. There is already a very good working relationship, but we feel there are more opportunities for sharing curriculum, faculty, resources, and marketing. Looking at national trends and benchmark programs, there is evidence that a strong relationship between theatre and film would enhance the attractiveness of both programs, increasing enrollment.

The increasing number of employment opportunities in the areas of cruise ship and theme park entertainment indicates that an additional faculty member in the area of musical theatre and commercial dance would increase enrollment and employability.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National enrollment trends in the visual and performing arts have fallen somewhat over the last 5 years, after rising to a peak around 2012. Contrasting that, the BFA Performing Arts has grown steadily. Continued strong interest from prospective students during the fall 2018 semester would indicate healthy enrollment for the coming year. In fact, the WKU Theatre Program is the 14th largest accredited, public, undergraduate-only theatre program in the US.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The BFA Program faculty chose to discontinue the Directing concentration and embarked on a redesign of the Acting concentration curriculum in 2017-2018. The university's current freeze on program revisions has suspended this effort. The department hopes to resume this process in 2019. We feel this will increase interest in this concentration and make a more up-to-date, flexible, and accessible program for interested students.

The department has increased recruitment efforts in recent years. The Potter College Creative Arts Scholarship has become an increasingly important element of the recruitment process, providing scholarship support to 27 incoming students in the most recent year. The faculty are increasingly using email and social media to communicate with prospective students. We host, on average, three visits per week by prospective students and their families.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The program has strong prospects for continued growth in prestige and enrollment, should resources be made available to support such efforts. The department recently lost an instructor/costume shop manager position (nonetheless incorporated in data above) which must be restored in order to maintain our production series. We are also short faculty in the areas of acting and history/theory. A new acting instructor would allow us to solidify our relationship with the Film Program. Current faculty are regularly teaching overloads to support the acting curriculum. In fact, reliance on part-time instructors to teach lower level courses skews the data regarding FTF SChP production. Our sole theatre history and theory faculty member is also regularly teaching overloads. A second faculty member in this area would be necessary to support any enrollment increase. The department also lost an instructor line in technical theatre several years ago and this position needs replacement to support enrollment in the technical theatre programs.

e. What recommendation would you put forward for the program (check one)?

| | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | Potter College of Arts & Letters |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--|
| Program Name: | Brewing and Distilling Arts & Sciences |
| Reference Number: | 1733 |
| CIP Code: | |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 10 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The BDAS is a workforce development certificate that gives students the background in the fundamentals of the brewing and distilling industries—the science, the business, and the history or geography, as well as an internship—they need to become competitive in the marketplace in their given fields. It is specifically designed to be a complementary program, existing alongside whatever major field interests the student, and to help them gain employment in the industry in a field related to their major. So, students looking to move into any aspect of the brewing or distilling industry—whether it be in advertising, growing “heirloom” grains, working on the Bourbon Trail, in the financial side of the industry, as a brewer or distiller, or in one of the many other parts of the industry, would take the BDAS certificate to complement majors in Advertising/PR, Agriculture, Accounting, Biology, Chemistry or some other major. As an example, in 2015 only about 10% of the workforce at Jim Beam was dedicated to the production of alcohol. The other 90% helps support that mission in a variety of ways. This certificate speaks to workforce development viz. that balance.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | n/a | n/a | n/a | 1 | 4 | 4 |
| Conferrals | n/a | n/a | n/a | 0 | 1 | 5 |
| SCHP | n/a | n/a | n/a | 0 | 1 | 44 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>This certificate is meant to be complementary to other majors, and because of the interdisciplinary nature most of the courses are drawn from already-existing programs. The fermentation science course is the only one that does not; it is narrowly specific and does not support other programs.</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>This data goes from the beginning of the program, in fall 2016, to the 17-18 year. For the fall 2018 snapshot the BDAS certificate has 15 students in the program, which is higher than the 17/18 median, and demonstrates significant growth over three years.</p> <p>“SCHP” is not an relevant measure for this program, as there are no faculty dedicated to this program—they are located in other programs and their SCHP follows them to their departments.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Progression | n/a | n/a | n/a | n/a | n/a | n/a | 1 | 100 | 4 | 75 | 61.3% |
| 150% Graduation Rate | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Time to Degree | n/a | | n/a | | n/a | | n/a | | n/a | | n/a |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>SLOs:</p> <ul style="list-style-type: none"> • Have a basic familiarity with the brewing and distilling industries, including the underlying science, the management and business, and history; • Have experience, through an internship, in a distillery or brewery. <p>Means of assessment:</p> <ul style="list-style-type: none"> • For BDAS 300, HIST 341, and ENT 312 the assessments were conducted through in-class written and oral examinations and assignments. • For BDAS 495 (Internship) the assessment is conducted via written assignments, oral examinations, and a feedback interview with the student by the program co-coordinator. <p>A recent example of assessment for the internship came from a student who spent a summer as a quality control sensory analyst at Heaven Hill. The interview helped us understand how to better design internship experiences at large versus small distilleries. This is applicable to breweries as well, and will help us better tailor the internship experiences to fit the kinds of situations in which students will find themselves in the working world.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>This is a new program, and to date we have graduated one student from this certificate. He has been employed at Jim Beam since May 2018. The program is too new for more extensive assessment. We do not envision graduate school as a normal progression from this certificate program, as graduate school does not enhance student prospects within the industry. Key areas of professional opportunity are the myriad jobs in a brewery or distillery, as well as ancillary industries such as agriculture, construction, engineering, tourism, and so forth. This certificate is meant to complement existing majors in this regard.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>In summer 2014 Dr. Webb and I interviewed almost a dozen brewers and distillers in Kentucky to help us design the program. The courses we included were based on those interviews. The program co-coordinators make regular visits to, and are in regular phone and e-mail contact with, breweries and distilleries in Kentucky, Tennessee, and Indiana, and attend industry conferences to get a sense of the changing needs in the industry. Based on that feedback we have modified the internship requirements, and instructors in the history and marketing courses have modified their curriculum.</p> | | | | | | | | | | | |

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Data for the n/a columns above was either not available, or was not separated out from the other programs in 99AR in a way that could be used for the CAPE process.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | n/a | 12 |
| Number of NTE Faculty | | | | | n/a | 4 |
| Cost per SCH | | | | | n/a | 128 |
| SCHP/FTF by Dept. | n/a | n/a | n/a | n/a | n/a | 375 |
| % SCH by FTF by Dept. | n/a | n/a | n/a | n/a | n/a | 75.8 |
| Median Class Size by Level | n/a | n/a | n/a | n/a | n/a | 19 |
| % Under-Enrolled Sections by Level | n/a | n/a | n/a | n/a | n/a | 36.3%* |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Revenue for this program was initiated with a donation from Alltech, Corp, the parent company of Kentucky Ale. Each year the BDAS program receives \$27,493, with the final payment coming in December 2019. The current (Jan 2019) account balance is \$51,824. Expenses for the program are minimal—student travel, program faculty conference travel, equipment and supplies for the BDAS 300 course, and some other minor expenses—and come from that account, not the general university E & G budget.

The program coordinators are engaged in philanthropic outreach to other breweries and distilleries for continued program support.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The costs for this certificate were not separated out from several other programs in the IR data we received for 99AR.

However, program costs for BDAS are minimal. The internship course is supervised as an overload by one of the program co-coordinators. The ENT 312, HIST 341, and GEO 386 courses are all Colonnade courses offered as part of regular departmental rotations, regardless of the BDAS certificate. The BDAS 300 lab science course is offered each spring and the BDAS Foundation account pays for lab supplies and offers to pay replacement costs for the for the faculty in biology who teaches that course.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The BDAS program addresses a number of components of WKU's strategic plan, including:

- "A Diverse Body of Students"—Forty percent of students current enrolled in the BDAS certificate are women. This is higher than most programs in the country, and higher than industry employment (~20% in craft brewing,
- "Facilitate high impact practices."—BDAS 495 is an internship, which all students must complete and which has been identified as a high-impact practice.
- "Schedule course offerings . . ."—BDAS is offered every spring, all other courses are offered every semester.
- "Engage with the communities we serve . . ."—The program has partnered with regional breweries and distilleries to created student-centered learning opportunities including promotional brewing opportunities.
- "Sustainable Budget Model"—This program is independently funded.
- "Incentivize and support research and creative activities that promote student learning"—Students conduct research relevant to the brewing and distilling industry, alongside industry professionals.
- "Develop shared intellectual capital and viable products through collaborations, internships, and other partnerships."—This program engages in ongoing partnerships with breweries and distilleries in Kentucky, Tennessee, and Indiana.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The BDAS program meets a number of components of the statement strategic agenda, including:
4.2—"Strengthen partnerships with business and industry . . ."

This program works closely with brewers and distillers to ensure that faculty have access to relevant industry information, data, trends, and other "teachable" information for use in their course offerings. The program itself relies on consulting advice from brewers and distillers in the KY/TN/IN region, and in turn the co-coordinators give their own expertise to the industry at conferences and through site visits.

6.3—"Share, implement, and evaluate high-impact educational practices . . ."

The internship is the cornerstone of the BDAS certificate, and provides students with real-world experience in preparation for the job market. Program coordinators

9.4—"Promote regular, meaningful employer involvement in the development and evaluation of postsecondary programs. . ."

Program coordinators meet regularly with industry leaders to help refine the program and student opportunities.

9.5—"Identify current and emerging workforce demands . . ."

Program coordinators attend the major industry conference in brewing and in distilling, and gather information from the brewing and the distilling trade associations to help understand employment and market trends. The brewing class and the internship experience are modified accordingly based on that input.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Craft brewing in Kentucky is a \$750 million industry (2017 stats), while distilling employs more than 15,000 and is worth \$8.5 billion to the state (2016). This certificate is designed to place students in many places within the industry by helping them round out an existing career major. The workforce data at the supplied link does not have a category for brewing or distilling (oddly enough). However, almost any category in the list fits a major program that is enhanced by the BDAS certificate. For example Healthcare, Legal, Graphic Design, Construction, Accounting, Agriculture, etc. are all related to the alcohol industry in some way. Primary majors for students in BDAS include Entrepreneurship, Anthropology, Hospitality, Marketing, Graphic Design, Social Media Marketing, Finance, and Political Science, all of which are majors associated with fields in the “Future Skills” database linked above.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

There are some two dozen brewing majors and minors in the country, with more being created each year. The vast majority are fermentation science programs, while a few focus on the business side. The largest and most well-known brewing programs (UC Davis, Appalachian State, Oregon State, Niagara College Canada) have large labs and feature multiple science classes. Ours is, as of this writing, the only interdisciplinary program that complements an existing career major and is speaks to career interests apart from becoming a brewmaster or a master distiller. Simply put, at current and foreseeable funding and staffing levels, WKU cannot compete with those programs. The design of the BDAS was based on statewide industry feedback, and gives us a strategic niche that contributes to our success.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

This is very specifically a workforce development program.

6. PROSPECTUS

| | |
|--|---|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>Right now most of the students in the program are interested in the distilling side of the industry. That's to be expected because of our location, but the craft beer industry is still growing in Kentucky, Tennessee, and Indiana. The BDAS program needs to market itself to that side of the industry more effectively.</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>Brewing and Distilling programs are not listed in the national trends. Indeed there are only one or two programs that train people for both industries, and no other programs at all that are not fermentation science programs. In that sense this program is unique, and we are therefore the leader in our programmatic discipline. This is likely why we field so many requests from nationwide breweries and distilleries asking if we have students ready for employment or internships.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>This program is in its third year. The one revision we have enacted is to add the Geography course for additional flexibility. Given WKU curricular requirements instituted by the UCC last year, the number of hours in the certificate will need to be raised to a minimum of 12 in the next year.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>In five years this program should grow to about 25-35 students in its current configuration. It works well as a service certificate to complement students' career paths. In 10 years it would be good to have a dedicated Fermentation Science faculty line in Biology, and another dedicated line in the business college in order to provide more specific courses relevant to the industry and to increase the number of students to 50-75.</p> <p>We have marked "maintain" below, but in truth this program has excellent "grow/enhance" potential. Just not in the current economic climate.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
January 2019

| | |
|---------------------------|--|
| Department/School: | Broadcasting/School of Journalism and Broadcasting |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--------------|
| Program Name: | Broadcasting |
| Reference Number: | 726 |
| CIP Code: | 090402 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 39 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Broadcasting major provides students with the ability to be active professionals in broadcast journalism, broadcast management, and video production through classes presenting ethical standards, theory, and practical application. Students learn about the importance of protecting a journalist's rights as provided by the First Amendment and how to be inclusive when dealing with a diverse audience. They create content for local, regional, national, and international communities. Each course in the Broadcasting major builds on the knowledge of the previous semester, ultimately leading to a capstone course. That capstone, in either news/sports reporting, radio/television management, or video production, prepares the student to step directly into the broadcasting profession after graduation.

Prospective majors may take no more than 15 hours in the major before admission. Students must also meet the following requirements before they can be admitted:

1. Completion of a minimum of 24 hours of coursework applicable to a baccalaureate degree
2. Completion of ENG 100 with a grade of C or higher and 9 additional hours in the Colonnade Program
3. Completion of SJB 101, SJB 102, BCOM 201, and BCOM 266 with a grade of C or higher.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 308 | 293 | 266 | 261 | 242 | 89 |
| Conferrals | 54 | 47 | 41 | 52 | 46 | 22 |
| SCHP | 2486 | 2839 | 2903 | 2921 | 2453 | 2794 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The WKU mission statement states, “Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society.” Production, engagement, and ethical social interaction are all key elements of Broadcasting. Our students create content (audio, video, or online) which showcases the diversity of our community, state, and nation. Their training and projects in the classroom force them to seek stories from outside their personal sphere and develop professional inclusive relationships with members of the community.

The Broadcasting program provides a writing course (BCOM 325) for the Advertising and Public Relations major. That course provides students with an overview of the broadcast writing style for multiple outlets. The enrollment in this writing class by broadcasting and other majors is so overwhelming that we could offer and fill three sections every semester. Broadcasting also offers Meteorology majors two courses (BCOM 328 and BCOM 329) in weather graphic development and weather program production. An average of ten students per semester takes these courses. Finally, Broadcasting provides a series of video editing courses (BCOM 366, 380, and 480) which share their enrollment with the Film major.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Students in the Broadcasting program are required to cover human interest stories in the community. There are multiple platforms within the Broadcasting major:

NewsChannel12 — A 30-minute telecast of news, weather, and sports. NewsChannel12 focuses on the university community.

WWHR-FM — Revolution 91.7 targets adult listeners aged 18-34 who attend Western Kentucky University, and young professionals in Bowling Green and surrounding areas. It features news, weather, sports and genre-specific programming. In addition, a public affairs platform show airs twice a week.

WKYU-PBS — Broadcasting students create original content for PBS and work for the station as production assistants, editors, and master control operators.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 80 | 78.8% | 96 | 75.0% | 80 | 75.0% | 61 | 77.0% | 56 | 66.1% | 69.4% |
| Progression | | | 229 | 62.0% | 240 | 65.8% | 219 | 72.6% | 196 | 66.8% | 61.3% |
| 150% Graduation Rate | 96 | 54.2% | 93 | 60.2% | 76 | 63.2% | 82 | 57.3% | 80 | 62.5% | 54.1% |
| Time to Degree | 4.25 (N=53) | | 3.77 (N=47) | | 4.02 (N=39) | | 4.15 (N=52) | | 3.73 (N=45) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Student learning outcomes are as follows:</p> <ol style="list-style-type: none"> 1. Storytelling: ability to create interactive, inclusive, and socially significant pieces for the broadcast audience 2. Critical Thinking: able to solve complex situations when working as a broadcaster in the field 3. Legal, Ethics, and History: knowledge of laws and ethics which guide the broadcasting industry <p>One issue the department found during our last accreditation process was with the area of diversity. Diversity is integrated into all of the Broadcasting courses, but to take it one step further, a dedicated course, SJB 310 or Media Diversity, was added to the curriculum. In addition, we have identified a list of upper-level courses on diversity offered by other programs at the University. Our majors may meet this requirement by taking a diversity course from this list.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The Broadcasting major is reviewed through a self-assessment study provided to our accrediting body, Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). According to our last study, recent graduates from the Broadcasting program have a 77% fulltime employment rate in the media industry. When other fields are added to that number, more than 80 percent of recent graduates are employed fulltime.</p> <p>Some of the areas Broadcasting students are finding fulltime employment include:</p> <ul style="list-style-type: none"> • Reporting and editing • Audio production • Broadcast management • Broadcast sales • Mass communication law • TV Field production • Electronic/Social media • Radio or television announcer • Sound engineering technician • News/Sports analyst • News/Sports Reporter • Television production director | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., | | | | | | | | | | | |

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Broadcasting faculty maintain a professional advisory board consisting of alumni from radio, television, management, and production. We are working on another assessment of our program by that board during the 2019/2020 academic year.

We consulted with members of our professional advisory board when purchasing equipment for our new high definition studio. Because of their input, we were able to obtain equipment for the station that is the industry standard and is durable enough to deal with student wear-and-tear in a classroom environment. Our board members also helped us find reputable vendors and keep our costs below budget.

We also have faculty who serve on professional broadcasting boards. Those faculty gather information on the latest trends and skill sets required by graduates for employment in the broadcasting industry and adjust their course materials to make our students more competitive and better prepared.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Students in the Broadcasting program routinely win awards for their work at the state, regional, and national level (last year alone, our students took home ten Kentucky AP awards for radio and television). Those awards come from professional organizations like the Associated Press, Society of Professional Journalists, the Broadcast Educators Association, and the National Academy of Television Arts and Sciences. Students have received accolades for their work in public affairs, investigative journalism, breaking news, and video/studio production. All of these award-winning pieces are created for class, faculty approved, and peer reviewed.

These awards include the Kentucky Associated Press awards for Best Radio Reporter, Best Television Reporter, Best Newscast, Best Overall in Radio, and Best Overall in Television. We have won two regional student Emmy awards for on-air talent and one for news coverage (we have also received quite a few honorable mentions). Our students have received national awards for reporting and sports production (the recipient of the reporting award became a news anchor straight out of college and the sports production winner is now working in a top thirty market as a television photojournalist). Our student-run sportscast (the Extra Point) was named runner-up for a national award from the Broadcast Educators Association.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 3.5 | 12 |
| Number of NTE Faculty | | | | | 5 | 4 |
| Cost per SCH | | | | | \$114.70 | \$128 |
| SCHP/FTF by Dept. | 294 | 269 | 340 | 340 | 302 | 375 |
| % SCH by FTF by Dept. | 86.4% | 83.6% | 89.5% | 88.0% | 89.7% | 75.8% |
| Median Class Size by Level | 15 | 15 | 15 | 15 | 15 | 19 |
| % Under-Enrolled Sections by Level | 47.4% | 48.6% | 42.9% | 47.9% | 49.3% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>The Broadcasting department has the following accounts:</p> <p>Remiszewski Fund for Excellence in Broadcasting This is an endowed account. You have a separate account that earns interest or dividends and a percentage is then put into this account for use by Broadcasting.</p> <p>Terry Climer Fund for Broadcasting Excellence This is a non-endowed fund. No separate interest or dividend earnings</p> <p>Dept. of Broadcasting This is also non-endowed. No separate interest or dividend earnings. Donations to Broadcasting are generally put into this account.</p> <p>WWHR Radio This is non-endowed and donations for WWHR are placed in this account.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>We have changed our curriculum in Broadcasting to cover classes that are required and move away from courses that were under enrolled. However, we have hit the limit for our efficiency. Without the faculty and instructor lines we have recently lost or have gone unfilled, we will no longer be able to meet our obligations to our students.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

As is required by the by WKU's strategic plan, our students develop critical thinking skills, understand the importance of inclusion and diversity in our industry, and learn the professional skills needed to gain employment quickly after graduation.

Our student's critical thinking comes from our projects and in class assignments. They are provided with the necessary tools and guidance to overcome a situation, but it is up to them to persevere.

Their understanding of diversity and inclusion comes from assignments where students are forced out of their comfort zone and required to work with other races, religions, cultures, and genders. Their new perception is then shared in class.

Good advising by our faculty and a streamlined curriculum allows our students to graduate within four years. On average, our students graduate in under four years.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Council on Postsecondary Education identifies encouraging more people to take advantage of postsecondary opportunities as one of their urgent priorities. Broadcasting works with prospective (recruiting events, lectures, and tours) and current students (professional and academic advising) to make assist the Council in achieving that goal.

The Broadcasting department also encourages more people to take advantage of postsecondary opportunities by providing programs and services that reach future students. We have the annual Mark of Excellence awards which are presented by WKU. The entries are judged by our Broadcasting faculty, and awards are given to the most gifted Kentucky High School journalism students. Our interaction and feedback as faculty encourages these students and provides them with an idea of the training they will receive in our department. Broadcasting faculty members and our student ambassadors also take the time to set up one-on-one appointments with potential students and their families to explain the program in detail and answer any questions they have about the Broadcasting curriculum. After the question and answer session, the visitor is taken on a private tour of our labs and studios. Finally, our faculty regularly attend recruiting events to attract students, both locally and state-wide.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The Council on Postsecondary Education also states that guiding more graduates to a career path is critical for Kentucky. The Broadcasting program curriculum is designed specifically to allow our graduates to leave the classroom and step into the newsroom/control room. Students are trained with the latest industry technology and taught to use it in a legal and ethical manner. Students acquire professional internships which reinforce the student's interest in broadcasting, allows the student to make professional contacts, and receive credit toward their major. The Broadcasting department enters our students' work into state, regional, and national awards. Those entries often win, showcasing the student's talent to an extended audience, introducing the student to potential employers, and providing the student with a resume which will make them stand out when pursuing employment in the industry.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Broadcasting department at WKU has been named a program of distinction by the state of Kentucky. Our faculty are not only academics, but also working professionals in our field of study. We provide our students with an education in theory, including legal and ethical issues. Many of those issues involve inclusion and providing a diverse voice in our industry. We also offer our students a pragmatic approach toward journalism, production, and management. The combination of both theory and practical application creates well rounded graduates. That is why our students are often sought after by news, sales, and production managers, even before those students graduate from the program (hence our 80% fulltime employment for recent graduates).

Our pragmatic approach also leads to other benefits. Our students win awards because they are creating professional content that employers want to see from their own employees. That is why our students won ten awards from the Kentucky Associated Press (including Best Television Reporter and Best Radio Reporter), three student Emmy awards (with six honorable mentions), won two national awards from the Society of Professional Journalists, placed seventh nationally in the Television Hearst competition, and won multiple national awards from the Broadcast Educators Association.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

It should be added that our students win more Associated Press awards at the state level than any other broadcasting program in Kentucky. Every area of our program is award winning, including television, radio, production, news, and sports. Our students also win scholarships for their work in our program. Just last year, WKU senior Dalton Godbey won the Tom Peterson Memorial Scholarship. That scholarship is awarded to only one Kentucky student studying broadcasting.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Now that we have a digital foundation in the program, our students can explore multi-media platforms and create exceptional content to share with a larger audience. Social media (Facebook, Twitter, Instagram, etc.) and other online outlets (podcasting) can now have more of a prominent place in the Broadcasting curriculum. We can also teach drone piloting and the ethical responsibilities journalists face when using drones in the field.

Audio and video are being used by more fields than ever. Video shooting and editing is used for sales, marketing, commercials, athletics, engineering, etc. Our classes could be used by more majors on campus. Our audio outlets can service just as many majors, if not more. There is so much potential for growth in our program. However, if our staffing issue is not addressed, growth will be impossible.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Visual and performing arts is one of the most successful areas of academics nationally. Since Broadcasting falls into that region of study, it is no wonder why we are the largest program in the School of Journalism and Broadcasting. There has never been a time when the public consumed more audio and video content than they are today. We train students to provide that content for multiple platforms. That is why we can maintain our numbers.

Our recent decline in enrollment has nothing to do with our relevance or curriculum. Three major factors have contributed to those numbers.

First, our previous director did not see the importance of recruiting. Our unit has seen this as one of the biggest issues with student enrollment. We have taken steps to reach out to potential students both locally and nationally.

Second, we separated from Film as a major. The production portion of Broadcasting gave birth to the Film program. Our students did not leave the University, they just moved into the new major.

Finally, we have several lines that have not been replaced after faculty member have retired or left the university. This is forcing us to rely upon adjuncts and current faculty teaching overloads.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The Broadcasting department has updated all of the equipment in the program to High Definition (field cameras and studio) and digital non-linear editing (Avid and Premiere). HD has become the industry standard, so the Broadcasting program must use that equipment to provide the students with a relevant education. The department has also updated all of the digital editing software to the latest industry standards. These changes have made student-created content look more professional and helped those students win more state, regional, and national awards.

The radio station, WWHR 91.7, has added a digital channel to its broadcasts. That channel is called Evolution and will allow for more original local programming and student-produced content to reach audiences in the community. WWHR has also added multiple digital studios and a fully functional radio newsroom, which is used to create hourly newscasts and socially driven platform reports.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The Broadcasting department will continue to teach creative story tellers, production specialists, and managers. Since we have a digital foundation in place for program, our faculty can continue to build our curriculum (reflecting industry needs) over the next decade. With proper recruiting and faculty numbers, we will be able to change with the industry, maintain our relevance, and increase our student enrollment.

Our greatest disadvantage at the moment is our lack of faculty. We currently have two and a half faculty in our department teaching over 200 students. We have one line that fed one of the most important areas of our department (producing) withheld and cut last year. There is a shortage of producers nationwide and cutting this area of study in our major has had a major effect. We have an instructor that teaches multiple core courses including law and ethics, news writing, and radio production that is in transitional retirement. We desperately need to fill her position or the major will no longer function. We also had a tenure-track faculty member in production leave unexpectedly last semester. We have a temporary hire who is helping us cover those courses, but we really need that faculty line filled.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | History |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------|
| Program Name: | Canadian Studies |
| Reference Number: | 198 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

| |
|--|
| |
|--|

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
January 6th, 2019

| | |
|--------------------|------------------|
| Department/School: | Modern Languages |
| College: | PCAL |

| | |
|-------------------------------|---------------|
| Program Name: | Chinese Major |
| Reference Number: | 624 |
| CIP Code: | 160301 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | / |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

- **Integration of High-impact Practices into a Proficiency-based Curriculum:** The Chinese major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training (on campus and abroad) and an in-depth study of Chinese culture and society (through study-abroad, Flagship Capstone, internships and experiential student activities). It transforms the lives of students and prepares them to be linguistically proficient, culturally competent and globally ready for their future careers.
- **Individualized learning trajectories:** Thirty-six credit hours are required in this major, and it also requires another major or minor. No course with a grade of “D” or below may be counted toward the major.
 - A. **Prior Skills:** Some of the required course work may be accomplished through approved methods (external or internal standard-based exams) for demonstration of previous knowledge;
 - B. **Experiential Learning:** Students may select the regular CHIN coursework to achieve functional competence, targeted at intermediate-high and advanced-low proficiency;
 - C. **Exceptional Performances:** Students may take the intensive Chinese Flagship coursework (CHNF) to achieve professional competence, targeted at advanced and superior proficiency. Chinese Flagship students must remain in good standing in the Honors College or Honors-eligible to enroll in the CHNF courses.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | N/A | 38 | 41 | 60 | 49 | 89 |
| Conferrals | N/A | 3 | 6 | 8 | 18 | 22 |
| SCHP | 72 | 291 | 411 | 443 | 409 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>We currently have 80 Chinese majors. Chinese major complements a wide range of programs and careers.</p> <ol style="list-style-type: none"> 1) Business: 25% of Chinese majors have a primary major in business (<i>International Business, Mathematical Economics, Business Economics or Economics</i>). Two recent graduates in 2017, <i>Hai Nguyen and Grant Rohleder</i>, completed the JUMP Accounting program. 2) Science & Engineering: 18.75% of Chinese majors come from Ogden, including <i>Architectural Science, Biology, Biochemistry, Computer Information Tech, Computer Science, Environmental Health Science</i> and <i>Mechanical Engineering</i>. In 2018, <i>Dana Biechele-Speziale</i> (Chemistry+Chinese) received an NSF Graduate Research Fellowship, while <i>Logan Mitchell</i> (Meteorology+Chinese) received a Fulbright Study/Research Award to China. 3) Education: 4% of Chinese majors. <i>Sarah Angelle</i> (MathEdu+Chinese) received a 2018 Fulbright Student Grant to Taiwan. 4) PCAL: 15.9% double major in <i>International Affairs</i>, and 13.75% in <i>Asian Religions & Cultures</i>. <i>Erick Murrer</i> (Intl.Affairs+Chinese) received a 2018 Thomas R. Pickering Foreign Affairs Fellowship to go to graduate school. <i>Isabella Greene</i> (ARC+History+Chinese) was a finalist for the same fellowship. 5) Gatton Academy: Since 2014, nearly 40 students completed STEM+Chinese, many of whom were recipients of NSLI-Youth and/or Critical Language Scholarships. 6) Honors: Most of the Chinese Flagship students (n=61) are Honors/Honors-eligible students with a second or third major in Chinese. | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <ul style="list-style-type: none"> - New Program & Merger: Established in 2014 and now merged with the Chinese Flagship Program since July 2018. - Federal Grant: Chinese Flagship Program (started in 2009) receives \$330,000 grant money annually. 25% of Flagship students come from outside of state, and 56% of them come to WKU for the rigorous Flagship experience. - Nationally Competitive Scholarship Winners: In 2017-2018, Flagship students received a total of \$256,871 external funding, equivalent to 43% of WKU student scholarships awarded. - Teacher Certification in Chinese: Program certifies Chinese teachers and supports the 1+2 MAT program in SEBS to recruit international graduate students from China. | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|-----------|-------|-----------|-------|------------|-------|------------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | N/A | | N/A | | 5 | 80% | 4 | 75% | 4 | 75% | 69.4% |
| Progression | N/A | | 29 | 79.3% | 32 | 68.8% | 51 | 82.4% | 36 | 75% | 61.3% |
| 150% Graduation Rate | N/A | | N/A | | N/A | | N/A | | N/A | | 54.1% |
| Time to Degree | | | 4.65(N=3) | | 5.56(N=6) | | 7.00 (N=8) | | 3.88(N=17) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <ul style="list-style-type: none"> - Students successfully completing the Chinese major will: <ol style="list-style-type: none"> 1) Demonstrate interpretive listening and reading skills at the intermediate-high proficiency level, which provides them with enhanced opportunities for careers at the regional, national, and international levels, and prepare them for postgraduate programs. <ul style="list-style-type: none"> o Students enrolled in regular CHIN courses take standardized <i>Hanyu Shuiping Kaoshi (HSK)</i>, Level 4 or Level 5; o Students enrolled in Flagship CHNF courses take standardized Avant STAMP tests or BYU Listening and Reading tests; o Students completing the Flagship Capstone year take American Council listening and reading tests. 2) Demonstrate presentational speaking and writing skills at the advanced-low proficiency level, and interact with Chinese people in a culturally appropriate way. <ul style="list-style-type: none"> o Students usually take ACTFL Oral Proficiency Interview (external assessment) or exit program interview (internal assessment); o No standardized writing assessment exists due to the nature of the Chinese language since the formal (in contrast to colloquial spoken language) writing skill is primarily developed at the advanced level. 3) Demonstrate general knowledge about Chinese culture, especially the history, civilization, and society of China and Taiwan, and appropriately participate in cross-cultural communication where race, ethnicity, and/ or gender all play a part. <ul style="list-style-type: none"> o Several thematic events are organized to provide students with the public showcase opportunities to put their cultural knowledge and intercultural competency into practices, including <i>Chinese Calligraphy Exhibit, Chinese Film Reenactment, Chinese Classics in Drama: from Page to Stage, Chinese Resume Competition, and Chinese Mock Interview</i>. - Data-informed Changes: After finding that some students struggled with pre-study-abroad tests or under-performed in the exit-program assessments in 2015, we created and started to offer CHIN209/409 Chinese Lab I/II (Independent Courses) in 2016 to help them prepare for the high-stake assessments as well as Honors thesis projects. After that, we made steady progress in the final results. | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <ul style="list-style-type: none"> - 5 Student Feedback Channels: Anonymous exit-program surveys, interviews, Chinese Graduation Ceremony, invited alumni talks and social media groups (LinkedIn, Facebook & WeChat) help us gather information and keep track of our graduates' development. - 8 Key Areas of Professional Opportunities Identified by NSEP <ol style="list-style-type: none"> 1) Business, Industry, and Commerce: Banking/Finance, Engineering, Accounting, Manufacturing 2) Government: Civil/Foreign Service, Intelligence Agencies, Military 3) International Development: Environmental, Health, Education 4) Law: Immigration/International Trade Law, Corporate Law 5) Media: Public Relations, Social Media, Television, Film, Publishing | | | | | | | | | | | |

- 6) **Services:** Health Professions, Social Work, Law Enforcement, Volunteer Agencies
- 7) **Teaching:** K-12, Colleges/Universities, Overseas Dependents' Schools
- 8) **Travel/Tourism:** Hospitality/Hotels/Restaurants, Luxury Brands, Transportation,

- **Actual Distribution of Graduate's Career Tracks:**

- 1) **Business, Industries and Commerce:** 34.1% of Chinese major & minor graduates and 31% of Chinese Flagship graduates
- 2) **Government:** 9.7% and 20.7% respectively
- 3) **Graduate School & Fulbright:** 31.7% and 31% respectively
- 4) **Media:** 4.8% of Chinese majors
- 5) **Teaching:** 10% and 13.8% respectively
- 6) **Others:** 9.7% and 3.5%

- **Additional Foreign Language Proficiency Bonus (FLPB):** A special pay is given to members of the U.S. Military who demonstrate advanced and superior proficiency in Chinese, with **Mission Critical Language Hiring Bonuses**, total compensation up to \$35,000.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

- **Sources of Information:** Our program has continued gathering information and feedback from the departmental advisory board, our professional organizations ACTFL (American Council on Teaching Foreign Languages), NSEP (National Security Education Program) as well as our direct connections to Foreign Service, Intelligence Agencies, etc.
- **Example of Feedback:** Documented advanced language skills, regional expertise and cross-cultural competence are essential in the various careers mentioned above, including but not limited to business, industry, government, international development, media, services, teaching among others.
- **Curricular Changes:**
 - 1) Standard-based proficiency exams are now administered to all the students in our program, especially before and after study-abroad.
 - 2) Feedback is incorporated to students' professional development, for instance, targeted workshops of career, targeted student events such as Chinese Resume Competition and Chinese Mock Interview.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

- **Study-abroad:** An average of 70% of our students study abroad in China or Taiwan with various types of scholarships.
- **Student Research:** 11% of FUSE grant recipients were Chinese Flagship students.
- **Nationally Competitive Scholarships:** In 2018 alone, Chinese major and Chinese Flagship Program together have:
 - **1** NSF Graduate Research Fellowship: Dana Biechele-Speziale
 - **2** Thomas R. Pickering Foreign Affairs Fellowship: Erick Murrer, Isabella Greene (alternate)
 - **2** Fulbright Students: Sarah Angelle & Logan Mitchell
 - **4** Boren Scholarships: Kate Hart, Nathan Read, Tristan Shaw, Michael DiMeo (alternate)
 - **5** Gilman International Scholarships: Jeremy McFarland, Nyla Rogers, Robert Myers, Kate Hart, Tristan Shaw
 - **9** Critical Language Scholarships: Ashleigh Cleary, Michael DiMeo, Danielle Earley, Lucas Knight, Mary Morgan Green, Allison Hohenstein, Ryan Richardson, Jacob Raymond (alternate) and Tobias Stockler (alternate).

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 0.7 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$73 | \$128 |
| SCHP/FTF by Dept. | 421 | 359 | 361 | 342 | 265 | 375 |
| % SCH by FTF by Dept. | 73.3% | 77.6% | 80.2% | 81.2% | 81.5% | 75.8% |
| Median Class Size by Level | 8 | 9 | 10 | 10 | 11 | 19 |
| % Under-Enrolled Sections by Level | 78.3% | 80.8% | 76.8% | 80% | 74.2% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <ul style="list-style-type: none"> - National Security Education Program/ Flagship: \$330,000 annual grant money (2009-present) to support the staff positions (administrative work, advising and grant reporting), students' weekly tutoring, faculty professional development, seed money for faculty positions, and additional merit-based scholarships for students to participate in intensive summer programs. - National Security Education Program/STARTALK: Up to \$90,000 for a summer intensive student/teacher program. Dr. Ching-Hsuan Wu applied for a 2019 high-school student Chinese program to recruit potential students for our Chinese program. - Philanthropic Development: The Flagship has an Annual Fund and a Collaborative Endowment. In addition to an ALLTECH internship agreement (\$10,000/year), Ms. Amanda Lich, Senior Director of Leadership Gifts has also drafted an ALLTECH/Chinese Flagship Program Strategic Alliance Proposal (\$1.5 million over five years). In December 2018, Dr. Laura McGee, Ms. Amanda Lich and Dr. Ke Peng will attend the Language Flagship Development Officers Meeting at San Francisco State University to learn: (1) how to prepare the US Workforce for the Global Future; (2) Development strategies: assessing the possibilities; (3) Foundation and corporate relations; (4) Engaging alumni and friends; (5) Deferred and planned giving. | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <ul style="list-style-type: none"> - Effectual Cost per SCHP (<\$73): In 2017-2018, a total of 627 SCHP was generated (409 for the major, 52 for the minor and 166 for general education). The TE faculty member dedicated 70% of her time to the major and the rest to the minor, program coordination and administration. The actual cost is much lower because (1) the TE faculty position started in 2011 and her annual salary is \$15,000 lower than the departmental average, (2) the current NTE faculty position is 100% sponsored by external seed money, and (3) the majority of the courses are taught by visiting scholars or graduate assistants via external funding. - DELO (990 SCHP/year): Dual Credit Chinese is offered in 12 high schools, which serve as feeder programs for the Chinese program. | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- **Focus on career readiness and student success:** The program produces highly competitive students as testified in Section 3 above.
- **Personalized Learning Enhanced with High-impact Practices and Diversity, Equity and Inclusion:** Faculty integrate internships, study-abroad programs and undergraduate research to the program.
- **Affordability, accessibility and sustainability:** The program is cost efficient by making full advantage of external resources and extends an affordable opportunity to the students from throughout the state and beyond.
- **Provide a global context to the WKU Experience:** The program prepares students through engaging coursework and experience abroad to be ready for their professional endeavors and to become responsible citizens of the local, regional, and global communities. At the national level, enrollment of Chinese courses at higher education grew from 51,382 in 2006 to 53,069 in 2016. The growing number for Chinese majors at WKU reflects the same trend.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

- This program presents career-ready opportunities (**Goal 9**) to students in Kentucky and neighboring states (**Goal 2**), and increases effectiveness of K-12 teachers by developing a new teacher certification program (**Goal 4**). It also focuses on student success (**Goal 6**) by aligning learning outcomes to the American Council on the Teaching of Foreign Languages proficiency standards and by delivering consistent retention and graduation results since its inception. It also blends applied and translational research to students' undergraduate experience (**Goal 10**) demonstrated in the high percentage of Flagship students receiving FUSE grant year after year. Last but not least, the program contributes to **Impact** by training a globally competitive, entrepreneurial workforce, educating an engaged, informed citizenry through effective use of external funding and resources.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

- With the growing economic, political and cultural significance of Chinese societies worldwide, the need for citizens with advanced Chinese language skills and a sophisticated understanding of Chinese culture is increasing dramatically (ref. 2009 NSEP report of 100 business leaders).
- Over 3,300 critical language learners with advanced to superior-level proficiency have joined the Federal Government in varied departments during the past decade.
- In November 2018, Kentucky Gov. Matt Bevin led trade trip to China. Chinese-owned companies employ about 8,700 people at facilities in Kentucky. (<http://wdrb.web.franklyinc.com/story/39425523/kentucky-gov-matt-bevin-to-lead-trade-trip-to-china>)

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

- We are one of the most unique recruiting programs at WKU. Firstly, Chinese major is only offered in two institutions in Kentucky. Secondly, the Chinese Flagship Program is one of the twelve most intensive Chinese language programs in the nation with rigorous curriculum tied to clear proficiency objectives sponsored by the National Security Education Programs. As mentioned above, over 55% of Flagship students came to WKU for this prestigious program and 25% of

Flagship students come from outside of state. Thirdly, we are super cost efficient and quality effective. Last but not least, 100% of our faculty members are minority in ethnicity.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

- Chinese is one of the fastest growing languages in the U.S. and the recent visit of Governor Matt Bevin to China in November 2018 also illustrates the strategic position of this program in the commonwealth of Kentucky.

6. PROSPECTUS

| | |
|--|---|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>I can see many opportunities going forward:</p> <ul style="list-style-type: none"> - WKU becomes THE place in Kentucky and neighboring states to study foreign languages, especially critical languages such as Arabic, Chinese, Russian etc. - By working seamlessly and strategically with the Office of Scholar Development and the Office of Study Aboard and Global Learning, we extend affordable and quality study abroad experiences to help more Kentucky students make transformational changes in life and become global-ready citizens. - Develop partnership with other programs at WKU to create personalized and solid pathways for Domain + Chinese skills. e.g. Criminology + Chinese, International Business + Chinese, International Affairs + Chinese, Psychology + Chinese, Journalism+ Chinese, Biology + Chinese. | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <ul style="list-style-type: none"> - Chinese continues to serve as a critical language and immense career opportunities range from intelligence agencies (homeland security & law enforcement: growing number of bachelor’s degree conferred) to other government and business jobs. - Chinese as a critical language and business (growing number of bachelor’s degree conferred) has a growing number of enrollments at higher education from 51,382 in 2006 to 53,069 in 2016. - Our program implements a significant number of measures of high-impact practices endorsed in higher education. | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <ul style="list-style-type: none"> - The merger between the Chinese major & minor program and the Chinese Flagship program started in July 2018. After curricular and personnel changes, we expect to achieve higher SCHP and better program effectiveness and efficiency. - We are a new program (inception in 2014), therefore, many of our new graduates are still pursuing advanced degrees, who have a high potential in becoming future donors. | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>Five Years (2018-2023):</p> <ul style="list-style-type: none"> - Create three concentrations: <i>Exploratory</i> (Intercultural Competency/ Novice-high Proficiency Level, e.g. journal report and travel in China), <i>Experiential</i> (Functional Competence/ Intermediate Proficiency Level, e.g. localization) and <i>Exception</i> (Professional Competence/Advanced and Superior Proficiency Level, e.g. Translation and Interpretation, Intelligence, Government, etc.) - Higher SCHP through strategic curricular changes: CHIN111 to Colonnade/Foundations, CHIN208 to Colonnade/Connections, New Project-based Connections courses such as Conducting Business in Chinese Market co-taught with professors in International Business program, and Chinese Films co-taught with professors in English. - HIPs: We will continue our High Impact Practices to deliver active recruitment, high persistence and successful graduation. <p>Ten Years (2018-2028):</p> <ul style="list-style-type: none"> - Customization and individualization in student learning trajectories: three concentrations with different paces and distinctive domain/field interests - AI and Technology-enhanced language learning experiences: Online and on-demand Chinese language courses at intermediate and advanced levels with either face-to-face immersion experiences or synchronous online tutoring experiences enhanced with technology and deep learning models. | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|-----------------------------|
| Department/School: | Communication |
| College: | College of Arts and Letters |

| | |
|-------------------------------|-----------------------------|
| Program Name: | Communicating in Healthcare |
| Reference Number: | 0475 |
| CIP Code: | 09.0905 |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 12 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Certificate in Communicating in Healthcare is a 12 credit hour program focused on understanding the role of communication in healthcare contexts. It explores interpersonal as well as organizational factors affecting healthcare and assists students in developing communication strategies and skills to communicate more effectively within their health profession but also knowing how better to communicate with patients to maximize compliance and enhance advocacy. The program is **ideal for students employed in the health professions, studying for advanced health degrees, or planning to hold a communication position in any organization.** Students take 6 credit hours of required courses related to health communication and health campaigns; 3 credit hours of a restricted elective providing broad coverage of communication within contexts relevant to healthcare such as intercultural, group, interpersonal, and organizational communication; and 3 credit hours of a free elective from healthcare administration, public health, or gerontology. All program courses are offered at **night, online, or on weekends to serve working-age adults in pursuit of job-enhancing postsecondary credentials while maintaining full-time employment.** Admission to our program requires a minimum undergraduate GPA of 2.75 and an academic writing sample.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | N/A | 0 | 0 | 0 | 2 | 4 |
| Conferrals | N/A | 0 | 0 | 0 | 0 | 5 |
| SCHP | N/A | 0 | 0 | 0 | 6 | 44 |
| <p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p> | | | | | | |
| <p>The Certificate in Communicating in Healthcare (#0475) complements the Master of Arts in Organizational Communication (#0012) and the Certificate in Communicating in Organizations (#0471) programs because it focuses on applied communication within healthcare contexts. Topics include communication with clients, communication campaign development, and the assessment of communication programs. Our certificate contributes to other non-Communication Master's and Doctoral Degree programs at WKU, such as in organizational leadership, nursing administration, public health and health care administration. Moreover, it contributes to the university mission in that it provides opportunities for students to engage in applied research and lifelong learning opportunities leading to productive careers and increased capacity to make a good life. Our certificate program is not required for the Master of Arts in Organizational Communication degree. While it took a few years for students to start enrolling in our certificate program, the number is increasing with each year. There were 2 students enrolled in 2017-18 and 5 students in 2018-2019. These students are seeking a master's degree in public health and organizational leadership. We anticipate enrollment growth as WKU's graduate programs in health continue to grow.</p> | | | | | | |
| <p>c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)</p> | | | | | | |
| <p>While enrollment of the certificate was slow to start, we have worked with the Nursing department and Public Health to expand elective offerings that would fit within their graduate programs. Since making these changes, the enrollment has increased.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 73.7% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Time to Degree | N/A | | N/A | | N/A | | N/A | | N/A | | N/A |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Students in the certificate program will: (1) analyze and apply communication and health theories to help explain factors that affect the delivery of health care, (2) evaluate communication behaviors in health care relationships, health care teams, and health care organizations, (3) identify communication variables that affect communicating in health care contexts, (4) critique the effectiveness of health communication campaigns, (5) develop a well-rounded understanding of communication processes within contexts that apply to healthcare including interpersonal, organizational, and intercultural, and (6) understand the centrality of communication in health care administration, public health, and health behavior. These learning objectives are indirectly assessed within individual coursework through multiple tools such as exams, application papers, presentations, research proposals, and qualitative, quantitative, and rhetorically grounded primary research studies. Students, who pass each course and maintain a 3.0 overall GPA, complete the certificate program. If a student fails a course, however, they are required to repeat the course. If the deficiency persists, the graduate curriculum committee would discuss how deficiencies need to be addressed, what curriculum changes are needed, and then consult relevant faculty to implement the changes.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>We have not tracked our graduates to date, because we not yet had any. According to the 2018 Postsecondary Feedback Report on “Student Employment outcomes (FFY 11-16)” prepared by KCEWS, key areas of professional development for students completing our certificate program are in health and health care administration/management and organizational leadership.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>In 2013, our department established an Advisory Council comprised of leaders in their respective professions. The council, which offers bi-annual feedback to our program, has been instrumental in helping the department identify the skills and competencies our students need to achieve career success. Our program also has plans to conduct employee surveys of our MA graduates every three years starting in the summer of 2019 for students graduating from 2017-2019 to systematically assess employer needs and/or satisfaction. We plan to contact these students’ employers directly via e-mail and request that the appropriate supervisor complete our online survey. We have started and maintain a list (via excel spreadsheet) of MA graduates’ careers and employers that we intend to update yearly so that contacting employers will be easily achieved for future surveys.</p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|--|---------------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | N/A | N/A | N/A | N/A | 6 | 3.6 |
| % SCH by FTF by Dept. | N/A | N/A | N/A | N/A | 100 | 75.8% |
| Median Class Size by Level | 8 | 12 | 11 | 10 | 10 | 8 |
| % Under-Enrolled Sections by Level | 61.5% | 28.6% | 38.5% | 41.7% | 35.7% | 58.2% |
| MA, Cert. in Organizations, Cert. in Healthcare Credit Hours generated Cost per SCH | | | | | 1.14 TT .17 non TT 205 \$368.67 | |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Our major external revenue stream is through DELO monies generated by teaching online. Further, the department enjoys modest donor support. These combined resources are used to support student travel to conferences and student research costs, such as small rewards for survey recipients.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The Communication Studies and Corporate and Organizational Communication faculty members who hold graduate status (7 tenure/track and 1 non-tenure track as of AY 18) all teach in the graduate program, so all are included in the calculations above. In AY 18, when the percentage of faculty effort in all the courses taught in the grad program are added up, the total comes to 1. Since the work of the program is spread across 8 people, it is highly cost effective.

In the Communication in Healthcare certificate, currently, we do not have a full-time faculty member in healthcare, so the Communication classes are taught online by Dr. Stephanie Dopson, a PHD who works full-time at the Center for Disease Control.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| Our program is designed for health care professionals seeking advanced training in health communication by integrating communication theory, practice, and problem-based research in dealing with real-world problems. This addresses the WKU Mission, Experience, and Strategic Plan in several ways. Our program provides research and lifelong learning opportunities to our graduate students and working professionals wanting to enhance their skills and abilities to be productive workers and engaged citizens, as well as to enrich the quality of life for those within their reach. Our program has effectively woven in high-impact practices throughout as it is writing-intensive, encourages collaborative learning, explores “difficult differences,” and encourages internships. The new certificate program was introduced in Fall 2014 and offered completely online. This was to match job market opportunities so that our course rotation schedule would maximize student progression and completion (see Our Hill – G.3: Strat.12), and also to be more accessible for working-age adults in the pursuit of job-enhancing postsecondary credentials on the other (see Our Community and Beyond – G.3: Strat.9 & 10). |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| Our program aligns with the statewide strategic agenda to increase the education and skill levels of employees to catalyze state economic development. Strat. 1.1 & 1.4 – We offer courses that increase cultural competence and recruit underrepresented students and faculty, including international students (see 5.e for details). Strat. 6.3 - Our program implements and evaluates high-impact educational practices to increase persistence and completion (see 5.a for details). Strat.8.2 – Annually, our department expends approximately \$10,000 on faculty development activities including pedagogical training offered by CITL or at various conferences. Strat.8.4 – Students in our graduate programs practice a variety of intellectual and practical skills to address challenging problems. Strat.9.2 –A bi-annual meeting with the Department Advisory Council identifies key skills and competencies students need to achieve career success. Strat.9.5 – In response to emerging workforce demands and opportunities, members of the faculty completed a major program revision in 2013 resulting in a focused curriculum, streamlined performance standards, and 2 new certificates. |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| According to the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, the projected number of job openings for the following occupations which employ our graduates will increase significantly: (1) Healthcare Practitioners and Technical Occupations at 23% (32,628 openings), (2) Healthcare Support Occupations at 27% (12,306 openings), (3) Office and Administrative Support at 15% (48,000 openings), and (4) Management at 18% (10,804 openings). The high-quality postsecondary Master’s degree and certificates our program offers not only align with the workforce needs in KY, but will help prepare a skilled and employable workforce to meet the needs of those occupations and to help the state to meet its goal to raise Kentucky’s educational attainment level to 58% by the year 2025 from its current level of 45%. |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| Approximately 25 institutions nationwide offer concentrations and master’s degrees in Health Communication and several offer certificates, including Eastern Carolina University, University of North Carolina Chapel Hill, Johns Hopkins University, the University of Utah and University of Southern California. Within the state, the University of Kentucky offers a certificate in Health Communication with a focus on research in the behavioral sciences. Our graduate certificate program is distinctive in that it takes an applied approach to communicating in healthcare contexts and is offered online. While we do not have first-hand data about the reputation and impact of our certificate program, we do have data on our core program, which is reputed to have higher levels of publishing productivity than our competitors. In a 2017 study published by the <i>Journal of the Association for Communication Administration</i> (Vol. 36(2), 2017), our program was ranked 54 th out of 134 Master’s degree programs listed on the website of the largest and oldest national association, the National Communication Association. The ranking was determined by the total citations of faculty research available in Google Scholar. Among schools in Kentucky that have a Master’s degree in communication, our program came well above Northern Kentucky (72nd) and Murray State (92nd). |
| e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words) |

To help diversify course offerings, the department has hosted **two Minority Post-Doctoral Faculty Fellows** in 2012-14 and 2015-17, a competitive university fellowship (see **Our Students – G.4: Strat.10**). Also, we have supported over **56 student paper presentations** at state, regional, national, and international conferences to encourage student research activities which promote student learning and expand the university outreach (see **Our Hill - Goal 4**).

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

There are exciting developments within the region, such as the **new UK Medical School at the Medical Center, the Center for Applied Science in Health and Aging, and other health-related programs here at WKU** which call for further interdisciplinary collaboration. The health communication certificate is **ideal for graduate students employed in the health professions or studying for advanced health degrees, such as nursing, nursing administration, health care administration, public health, and physical therapy**. We see great potential for this certificate program, because it has highly skilled faculty that are dedicated to student success and strong research production and collaboration. Moreover, **the program aligns with projected market needs in KY. The KCEWS anticipates rising workforce needs in the healthcare sector in the next five years due to unprecedented demographic shift in the country**. Moreover, the department merged with Advertising and Public Relations in July 2017, bringing with it faculty who teach classes in sport, media and branding with concentration in Strategic Sport Communications. Healthcare communication related to sport is a growing area.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The national trend for completion of certificate programs in health communication is not known. **The closest category to our program, however, is the Master's degrees conferred in the field of health professions and related programs. Over the last 5 years, this number increased by 30%**. Compared to the 33 credit hour master's degree program, our certificate program requires only 12 credit hours to completion. This will be a more affordable and attractive option for those seeking graduate-level credentials. **Our first student enrollment was observed in Fall 2017, and we have seen this number more than double for 2018-19**. Given the high demand for professional training and credentials in healthcare service and providers, we anticipate this upward trend will continue in the future.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Over the last few years, faculty have been working hard to diversify the delivery of their classes so that this and another certificate program (#0471) can be **taken completely online**. As a result, enrollment in both certificate programs has increased significantly. In Fall 2019, our program will be adding a new fully online graduate certificate, Strategic Sport Communications, with an estimated annual enrollment of 15 students. Our Master's degree and certificate programs align with occupations projected to grow in KY and beyond (see 5.a). In terms of implementing a comprehensive recruiting and marketing plan, we have taken part in Honors Conferences and in Graduate Fairs at regional and national conferences. We have also sent targeted email to graduating WKU seniors from the Honors College as well as those in the **Public Health, Nursing, and Physical Therapy programs**.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We see great potential for this certificate program, because it aligns with projected market needs in KY. However, the graduate certificate in Healthcare Communication needs a tenure-track hire to help grow and expand the still fledgling program. We had two full-time, PHD holding, graduate faculty members with expertise and experience in Healthcare Communication. Unfortunately, one retired completely and the other took a position at UT-Austin. Currently, Dr. Stephanie Dopson, of the CDC, teaches our graduate healthcare courses online. This **allows us to limp along, but certainly does not offer the resources a full-time, on-site faculty member brings to build relationships, work across disciplines, participate in grant opportunities, and really, to grow the program**.

There are exciting developments within the region, such as the **new UK Medical School at the Medical Center, the Center for Applied Science in Health and Aging, and other health-related programs here at WKU** which call for further **interdisciplinary collaboration**. The Communicating in Healthcare certificate is ideal for graduate students employed in the

health professions or studying for advanced health degrees, such as nursing, nursing administration, health care administration, public health, and physical therapy.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|-----------------------------|
| Department/School: | Communication |
| College: | College of Arts and Letters |

| | |
|--------------------------------------|--------------------------------|
| Program Name: | Communicating in Organizations |
| Reference Number: | 0471 |
| CIP Code: | 09.0101 |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 12 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Certificate in Communicating in Organizations is a 12 credit hour program focused on general organizational communication theory, applied organizational communication, communication within specific organizational contexts, and one other course chosen by students as relevant to their own work and interests. Our mission is to provide graduate students the opportunity to develop an in-depth understanding of how communication functions in organizations. The program prepares students for a variety of careers and pursuits in which advanced communication study is helpful, especially management, human resources, public relations, marketing and education. A major program revision in Fall 2012 streamlined the curriculum and aligned it with program learning outcomes. The old certificate (#175) and masters (#109) programs were phased out and we introduced the newly revamped Certificate (#0471) and Masters (#0012) programs in Organizational Communication. All program courses are offered at night, online, or on weekends to serve working-age adults in pursuit of job-enhancing postsecondary credentials while maintaining full-time employment. Admission to our program requires a minimum undergraduate GPA of 2.75 and an academic writing sample.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 3 | 4 | 4 | 3 | 14 | 4 |
| Conferrals | 3 | 1 | 2 | 1 | 1 | 5 |
| SCHP | 21 | 15 | 48 | 18 | 51 | 44 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Certificate in Communicating in Organizations (#0471) complements the Master of Arts in Organizational Communication (#0012) and the Certificate in Communicating in Healthcare (#0475) program, and contributes to other non-Communication Master’s and Doctoral Degree programs at WKU. It contributes to the university mission in that it provides opportunities for students to engage in applied research and lifelong learning opportunities leading to productive careers and increased capacity to make a good life. While our certificate program is a subset of the Master of Arts in Organizational Communication program, it is not required for the master’s degree. Our certificate student population represents a mix of working-age adults pursuing job-enhancing credentials, working professionals, and students from non-Communication graduate degree programs at WKU. Starting in 2017-18, our certificate program witnessed a surge in the number of students from the Master’s Degree in Organizational Leadership program. We have 13 students enrolled this year, 50% of whom are in the master’s program in organizational leadership. We anticipate our enrollment trend will be similar in the coming years.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>Program enrollment has continued to increase. Students are able to complete the certificate within two years; however, the conferral data presented may be indicative of the fact that many students in the certificate and pursuing the Master’s degree in Leadership Studies are typically working adults and part-time students.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 100 | 0 | 0 | 73.7% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Time to Degree | N/A | | N/A | | N/A | | N/A | | N/A | | N/A |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The learning outcomes of our certificate program are as follows: (1) Explanation of Theories and Concepts, (2) Identification of Distinct Communication Practices of Culturally Diverse Groups, (3) Ability to Apply Communication Concepts in Organizational Contexts, and (4) Writing Mastery. Within courses, these learning outcomes are indirectly assessed through multiple tools such as exams, application papers, presentations, research proposals, and qualitative, quantitative, and rhetorically grounded primary research studies. These learning objectives are indirectly assessed within individual coursework through multiple tools such as exams, application papers, presentations, research proposals, and qualitative, quantitative, and rhetorically grounded primary research studies. Students, who pass each course and maintain a 3.0 overall GPA, complete the certificate program. If a student fails a course, however, they are required to repeat the course. If the deficiency persists, the graduate curriculum committee would discuss how deficiencies need to be addressed, what curriculum changes are needed, and then consult relevant faculty to implement the changes.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>We have not tracked the success of graduates of our certificate program to date, because they have generally been working professionals. In terms of professional opportunity, the 2018 Postsecondary Feedback Report on “Student Employment outcomes (FFY 11-16)” prepared by KCEWS show that key opportunities are in education and business. This actually matches jobs our M.A. graduates secured one year after graduation, such as in teaching and instruction, education admissions/advising and administration, and marketing/PR/advertising and HR.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>In 2013, our department established an Advisory Council comprised of leaders in their respective professions. The council, which offers bi-annual feedback to our program, has been instrumental in helping the department identify the skills and competencies our students need to achieve career success. Our program also has plans to conduct employee surveys of our MA graduates every three years starting in the summer of 2019 for students graduating from 2017-2019 to systematically assess employer needs and/or satisfaction. We plan to contact these students’ employers directly via e-mail and request that the appropriate supervisor complete our online survey. We have started and maintain a list(via excel spreadsheet) of MA graduates’ careers and employers that we intend to update yearly so that contacting employers will be easily achieved for future surveys.</p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|---------------------------------------|---------------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | 0 | 6 | 48 | 15 | 51 | 3.6 |
| % SCH by FTF by Dept. | 100 | 100 | 100 | 100 | 100 | 75.8% |
| Median Class Size by Level | 8 | 12 | 11 | 10 | 10 | 8 |
| Underenrolled Sections | 61.5% | 28.6% | 38.5% | 41.7% | 35.7% | 58.2% |
| MA, Cert. in Organizations, Cert. in Healthcare Credit hours generated Cost per SCH | | | | | 1.14 TE .17 NTE 205 \$368.67 | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Our major external revenue stream is through DELO monies generated by teaching online. Further, the department enjoys modest donor support. These combined resources are used to support student travel to conferences and student research costs, such as small rewards for survey recipients.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>The Communication Studies and Corporate and Organizational Communication faculty members who hold graduate status (7 tenure/track and 1 non-tenure track as of AY 18) all teach in the graduate program, so all are included in the calculations above. In AY 18, when the percentage of faculty effort in all the courses taught in the grad program are added up, the total comes to 1. Since the work of the program is spread across 8 people, it is highly cost effective.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| Our program focuses on applied organizational communication and integrates communication theory, practice, and problem-based research in dealing with real-world problems. This addresses the WKU Mission, Experience, and Strategic Plan in several ways. Our program provides research and lifelong learning opportunities to our graduate students and working professionals wanting to enhance their skills and abilities to be productive workers and engaged citizens, as well as to enrich the quality of life for those within their reach. Our program has effectively woven in high-impact practices throughout as it is writing-intensive, encourages collaborative learning, explores “difficult differences,” and encourages internships. During 2012-2015, our entire program was revised and 8 courses put online so that the certificate program can be taken all online. This was to not only match job market opportunities so that our course rotation schedule would maximize student progression and completion (see Our Hill – G.3: Strat.12), but also to be more accessible for working-age adults in the pursuit of job-enhancing postsecondary credentials on the other (see Our Community and Beyond – G.3: Strat.9 & 10). |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| Our program aligns with the statewide strategic agenda to increase the education and skill levels of employees to catalyze state economic development. Strat. 1.1 & 1.4 – We offer courses that increase cultural competence and recruit underrepresented students and faculty, including international students (see 5.e for details). Strat. 6.3 - Our program implements and evaluates high-impact educational practices to increase persistence and completion (see 5.a. for details). Strat.8.2 – Annually, our department expends approximately \$10,000 on faculty development activities including pedagogical training offered by CITL or at various conferences. Strat.8.4 – Students in our graduate programs practice a variety of intellectual and practical skills to address challenging problems. Strat.9.2 –A bi-annual meeting with the Department Advisory Council identifies key skills and competencies students need to achieve career success. Strat.9.5 – In response to emerging workforce demands and opportunities, members of the faculty completed a major program revision in 2013 resulting in a focused curriculum, streamlined performance standards, and 2 new certificates. |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| According to the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, the projected number of job openings for the following occupations which traditionally employ our graduates will increase significantly: (1) Office and Administrative Support at 15% (48,000 openings), (2) Education, Training, and Library at 18% (20,809 openings), (3) Management at 18% (10,804 openings), and (4) Business and Financial Operations at 16% (13,638 openings). The high-quality postsecondary Master’s degree and certificates our program offers not only aligns with the workforce needs in KY, but will help prepare the skilled and employable workforce to meet the needs of those occupations and to help the state to meet its goal to raise Kentucky’s educational attainment level to 58% by the year 2025 from its current level of 45%. |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| Our graduate certificate program is distinctive in that it is offered online and emphasizes the role of theory and application in a range of specific organizational contexts. We do not have information about the reputation and impact of our certificate program in relation to other similar programs in KY and/or the country. We do, however, have data on our core program, the Masters of Art in Communication program. The Masters of Art in Communication program is one of three such programs in the state of KY. It is reputed to have higher levels of publishing productivity than our competitors. In a 2017 study published by the <i>Journal of the Association for Communication Administration</i> (Vol. 36(2), 2017), our program was ranked 54 th out of 134 Master’s degree programs listed on the website of the largest and oldest national association, the National Communication Association. The ranking was determined by the total citations of faculty research available in Google Scholar. Among schools in Kentucky that have a Master’s degree in communication, our program came well above Northern Kentucky (72nd) and Murray State (92nd). |
| e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words) |
| To help diversify course offerings, the department has hosted two Minority Post-Doctoral Faculty Fellows in 2012-14 and 2015-17, a competitive university fellowship (see Our Students – G.4: Strat.10). Also, we have supported over 56 student |

paper presentations at state, regional, national, and international conferences to encourage student research activities which promote student learning and expand the university outreach (see **Our Hill - Goal 4**).

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The program has highly skilled faculty that are dedicated to student success, as well as strong research production and collaboration. The department merged with Advertising and Public Relations in July 2017, bringing with it faculty who teach classes in sport, media and branding with concentration in Strategic Sport Communications. We also successfully hired a digital communication professor. The range of skills among our faculty will allow us to add a wider array of research applications-based courses to our program in the future and attract students who are corporate minded or digitally savvy.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The national trend for completion of certificate programs in organizational communication is not known. The closest data we have, however, is the number of Master's degrees conferred in the field of communication, journalism, and related programs. This number has remained the same over the last 5 years. Compared to the 33 credit hour master's degree program, our certificate program only requires 12 credit hours to completion. This will be a more affordable and attractive option for those seeking graduate-level credentials. Not surprisingly, our program has started to grow in student enrollment since Fall 2017. We see a similar enrollment number in 2018-19. We anticipate this growth trend in the future.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Over the last few years, faculty have been working hard to diversify the delivery of their classes so that this and another certificate program (#0475) can be taken completely online. As a result, enrollment in both certificate programs has increased significantly. In Fall 2019, our program will be adding a new fully online graduate certificate, Strategic Sport Communications, with an estimated annual enrollment of 15 students. Our Master's degree and certificate programs align with occupations projected to grow in KY and beyond (see 5.a). In terms of implementing a comprehensive recruiting and marketing plan, we have taken part in Honors Conferences and in Graduate Fairs at regional and national conferences. We have also sent targeted email to graduating WKU seniors from the Honors College and Marketing, Leadership and Human Resources programs. We plan to target HR professionals who administers education (tuition reimbursement) programs at their respective organizations.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We see great potential for this certificate program, because it aligns with projected market needs in KY. Among the complementary program that this certificate program is part of, the graduate certificate in healthcare communication needs a tenure-track hire to help grow and expand the still fledgling program. There are exciting developments within the region, such as the new UK Medical School at the Medical Center, the Center for Applied Science in Health and Aging, and other health-related programs here at WKU which call for further interdisciplinary collaboration. The health communication and organizational communication certificate is ideal for graduate students employed in the health professions or studying for advanced health degrees, such as nursing, nursing administration, health care administration, public health, and physical therapy. The KCEWS anticipates rising workforce needs in the healthcare sector in the next five years due to unprecedented demographic shift in the country.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|------------------------------------|
| Department/School: | Communication |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|---------------|
| Program Name: | Communication |
| Reference Number: | 039 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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|--|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|------------------------------------|
| Department/School: | Communication |
| College: | Potter College of Arts and Letters |

| | |
|-------------------------------|-----------------------|
| Program Name: | Communication Studies |
| Reference Number: | 792 |
| CIP Code: | 09.0101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | None |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Available Fall, 2018, this major was **redesigned completely** in 2017-18 to meet 21st c. workforce demands, blending communication theory with hands-on learning. Delivered online and face-to-face, the 36-hour major in Communication Studies prepares students with skills needed to be not only job-, but also career-ready upon graduation. Requiring a minor, certificate, or second major, it partners well with other majors.

Courses integrate **high impact practices** such as collaboration, writing intensity, service learning, global engagement, internships. Coursework includes recommended emphases from **National Association of Colleges and Educators in critical thinking, teamwork, leadership, and digital technology.**

Through advising, students are encouraged to develop **skill sets recommended by Burning Glass Technologies, such as sales, data analysis and management, marketing, general business and social media.** In 2016-17, all courses in the communication area of the department were analyzed for **alignment with the recommended learning outcomes of the National Communication Association.**

Admission requirements include 1) completion of minimum 24 hours of coursework, 2) minimum overall GPA of 2.3, and 3) completion of COMM 200 with a grade of "C" or better.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-. Major i16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------------------|---------|---------|-----------------------|
| Enrolled Students | 147 | 135 | 156 | 142 | 129 | 89 |
| Conferrals | 43 | 28 | 43 | 41 | 51 | 22 |
| SCHP | 1611 | 1567 | 1831 | 1754 | 1382 | 2794 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

Communication Studies' courses contribute significantly to other programs, including Colonnade; eighteen majors, minors and certificates outside of the Department of Communication; and the JUMP program.

In Colonnade, Communication Studies is the home program of COMM 145 (the only course in F-OC), which offers over 110 sections a year; 15-16 sections of COMM 200 (one of three courses in F-W2); 8-10 sections of COMM 365 (K-SC); and 8-9 sections of COMM 349 (K-SY).

Eighteen majors, minors, and certificates across every college include Communication Studies courses as electives. Of particular note, **three programs, the Dental Hygiene and Health Services Leadership and Management majors, and the Interdisciplinary Patient Navigator Certificate, include COMM 440: Health Communication.** Further, **COMM 463: Advanced Intercultural Communication, is included in ten major and minor programs,** including, among others, International Business, African-American Studies, Photojournalism, Journalism, and International Affairs. **COMM 463 contributes significantly to the support of diversity, equity, inclusion, and internationalism.**

Communication Studies contributes to the **JUMP program.** Currently, there are 11 JUMP students in the Organizational Communication MA program (3 are fully in the graduate program and 8 are still undergraduates). Three of the 11 JUMP students come from Communication Studies.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

The SCHP for the university (above) include all hours taken within a department. In the Department of Communication, 4,415 SCHP is the accurate comparison number, not 1,382, which is the SCHP number for Communication Studies. Communication Studies is one of five major programs in the department. Alone, it produces 49% of the SCHP of entire departments across the university.

The 'enrolled students' and 'conferrals' do indeed compare programs to programs.

Communication Studies faculty members have mentored four FUSE students and chaired one Honors thesis in the past five years. Three undergraduate students have presented at national and regional conferences.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 11. | 63.6 | 21 | 76.2 | 21 | 85.7 | 13 | 76.9 | 11 | 81.8 | 69.4 |
| Progression | | | 122 | 68 | 129 | 72.9 | 134 | 72.4 | 107 | 76.6 | 61.3 |
| 150% Graduation Rate | 3 | 100 | 19 | 68.4 | 15 | 73.3 | 13 | 53.8 | 11 | 36.4 | 54.1 |
| Time to Degree | 4.24 | | 3.89 | | 4.41 | | 3.83 | | 4.09 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Learning outcomes for Communication Studies focus on critical and theoretical thinking, as well as pragmatic skill building, leading communicators to connect with audiences through meaningful messages. The program’s student learning outcomes include:

1. To develop competencies in analyzing communication situations
2. To construct and present messages appropriately adapted to specific contexts and audiences
3. To develop the communicative skills essential to complementing careers in a variety of fields including, but not limited to business, law, politics, health care, social work, religious ministries, and teaching.

Assessment begins at the macro-level **where courses are systematically aligned with SLOs**, ensuring presence in multiple core courses. At the micro-level, professors of each core course collaboratively construct a designated assessment assignment/rubric that best showcases students’ mastery of respective SLOs. They meet annually to evaluate students’ work, discuss qualitative and quantitative assessment data, and make changes when needed.

The biggest closing the loop strategy completed within Communication Studies and every departmental major program except Popular Culture Studies, was to **revise from the ground up**, trimming the number of hours to between 30-36, reducing pre-requisites for upper division courses, and increasing possibilities for cross-fertilization among all major programs through enabling double majoring and embedding electives from other programs within each program. We realized Communication Studies students needed to learn computer coding skills, take internships, learn how to communicate effectively on digital platforms, and understand how businesses such as advertising and public relations work, among other things. This revision was planned in AY 17, passed through curriculum approvals in AY 18, and has been implemented in AY 19.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The Department of Communication works closely with a 22 member **Advisory Council**, consistently mainly of alumni from our major programs. The Council meets bi-annually and has guided decision-making within programs **through clarifying employer and industry work-ready expectations, particularly those relating to communication and technology.**

A key member of that Council is Sam Ford, Director of Cultural Intelligence at Simon and Schuster. A Communication Studies alumnus, Sam has advised the department over the past four years on how best to align with future professional needs.

Further, student workers harvest alumni information on jobs through **LinkedIn and alumni self-reports** to the department newsletter, grouping job categories, and **locating estimates of salaries through Glass Door**. We share that information with our capstone and internship students and use it to gain a better sense of the breadth of employment possible for Communication Studies students. These data are helpful because the Kentucky Center for Education and Workforce Statistics because link does not have a category that matches Communication Studies.

Key areas of employment for Communication Studies graduates include: **executive directing (for-profit and nonprofit), human resources, management, marketing, politics, business, research, sales, social media management, and sport management.**

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Please see 3.c. above.

Working with the Communication Advisory Council over the past seven years has led to a transformation of the entire department. Every program recognizes the crucial importance of students mastering both the traditional educational goals such as **disciplinary knowledge**, theoretical awareness, and strong writing and speaking **and also the 21st c. skills** of creating visual communication, understanding how softwares work, and creating messages geared to particular audiences. Each program has 'bent' in the direction it had lacked, whether to learning more about how communication operates or to communicating visually, as well as verbally.

For Communication Studies students, the addition of courses such as Software Studio, Advertising in a Digital World, Fundamentals of Public Relations, and Writing for Digital Platforms, has opened up possibilities that can lead to **a second major, a certificate, and to jobs that were not available to them before.**

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

While Communication Studies students in the past have found success in many areas of life, because of our new curricula, instituted in AY 18, they **will be positioned far better for the higher tech jobs that communication professionals of the future will hold.** While coursework available within the Communication Studies major itself provides initial exposure to emerging technologies, the fact that the major requires only 36 hours means a student could take **a second major such as marketing, advertising, or graphic design, or could add a certificate in User Experience which digs deep into how audiences process images and mediated communication.**

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------------------|--------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | 364 | 363 | 432 | 447 | 400 | 375 |
| % SCH by FTF by Dept. | 63.3 | 65.5 | 65.1 | 69.3 | 65.7 | 75.8 |
| Median Class Size by Level | 24 | 19 | 24 | 24 | 20 | 19 |
| % Under-Enrolled Sections by Level | 27.3 | 35.1 | 29.6 | 26 | 33.8 | 36.3 |
| Combined faculty data for Communication Studies, Corporate and Organizational Communication, and | | | | | 4.81 TE 1.76 NTE | |

| | | | | | | |
|--|--|--|--|--|-------------------|--|
| Communication Studies Minor --Credit hours generated --Cost per credit hour | | | | | 2,759 \$133.64 | |
|--|--|--|--|--|-------------------|--|

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

DELO revenue has been a significant source of support for the Department of Communication and the Communication Studies program. Because of the number of DELO points earned through online teaching, dual credit, conferences, and the like, faculty members and students in all programs have benefited. In particular, because of DELO, the department routinely supports undergraduate enhanced experiences, such as studying abroad or competing in national competitions and routinely supports research productivity by sending program faculty members and graduate and undergraduate students to multiple conferences every year.

Overall, the Department of Communication has received modest philanthropic support in the past, with the exception of the most recent gift establishing the **Carl L. and Mary Anne Kell Distinguished Lecture Series** in Communication, an annual lecture series designed to address contemporary issues of communication in society. Students across the University will benefit from scholarly presentations educating audiences about the ways in which communication extends far-beyond simply public speaking.

Dr. Kell also established the Dr. Carl L. and Mary Anne Kell **Internship Scholarship** to support students completing summer internships, a particular benefit to Corporate and Organizational Communication majors whose required internships are often unpaid by employers.

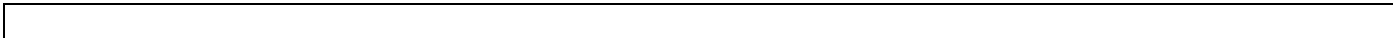
c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

[Note: Because of the overlap of courses required or elected in the Communication Studies and Corporate and Organizational Communication major programs and the Communication Studies Minor Program, at the advice of Dr. McElroy, we combined the costs for these three programs into one number.]

There is a very significant area of potential growth for Communication Studies in Healthcare Communication. Over the past two years, the department **lost two excellent program professors** in Health Communication. One retired and one took a position in an R-1 university.

Given the new medical school, the strong nursing program, the doctorate in physical therapy, and all the ancillary health-related education at WKU, there is an **excellent opportunity for PCAL to connect with STEM+H through health communication.** Further, within PCAL itself, there are **health-related initiatives, such as in Sociology and Political Science's MPA program** that could be buttressed by a Healthcare Communication professor. Health-related research is eminently fundable through grants.

WKU can afford a Healthcare Communication professor. The Department of Communication runs **very efficiently and leanly**, with high SCHP, better-than-university-median retention, progression, and graduate rates, and low salaries. Hiring a health communication professor is a **wise use of resources.**



5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Communication Studies directly contributes to WKU's strategic plan.

As mentioned in 2.b., Communication Studies has a solid stake in Colonnade (**SP 3.8**), in Foundations through COMM 145 and COMM 200; and through two courses in Connections, COMM 349 and 365, both of which are fully enrolled and are offered every semester.

Communication Studies' outstanding advisor (**SP 3.8**), Prof. Bruce Crawley, serves that program and also Corporate and Organizational Communication. He has won both PCAL and University advising awards.

Communication Studies has an outstanding record related to **diversity, equity, and inclusion (SP 4)**. Our introductory intercultural course, COMM 365, is a Connections course; our advanced intercultural course, COMM 463, is included in **ten** major or minor programs; and Communication Studies has hosted **two Minority Postdoctoral Fellows**.

Communication Studies courses include assignments and projects that enhance **high impact practices (SP 3.10 and 11)**, including study abroad (15 in the past five summers), project-based and community-based learning through's involvement with the \$100 Solution, research with students (**SP 4.15**) through FUSE grants and Honor's theses, and active recruitment into the JUMP program.

Through our fall **Executive-in-Residence** and our spring **Scholar-in-Residence**, Communication Studies serves and educates the community as well as our students (**SP 4.12**).

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Communication Studies has contributed to **SSA 1.4** through participating in the Minority Postdoctoral Fellowship program.

Student advising (SSA 2.5) is handled by Prof. Bruce Crawley, who has won both the PCAL and university advising awards.

Communication Studies engages in **high impact practices (SSA 6.3)** recommended by the **Liberal Education and America's Promise (LEAP)** initiative.

Communication Studies contributes to LEAP's essential learning outcomes (**SSA 8.4**) through offering coursework and experiences in knowledge of human culture (COMM 365, 463, and study abroad courses); intellectual and practical skills (every course touches on these skills, with emphases in courses such as 200, 300, and 349); personal and social responsibility (COMM 388) and intercultural knowledge and competence (COMM 365 and 463); and integrative and applied learning through upper-division course projects.

Career development (SSA 9.1) takes place throughout the major, culminating in Capstone, where students research jobs, interview alumni, write resumes and cover letters, and practice interviewing.

Communication Studies **connects with STEM+H (SSA 9.6)** through Health Communication courses. **A Healthcare Communication/Campaigns hire would enable significant collaboration within WKU.**

Communication Studies faculty **support student research (SSA 10.4)** through FUSE grants, co-authoring, mentoring honor's theses, and chairing or serving on graduate thesis committees. The department funds student research. Last year, we spent \$10,000 on student research.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the

profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The Kentucky Future Skills Report areas that Communication Studies graduates might serve include, management, sales, business, and healthcare support. Of the top five general occupation jobs in the future, three are most appropriate for Communication Studies graduates: **office and administrative, sales, and healthcare practitioners**. Communication Studies specifically prepares graduates with the skills employers want (**The 10 Top Skills That Will Land You High-Paying Jobs by 2020, Inc. December 29, 2107**) such as creativity, people management, coordinating with others, emotional intelligence, judgment and decision-making, service orientation, negotiation skills, and cognitive flexibility. Courses in group communication, intercultural communication, organizational communication, leadership, and persuasion build just such skill sets.

Further, since the jobs of the future are **not yet in existence or even imagined yet**, the top skills graduates can bring to the workforce of the future do not include solely 'soft' skills or solely technical skills, but a **smart blend of both (7 Job Skills of the Future (That AIs and Robots Can't Do Better than Humans), Forbes, August 6, 2018)**.

In addition to knowing how artificial intelligence, communication technologies, and design softwares work, the people who will succeed will know empathy and communication, critical thinking, strategy, imagination, and vision found in communication classes.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The key distinctive quality of Communication Studies is its relation with other major programs in the newly enlarged Department of Communication, combined with our strong advising. No program requires more than 36 hours.

Students can stack majors, add certificates (such as User Experience or Political Communication), and blend in minors.

Communication Studies aligns with best practices in the Communication discipline. All courses have been analyzed and aligned with the National Communication Association's guidelines on student learning. Each course requires between 15-30 pages of writing; most courses require presentations and projects; and many courses include specific learning such as press release writing and persuasive campaign development.

The Communication Studies faculty is documented as having **higher levels of publishing productivity than our competitors**. In a 2017 study published by the *Journal of the Association for Communication Administration* (Vol. 36(2), 2017), our program was ranked 54th out of 134 Master's degree programs listed on the website of the National Communication Association. Rankings were determined by the total citations of faculty research available in Google Scholar. Among schools in Kentucky that have a Master's degree in communication, our program came well **above Northern Kentucky (72nd) and Murray State (92nd)**.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Communication Studies is located within a set of five major programs in Communication that together allow for double majoring, stacking of credentials such as minors and certificates, and expose students to key learning in the aspects of the communication discipline and industries that will not only get them their first job, but position them for a career.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Communication is suffering multiple losses of teaching personnel and areas. In health and interpersonal, we have lost two professors. In interpersonal and family, we have lost one. In public communication, we had been relying on just one tenured professor and two retirees to teach the key areas of persuasion, argument, and public speaking. The two retirees will not teach for us after the spring of 2019. So, we need to **enhance Communication Studies** by hiring at least one interpersonal/health communication and one public communication professor. These two areas are key for interdisciplinary connections, grant getting, and workforce development.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Communication Studies related degree conferrals have remained relatively steady over the years from 2000-2016 (https://nces.ed.gov/programs/coe/indicator_cta.asp), leading to the conclusion that communication education with a technological edge will continue to provide good preparation for WKU students.

"The **fastest growing sector of degree conferrals is found in the health professions**. The number of degrees conferred in health professions and related programs increased by 61 percent between 2004–05 and 2009–10 and then by 67 percent between 2009–10 and 2014–15" (<https://nces.ed.gov/fastfacts/display.asp?id=37>).

Given this fast and consistent upward trend, it makes sense to return the capacity to teach health communication and to develop research in it to the Department of Communication.

If we do not make this hire, WKU will have lost a significant opportunity for interdisciplinary study and collaborative research.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Significant changes have been alluded to throughout this report. In 2016-17, Dean Snyder added Advertising, Public Relations, and Popular Culture Studies to Communication. In 2017-18, all programs except POP (we did not yet have a faculty member to run it) were transformed into slimmed down majors, with fewer pre-requisites and more cross-program electives.

Communication Studies has been productive in the face of losses. Communication Studies has **sustained significant faculty losses**, not only in health communication, but also in interpersonal communication, which in many ways is the bread and butter of Communication Studies as a discipline. Ellen Bonaguro and Laura Brown also taught interpersonal communication, as did one of the Minority Postdoctoral Fellows, Tammy Jeffries. Further, Blair Thompson was just taken from the department to serve as the interim director of Teacher Education, for this year and perhaps further into the future. He, too, taught interpersonal communication. **These things need to be on record.**

In the face of these losses, the department perseveres, but **it could do more than persevere—it could thrive** if granted adequate full-time, tenure track faculty members. The good changes we have made to programs are leading to growth in student numbers that will be seen in the spring and fall of 2019, as the word gets out about how these programs suit students for success.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

If we do not receive the resources we need, we will be about exactly where we are at this moment, doing fine, but not growing as we can.

The education and skill set found in the Department of Communication are **just what the careers of the 21st c. require:**

critical thinking, adaptability, problem-solving, understanding of digital and communication technologies, and strong written, spoken, and visual communication skills. No matter what your actual job may be, these skills will help you succeed.

With adequate resources, both faculty and physical, the Department of Communication and the program of Communication Studies will be renewing constantly, as technologies and means of communication morph. And so, Communication Studies will be the department students seek in order to be better doctors, designers, lawyers, salespersons, nurses, farmers, professors, teachers, and managers.

'Adequate resources' means a new hire in health and interpersonal communication immediately, a hire in public communication and rhetoric, and enough space to increase capacity enough to allow growth. Current impediments include the hiring freeze and losing our talented people to higher pay and better opportunities.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | English |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--|
| Program Name: | Creative Writing, MFA |
| Reference Number: | 0478 |
| CIP Code: | 231302 |
| Degree Type (AB, BS, etc.): | Masters |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 48 |
| List Concentrations (if any): | Secondary Concentrations: Composition and Rhetoric (ENCR), Literature (ENLI), Teaching English as a Second Language (ENTL) |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Our MFA in Creative Writing is a two-calendar-year, residential program requiring students to take coursework in both creative writing (mostly workshops) and a secondary area (seminars in Composition, Literature, or TESL) and sit for an oral exam. The courses are

- ENG507, Intro to CW Studies
- ENG 510, Rhetoric & Writing
- ENG 512, Reading as a Writer
- ENG515, 2 Internships (2hr and 1hr)
- 3 Graduate Writing Workshops
- 4 Courses in Secondary Concentration
- 2 Open Electives
- 1 Literature Elective
- ENG599 Thesis (6 hours)

Students also tutor in our writing center, shadow a more experienced instructor who serves as their mentor, and then teach classes on their own during their second year.

The program admits six students a year through a highly competitive process in which an application letter, writing sample, and academic transcripts are closely evaluated. In the four years the program has existed, numbers of applications have increased every year to the point that they have now more than doubled. By admitting a select number of students in each cohort, we are able to work closely with them and provide the kind of mentoring they need as they teach, write, and then prepare to move on to their lives after graduation.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 0 | 0 | 6 | 13 | 13 | 19 |
| Conferrals | 0 | 0 | 0 | 0 | 5 | 6 |
| SCHP | 0.0 | 0.0 | 114 | 228 | 211 | 352 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>First-year MFA students tutor undergraduate students in the writing center. In 2017-18, MFAs tutored 4500 hours as part of their assistantships (\$54,000 worth of labor—\$12/hour is the MA summer tutoring rate). First-year MFA students have served as social media assistants for the program itself, publicizing the program and bringing in more applicants, and as editorial assistants for Steel Toe Books, the publishing house founded at WKU.</p> <p>In the second year, MFA students teach 88 students annually in four composition courses; in other words, 6 MFA GTAs instruct over 500 WKU undergraduates each year in exchange for a modest stipend and tuition remission. This is an economic boon for WKU, and it's also important for undergraduate student retention that we have motivated, smart, enthusiastic teachers interacting with WKU's first-year students.</p> <p>MFA students have also brought their experience to bear on the undergraduate side of the creative writing program since graduate students and undergraduates occasionally take courses together. In this way, there is not a rigid barrier between the two groups of students. The undergraduates benefit and are challenged by their interactions with the graduate students inside and outside of the classroom. The graduate students gain experience by filling informal mentor roles to undergraduates.</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>Our graduate students have been extraordinarily productive both while they are in the program and after they graduate. Exit survey data we collected for the first two cohorts reveals that our MFA students have already published thirty-two short stories, sixty-three poems, twenty-six essays, and two poetry chapbooks. One scriptwriting student had a short film produced. In addition, our graduates have been finalists for national book contests three times. We have clearly done an excellent job of selecting talented, hard-working writers whose careers have just begun.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-----|---------|------|------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 100% | 5 | 100% | 82.2% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 83% | 73.3% |
| Time to Degree | N/A | | N/A | | N/A | | N/A | | 2.13 (N=5) | | 2.56 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <ol style="list-style-type: none"> Students will demonstrate the ability to read as writers, with a detective’s eye for detail, always seeking to learn more about the craft of writing. [assessed through our classes and thesis defenses] Students will demonstrate the skill to produce publishable, award-winning works. [assessed through exit interviews and alumni surveys] Students will demonstrate that they have the knowledge for rewarding careers in creative writing, composition, literature, and/or literary editing. [assessed through our alumni surveys] Students will demonstrate knowledge of skills and perspectives on life-long learning as it relates to personal and professional development. [assessed through thesis defenses, coursework, exit surveys, and alumni surveys] Students will demonstrate that they have adequate professional knowledge in one of three secondary career concentrations in Teaching English as a Second Language, Composition/Rhetoric, or Literature. [assessed through coursework and thesis defenses] Students will demonstrate that they have the skills to build literary communities via writing groups, book circles, public readings, blogs, and publishing projects such as small literary presses and both print and online journals. [assessed through the internship program and the exit interviews] Students will demonstrate that they have the skills to be comfortable and competent public readers of their work. [assessed through coursework and alumni surveys] <p>We always intended for the MFA students to participate in internships that sent them out into the local community. It’s possible that students weren’t as familiar with the region as they needed to be, but they weren’t taking advantage of community-based internships. We pushed the students to search for these kinds of internships in Intro. to CW Studies, and this year one of our MFA students is taking on an internship at Hope Harbor here in town. We hope this will open the door for future students to do the same.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Since our students are earning a terminal degree, it is most natural for them to enter the teaching ranks or to go on to more graduate school by gaining admission to a PhD program. However our program was designed to give our graduates a wide variety of options for employment after graduation, including but not limited to working in publishing or business. The required secondary concentrations in composition/rhetoric, literature, and TESL encourage preparation for a number of careers. We use our exit interviews and alumni surveys to track where our graduates end up, and it’s fair to say that 100% of our graduates are employed in a variety of fields. Three of our graduates have gone one to more graduate studies at the PhD level. One is employed as a community college instructor in Texas. One works for the book distributor Ingram in Nashville. One has recently entered a sales training program in Missouri. These profiles of our first two graduating classes highlight the variety of work that our MFAs are doing: Class of 2017 and Class of 2018.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |

One of the ways the program tracks the needs of employers is through our internship program. MFA students are required to write a paper about their internship experience, and we ask them to address the skills employers are looking for and how we are addressing those skills in our program. In this way we feel we will be better able to prepare students for the workforce.

One recent example in which we received feedback from an internship employer involved a student who spent a summer as a publishing intern at [Sarabande Books](#), one of the country's premier independent literary publishers. The student informed us that her employers at Sarabande found her to be particularly prepared for her work there because she had previously worked as a graduate assistant at [Steel Toe Books](#) in our program. Her experience at Sarabande as well as their feedback reassured us that the work we're requiring of our students is helping prepare them for the needs and expectations of employers. It also let us know that the other work students are doing in the program—tutoring, teaching, reading and responding to their peers' work—contributes to the skills they will take with them into the workforce.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

In addition to the publication and employment success, one of our 2018 MFA graduates, [Elizabeth Upshur](#), earned a Fulbright, becoming the first WKU student to earn a Fulbright to Africa. And one of our 2017 graduates, Erin Slaughter, just published a short story in [Prairie Schooner](#), one of the most prestigious literary journals in the world. Both of these are amazing accomplishments for our young program.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 1 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$275 | \$128 |
| SCHP/FTF by Dept. | 360 | 371 | 351 | 367 | 353 | 375 |
| % SCH by FTF by Dept. | 55.6% | 54.2% | 58.7% | 60.0% | 63.7% | 75.8% |
| Median Class Size by Level | 8 | 9 | 8 | 8 | 7 | 8 |
| % Under-Enrolled Sections by Level* | 58.3% | 63.6% | 66.7% | 81.3% | 62.5% | 58.2% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Over the past five years, the department has earned \$225,655 through DELO (average of \$45,131). We have supplemented professional development, updated classrooms, equipped computer labs, purchased projectors, funded student recruitment activities, and supported student travel. Over the past five years, we have generated over \$28,500 through the WKU Foundation (average of \$5700/year) to support faculty development, student travel, awards, etc. In 2016, we replaced the CLEP Literature Exam with an English 200 Departmental Exam. While the exam was created to provide a better measure of students' achievement of learning outcomes in English 200, over three years, it has also generated over \$8600 (average \$2850/year) to support professional development in the department.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The MFA in Creative Writing and MA in English are complementary programs, as these students work together in the Writing Center and take courses with each other.

In summer 2018, our MFA and creative writing programs lost a fiction-writing specialist; we must replace her to maintain the programs' quality.

*We disagree with data for median class size and under-enrolled sections because combined graduate and undergraduate courses don't appear to have been considered and WKU had been operating at a significantly lower graduate course cap before the new number was retroactively put into place.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Our MFA program supports a number of the goals, objectives, and strategies of WKU's strategic plan. On page four under "Students," the strategic plan calls for students to "participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships." Our rigorous internship program allows students to have the types of shared intellectual experiences outside of the classroom that can lead to future employment. Goal 5, Strategy 12 of the strategic plan also calls for students to become "good, productive citizens." A key component of our MFA program, and one of the things that makes it unique, is its emphasis on literary citizenship, the notion that we're not just turning out writers but active members of the community. Our intensive thesis process and small program allow students to "cultivate individual research projects," which supports the strategic plan's stated goal on page eight under the section called "Our Hill." And the teaching, tutoring, and internships allow our students to "improve the quality of life regionally [and] support regional economic diversification" as stated in goal four of the strategic plan on page 13 under the section called "Our Community and Beyond."

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The unique structure of our MFA program and its emphasis on career preparedness alongside artistic development supports and fulfills the statewide agenda of making career development an institutional and statewide priority. Our program, through its coursework about the profession and through its internship program, provides students with "clearly articulated career pathways," which meets the statewide plan's objective 9.1. Because we solicit feedback from the students about their internships we "work with the employer community" to understand ways we can better prepare our students for their lives after WKU in support of statewide objective 9.3. Our MFA students, who are a rather diverse group, also support the statewide Objective 1 of improving the diversity and inclusiveness of Kentucky's campuses.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

One of the distinctive features of our MFA program is that students take a career-focused secondary emphasis in one of our English department's other concentrations such as Literature, Rhetoric/Composition, and Teaching English as a Second Language (TESL). This approach better prepares them for life after graduate school than traditional "studio-style" MFA programs. Furthermore, students complete internships to gain hands-on professional training in editing and teaching that will open avenues for later employment. Our students' success in gaining employment is a sign of the effectiveness of our approach.

The [Association of Writers and Writing Programs \(AWP\)](#) regularly compiles reports on the number of academic and non-academic jobs available to MFAs every year. According to the data available from AWP's latest survey conducted in 2015-16, 890 academic jobs were available, and a record high of 1306 nonacademic jobs were available. As of November 2018, The Kentucky Future Skills Report anticipates that 145 writer/author jobs are/will be available in Kentucky from 2017-2021. Of course, students would also be positioned to take college instructor, technical writing, and TESL jobs, depending on the secondary concentration they choose.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The design of WKU's MFA program is unique in several ways. The extensive coursework in the secondary area and internships uniquely prepare our students for the workforce or further graduate study. Our program is also unique among MFA programs housed in English departments in that we offer students the option of concentrating and writing a thesis in one of four

different areas—fiction, creative non-fiction, poetry, and scriptwriting. Given students' increasing interest in film and television writing, our inclusion of scriptwriting component is one of our most unique features for attracting students and makes our program one of the most distinctive in the nation. The increasing number of applications and student satisfaction shows that the program is off to a great start.

Because we recruit and admit students from all over the country, we have contributed to the diversity of the student population. In just a few years, we've had students from Russia, California, Utah, Texas as well as Wisconsin, Virginia, and Pennsylvania. One quarter of our first two cohorts came from underrepresented minority groups, and we have also been able to hire a more diverse faculty since the creation of the MFA program (Shane Book, Jessica Folk, Cheryl Hopson.)

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We have a successful MFA program and maintaining it would continue to produce excellent results. However, an opportunity exists to enhance the program. The national trend is toward MFA programs lasting three years instead of two, and if we kept credit hours basically the same, eliminated the summer component, and expanded to three years, we would reap additional benefits. To make this work financially, we would decrease the annual number of students we admit from six to five—we would then have fifteen total students in the program at one time instead of the current twelve. Consequently, we would have ten students teaching every year instead of six, which would give GTAs more teaching experience and additional mentoring from faculty. The additional year would also give students more time to work on their theses and more time to prepare for what they want to do when they finish the program. The revisions would benefit the department by allowing us to cover more sections of general education classes instead of relying on adjunct help. Finally, it might allow the MFA students to teach some different general education courses or even Introduction to Creative Writing (ENG 203), all of which would make them more marketable and employable.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

There are no national data available (that we could find) on the conferral of MFA degrees in creative writing. We have deliberately limited the number of students admitted and have had a steady increase in competitive applications since the program's inception (see 1a).

If anything, our program has been a little ahead of the curve in some regards. When we created the program, we placed creative writing pedagogy and literary citizenship at the heart of the curriculum. Over the past five to ten years, creative writing pedagogy has been emerging as a key area of study within the larger field of creative writing. Very few MFA programs in the country place this kind of emphasis on pedagogy, but more and more will do so in the future. In that way, we have staked out a unique place for our program that is lining up with national trends. Our internship component also addresses the national trend of trying to ensure that students can graduate from an MFA program and be able to do more than simply write. The high employment numbers for our graduates show how successful we've been at doing that.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Using student feedback and our own assessment, we have made small adjustments to the program. We have continued to focus our attention on recruiting and admitting better and more accomplished students. To that end we have advertised in national writing publications like *Poets and Writers* and *The Writer's Chronicle*. Every year, one graduate student serves as the assistant to the program director and their main job is publicizing the program. We continually utilize social media to recruit, publicize, and share student successes. We have also created a mailing list of a large number of undergraduate English departments, and we reach out to them with a creatively designed email to share with their students. We have also found that our current students and alums are one of the best sources for spreading the word about our program, and we frequently receive applications from students who have heard about our program from a current or past student. Publicizing the program is an ongoing job.

In 2018, we instituted a two-year course rotation to help students plan for course offerings (semesters, days, and times). The department contacted affiliated programs to address scheduling conflicts that had occurred in the past to prevent future conflicts.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We believe that the best course of action is to convert our program from a 2-year to a 3-year program as described above—the costs would be minimal and the positive impact on students would be significant. We would hope to see more applications submitted from an increasingly diverse pool of applicants. If we opt to grow the program by adding an additional year, we would be bringing the program in line with the national trend for MFA programs, giving our students even greater opportunities to prepare for the job market, and providing additional teaching support for WKU. When one considers the value of course coverage that we would get with a three-year program, we would experience more than enough savings from the part-time budget to make up the difference in outlay for stipends and tuition remission. We would also increase our terminal degree production by 25%.

Whether we make this change to the program or not, we hope to continue to recruit and retain excellent graduate students who will continue to contribute in a big way to the life of the university and the community.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



| | |
|--------------------|----------------|
| Department/School: | Communication |
| College: | Potter College |

| | |
|-------------------------------|--|
| Program Name: | Corporate and Organizational Communication |
| Reference Number: | 522 |
| CIP Code: | 09.0901 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | none |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The new, 36-hour Corporate and Organizational Communication program (effective Fall 2018) prepares students to understand and apply communication theories/concepts that explain human interaction in the workplace and guide the formulation of messages for the organization and its constituencies in a wide range of situations. Students build competence in critically analyzing communication within organizations, develop skill in assessing internal and external communication need, and become proficient in developing strategic communication plans for diverse audiences.

Students engage in a solid core of organizational communication courses and are exposed to complementary courses focusing on message strategy, human relations, critical thinking, and proficient writing. Elective courses are carefully chosen with an adviser to ensure the student receives the necessary background to succeed in an organizational setting.

The program requires a second major and partners well with Marketing, Sales, Business, Public Relations, Nonprofit Administration, and Tourism, giving students more opportunity and flexibility to create their own career options. Courses are delivered in multiple formats: 71% of required courses and 76% of elective courses are offered both face-to-face and periodically online.

Admission requirements include 1) completion of minimum 24 hours of coursework, 2) minimum overall GPA of 2.3, and 3) completion of COMM 200 with a grade of "C" or better.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 80 | 59 | 73 | 60 | 61 | 89 |
| Conferrals | 27 | 24 | 19 | 21 | 26 | 22 |
| SCHP | 973 | 865 | 956 | 792 | 813 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

Corporate and Organizational Communication courses make significant contributions to other undergraduate and graduate programs across **all five colleges** of the University.

Undergraduate Level:

1. Two core/required courses (COMM 200 and COMM 349) are in Colonnade.
2. Core courses are included in **15 other majors** (12 outside the Department of Communication), **5 minors** (4 outside the Department of Communication), **2 certificates** (1 outside the Department of Communication), and **1 Associate degree**.
3. Elective courses are included in **14 other majors** (12 outside the Department of Communication), **4 minors** (3 outside the Department of Communication), **1 certificate** (outside the Department of Communication), and **1 Associate degree**.

Graduate Level:

4. The program is also intricately tied to the JUMP program leading to a Master of Arts in Organizational Communication. Of the 12 students who have entered the JUMP program, **9 of those are Corporate and Organizational Communication majors**.
5. In addition to JUMP students, **5 Corporate and Organizational Communication graduates are currently enrolled** in the Organizational Communication graduate program.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Despite lower than median program enrollment, conferrals for the Corporate and Organizational Communication program have remained steady at or above the University median. Our students are earning their degrees. In addition, as evidenced above, our courses are not only **in demand for Colonnade credit** but also well **integrated into multiple other majors, minors, and certificates** across campus.

We believe the **curriculum revision made in 2017/2018, effective Fall 2018**, will bolster enrollment once students become aware of the flexibility and ease with which they can tailor their own studies in partnership with other programs.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-----|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 3 | 100 | 3 | 66.7 | 1 | 100 | 4 | 100 | 2 | 100 | 69.4 |
| Progression | | | 60 | 73.3 | 61 | 85.2 | 65 | 84.6 | 68 | 77.9 | 61.3 |
| 150% Graduation Rate | 2 | 100 | 0 | 0 | 4 | 100 | 4 | 75 | 3 | 66.7 | 54.1 |
| Time to Degree | 3.85 | | 4.62 | | 3.76 | | 6.1 | | 3.89 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student Learning Outcomes were thoughtfully constructed to reflect the curricular goals outlined by the **National Communication Association**, the leading body of scholars and professionals in the communication discipline.

| PROGRAM GOALS | CORE COURSE ALIGNMENT |
|--|------------------------------|
| Communication majors will understand <i>Goal 1: The communication process and human relational interaction in increasingly complex and diverse environments.</i> | COMM 200, 346, 349, 362, 489 |
| <i>Goal 2: Multiple theoretical and philosophical perspectives of communication as reflected in its history.</i> | COMM 200, 300, 362, 462, 489 |
| <i>Goal 3: The role of ethics in communication.</i> | COMM 200, 300, 346, 362, 462 |
| Communication majors will demonstrate competency in <i>Goal 4: Analyzing situations and constructing and delivering messages.</i> | COMM 300, 346, 362, 462, 489 |
| <i>Goal 5: Conducting reflective analysis of discourse and construction of arguments intended to influence beliefs, attitudes, values, and practices.</i> | COMM 346, 362, 462 |

| | |
|---|------------------------------|
| Goal 6: Analyzing and interpreting mediated communication (i.e., CMC, organizations, mass media, politics etc.). | COMM 200, 300, 362, 462 |
| Goal 7: Analyzing the role of communication within organizations. | COMM 200, 362, 462, 489 |
| Goal 8: Systematically asking questions, attempting to answer them, and understanding the limitations of the findings. | COMM 300, 349, 489 |
| Goal 9: Adapting communication across contexts and diverse communities. | COMM 200, 349, 362, 462, 489 |

Assessment begins at the macro-level **where courses are systematically aligned with SLOs**, ensuring presence in multiple core courses. At the micro-level, professors of each core course collaboratively construct a designated assessment assignment/rubric that best showcases students' mastery of respective SLOs. They meet annually to evaluate students' work, discuss qualitative and quantitative assessment data, and make changes when needed.

For example, in May 2015, COMM 362 professors noticed a steady decline in students' ability to apply course concepts to analyze the role of communication in organizations (Goal 7). Consequently, they revised the major assignment to include clearer directions, more examples, and a guiding matrix. In May 2016, they reexamined the data to find that student performance had improved. They **consistently "close the loop"** by using data-driven results to make changes to improve student learning. Assessment reports for each core course are submitted annually to the Department Head. **The outcome-based approach and strong course alignment ensure assessment data impact the program, all the way down to specific learning activities.**

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Feedback on the success of graduates is obtained through periodic alumni surveys conducted by the Department of Communication, WKU alumni reports, and continual monitoring of graduates' professional social media accounts, such as Linked In.

Based upon the **titles of communication alumni** found in the WKU alumni database, key areas of professional opportunity include the following:

- Business (sales, customer service, account managers, corporate marketing, strategy, employee benefits)
- Education (teacher, counselor, advisor, researcher, administrator, admissions, college recruiter, college placement)
- Technology (trainer, systems analyst, technical copywriter, information systems)
- Social and Human Services (human resources, public relations, public administration, philanthropy, recreation)
- Government/Politics (public information officer, speech writer, legislative assistant, lobbyist, research specialist)
- Health (health educator, hospital administration, health communication analyst, activities director, fundraiser)
- International Relations (translator, tour coordinator, diplomat, foreign relations officer)
- Law (public defender, corporate lawyer, legal researcher, mediation, paralegal, city/county attorney)

Our majors often work in **four of the top eight employment sectors** identified by the 2018 *Postsecondary Feedback Report*, including healthcare, education, public administration, and administrative. Furthermore, according to *The Economic Value of College Majors* 2016 report released by Georgetown University's Center on Education and the Workforce, "college graduates with a bachelor's degree in Communication can expect to earn a median average of \$54,000."

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

First, our majors must complete a 200-hour internship including two supervisor evaluations. **Those evaluations invite employers' feedback** on students' performance, as well as curriculum and desirable skills/abilities of prospective employees.

Second, we seek feedback regarding employment trends from our **Communication Advisory Council**, consisting of area alumni in a variety of industries. The faculty regularly reviews the suggested list of critical competencies in relation to specific coursework and update courses as needed.

For example, the Advisory Council noted an increasing need for students to write video scripts and integrate video into emails. Professors agreed to add content to the Advanced Organizational Communication course to ensure students receive the training they need for 21st century jobs. Consequently, in the program curriculum revision, courses such as Communication in the Digital Age and Writing for Digital Texts & Media were added to address employers' growing need for technologically competent employees.

Finally, we routinely consult **national data** concerning employer needs. Our students graduate with communication and related skills often cited among the top five most desired employee attributes:

1. communication, problem-solving – *The Chronicle of Higher Education*
2. problem-solving, teamwork, written communication, leadership – National Association of Colleges and Employers
3. communication, teamwork, leadership – www.mba.com
4. teamwork, decision-making, communication – www.forbes.com
5. communication, teamwork, thinking skills – www.careers.govt.nz

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our retention, progression, and graduation rates are consistently above University medians, while our time to degree is routinely shorter. Typically, students do not enter our program as freshmen, but rather find our program later as they become exposed to communication courses, particularly through COMM 145, COMM 200, COMM 263, and COMM 349 in the Colonnade. In addition to aligning courses with SLOs, our core courses also integrate a variety of **high-impact educational practices** cited by the Association of American Colleges & Universities. According to the AAC&U, these are the practices that “educational research suggests increase rates of student retention and student engagement.”

1. Writing-intensive courses – COMM 200 (one of only three Writing in the Disciplines courses in Colonnade)
2. Collaborative Assignments and Projects – COMM 349
3. Undergraduate Research – COMM 300
4. Service Learning, Community-Based Learning – COMM 349
5. Internships – COMM 489

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------------------|--------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCH/FTF by Dept. | 364 | 363 | 432 | 447 | 400 | 375 |
| % SCH by FTF by Dept. | 63.3 | 65.5 | 65.1 | 69.3 | 65.7 | 75.8 |
| Median Class Size by Level | 24 | 19 | 24 | 24 | 20 | 19 |
| % Under-Enrolled Sections by Level | 27.3 | 35.1 | 29.6 | 26 | 33.8 | 36.3 |
| Combined faculty data for Communication Studies, Corporate and Organizational Communication, and Communication Studies Minor | | | | | 4.81 TE 1.76 NTE | |
| --Credit hours generated | | | | | 2,759 | |

| | | | | | | |
|------------------------|--|--|--|--|----------|--|
| --Cost per credit hour | | | | | \$133.64 | |
|------------------------|--|--|--|--|----------|--|

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Corporate and Organizational Communication program primarily contributes to the Department of Communication's revenue streams through **DELO funds**. DELO points are accumulated through online teaching. Currently, two of the core courses (COMM 362 and COMM 349) are offered online nearly every semester. Additionally, two other core courses (COMM 200 and COMM 462) and five elective courses (COMM 260, COMM 364, COMM 451, COMM 300, and COMM 471) are taught periodically online. DELO revenue benefits faculty and students across the Department of Communication, largely funding conference travel which not only enhances student learning experiences, but also provides important opportunities for faculty to develop as teacher-scholars.

Overall, the Department of Communication has received modest philanthropic support in the past, with the exception of the most recent gift establishing the **Carl L. and Mary Anne Kell Distinguished Lecture Series** in Communication, an annual lecture series designed to address contemporary issues of communication in society. Students across the University will benefit from scholarly presentations educating audiences about the ways in which communication extends far-beyond simply public speaking.

Dr. Kell also established the Dr. Carl L. and Mary Anne Kell **Internship Scholarship** to support students completing summer internships, a particular benefit to Corporate and Organizational Communication majors whose required internships are often unpaid by employers.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

[Note: Because of the overlap of courses required or elected in the Communication Studies and Corporate and Organizational Communication major programs and the Communication Studies Minor Program, at the advice of Dr. McElroy, we combined the costs for these three programs into one number.]

As evidenced by the data above, the Corporate and Organizational Communication program is run quite efficiently, offering quality courses at above University median class sizes and **generating more SCH at nearly half the University median cost**. However, full-time faculty are only teaching approximately two-thirds of our courses, and our non-tenured faculty is double that of the University median. Comparatively, based on cost and production, our full-time faculty is a good investment. The data above reference total faculty across the Department of Communication. Those teaching in the Corporate and Organizational Communication program also teach courses in the Communication Studies program. Therefore, the Department of Communication and our students would be better served by adding a full-time, tenure-track faculty member who could bring expertise to growing areas of employment, **in particular, healthcare**, to both communication programs.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Corporate and Organizational Communication program supports **WKU's Strategic Plan in the following ways:**

1. Facilitate student advising through a dedicated program advisor who meets with every major student prior to registration and has won advising awards at college and university levels to ensure student completion (Students/3.8),
2. Prepare students for career and life through a focused curriculum that undergoes annual assessment (see 3.B.), integrates high-impact practices (see 3.E.), and allows students to tailor their academic and career interests (Students/5.12 and 13),
3. Support the Colonnade Program with two core courses (Hill/3.9),

4. Provide up-to-date classroom technology and faculty training, as well as create two new courses to address technology skills and trends (COMM 451 and COMM 212) (Hill/3),
5. Conduct annual reviews of faculty teaching and research, offer travel funding for pedagogy training and research presentations, monitor instructional practices and scholarly activity in T&P reviews (Hill/3.10, 4.15),
6. Integrate high-impact practices in numerous courses (see 3.E.), including collaborative learning, particularly in COMM 349 where students participate in a semester-long problem-solving group project (Hill/3.11),
7. Meet demand and maximize student progression/completion by monitoring and revising course offerings (see 6.C.) (Hill/4.12) and offering 83% of the program online (Community/3.8),
8. Engage the community through service learning projects (Community/1.1) and alumni as guest speakers and internship supervisors (Community/6.17 and 18)
9. Align courses with business and industry feedback and needs (see 3.D.) (Community/1.2),
10. Integrate critical thinking, problem solving, and effective interpersonal, group, and organizational interactions throughout curriculum (Community/1.4)

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Based upon the **Statewide Strategic Agenda (SSA)**, we address the following:

1. Focus on student advising through a dedicated, award-winning program advisor who has 10+ years of experience (SSA 6.1),
2. Reduce time to degree by reducing required hours, removing unnecessary prerequisites, and streamlining course sequencing (SSA 6.2),
3. Integrate high-impact educational practices as recommended by the LEAP initiative (see 3.E.) (SSA 6.3),
4. Conduct regular program/course assessment and “close the loop” by revising instruction, assignments, and/or curriculum as needed (see 3.B.) (SSA 8.1),
5. Support faculty travel to and participation in pedagogical training (SSA 8.2),
6. Contribute to LEAP’s essential learning outcomes through coursework emphasizing intellectual and practical skills (inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving) in all of the core courses (COMM 200, 300, 346, 349, 362, 462, and 489) and integrative and applied learning in all upper-division courses and particularly the internship (SAA 8.4),
7. Survey communication alumni (Advisory Council) and Kentucky employers (internship supervisors) to assess the career readiness of current students, to identify needed skills for the future, and to develop and evaluate the program (see 3.D.) (SSA 9.2 and 9.4),
8. Develop careers throughout the curriculum, particularly working with employers to provide internships (SSA 9.1 and 9.3),
9. Increase opportunities for undergraduate research through the required research methods course (COMM 300), FUSE grants, and Honors projects/theses (SSA 10.4).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Corporate and Organizational Communication graduates work in a variety of occupations (see 3.C.), including sales, healthcare, management, and business which are **among Kentucky’s top 10 largest projected employment occupational categories**, according to the **Kentucky Occupational Outlook to 2026** report (p. 2). Furthermore, our graduates are prepared

for positions as general and operations managers, business operations specialists, and other managers, which are **three of the occupations with the most openings** given a Bachelor's degree (p. 11).

Nationally, according to *The Labor Market for Recent College Graduates* report, based on the U.S. Census Bureau's American Community Survey and released in January 2018, the unemployment rate for Communication majors is only 3.9%, the lowest among all humanities and social science disciplines.

In addition to these statistics, the demand for communication and organizational skills in employees across industries continues to increase. As outlined in section 3.D. above, **national data** from multiple agencies consistently show that **employers are looking for communication, problem-solving, leadership, critical thinking, and teamwork**. These skills are generally embedded throughout the Corporate and Organizational Communication curriculum and particularly in courses such as persuasion (COMM 346), small group communication (COMM 349), organizational communication (COMM 362), crisis communication (COMM 364), and leadership (COMM 330). The combination of desired 'soft' skills and our increased focus on technical training in digital contexts prepares our graduates as successful contributors and decision makers in any number of occupations, organizations, and industries. Both state and national data suggest that the employment outlook for communication graduates is positive.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The new Corporate and Organizational Communication program is distinctive in its **unique balance of theory and skill**. Theoretical concepts forge a foundation of knowledge that is then applied to and tested in real-world organizational contexts. The program proactively responds to the skills needed by today's employers but also demonstrates forward thinking to address organizational trends toward increasing multi-nationalism and digital media.

The Corporate and Organizational Communication program enjoys a **strong reputation in the discipline**, in large part to the faculty who are distinctive in both training and research. Core courses are primarily taught by faculty who earned Doctorates from Research 1 and Research 2 institutions, including Arizona State University, Kent State, Purdue University, University of Kentucky, University of Kansas, and Wayne State. Faculty members are also active researchers. According to a recent article in the *Journal of the Association for Communication Administration*, when comparing Master's-only institutions across Kentucky, we are second only to the University of Louisville in terms of total research citations (Allen et al., 2017).

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The Corporate and Organizational Communication program aligns with multiple objectives and strategies of both WKU's Strategic Plan and the Statewide Strategic Agenda. It addresses current workforce trends across the state and nation, and it has earned a strong reputation in the communication discipline. It is uniquely designed to offer students' a solid foundation of skills most desired by employers, as well as unlimited opportunities to carve out their own career interests by adding another major, minor, and/or certificate.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We have already begun to move the Corporate and Organizational Communication program forward by strategically revising the curriculum to streamline the focus and reducing the required hours. The program complements numerous other programs, enabling students to tailor their coursework toward their specific academic and professional goals. After much discussion, we identified our core competencies based on faculty expertise and resources and then packaged our offerings in a way that is both appealing and accessible to students.

While many program improvements have been made, a review of employment trends suggests a deficiency in our preparation of students to competitively navigate careers in health organizational contexts. While we have some alumni working in healthcare, **we see healthcare education as a market for new students (both current and future healthcare professionals) who want to bolster their STEM+H training.**

A trained health communication professor would enhance the Corporate and Organizational Communication program with courses in health campaigns, as well as add to the Communication Studies program with interpersonal health courses and reignite graduate efforts toward providing a certificate in Communication in Healthcare. **A dedicated health communication line would provide the resources needed to make interdisciplinary connections in areas, particularly the sciences, where we are currently lacking.**

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

According to the National Center for Education Statistics, **health professions and related programs conferred the second largest number of undergraduate degrees 2015-2016, second only to business.** Communication and related programs conferred the eighth largest number of undergraduate degrees for that same time period. Both healthcare and communication have enjoyed a steady increase in student interest since 2000, undoubtedly in response to employment trends in the same areas. Our current program aligns well with national trends in both degree conferrals and workforce opportunity, particularly in the area of business. However, the **Corporate and Organizational Communication program would be enhanced by additional resources to address the growing trend in healthcare education and careers.**

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

We spent 2017-2018 completely overhauling the Corporate and Organizational Communication curriculum. The previous program consisted of 54 hours, including 18 hours in other departments. The new 36-hour curriculum, effective Fall 2018, is more streamlined and focused on student outcomes, including a solid set of core/required courses representing primary sub-areas of the communication discipline. Elective courses were carefully chosen to ensure students receive the necessary training to be successful in contemporary and future organizations. We also made efforts to address the following:

1. Revise course sequencing to ensure students receive a strong, core foundation earlier in the program and then have opportunity to choose advanced courses as electives in the areas most appealing to them;
2. Remove unnecessary pre-/co-requisites that might slow a student's progress towards degree;
3. Continue to align courses with the SLOs guided by our national organization;
4. Add/create courses to address the increasing need for students' understanding and creation of digital texts
5. Align program requirements with current faculty expertise;
6. Create new recruitment materials showcasing the program; and
7. Allocate faculty resources to meet expected course demand.

The new revised curriculum pairs well with multiple other majors, allowing students to construct a combination of program areas that best fits their academic and professional goals. The new Corporate and Organizational Communication program is focused on preparing students for organizational employment and leadership, yet flexible to enable students to pursue their own specific contexts of interest.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

With the new 36-hour curriculum, the Corporate and Organizational Communication is poised to grow in the next 5 to 10 years as students learn of the ease with which they can construct their academic studies to best fit their career aspirations. The curriculum does an excellent job of providing students with the kinds of skills desired by 21st century employers, namely, oral and written communication, critical thinking, problem solving, leadership, and teamwork. We tell our students that we are developing their "tool box"—a plethora of skills that every graduate will need despite his/her occupation or industry. When combined with another area of interest, albeit it accounting, law, medicine, education, or any number of other fields, it is their communication and related skills that will give them the competitive advantage.

The amount of growth, modest or exponential, will depend upon the resources available. An **added healthcare/campaigns line** would allow us to attract students who are increasingly interested in health related organizations and thus better respond to market trends and future community and statewide needs. Impediments currently include the hiring freeze, as well as limited and outdated physical spaces where we can integrate the kinds of technology-based training that we recognize as an important piece of our curriculum.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC
PROGRAM EVALUATION
PROGRAM SELF-**

STUDY WORKSHEET 19
October 2018

| | |
|--------------------------------------|------------------------------------|
| Department/School: | Department of Sociology |
| College: | Potter College of Arts and Letters |
| Program Name: | Criminology |
| Reference Number: | 421 |
| CIP Code: | 450401 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The MA in Criminology is a fully online program currently (2019) ranked #16 by the U.S. News and World Report for “Best Online Graduate CJ Programs.” No accompanying program or certificate is required. The program introduces students to contemporary research, theories, and policies in the field of crime and crime control. It caters to a diverse array of students many of whom are current criminal justice professionals seeking education for professional growth. As such, the program provides knowledge-transfer and professionalization impact on the region’s criminal justice system and beyond. The program requires the completion of 30 credit hours of graduate work, i.e. 10 classes all of which are offered by the Department of Sociology, although a joint agreement with Eastern Kentucky University allows for some ECU graduate courses to count toward the WKU CRIM MA. Up to 12 credit hours may be completed outside the Department of Sociology. An oral examination as part of an applied research project is required for the degree but a thesis is not. Admission is selective, requiring a GAP score above 600, where the GAP is calculated as (undergraduate GPA x100) + (GRE total score), with a GRE Analytical Writing score of 3.5 or higher.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 14 | 17 | 15 | 19 | 22 | 19 |
| Conferrals | 4 | 3 | 2 | 4 | 3 | 6 |
| SCHP | 133 | 141 | 153 | 195 | 163 | 352 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The program contributes to the departmental and university mission by professionalizing the region’s criminal justice and by expanding students’ understanding of social causes and consequences of human behavior in groups and organizations using appropriate methodologies and analytical frameworks. Master of Arts in Criminology is not currently supporting any other program and is not involved in JUMP program. However, there is some ongoing discussion with the Political Science Department about the possibility of a joint master’s degree or certificate in Criminal Justice Administration. These discussions are in the beginning stages, but would represent an area where regional demand for such a degree/certificate could be significant. The interaction between undergraduate and graduate programs does happen but primarily in indirect ways – since the same professors teach in both programs, knowledge transfer about research and practice of Criminology goes in both ways, including fostering potential future allies and job contacts for Criminology undergraduates.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 3 | 0.0 | 2 | 50.0 | 6 | 16.7 | 3 | 33.3 | 7 | 57.1 | 595 82.2 |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | 2 | 50.0 | 3 | 0.0 | 2 | 0.0 | 6 | 16.7 | 3 | 0.0 | 505 73.3 |
| Time to Degree | 2.83 | | 7.11 | | 6.00 | | 2.34 | | 3.33 | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The general goals which guide the delivery of the program:

- Provide online courses that incorporate high impact practices and adhere to ADA guidelines on online course delivery.
- Provide relevant courses that enhance knowledge of criminological phenomena from both theoretical and applied perspectives.
- Provide courses that improve writing and analytic skills that translate to careers in policing, the court system, probation and parole, law, organizational leadership, corrections, juvenile justice, and other private and public sector career fields related to human services.

Abridged SLOs for core courses:

- Learn the intellectual history of major criminological theories
- Understand the key claims, concepts, and criticisms of each theory
- Gain knowledge of research findings' (in)consistency with theoretical claims
- Learn to apply concepts, i.e. develop policy implications
- Learn about the history of punishment in pre-modern societies.
- Understand the social and theoretic changes which led to emergence of modern corrections.
- Understand contemporary theories of corrections and debates about their goals and validity.
- Explore major correctional issues and controversies in contemporary U.S.
- Learn statistical techniques that will enable you to read, understand, and critically evaluate research that uses these statistical methods.
- Identify which statistical techniques to use for different levels of measurements.
- Learn how to compute and interpret various statistical techniques.
- Learn how to analyze and interpret data using Stata statistical software.
- Describe the research process and understand the components of research design.

- Compare and contrast different techniques of each stage of the research process (i.e., sampling techniques, research designs, primary or secondary data usage).
- Locate valid sources of research and document them properly.

To date, these SLOs have not been comprehensively assessed.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Many, but not all, of our Criminology MA students are practitioners seeking career advancement through graduate education. Many of our students are interested in efficiently gaining skills that will create opportunities for job growth and advancement. In one recent effort to contact alumni, we created career profiles for graduates who work in local police and service agencies. The initial efforts at collecting alumni profile information revealed 18 graduates work for the Bowling Green Police Department. The Criminology MA degree supports career entry and career advancement in law enforcement, probation and parole, corrections, social work, public services, non-profit organization, juvenile system, and other human service oriented careers. According to the Bureau of Labor Statistics there are 37,370 jobs in protective service occupations in Kentucky, which have median annual income of \$35,000. Specific careers in criminal justice have strong median salaries and have experienced consistent job growth. BLS estimates salary and job growth for police and detectives (Md = \$62,960; 7% growth), probation and correctional treatment specialists (Md = \$51,410; 6% growth), and Social and Human Service Assistants (Md = \$33,120; 16% growth). We are continuing our alumni outreach by developing our website and highlighting the successes of our graduates.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The department consults research on high impact practices related to the delivery of online education for the purpose of preparing students for professional careers in criminology and criminal justice careers. Criminal justice agencies require professionally trained graduates who understand the complex nature of crime control and prevention. The needs of employers in criminological career fields are not significantly different from those in other career fields. For example, the National Association of Colleges and Employers found employers seek graduates who have skills in leadership, communication, problem solving, and analytic and quantitative reasoning. Many of our course offerings directly address these skills by exploring a wide range of topics related to criminology that expose students to many of the hard questions that leaders

in various criminal justice domains encounter. One example of our program's response to employer needs is the emphasis placed on research by including three research-skill courses in the core of the program. Our courses in quantitative research methods, advanced social statistics, and applied research project focus on the creation of skills that are highly marketable in data-driven human service agencies and organizations.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Many of our students are criminal justice practitioners seeking to advance in their respective career fields by enhancing their skills and gaining additional credentials. Our program contributes directly to the University's mission by providing a service to local, regional, and global service providers who lead very busy and stressful day-to-days in a career field that routinely encounters crime, offenders, and victims. Our 100% online program ranks 6th nationally primarily because of the direct contact between tenured faculty and students, and the flexibility of the program for people working full time jobs.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 0.6 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 241 | 128 |
| SCHP/FTF by Dept. | 495 | 516 | 513 | 513 | 499 | 375 |
| % SCH by FTF by Dept. | 69.4 | 76.6 | 77.3 | 73.2 | 76.8 | 75.8 |
| Median Class Size by Level | 7 | 5 | 8 | 8 | 8 | 8 |
| % Under-Enrolled Sections by Level | 73.3 | 75.0 | 76.9 | 58.3 | 75.0 | 58.2 |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporateuniversity partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The most relevant external revenue stream for the CRIM MA program is its close affiliation with DELO. Coursework in the program is delivered exclusively through online and On Demand formats, the revenue produced through the CRIM MA is substantial.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Overall, we expend very little faculty effort to teach the Criminology MA program. To maintain the program, only 0.6 faculty members are needed per semester compared to a university median of 12. Student credit hour production (241) is higher than the university median (128), but our production of student credit hours by effort of the faculty member (499) surpasses the university median (375). Thus, the Criminology MA program provides a positive revenue stream without expending significant faculty time, which allows the university to offer a convenient, high-quality (ranked 16th nationally by US News and World Report), and 100% online program.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The CRIM MA at WKU is the only one of its kind in the state of Kentucky. Unlike Criminal Justice programs at other state universities (EKU, UofL) that emphasize study of the criminal justice system, the MA in Criminology Program emphasizes the empirical study of independent variables that explain offending (crime, deviance, and delinquency) and victimization patterns at the individual and macro levels, which is a first step in developing social programs to alleviate these social problems. Western Kentucky University encourages "applied research and public service in support of economic development, quality of life, and improvement of education at all levels, especially elementary and secondary schools." Moreover, the University encourages WKU faculty to contribute "to the identification and solution of key social, economic, scientific, health, and environmental problems within its reach, but particularly throughout its primary service area." The Criminology MA helps educated a workforce that possesses strong training in a variety of research methodologies, quantitative analysis skills, and criminological theory. These qualifications will be assets to employers with local, state, and federal agencies and with various research organizations located in South-Central Kentucky, throughout the Commonwealth, and in other states as we reach distance-learning students through the online web-based curriculum.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

One objective in the statewide strategic agenda is to improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education. An important aspect of this objective is strengthening partnership with workforce partner agencies. The Criminology MA is designed to meet the needs of people already employed in the Criminal Justice System who are looking to improve their education, employment and advancement prospects. One proposal for transforming the CRIM MA is to create a joint Criminal Justice Administration certificate, that would allow Criminology Masters students to take some Public Administration courses as part of the CRIM MA, and thereby gain the education and credentials necessary to become more viable as candidates for administration within the Criminal Justice System. But even without the certificate, the CRIM MA is

primarily geared toward those who are already in careers and looking to improve their prospects through higher education. The CRIM MA is also designed in such a way as to encourage the timely completion of the program for students at minimal cost, per objective #6. Coursework is offered frequently enough and always in an online format so that the degree can be completed within two years.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The Criminology Masters with the option for a Criminal Justice Administration certificate directly addresses a need for education and credentialing in the criminal justice system. The MA-level of education with the graduate certificate expands opportunities for employment at higher levels of responsibility within the local and statewide government agencies and some non-governmental and non-profit agencies.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The distinctiveness of the CRIM MA is that it is the only one of its kind in the state of Kentucky. While other colleges and universities have criminal justice programs, the focus of the Criminology Masters is more broad-based in its scope. It is also a program that is available to students entirely through an online format, thus making it more appealing to those already full-time employed and who may live some distance from campus. Perhaps most noteworthy about the Criminology MA is that it has consistently been ranked in the top 20 of crime-related online masters programs around the country. Specifically, "CollegeChoice.net" ranked the program #5 in 2018 for "Best Online Master's in Criminology Degrees," "Best Colleges.com" ranked the program #10, and "US News and World Report" where it is currently ranked #16. The website "onlinemasters.com" recently featured the WKU Criminology MA as "One of the Best Master's in Criminology" programs in America.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

| | |
|---|--|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>Per the discussions above, an important opportunity going forward is the joint Criminal Justice Administration certificate currently in the proposal stage, but representing an area where there is likely to be demand now and in the future.</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>National trends show continued and increasing demand for career and full-time employed people to pursue education and graduate degrees and/or certificates. The CRIM MA, by design, meets those needs well. Through its online delivery and flexibility, the CRIM MA will continue to help career-oriented people to get the degrees and credentials needed for advancement with employment opportunities.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>The Crim MA program has continued to function as an efficient and effecting graduate program at WKU for the past three years. It is meeting the needs of the niche population with interest in a criminology-based graduate degree.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>The program will continue to be a successful means of enabling career established and oriented people, particularly those employed in the criminal justice system, to receive education and credentials for furthering their careers.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input checked="" type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



**COMPREHENSIVE ACADEMIC
PROGRAM EVALUATION
PROGRAM SELF-**

STUDY WORKSHEET 19
October 2018

| | |
|--------------------------------------|------------------------------------|
| Department/School: | Department of Sociology |
| College: | Potter College of Arts and Letters |
| Program Name: | Criminology |
| Reference Number: | 627 |
| CIP Code: | 450401 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 34 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The AB in Criminology requires 34 hours (22 hour core) and a second major/minor. There are no criteria for admission to keep the major open to all students. Though the AB in Criminology has only existed for 4 years, it has grown to be the 12th largest major on campus.

The majority of the major is delivered face to face (excluding capstone course), but can be obtained entirely at a distance through web/On Demand offerings. The program was created due to the high demand for bachelor’s degree programs in criminology, with the number of criminology graduates doubling nationwide between 1998 and 2008 and job growth being better than average from 2010 to 2020.

The major provides graduates with detailed knowledge of the etiology of criminal offending, victimization and societal reactions to crime. Graduates leave the program with the skill sets necessary for entry into a variety of fields: social services, victim advocacy, non-profit and governmental, public and private research institutions, and criminal justice agencies at the local, state, and national level. Though the program is new, graduates have already entered into many of these occupations. Employment outlook for criminology graduates is good and is discussed in section 3(c).

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 0 | 119 | 255 | 294 | 287 | 89 |
| Conferrals | 0 | 18 | 34 | 43 | 53 | 22 |
| SCHP | 30 | 1765 | 2838 | 3135 | 3176 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

Like the Criminology minor, started in the mid-1980s, the Criminology major, is interdisciplinary with significant contributions from 9 academic departments. The major was created in order to allow our students to be more competitive in the marketplace with students from other universities that have AB/BA programs. In service to the SOCL department, the majority of CRIM courses are electives in the Sociology major/minor. In addition, two courses at the undergraduate level have been offered online with a ‘G’ component to serve the Criminology Master’s program, making more efficient use of faculty resources. To the university, CRIM 332 is also regularly offered as an honors section and a total of 17 courses are accepted across more than 20 other programs (mostly major programs). Beginning in the spring of 2019 the contribution to the colonnade program will increase to 4 courses. Finally, to extend the reach of WKU and assist students who are fully at a distance and those based at the regional campuses, the program offers both winter/summer web offerings and On Demand courses.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Though new, the program’s enrollment is strong. At the start of fall 2018, there were 302 majors. Given the popularity of CRIM programs, consistent need for employees in the field, and appropriate university support, the program expects to grow these numbers. Specifically, approximately 42% of majors are first-generation students (2017-2018), a portion greater than majors at the university (31.5%) and college (29.6%). Further, approximately 21% of criminology majors were underrepresented minorities during the previous academic year compared to the university (15%) and college (16%). Perhaps most remarkable in determining the program’s productivity, its current SCHP (3,176) is three times that of the university median (991—Table 2a).

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-----|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0.0 | 0 | 0.0 | 25 | 40.0 | 63 | 42.9 | 65 | 52.3 | 2513 69.4 |
| Progression | | | 60 | 81.7 | 188 | 58.0 | 260 | 50.8 | 285 | 56.8 | 11514 61.3 |
| 150% Graduation Rate | | | | | | | | | | | 2128 54.1 |
| Time to Degree | | | 3.89 | | 3.92 | | 3.39 | | 3.47 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Below are abridged SLOs for the program. Students graduating from the program will:

- Have an in-depth understanding of the fundamental aspects of crime and how it exists within broader social issues of diversity and inequality in the criminal justice system and in society.
- Have a firm grasp of empirically demonstrated correlates of crime, offending, and victimization at the individual, community, national and international level.
- Understand how criminologists conceptualize deviant behavior and how deviant labels are socially constructed.
- Be familiar with both community and institutional responses to crime and social control.
- Comprehend the cyclical nature of the criminal justice system, the problems this presents for the individual and society, and potential solutions.
- Have learned quantitative techniques used to analyze social phenomena and apply statistics in ‘real world’ settings
- Learn methods utilized by social scientists to examine the complexities of the crime problem.
- Think critically, solve problems creatively, and communicate effectively and intelligently both orally and in writing.
- Be able to meet the current needs of the field that has increasingly begun to stress non-traditional solutions to the crime problem in response to national calls to reform the system and reduce the size of the prison population.

To date, these SLOs have been assessed through the core courses in the program and the CRIM 499 capstone course. The majority of students are able to pass the comprehensive exam in CRIM 499 that covers the core courses. (See section 3(e).) A more qualitative assessment was attempted in the fall of 2017, but a poor sampling frame made assessment difficult. The program is new and the department intends to assess it again in the near future.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The program is only 4 years old and thus, graduates have only begun to establish themselves in their careers. However, the department has reached out to a number of graduates who found employment in occupations related to the field. In the fall of 2017, a career panel series was created through which a number of graduates have visited campus to meet with current students and begin a collaborative process connecting our majors with employment opportunities. The department has also focused on redeveloping its website to feature such graduates. Once completed, the website will have pictures and narratives of groups of graduates employed in different fields (i.e., law enforcement, victim services, etc.). This will allow enrolled and prospective students to bridge the gap between their studies and their future occupational potential. The field is expected to have better than average job growth between 2010 and 2020 (*Occupational Outlook Handbook*). The U.S. Bureau of Labor Statistics projects jobs for criminologists to increase at a faster than average pace between 2012 and 2022. According to the Bureau of Justice Statistics, the criminal justice system alone employed 2.4 million people in 2012, not including occupational opportunities outside the traditional system.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The department has incorporated feedback from employers pertaining to their needs centrally through its internship program. Through internships, students have been placed with more than forty-five agencies (list available upon request). These agencies fall within a variety of potential career paths for our graduates, including social justice advocacy groups, youth correctional facilities, community-based organizations, local/state/federal law enforcement agencies, victim services, social service organizations, probation/parole, and agencies that focus on offender re-integration. Through this effort, the department has broadened its connections to agencies in diverse fields that our graduates are ideally suited for and helped us to bridge the gap between what our students learn and how to translate it into employment. Our connections with these agencies has also better informed faculty as to what skills and knowledge employers desire, which is passed on to students through advising to meet those needs. The department has sponsored a number of career panels each semester that invite representatives from various agencies to campus to inform students of how to move into a specific occupation upon graduation. Informal feedback on these sessions from students has been positive and the department plans to continue them.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The CRIM 499: Senior Seminar course is offered every spring/fall as a 2nd semester bi-term, online course. The course consists of a 100 question multiple choice exam covering the core of the program and is administered by a FTF beyond their normal course load. The department feels that this is an inadequate measure for assessing the program. The department has been working to transform the course into a more meaningful assessment of SLOs, but has been limited in doing so with existing resources.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 3.5 | 12 |
| Number of NTE Faculty | | | | | 0.3 | 4 |
| Cost per SCH | | | | | 74 | 128 |
| SCHP/FTF by Dept. | 495 | 516 | 513 | 513 | 499 | 375 |
| % SCH by FTF by Dept. | 69.4 | 76.6 | 77.3 | 73.2 | 76.8 | 75.8 |
| Median Class Size by Level | 28 | 25 | 27 | 18 | 22 | 19 |
| % Under-Enrolled Sections by Level | 24.4 | 24.3 | 19.0 | 41.9 | 36.3 | 36.3 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate/university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Courses (lower/upper division) are offered every summer/winter term and On Demand, which greatly assists in generating DELO revenue. The program is available entirely through On Demand, though the electives are limited. Still, the program can be completed entirely at a distance, which helps to serve those at the regional campuses. Currently, 8.7% of students are 100% distance learners and an additional 31.8% took at least one distance course in Fall 2018. With additional marketing and support, the distance component of the program could extend its reach further afield and attract students from other states who prefer the flexibility of an online degree. Moreover, the On Demand availability of the program is ideal for students who are active duty military and would otherwise be prohibited from obtaining a college degree while serving and to whom a degree in criminology is particularly attractive given the preference for military service among many federal criminal justice agencies. Such students have in the past and currently are enrolled in On Demand courses and the department would like to grow this opportunity. The AB in Criminology is ranked 8th on campus in terms of student credit hour production making it a highly cost effective program.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>The program consistently maintains high enrollment. During 2017-2018, median course size for FTF courses was 45 (max. 80). Excluding On Demand, courses were enrolled at 89% and 94% capacity (fall/spring). FTF courses were enrolled at 86% and 89%; excluding the regional campuses, courses were enrolled at 93% capacity. Courses rarely have low enrollment and most spring 2019 courses are either completely full or over capacity. Note: These percentages differ from those provided by IR in Table 4a because they are numbers exclusive to the CRIM program instead of reflective of all undergraduate courses taught by the SOCL dept.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The following demonstrate that the program “prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.”

- 42% of our majors are first generation students (PCAL-30%; Univ-31%) and 21% are under-represented minorities (PCAL-16%; Univ-15%)—**Goals accessibility & diversity.**
- We offer the degree both f2f and at a distance. In 2018 9% of our majors studied 100% at a distance, 59.5% 100% f2f and 31% a hybrid of the two—**Goals accessibility & diversity.**
- Our SCH cost (Table 4a) is \$74 which is 42% less than the university median (\$128)—**Goal affordability.**
- Average time to degree (Table 3a) is 3.47 years versus 4.39 for the university. Despite these competitive numbers, we overhauled recruitment advising and retention efforts in 2017. Most notably, we implemented a peer mentoring program and have worked closely with ACDC’s CAP (designating faculty mentors, co-sponsoring several career workshops, etc.) to enhance our strengths—**Goal completion & success.**
- We are involved in HIPs including study abroad opportunities, mentorship of undergraduate research, and service/community-based learning and coordination with regional employers to place a minimum of 20 students in internships annually—**Goals success, global context, & regional economy/quality of life.**

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

In addition, to the above discussion of **accessibility, diversity, affordability, completion, and success** achievements, the following demonstrate that the program ensures that the state of Kentucky is strengthened by post-secondary education.

- Enrollment in CRIM 101 dual credit increased from 10 in the first offering (Fall 2014) to 76 (Fall 2018) enhancing capacity for citizens of the commonwealth—**Goal opportunity.**
- Many occupations in criminal justice (i.e., law enforcement, correctional officer, court designated worker, etc.) do not require a college degree. However, knowledge of social diversity, working collaboratively, and gathering and synthesizing information necessary for evidenced-based decision making are high-demand skills for such occupations. As such, college-educated CJ professionals are paid more and generate higher state revenue—**Goal impact.**

- Finally, the CRIM major collaborates with academic programs such as sociology, forensic psychology, public health, and social work (via courses focusing on psychology and the law, drug abuse, offender services, and the intersection of diversity and deviance) to enhance the capacity of future employees to implement prevention and rehabilitation services to at-risk populations. As such, our majors have the skills necessary to engage with the very social problems at the heart of criminality—**Goal impact.**

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The *Kentucky Future Skills Report* (KCEWS) provides a wealth of information about employment trends in the state of KY. Twenty-two general occupational codes are presented in the report. In careful review, the following codes were determined to be associated with the AB in criminology—Community & Social Service Occupations, Legal Occupations, Social Science Occupations, and Protective Service Occupations. Of the four, three were projected to be “fast growing” and the fourth described as “growing.”

Within those general codes, 21 unique jobs were evaluated: Probation/parole officer, rehabilitation counselor, substance abuse & behavioral disorder counselor, administrative legal, judge, arbitrators/mediators, judicial law clerks, lawyers, social science research assistants, social scientists, survey researchers, correctional officers/jailers, detective/criminal investigators, fish and game wardens, police/sheriff, private investigators, security guards, transportation security screeners, and 1st line supervisors of correctional officers, police/detectives, and protective services in general. **Regarding expectations**, 5 are forecasted to remain stable, 10 to grow, 5 to experience fast growth and one, substance abuse and behavioral disorder counseling, to experience “very fast growth.”

In sum, based on information from the Bureau of Labor Statistics and the Kentucky Labor Market Information Office our students are pursuing a vibrant discipline in which job growth is expected.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

While ECU, NKU, and the University of Louisville offer BS degrees in criminal justice, the AB in Criminology at WKU is the only bachelor’s degree program in criminology in the commonwealth university system. By combining the theoretical examination of various individual, social, and structural variables related to crime in society with a firm understanding of basic research methodologies and data analysis, criminology graduates have the skills necessary to analytically examine social problems with a firm understanding of issues of inequality and diversity—abilities that are increasingly necessary in a changing society.

Further, while changes in the criminal justice system have traditionally informed criminological research, criminology provides a critical examination of broader questions such as what biological, psychological, and sociological factors affect criminal propensity and how theoretical knowledge can be directly applied to develop sound preventative policies and theoretically-informed solutions to the crime problem. Such an interdisciplinary process is necessary to address the multifaceted problem of crime, and, as a result, our graduates are strongly positioned to find employment in a variety of settings, serving a population as diverse as the problem itself

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The lines above have been written to summarize the state of the AB in criminology in its 5th year. In the final section of this self-assessment, we turn to a strong argument of enhancement so that the program can enrich the policies, strategies, vision, goals, and objectives of the AB in criminology and the college, university, and state with whom it is aligned.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Given the scarcity of faculty resources, we have been judicious in course offerings. These calculated decisions have resulted in success as our courses average 90% capacity with a median enrollment of 45 (university median = 19). Unfortunately, a number of courses remain untaught even though such courses are cross-listed in support of multiple programs and/or in line with the mission of developing modern-global citizens.

Further, in fall of 2018, 8.7% (29 majors) studied 100% at a distance with an additional 106 taking at least one distance course. The capacity to offer more online courses, supported by increased marketing, would allow us to extend the reach of a program already in high demand.

In alignment with current retention and completion goals we have considered dedicating a CRIM 101 section for incoming freshman majors. This course would purposefully blend content goals with those of assimilation into the discipline they have chosen to study.

Finally, our CRIM 499 "Senior Seminar" course requires significant overhaul. We have objections to its current form but lack the faculty resources to make the experience a more meaningful capstone (it is currently a 1 hour pass/fail course) with greater alignment to career readiness and transition.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Data from the National Center for Education Statistics (NCES) allow a ranking of degree fields, unfortunately the categories involved are overly broad. That caution aside the “liberal arts & sciences, general studies, and humanities” category comprised the greatest portion of postsecondary degrees awarded in 2015-16 at 38%. More specifically, conferrals in “social science and history” were the third greatest at 8% of all bachelor degrees awarded and increased by 29% between 2000-01 & 2015-16.

Along with its status as a social science, no doubt some of the degrees conferred in the category “Homeland Security, Law Enforcement, and Firefighting” can be attributed to the discipline of criminology. This category experienced a 143% increase in degree production from 2000-01 to 2015-16 more than doubling, 25,200-61,200, the number of degrees completed.

These increases reflect the growing demand (as expressed in 5c) of professions related to these degrees and the desire for states to prioritize investment in revenue generating programs/occupations (as expressed in 5b).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

When the AB in Criminology was implemented in 2014, a number of significant changes were made to our departmental offerings in both criminology and sociology which demanded purposefulness and efficiency in planning.

In 2015, we implemented a regular rotation of courses to provide students transparency of when courses would be taught and where (i.e., at a distance, at a regional campus, and on main campus). Since then, we have had some faculty changes and have added or deleted courses to reflect those changes.

In 2017 & 18, we turned our attention toward student recruitment and advising. Our new advising mission statement, “To help students develop individual competence and purpose while strengthening connection to the community of sociology and criminology,” contains four general goals (with at least two specific objectives in support of each) and a plan for implementation. In addition to developing alumni profiles on our website, we have requested that Criminology be added to our department’s name. Once we receive final approval to do so we look forward to developing marketing materials which will include strengthening relationships with the surrounding community colleges to develop 2+2 programs and/or provide a clear path for dual enrolled students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

When we proposed the AB in criminology, we expected to add 70-80 majors per year. According to data in Table 2a, there were 287 majors at the start of the fall semester—an average of 72 per year. We have accomplished this success with 3.5 faculty allocated solely to the program. We highlight the following future goals with the understanding that such goals necessitate adequate support.

We will consider developing a scaffolding model of coursework. Scaffolding coursework outlines how development toward each goal is accomplished throughout a 100, 200, 300, and 400 level curriculum structure. This would allow progressive skill development for all students, ensures all students have the capacity to speak about the skills they are acquiring in relation to employment demands, and allows students who demonstrate advanced potential unique support. Revising the capstone to conclude such skill development with a data-driven, evidence-based project is an ideal, but presently missing, piece toward ensuring career readiness and transition.

Finally, our AB in sociology has four concentrations which focus skill building unique to different professions aligned with sociology. We will consider creating concentrations within criminology and/or certificates such as: Crime Mapping, Victimology, Human Services in Criminal and Juvenile Justice, or Law Enforcement. Additional faculty would be necessary as courses within these concentrations would need to be developed for the marketable skills associated with each to be realized.

e. What recommendation would you put forward for the program (check one)?

| | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|----------------------------------|
| Department/School: | Department of Theatre & Dance |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|---------------|
| Program Name: | Dance Program |
| Reference Number: | 630 and 630P |
| CIP Code: | 50.0301 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 45 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

WKU is an accredited member of the National Association of Schools of Dance (NASD). The AB in Dance provides comprehensive training in performance, choreography, and dance pedagogy within the framework of a liberal arts education. All levels of technique are offered in ballet, jazz, modern, and tap. By integrating dance and general studies, we strive to create "Thinking Artists," individuals who work to achieve their highest potential as artists, technicians, and scholars. Students must audition for placement into the program and are initially classified as "seeking admission" in the degree. Complete audition criteria can be found [here](#). Full admittance is earned, typically in the 3rd semester, upon demonstrating proficient talent, commitment, and a reasonable likelihood of achieving the required technique levels. Students must achieve an advanced level in one dance genre and an intermediate level in a secondary genre. Detailed criteria for technique advancement can be found in the [Dance Program Handbook](#). The degree is offered through face-to-face courses, which provide the individualized training and coaching necessary for dance. Students are challenged not only in dance technique and performance, but also in dance theory coursework and research-based creative projects. Students are also required to pursue a second major or minor degree.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 36 | 46 | 51 | 49 | 43 | 89 |
| Conferrals | 3 | 4 | 12 | 10 | 7 | 22 |
| SCHP | 651 | 920 | 902 | 710 | 675 | 2794 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Dance Program is an important part of the cultural environment of the campus, community, and region. Perhaps most importantly, the program provides five top-quality dance concerts to an annual audience of approximately 2000 every year. This includes a special performance for area schools. These are often the only opportunities to see concert dance in the region.</p> <p>The program contributes to the Colonnade experience through two courses, DANC 110: Dance Appreciation and DANC 360: Dance in Culture. Both engage WKU students in the arts, developing in them a lifelong appreciation for dance. The program also offers Honors sections of many classes.</p> <p>The Dance Program invites the campus community to enjoy open dance classes on select Friday afternoons with “Gotta Dance Fridays”. Students of all levels of ability are invited to participate in these free classes.</p> <p>The Dance Program also provides significant support for the BFA in Performing Arts – Musical Theatre program. In fact, the Dance Program generates about an additional 190 SCHPs each semester for the BFA program that are not reflected in the table above. Dance faculty also choreograph musical theatre productions and regularly collaborates with the WKU Symphony. Program students also collaborate on choreographic projects with Gatton Academy students.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The Dance Program regularly participates in regional and national dance festivals, such as the American College Dance Association South Conference, and the Tennessee Dance Festival. Students enjoy the additional performance experience and adjudication these activities bring. In addition, faculty regularly select student choreography for performance at these events, which provides students with the opportunity to present their creative activity. Finally, the dance faculty remain professionally active and often utilize WKU students to perform faculty research and choreography at national festivals and conferences.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|------------|------|------------|------|-------------|------|-------------|------|------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 11 | 81.8 | 14 | 92.9 | 15 | 93.3 | 7 | 85.7 | 11 | 72.7 | 69.4 |
| Progression | | | 32 | 81.3 | 42 | 85.7 | 42 | 78.6 | 30 | 70.0 | 61.3% |
| 150% Graduation Rate | 12 | 41.7 | 5 | 80.0 | 8 | 37.5 | 15 | 50.0 | 11 | 54.5 | 54.1% |
| Time to Degree | 3.67 (N=2) | | 3.92 (N=4) | | 4.86 (N=12) | | 3.60 (N=10) | | 3.95 (N=7) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Student Learning Outcomes can be found here. The Dance Program follows the standards of the NASD, regarding program learning outcomes, assessment, and periodic review. The program employs a comprehensive, developmental Advising/Assessment/Retention process for all of its majors. Dance faculty periodically review each individual student's overall growth and development as he or she progresses through our program. This process provides constructive, individualized criticism aimed at maximizing each student's full potential for success after graduation and to assess the overall effectiveness of our program. Students are assessed against a standardized rubric at the end of their 1st, 2nd, 4th and 6th semesters by the Dance Program faculty. They meet with and are assessed by the full Theatre & Dance department faculty at the end of their 1st, 4th, and 8th semesters, as well. The results of these assessments are compiled at the end of each semester and used to monitor the effectiveness of the program and identify areas for program improvement. Student scholarly and creative work are regularly adjudicated by faculty and are also frequently presented for adjudication at regional and national professional conferences. Results of this adjudication process are also used to maintain the quality and effectiveness of the program.</p> <p>As a result of our NASD Self-Study process, the program took a number of actions over the last three years to better connect the program to regional educational and community organizations like SKyPAC and the WKU Symphony. The program also began offering "Gotta Dance Fridays," and sponsoring a Toys for Tots collection site at <i>WinterDance</i> concerts. Most significantly, the Dance Program initiated a Summer Dance Intensive beginning in 2016. This has been a very successful residential summer dance camp for high school students and dance studio owners from around the state who come to campus for intensive dance training with WKU dance faculty and nationally known guest artists.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>As a smaller program where students work closely with faculty for long hours in the studio and classroom, it is common for faculty and students to stay in close contact for many years after graduation. The Dance Program utilizes a dance alumni Facebook group to connect with alumni and gather feedback and employment information. Faculty also communicate with alumni via email. The key areas of professional opportunity for our graduates are performance in concert dance companies, theatre companies, cruise ships, theme parks, and commercial work, teaching dance in the public and private sector, and choreographing for concert companies and private studios. Additionally, some alumni go on to work as arts administrators for a variety of companies. Of the 51 graduates since 2013/2014, 20 have worked as professional dancers, 3 have gone on to graduate training in dance, 2 have gone on to graduate training in other fields, 18 are teaching and/or operating dance studios, 8 are employed in related professional business and administration fields.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |

Dance faculty gather feedback from dance studio owners and company directors in-person and via email. In 2017, the Dance Program distributed a survey to current and prospective students, alumni, and dance studio owners. This [survey](#) provided beneficial information to ensure that the curriculum is aligned with the necessary employability skills. We found that there is a market for a BFA in Dance degree program at WKU. The addition of this degree program would attract a greater number of students to WKU and provide dance majors with a deeper level of training in preparation for performance and teaching careers.

The Dance Program annually invites two to three nationally-known choreographers and teachers to campus as guest artists. These professionals ensure our students are learning the most current techniques and at a level of skill expected in a professional setting. Many of our graduates have since gone on to jobs working in the dance companies of these guest professionals.

Our accrediting body, [NASD](#), also provides a comprehensive source of national standards aligned with professional expectations and the most current data in the field.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Dance Program is proud that our students all go on to enjoy successful employment. While most students find employment within the dance field, others choose to begin careers in another field. Regardless of their career path, our students are prepared to be creative problem solvers, collaborative in the work field, and able to think outside of the box with disciplined focus.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 2 | 12 |
| Number of NTE Faculty | | | | | .1 | 4 |
| Dept. Cost per SCH* | | | | | \$108 | \$128 |
| SCHP/FTF by Dept. | 231 | 244 | 220 | 229 | 235 | 375 |
| % SCH by FTF by Dept. | 42.0 | 45.5 | 42.3 | 44.9 | 46.0 | 75.8 |
| Median Class Size by Level | 9 | 10 | 7 | 9 | 6 | 19 |
| % Under-Enrolled Sections by Level | 81.7 | 72.2 | 81.3 | 77.9 | 80.0 | 36.3 |

* On the advice of Academic Affairs, we are reporting the department average cost per SCHP. This is due to the fact that curriculum between all Theatre and Dance degrees is so tightly interwoven.

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Dance Program offers 5 to 9 online courses annually, generating DELO revenue for the department. The Dance Program regularly applies for and receives Honors Faculty Engagement Grants each semester to support enhanced learning opportunities for honors sections of dance classes. Faculty apply for and receive Quick Turn Around grants and Research and Creative Activity Project grants to support research and creative activity. Many of our students apply for and receive Faculty Undergraduate Student Engagement Grants. The university currently provides no funding to support dance concert production. The cost of costumes, lighting, sound, and venue rental are all covered through ticket sales. The Theatre & Dance Department also generated revenue through sponsorships by local businesses such as Service One Credit Union. Most significantly, though, is the revenue generated by the WKU Summer Dance Intensive. This revenue stream subsidizes guest artist residencies for the Dance Program, supports student travel to dance conferences and festivals, funds select "Gotta Dance Friday" workshops. The Dance Program has been fortunate to have recently received a significant philanthropic gift. The program is one of five to be supported annually from the \$10 million Jerry Baker Endowment.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Please note, the department typically offers 25 practicums (production labs, performance labs, ensemble performance courses) every semester, comprising roughly 29% of the total number of courses. These practicums are not included in teaching loads and are taken by students as part of their participation in productions. Enrollments in these are typically quite small, 1 to 5 students, and significantly skew the median class size and under-enrolled sections data above. NASD guidelines range from 12 to 20. After removing practicums from the equation, the average size of upper level courses in the Dance Program is 13.

The program is also supported by technical theatre faculty and coursework.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

A sample of Strategic Plan objectives addressed by the Dance Program:

"recruit undergraduate students who are college-ready and who want to be members of the WKU family"

- The Dance Program very actively recruits at the regional and national level. Average ACT in Theatre & Dance is 25. 42.86% of incoming majors are from out of state.

"continue to expand off-campus and on-campus educational opportunities."

- The Dance Program recently instituted a very successful New York Study Away program and is in the process of developing programs to Chicago and Cuba.

"Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities."

- The Dance Program, following NASD standards, utilizes best practices to provide immersive, process-learning practices, and an emphasis on learning by doing. The majority of coursework in the program is done in the studio and onstage. Students develop extensive resumes of practical learning, supported by instruction from professional guest artists.

"Align university priorities with communities, business and industry, educational institutions, and others to create mutually beneficial cultural, environmental, scientific, and social opportunities for all."

- The Dance Program plays a significant role in the campus and region providing educational and cultural opportunities.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Strategy 1.1., The program increases cultural competence among students, staff, and faculty at WKU through its many dance productions which focus on diversity, inclusion, and world dance styles. The Dance Program invites guest artists and a diversity of dance companies to perform, teach, and choreograph at WKU. Some recent examples include the Ailey II Dance Company, Deeply Rooted Dance Theater, and choreographers Endalyn Taylor and Cornelius Carter.

Strategy 8.1, The program has developed an intensive and effective advising and jury process to ensure the steady progress of its majors toward graduation, and to continually measure the effectiveness of the program's curriculum.

Strategy 8.2, Program faculty are actively engaged in continual training as well as scholarly and professional work to ensure their teaching is effective, timely, and of the highest professional standards.

Strategy 9.1., The program makes career development a priority by presenting its majors with numerous professional contacts, development of professional resumes, opportunities for professional apprenticeships and summer intensive training, and entrepreneurial opportunities to create their own dance productions.

Strategy 10.5., The Dance Program helps foster an innovative, creative and entrepreneurial culture at WKU and in the region through its many dance concert productions, public dance workshops, scholarly presentations, and Summer Dance Intensive.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

KY Workforce data suggests a modest increase in employment opportunities for dancers and choreographers in the Commonwealth over the next five year. National data from the Bureau of Statistics predicts a 2.6% increase in choreographer demand nationally, and a 4.8% rise in demand for dancers over the next 10 years. Because of the current lack of employment opportunities in the field of dance within the region, many Dance Program graduates move to large metropolitan areas after graduation when pursuing work in the field. Those who stay within the WKU service region tend to teach at, or open, dance studios. Of course, many of our graduates use their degree as a liberal arts foundation for a career outside dance and choreography. According to the Association of American Colleges and Universities, "4 out of 5 employers agree that *all* students should acquire broad knowledge in the liberal arts and sciences."

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The WKU Dance Program is the only accredited dance program in the state of Kentucky and one of only 79 in the nation. Our program offers significantly greater depth in technical training and performance opportunities than other dance programs in the region. Over the last few years, the WKU Dance Program has been gaining national stature, and is now listed in the Dance Magazine College Guide. Distinguished alumni from the program are now working at prestigious companies such as Elements Contemporary Ballet, MOMIX, and the Radio City Rockettes Christmas Spectacular, performing on Broadway in *Frozen*, and pursuing professional creating and directing endeavors, such as Bellamoxi, a Kentucky-based dance convention/competition company, and teaching at private dance studios in and outside of Kentucky. Recent WKU Distinguished Hall of Alumni inductee, Becky Ann Baker, was a dance minor. Companies such as the Joffrey Ballet School and Deeply Rooted Dance Theatre now come annually to WKU to audition our students.

The Dance Program sponsors student chapters of the National Dance Education Organization and the National Honor Society of Dance Arts, which create enhanced leadership and educational opportunities for students.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

WKU is currently one of only 36 universities in the nation with accreditation in all four arts areas: Dance, Theatre, Music, and Art and Design.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The Dance Program recognizes the market for growth that a BFA in Dance degree would bring to WKU. The addition of this degree program would attract new students and provide a deeper level of training and education for students.

The Dance Program already demonstrates a great deal of interdisciplinary opportunities for students. Dance classes are required in the BFA in Performing Arts degree and the BA in Theatre degree. In fact, in the fall of 2018, 20% of the SCHP production in dance technique classes was with BFA or BA in Theatre students. Non-majors also take dance classes and are active in dance concerts.

Please note that the Dance Program lost a fourth tenure-track dance line in 2015, increasing its reliance on part-time instructors, particularly in covering larger, 100 and 200 level classes. To maintain program quality in the long-term and ensure continued growth, the program would like to recapture this line.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National enrollment trends in the visual and performing arts have fallen somewhat over the last 5 years, after rising to a peak around 2012. Dance Program enrollments peaked in 2015/2016 and have declined slightly since then. This aligns with WKU enrollment trends and statistics regarding high school graduates in Kentucky. Signs of continuing strong enrollment are promising. The Dance Program has experienced the largest ever attendance at two fall 2018 recruiting events, Dance Auditions and Dance Days. Both events drew 31 prospective dance students to the campus. We anticipate similar numbers at spring 2019 recruiting events.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Following review by NASD, the Dance Program has proposed revisions to the dance technique level structure. By reducing the quantity of levels, we will provide a clearer path of progression for students and alleviate faculty overload concerns. The Dance Program implemented the WKU Summer Dance Intensive in 2016 to enhance recruitment. As a result, we have noticed a greater number of prospective students returning to various dance program events and/or enrolling as a dance major.

Prime new markets in the field of dance that the dance program would like to pursue are commercial dance (cruise ship, industrial, video, hip-hop) and musical theatre dance. Our accreditors have recommended hiring in this area in their most recent visit. We would like to add a fourth line in this field in order to meet this trend and support a BFA in Dance degree.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Over the last ten years, the Dance Program has grown significantly in size, scope and prominence. Further growth in enrollment is anticipated; however, the program is reaching capacity in regards to space and faculty resources. This limitation affects both dance degree programs as well as the BFA in Performing Arts Musical Theatre Program. The Dance Program recognizes the market need for a BFA in Dance degree, however, additional studio space and a fourth faculty line would be necessary. The addition of this professional degree program would increase enrollment within the Dance Program. Most concerning is the quality of the current dance floor. The flooring in GWH 200 A and B has outlasted its lifespan and is thin, worn, and deteriorating, which is detrimental to dancer safety and recruitment efforts.

| e. What recommendation would you put forward for the program (check one)? | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|-------------------------------|
| Department/School: | Diversity & Community Studies |
| College: | PCAL |

| | |
|-------------------------------|-------------------------------|
| Program Name: | Diversity & Community Studies |
| Reference Number: | 631 |
| CIP Code: | 050299 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The major in diversity & community studies is a relatively new (2014) face to face program that requires a minor. The program provides graduates with a critical framework for understanding social systems and structural forms of oppression at local and global scales. Students also gain practical skills of working with others to solve problems related to citizenship and activism. Such knowledge and skills are necessary for a wide range of vocations, ranging from social services to governmental and non-profit organizations, at all levels from local to international.

Strategies for social change are among the most challenging to study and to implement, especially given the sense that consumer-oriented systems are unstoppable. For this reason, learning how to problem-solve, take direct action, and identify positive ways of conflict resolution are key for students' success in a wide range of vocations, ranging from social services to governmental and non-profit organizations. This major is especially appealing to offices of diversity in corporate or university settings and to community-based non-profit organizations. The program aims at transformative knowledge, changing consciousness, and shaping leaders who are less susceptible to short-term answers at the expense of long-term sustainability of the environment and communities that must share the world.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 0 | 2 | 14 | 17 | 21 | 71 |
| Conferrals | 9 | 7 | 11 | 8 | 10 | 56 |
| SCHP | 261 | 237 | 270 | 220 | 199 | 2,798 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The University mission states that “Western Kentucky University (WKU) prepares students of *all backgrounds* to be productive, engaged, socially responsible citizen-leaders of a global society.” The major provides graduates with a critical

framework for understanding social systems and structural forms of oppression at local and global scales. To that end, DCS contributes a great deal to the Colonnade program. All courses in the major, with the exception of the capstone, are included either in Explorations or Connections under the Colonnade. In addition, many programs (majors, minors, and certificates) use DCS courses as electives.

The major shares important affinities to the three minors that we offer:

- Conceptual frameworks for understanding diverse communities, their histories and contemporary expressions, the structural challenges they face, and the contributions they offer to the fabric of American society;
- A commitment to working for social justice and equality of treatment across differences;
- A record of working collaboratively within communities—in service projects as well as participatory research;
- An understanding that social systems are interconnected in perpetuating institutional oppression and dominate group privilege.
- A conviction that interdisciplinary analysis and community experience are essential to addressing real world problems.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

The DCS major is unique at WKU, in the region, and nationally, due to its interdisciplinary examination of themes of current local, regional, national, and global importance. It is designed for students interested in the humanities and social sciences; it is not a science degree, though scientific exploration and solutions are important to some of the courses at least (those relating to sustainability and public problem-solving, for instance). One unique aspect of the program is the focus on project-based research and applied learning through community building projects design (HIPs) to teach students how to lead and solve real-world problem in a communities rather than an academic setting.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-----|---------|-----|------------|-----|------------|--------|------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 100.0% | 3 | 66.7% | 68.8% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | N/D | N/D | N/D | N/D | N/D | N/D | N/D | N/D | N/D | N/D | |
| Time to Degree | N/A | | N/A | | 4.50 (N=2) | | 4.51 (N=4) | | 4.25 (N=4) | | |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

We take assessment of our program seriously and use results to make improvements. We continually collect artifacts from all of our courses for assessment of program learning outcomes.

Our departmental assessment plans are built around the LEAP outcomes, and all final artifacts from courses in the DCS major are assessed using the LEAP Critical Thinking VALUE Rubric for evaluating all student capstone projects. The rubric is also aligned with WKU’s SACSCOC Quality Enhancement Plan (evidence-gathering, sense-making, and argumentation). For example, the following areas are rated on a scale of 1-4 (below average - exemplary):

- Communicates introduction of issue/problem effectively using the language and terminology germane to social and structural forms of oppression (evidence-gathering).
- Demonstrates knowledge of issues pertaining to social equity/justice (evidence-gathering).
- Applies knowledge, theories, and research to analyze problems pertinent to social equity/justice (sense-making).
- Integrates strategies to confront issues of personal or public importance (i.e., race, sexism, heterosexism) (sense-making).
- Demonstrates knowledge of how concepts of social equity/justice shape the human experience (implications and consequences) (argumentation).

For our first round of assessing the DCS major, we collected artifacts from the capstone course DCS 400 from 2016-17. It was clear that the design of the course and the final artifact were not conducive to assessing the program learning outcomes. The course was redesigned and first taught in spring of 2018 by the program’s department head. Both the course and the final artifact were developed with the above SLOs in mind.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

We do not collect employment data on our graduates nor do we have the resources to adequately track and collect this data. Students graduating from DCS programs seek employment in a wide range of fields due to the interdisciplinary nature of the degree. Because the DCS is a new major, we have had a relatively small number of graduates and very little time to track and incorporate employment data. The student employment outcomes scatterplot from Kentucky employment statistics, however, shows the 3 year employment outcomes (counting employed in Kentucky by median wages) for multi/interdisciplinary programs, WKU students are earning, on average, \$35,173/year, which is above the median income of \$26,600 for all majors.

Beginning in the spring of 2018, we began to survey our recent graduates. We would like to continue to contact students—using email, phone, and/or social media—after graduation and one year out.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

We have not collected data regarding satisfaction from employers. Again, we are just beginning to graduate students.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 6 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$168 | \$167 |
| SCHP/FTF by Dept. | 169 | 190 | 167 | 171 | 225 | 375 |
| % SCH by FTF by Dept. | 73.3% | 74.5% | 73.7% | 68.3% | 71.9% | 76.8% |
| Median Class Size by Level | 9 | 11 | 11 | 11 | 9 | 8 |
| % Under-Enrolled Sections by Level | 54.5% | 30.0% | 36.4% | 33.3% | 54.5% | 55.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Although the DCS program has not, to date, received much external revenue to significantly support the program, individual faculty members have received small external grants to support High Impact Practice projects. For example, one faculty member received a Kentucky Commonwealth Garden Initiative Grant (\$10,000) and an International Grant, from the University of East London (\$8,930.00 US\$) to support project-based learning through community gardens in one of the core courses for the major, DCS 300: Public Problem-solving. This project, as well as others, created opportunities for students to work in the community and develop relationships with key stakeholders.

The reported “delivery cost” in the Supplementary Data Tables, which feeds SCHP, is based on the average of all FTF salaries. In a small department, the department head salary skews the data. For instance, the mean salary shows \$61,556, but only one faculty member (the DH) makes more than that. This results in an artificially high delivery cost.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The DCS major shares core courses with the minors in the program (AFAM, GWS, CSJ). The ONLY course completely unique to the major is the capstone course, DCS 400—and that course has been taught gratis the past two years (not part of the instructor’s teaching load; once we have more graduating seniors, the course will move to in-load). Since all faculty share in teaching courses across our programs as well, the program is extremely efficient. As noted in 4a., DCS operates with half the number of faculty as the university median.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The DCS major embodies the “Regional Lighthouse” notion spelled out in the WKU strategic plan; particularly to “[e]nsure that WKU students graduate with skills to think critically, solve problems, and engage effectively with others.” The major is built on the foundations of diversity, community, and social justice. Though diversity, equity, and inclusion (DEI) are addressed generally in the strategic plan, the university’s DEI plan calls for WKU to create an infrastructure conducive for learning for underserved populations. In terms of recruitment and retention, the DCS major “ensure[s] access to WKU for under-represented student populations through a targeted attraction and recruitment plan.” DCS attracts and maintains students of color, women, and members of the LBGTQ+ community and “support[s] and enhance[s] the Colonnade Program, working to tailor enrollments to students’ Personal and Professional Development Plans.”

DCS is a highly innovative major and breaks the traditional boundaries of discipline specific education by combining the humanities and social and natural sciences. According to [Craig's \(2017\)](#) contribution to Forbes.com, “...access to academic insights and experiences across multidisciplinary coursework produces graduates who are better equipped to think critically, communicate more efficiently, translate soft into hard skills in the workforce, creatively synthesize information and work in teams with diverse colleagues.”

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Out of 26 majors, 14 are listed as “underrepresented minorities.” Objective #1 of the state-wide strategic plan is to “Improve the diversity and inclusiveness of Kentucky’s campuses through the statewide diversity planning process and related initiatives.” This includes (1.1) “Increase cultural competence among students, staff and other postsecondary professionals so that everyone is welcomed, valued, supported, and accommodated” and (1.4) “Increase the recruitment and retention of **underrepresented minority students**, faculty, and staff.” Also included in the state-wide plan is to “Increase participation in postsecondary education, particularly among traditionally underserved populations” (objective #3). The DCS major not only attracts underserved populations but teaches skills necessary to work in a diverse environments to all students. The major provides graduates with a critical framework for understanding social systems and structural forms of oppression at local and global scales. Three of the core courses—AFAM 190 The African American Experience, GWS 200 Introduction to Gender & Women’s Studies, and CSJ 200 Introduction to Social Justice—all specifically address cultural diversity and help students face the challenges and importance of working with people from different backgrounds and who hold different worldviews.

DCS accomplishes this through “perspective taking” in ways that are different from disciplinary majors and that serve students in important ways: see 5a.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

According to the Pew Research Center 2017 report *The Future of Jobs and Job Training*, “a focus on nurturing unique human skills that artificial intelligence (AI) and machines seem unable to replicate” will be important. These skills include the ability to network with others, manage public relations, display intercultural sensitivity, marketing, creativity, and enough critical thinking to move outside the box. In addition, “21st century learning, trains students to be proficient in content mastery, critical thinking, communication, collaboration, creativity, and other valuable abilities rather than merely being proficient in

math, English, and social studies.” As previously noted, our graduates leave WKU qualified to be leaders and change agents in a wide range of occupations in Kentucky (and elsewhere).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The DCS major aims at transformative knowledge, changing consciousness and shaping leaders who are less susceptible to short-term answers at the expense of long-term sustainability of the environment and communities that must share the world. There are no programs like it in the state of Kentucky. ECU does offer a BS in Social Justice Studies, with no specific sub-requirements. However, our DCS major is a BA degree, with an emphasis on three sub-areas, in which students focus their electives (2 courses each): I) Formations of identity and narratives of oppression; II) Advocacy and social change; and III) Systems, Local to Global. This ensures that students’ choices cover an appropriate range of issues central to our major.

Key Attributes

- Theme-based and problem-based, interdisciplinary rather than discipline-based
- Long-term solutions for community sustainability
- Process of societal change, with emphasis on issues of race, class equity and community health

It is a flexible major, allowing for a range of choices, which students find extremely beneficial. The core is supported by three areas of emphasis that ensure that students get a strong, interdisciplinary training (in the core courses) and multidisciplinary exposure (in the electives).

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

We see one of the chief values of the DCS major—in addition to its extremely low-cost—in its record of attracting some of our most vulnerable students: students of color, students who identify in marginalized groups, and those who are first generation college students. Many of them have felt the bruises of social injustice and are keen to help change the world—their world—for the better.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The Department of Diversity & Community Studies, where the DCS major was created, housed, and grown was cut when University College was dismantled. Because our program has been “unhomed” and our faculty assigned to different departments, continuing “as is” is not possible. It is important to note that programs like the DCS major seem to be on the rise across the country among universities that are experiencing growth rather than decline. Arizona State University (ASU) houses a School of Transdisciplinary studies, a plethora of online programs, and boast that they are “creating the New American University—a place where knowledge informs decision-making, research and study transcends academic disciplines, students learn from the world around them, and local solutions have global impact (<https://schoolofsustainability.asu.edu/about/school-of-sustainability/>).” Since 2012, ASU enrollment has experienced tremendous growth. The same is true for the [University of Central Florida](#). The common denominators are their commitment to inter-multi-trans-disciplinary and their multifaceted delivery of instruction (online, hybrid, collaboration, face to face, weekend, etc.). While these models may be different from WKU’s, it is imperative that we don’t sacrifice programs that will lead us to the future.

The DCS major is part of the national trend of creating interdisciplinary programs. Jacobs (2015)¹ notes that the number of interdisciplinary college degrees (the merging two or more traditional degrees) has risen significantly over the last 40 years. This program is cutting edge and very few programs like it exist, though these types of programs are beginning to show up across the United States.

¹Jacob, W. J. (2015). Interdisciplinary Trends in Higher Education. *Palgrave Communications*, Article number: 15001. doi: 10.1057/palcomms.2015.1

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

It is difficult to align national trends with the DCS major because there are very few programs like it in the United States. According to NCES data (linked above) the number of students receiving multi/interdisciplinary undergraduate degrees is continually rising. It is also important to note that in our current political, economic, ecological, and social environment, jobs are constantly being created to help employers/companies navigate our changing world. For example, it is standard for organizations to have sustainability coordinators, diversity officers, community organizers, etc. on their crews. The DCS major trains students for a wide array of jobs and is commonly completed in addition to a second major. Also, it is well-documented that employers are looking for employees who can work with diverse populations and environments on creating solutions to complex problems. While many disciplines are stagnant or trend downward in terms of enrollment, degrees like this one in the liberal arts/general studies/humanities/multi and interdisciplinary fields are increasing steadily.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

We spent 2015-2018 implementing a four-point recruitment plan. The plan included broadcast advertising in print and online, attendance at WKU Admissions events including Head for the Hill, targeted recruitment via classroom presentations and letters of invitation, and increased social media presence. Our numbers have grown from 2 in our first year to 21 last year, a growth of over 100%. While the numbers are small, the growth nonetheless shows that as students learn about the major, they are drawn to it. Marketing the major is important, since it does not fall in the categories that students are used to seeing (the disciplines).

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We have no easy predictions for 5 or 10 years down the road. The DCS major will move to an as yet undisclosed new departmental July 2019. With DCS faculty likely scattered to different departments and those new home departments wanting to make use of the faculty for internal demands, WKU will face the challenge of supporting non-conforming, innovative, interdisciplinary, and/or progressive programs. Thus, the biggest impediments to the program are WKU's state budget cuts, the dismantlement of the department, and relocation of the faculty.

In 5 years or less and with institutional (departmental, college) support with marketing and advising, we believe that the DCS major is positioned to grow significantly as students learn of its value—its focus on social justice, diversity, community, and its flexibility. Since all but one of its courses are required in other programs, the major is inexpensive to run. These two points—student need and institutional cost—should be recognized as important reasons for supporting the DCS major.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | English |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|---------|
| Program Name: | English |
| Reference Number: | 008 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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|--|
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2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | English |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|-------------|
| Program Name: | English, MA |
| Reference Number: | 067 |
| CIP Code: | 230101 |
| Degree Type (AB, BS, etc.): | Masters |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The study of English language and literature has developed into a range of complementary fields, and we have recently revised our program's core from a traditional focus on literary studies, especially British/American writers, to courses reflective of the changing field of English. Students now take, as part of the core, courses in TESL (Teaching English as a Second Language), literature and college composition pedagogy, and an updated "research tool" course focused on literary/cultural theory & research methods. Students also take a dedicated writing course and one in literature. The program changes address the changing demands of the job market for graduate students in English. Recent graduates have been admitted to PhD programs, earned the terminal degree, and then gained employment at 4-year universities—the traditional path—but some of our graduates seek employment at 2-year colleges after they earn the MA degree. The training in composition pedagogy, the teaching of literature, and the basics of TESL enhance our graduates' instruction at various levels: high school, community colleges, 4-year universities and teaching English to non-native English speakers in the USA and abroad. Most courses are face-to-face (we offer a few online courses), are writing intensive, and utilize a seminar format which fosters effective analysis and oral communication.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 27 | 24 | 18 | 17 | 18 | 19 |
| Conferrals | 11 | 13 | 5 | 5 | 6 | 6 |
| SCHP | 351 | 281 | 171 | 206 | 244 | 352 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Our MA program contributes to WKU’s mission in several ways. Foremost, the proper use of education, as Wendell Berry argues in his essay “Thoughts in the Presence of Fear,” is to “enable citizens to live lives that are economically, politically, socially, and culturally responsible.” A well-read, broadly educated citizenry is good for our democracy and economy. Our program contributes to this mission by 1) graduating students who are sharper at writing, analysis, and teaching than they were when they entered the program and 2) our graduate students staff the WKU Writing Center, which serves our undergraduate students with writing instruction, and they teach Introduction to College Writing in the second year of their program—a very important responsibility, as they have much face-to-face interaction with undergraduates. Our MA English students teach 44 students per semester in two composition courses their second year—adding up to 88 students for the year for each of our 7 MA students—thus, our 7 graduate teaching assistants instruct over 600 WKU undergraduates each year in exchange for a modest stipend and less than ½ tuition remission. This is an economic boon for WKU, and it also enhances student retention to have motivated, smart, enthusiastic teachers interacting with WKU’s first-year students.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>MA and MFA students interact with undergraduate students in 400G courses in which graduate students get teaching experience by moderating discussions and by taking leadership roles in projects. The MA in English and MFA in Creative Writing are complementary programs, as these students work together in the Writing Center and take courses with each other. Combined, these teacher-scholars in training instruct over 1,100 first-year WKU students each year. In 2017-18, our GTAs in the MA program tutored in the WKU Writing Center for 1950 hours as part of their assistantships; that is the equivalent of \$23,400 worth of labor (\$12/hour is the MA summer tutoring rate).</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|-------------|-------|-------------|-------|------------|------|------------|-----|------------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| One-Year Persistence Rates | 9 | 88.9% | 4 | 100% | 5 | 80% | 5 | 60% | 5 | 80% | 82.2% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | 4 | 75% | 9 | 66.7% | 4 | 100% | 5 | 40% | 5 | 60% | 73.3% |
| Time to Degree | 2.97 (N=10) | | 3.39 (N=12) | | 2.92 (N=4) | | 3.60 (N=5) | | 4.39 (N=6) | | 2.56 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The following learning outcomes are assessed with written and oral examinations:</p> <p>Students should</p> <ul style="list-style-type: none"> • Articulate an instructional philosophy of composition. • Understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature to develop syllabi, lesson plans, and assignments for effective literature courses. • Understand research methods and theoretical approaches of scholarship in English language and literary studies. • Understand the theoretical bases of adult and child second-language acquisition, in addition to the pedagogical practices that best serve English language learners. <p>These learning outcomes are recent revisions of former learning outcomes based on our former, traditional literary-based MA degree program. Assessment of 2014-2016 graduates revealed a solid level of desired skills in British and American literary study and also a desire of some students for a broader English education, especially the desire to study rhetoric and composition or TESL in more depth. We have revised the program accordingly, shifting the emphasis away from literary study for the core and allowing students more choice in their electives.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The English Department stays in regular contact with our graduates. We ask alumni to complete a survey on our web site to track their career work and gather feedback about our programs. We regularly invite alumni to return to campus to make presentations in our Introduction to Graduate Studies course to make current students aware of career preparation strategies and job prospects. We have also produced MA alumni profiles so graduates can explain the benefits of our programs to our constituents. Recently, our director of graduate studies contacted recent graduates to add testimonials about our programs.</p> <p>According to the Postsecondary Feedback Report (PSFR) produced by the Kentucky Center for Education and Workforce Statistics (KCEWS), 29 WKU English MA graduates had employment in Kentucky three years after graduation (FY 14-16). The data does not clarify specific fields of study. We have no hard data on jobs acquired out of state.</p> <p>As part of the administrative trend towards centralization, WKU should create a central clearinghouse to collect employment data across all programs to assist departments with this labor-intensive process.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |

In 2015 we polled our students to measure their satisfaction with the program and to suggest beneficial changes, and that feedback was instrumental in our new program design: shifting the focus from a traditional English curriculum of British and American literature to better align with trends in English studies and the demands of the market, as noted elsewhere in this document. We also plan to contact PhD programs where our graduate students land so we may gain insight into how well prepared they are for the rigors of PhD study.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Recent graduates' successes include: admission to fully-funded PhD programs in English at U Cincinnati and U Wisconsin-Milwaukee; teaching high school English in Breckinridge Co.; teaching English at Colorado Early Colleges; serving as literary outreach coordinator for WKU libraries and organizer of the Southern Kentucky Book Festival; and employment at Data Concepts Inc. as an editor/technical writer for business and document development. Several recent graduates who are high school teachers earned Rank I/II with the MA. Another graduate earned a Fulbright English Teaching Assistant honor at the University of Osijek, Croatia, in 2015-2016, and then was employed at Bowling Green High School in 2016-2018.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 1.25 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH* | | | | | \$290* | \$128 |
| SCHP/FTF by Dept. | 360 | 371 | 351 | 367 | 353 | 375 |
| % SCH by FTF by Dept. | 55.6% | 54.2% | 58.7% | 60.0% | 63.7% | 75.8% |
| Median Class Size by Level | 8 | 9 | 8 | 8 | 7 | 8 |
| % Under-Enrolled Sections by Level** | 58.3% | 63.6% | 66.7% | 81.3% | 62.5% | 58.2% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Over the past five years, the department has earned \$225,655 through DELO (average of \$45,131). We have supplemented professional development, updated classrooms, equipped computer labs, purchased projectors, funded student recruitment activities, and supported student travel. We have also generated over \$28,500 through the WKU Foundation (average of \$5700/year) to support faculty development, student travel, awards, etc. In 2016, we replaced the CLEP Literature Exam with an English 200 Departmental Exam. While the exam was created to provide a better measure of students’ achievement of learning outcomes in English 200, over three years, it has also generated over \$8600 (average \$2850/year) to support professional development.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*To estimate costs, we combined SCHP for the MA program and the TESL Certificate since coursework supporting the programs is basically the same, with the number of credit hours for each program being the primary difference.

**We disagree with data for median class size and under-enrolled sections because combined graduate and undergraduate courses don’t appear to have been considered and WKU had been operating at a significantly lower graduate course cap before the new number was retroactively put into place.

As of FY 2020, the department will be down four faculty who regularly contribute to the the MA program.

The MA program provides significant efficiencies for our MFA program because MFA students complete a secondary concentration, which is mostly comprised of courses from our MA program.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

We cultivate “productive, engaged, and socially responsible citizen-leaders of a global society” through rigorous training in critical thinking, problem solving, and effective engagement with others in seminar courses (Our Students, 5.12 and Our Community, 1.4). People who read and write well and understand rhetorical strategies and the theoretical tools of literary studies tend to be broad-minded citizens with enhanced capacity for empathy. Our GTA training program “supports innovative pedagogy and instruction and offers professional development and pedagogical training” (Our Hill). Our MA English graduates “provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom”—for example, one graduate enhances the lives of hundreds of people attending the SOKY Bookfest each spring, and a current student orchestrated a Young Adult Literature conference at WKU (Our Community 4.12). We “promote and exemplify values that ensure diversity, equality, and inclusion for all citizens”—a habit built into our literary and language studies DNA, which is especially true of cultural studies that provides a theoretical backbone to many English courses (Our Community, 4.0). While doing so, we are “improving the quality of life regionally” by cultivating a thoughtful, well-read citizenry better prepared to live lives that are economically, politically, socially and culturally responsible.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

In our TESL and literature courses particularly, “we increase cultural competence among students so that everyone is welcomed, valued, supported, and accommodated” (Stronger by Degrees, Objective 8.1). Such values are part of teaching English as a second language, where one must be sensitive to the language needs and cultural nuances of non-native speakers, and also a soft skill cultivated in courses in literary theory where students learn a variety of “ways of seeing”—interpretative strategies like feminist, Marxist, psychoanalytic, and deconstructive analysis; disability studies; gender studies; historical criticism; and more. Our MA degree-seekers learn these soft skills and pass the knowledge on to the WKU undergrads they teach in Introduction to College Writing. Such trickle-down ethics make a more enlightened, compassionate citizenry. Furthermore, we “promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review” with our written and oral examinations based on students’ core course work (Stronger by Degrees, Objective 8.1).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Our [MA alumni profiles](#) show that graduates contribute to the workforce in many professions. According to the [The Lane Report](#), “employability skills” tied to communication, teamwork, problem-solving, analysis, and interpersonal relations and “knowing how to learn” are valued as highly as “academic skills”; with an emphasis on reading and writing, developing [empathy](#) through literary study, an abundance of group activities, literary and rhetorical analysis assignments, and research projects, our students acquire these high-value skills. Literary study stimulates [creativity](#), another skill valued by employers. The 2017 revisions to our graduate program reflect our efforts to make our students more workforce ready.

When we consider the Kentucky Center for Education and Workforce Statistics (KCEWS) section on Future Employment Demand, there appear to be over 30,000 jobs on the horizon for which our MA students could compete.

Since 2014, six of our MA students who are full-time high school teachers have earned Rank I or II with our MA degree; four more students are near completion and will soon advance in rank.

Four of our post-2014 graduates are teaching part-time at regional community colleges and at WKU. Several others are teaching full-time at Kentucky high schools (two in Breckinridge Co., one in Hopkins Co, two in Hart Co.).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss

contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Compared to two other regional MA offerings in English at Murray State and ECU, our MA degree in English is distinctive for the pragmatism of the core courses geared towards making our graduates well-rounded teachers at various levels. Murray State's MA English core requires 12 hours of British and American literature and a research methods course—the same curriculum we offered in our "old" program. That is a traditional English curriculum. Our new program, effective fall 2017, requires a course in literature and pedagogy—an innovative offering since few graduate programs, even at the PhD level, offer a dedicated course in the teaching of literature. Additionally, we require a fundamentals of teaching English as a second language course, Integrated TESL, with SLOs such as "learning about the cognitive, social, and emotional issues associated with bilingualism" and "learning methods and materials used to teach ESL" (English as a Second Language). Our program requires 33 credits, while the comparable programs require 30 hours.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

As noted already, we recently revised our program with a goal of enhancing student employment by shifting the focus from a traditional study of British and American literature to pragmatic skills of teaching English to non-native speakers and quality literature instruction. Because our new program allows more flexibility of choice in electives, students can choose from courses in Writing and Technology—a growing trend in English studies—and the popular, useful blended course (undergraduates and graduates) Editing and Publishing. A probable growth area is TESL. In the current English 566: Teaching and Testing ESL Grammar course, of the 10 enrolled students, 6 are from programs (like Secondary Education) outside of the English Department.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

According to the most recent national data, the annual number of students earning MAs in English declined by about 8% from academic years 2013-14 to 2015-16 (NCES). While the WKU median for MA program conferrals decreased by 9% in that period, the number of MA conferrals in English decreased by 54%. We do not have national numbers to compare conferrals from 2015-16 to 2017-18 (the CAPE review range); however, the WKU median for program conferrals increased by 5% while English conferrals were flat. One way to explain our dramatic decline is the addition of the MFA program. Considering the total number of conferrals in our programs, they would be flat from 2013-14 to 2017-18. In addition, one of our markets eroded when the state stopped requiring high school teachers to earn MA degrees to earn rank certification. Another cause is the rise of cheap, low-quality, online-only MA degrees in our region (i.e., U Cumberlands). We also believe that our funding package (which is not competitive nationally or regionally) has made it very difficult to compete.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

As noted before, we have built our MFA program to complement the MA program and create scheduling efficiencies. We also revised our program (see 1A) for more of a generalist audience, to give students more options for electives, and to make our students more employable.

In 2018, we instituted a two-year course rotation to help students plan for course offerings (semesters, days, and times). The department contacted affiliated programs to address scheduling conflicts that had occurred in the past to prevent future conflicts.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The English Department has a solid cohort of graduate students in the MA and MFA programs. The MFA program is young (initiated fall 2015), and in three years, graduates have published in prestigious national venues, gained admission into quality PhD programs, and earned college-level teaching positions. The MFA program has brought diversity to WKU, especially geographical variety, bringing students from Texas, Russia, California, and Arizona. While the high quality of our instruction that also allows students to study in a non-creative writing area like TESL or composition is the primary reason for student success, the attractive financial package offered to MFA students has a significant impact. MFAs receive full tuition plus a competitive stipend for the two-calendar-year program. The MA program has seen a corresponding decline in enrollment, since we no longer offer a creative writing focus in the MA, but overall our number of graduate students has remained stable. We could grow our MA program by offering competitive funding for graduate assistants. The current funding budget pays for less than ½ of graduate student tuition. Recently, potential MA students have chosen other schools because our MA funding is not competitive.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|------------------------------------|
| Department/School: | English |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------|
| Program Name: | English, AB |
| Reference Number: | 662 |
| CIP Code: | 230101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 39 |
| List Concentrations (if any): | Creative Writing |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The English major prepares students to be productive citizens by developing strong writing, research, and critical thinking skills throughout its curriculum. The major allows students to specialize in concentrations devoted to literature, creative writing, or professional writing, with many students opting to take courses in more than one of these areas. All concentrations require 42 semester hours, with 27 hours in the core and 15 hours in a concentration. Students must take a course introducing them to the major course (299), three literature courses (385 and either 381 and 392 OR 382 and 391), a language course (204), two writing courses (203, 306, 307, 401, or 410) AND (212, 301, or 412), and a capstone course (413, 414, or 416, depending on their concentration). A minor or second major is required.

English students are prepared to communicate, interpret, create, and research in multiple genres and through multiple platforms, with the flexibility to apply these skills to the diverse circumstances required in today's professional environment. The nature of the material covered in this curriculum, including studying literary works by authors from highly diverse backgrounds from around the globe, ensures that our students will be engaged and socially responsible.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 210 | 208 | 197 | 172 | 174 | 89 |
| Conferrals | 46 | 54 | 61 | 37 | 46 | 22 |
| SCHP | 3,022 | 2,880 | 2,577 | 2,335 | 2,481 | 2,794 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The English major contributes to several programs across campus. English faculty teach courses required or elective for majors including English for Secondary Teaching, Computer Science (ENG 307 required), Architectural Science, Theater, Film, Popular Culture, Accounting, Management, the GFCB Advanced Professionalism Certificate, Middle School Education and Language Arts, K-12 English as a Second Language, Foreign Language Education, and Diversity and Community Studies. In fall 2018, the English major offered at least 17 sections of upper-division courses serving these majors.

The department also serves double majors and minors in a diversity of fields. There are an average of 52 double-majors in English each year in areas such as Chinese, Psychology, and History and our numerous English minors (125 in AY 2018-19) have majors in fields like Film, Journalism, Diversity and Community Studies, and International Affairs.

English faculty regularly work with students in other majors, serving as readers for capstone projects in Honors, supervising independent studies outside of the major, and teaching a capstone course in another major (POP 482). English faculty have served Honors students in Film, Theater, Accounting, Finance, Business, Elementary Education, Anthropology, Philosophy, Religious Studies, and Math, and they have mentored research projects for students in Psychology, History, Health and Human Services (HCA majors), Business, Pre-Dentistry, and Film.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Undergraduate English faculty interact closely with graduate programs in English by offering 400/G courses with undergraduate and graduate students – there were 15 such courses in 2017-18. Students in other programs, such as Educational Leadership, take our master’s-level TESOL courses. English faculty have served on MA thesis committees for other departments, such as History.

Undergraduate English majors work in the Writing Center to assist all WKU students. On average, 8 majors and 1 non-English major work 9 hours/week every semester.

English faculty teach study abroad courses through KIIS, CCSA, and WKU Faculty-led programs, averaging four such courses annually.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 44 | 77.3% | 25 | 76.0% | 35 | 74.3% | 40 | 67.5% | 29 | 79.3% | 69.4% |
| Progression | N/A | N/A | 157 | 73.2% | 143 | 74.1% | 142 | 69.0% | 147 | 76.2% | 61.3% |
| 150% Graduation Rate | 32 | 37.5% | 35 | 54.3% | 50 | 62.0% | 33 | 48.5% | 44 | 50.0% | 54.1% |
| Time to Degree | 4.24 (N=46) | | 4.14 (N=54) | | 4.80 (N=60) | | 4.78 (N=36) | | 3.72 (N=44) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Learning Outcomes for the English Major:

1. Understand explicitly the development and use of spoken and written language [LANGUAGE]
2. Analyze, interpret, and critically discuss a diverse variety of texts [CLOSE READING]
3. Analyze argumentative and persuasive techniques in a variety of genres [RHETORIC]
4. Compose successfully in multiple genres, media, and formats [WRITING]
5. Demonstrate a strong understanding of the history and development of literature in the English language in a global context [LITERATURE]
6. Analyze a diverse variety of texts through multiple theories and histories [THEORY]
7. Conduct academic research and document it appropriately [RESEARCH]
8. Convey the core values and competencies of the discipline of English to wider audiences [COMMUNICATION]
9. Participate in extra-curricular activities and show awareness of educational and professional opportunities after graduation [PROFESSIONAL DEVELOPMENT]

Each academic year, the department's Program Assessment Committee, in consultation with the faculty, selects one SLO for particular attention and assessment (in 2017-2018 it was Close Reading), while each concentration within the major (literature, creative writing, and professional writing) assesses a second SLO. Faculty evaluate writing and other material gathered from students produced in Capstone courses for each concentration, and results are shared to the entire department. A significant portion of the annual departmental retreat is devoted to discussing assessment results and closing the loop.

One finding from recent assessment that was used to improve the program was that students were not performing as well as we would like in incorporating digital media into their written work. In response, the department created a new course, ENG 212 (Intro to Digital Texts and Media), developed largely through a course proposal by students in the Professional Writing capstone course. Assessment of SLO #2 led the department to create a Close Reading resource/discussion link on Blackboard available to all faculty and applied directly in English classrooms.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The English Department stays in regular contact with our graduates. We ask alumni to complete a survey on our web site to track their career work and gather feedback about our programs. We regularly invite alumni to return to campus to make presentations in our introduction to the major and capstone classes to help make current students aware of career preparation strategies and job prospects. We have also produced [60 alumni profiles](#) so graduates can explain the benefits of our programs to our constituents. Recently, we formed a Professional Writing Club sponsored by [Kirkpatrick Price](#) which gives students an opportunity to learn about job acquisition strategies; we consider the information gleaned through these processes as we revise our programs.

According to the Postsecondary Feedback Report (PSFR) produced by the Kentucky Center for Education and Workforce Statistics (KCEWS), 146 WKU English majors had employment in Kentucky three years after graduation (FY 14-16). The data does not clarify specific fields of study. We have no hard data on jobs acquired out of state.

As part of the administrative trend towards centralization, WKU should create a central clearinghouse to collect employment data across all programs to assist departments with this labor-intensive process.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

From 2014-2017, we addressed three central recommendations from the [Association of Departments of English](#) in our revised curriculum: “addition of topics courses, development of courses related to students’ employment concerns, and a restructuring that increased curricular cohesiveness.” We added flexibility in the curriculum and emphasized close reading, careful writing, and analytical thinking, all skills sought by employers ([“Top Skills”](#)).

While the department plans to survey employers in the future, we have gathered helpful information from employers who have actively hired our majors. [KirkpatrickPrice](#), a company that employs seven BAs in English from WKU, has been impressed by our graduates’ technical knowledge and writing skills but felt that their interview skills were comparatively weak. In response, the professional writing capstone course now requires practice interviews through the WKU [CCPD](#); our other capstones are exploring similar opportunities. KirkpatrickPrice has reported that English students now arrive much more prepared than competitors they interview and are more comfortable in the interview environment.

In Introduction to English Studies and capstones we provide students data on professional opportunities for English majors from the US Bureau of Labor Statistics and the American Academy of Arts and Sciences, as well as qualitative analysis of opportunities for majors from sources such as [Forbes](#), [Business Insider](#), and [Inside Higher Education](#).

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Since 2015, eight English students have earned [Fulbright scholarships](#) (twelve since 2002). Recent graduates have been accepted into top graduate schools, such as Auburn U, U Birmingham (UK), U Cincinnati, George Mason U, U Iowa, U Kansas, U Kentucky, U Louisville, U of Maryland, U Memphis, U Mississippi, New York U, U Notre Dame, Ohio U, U of Roehampton (UK), U Southern California, and Texas A&M U. Recent students have landed nationally competitive internships at places such as Harper Collins Publishing, the Environmental Law Internship, and the Archipelagos Institute of Marine Conservation.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number TE Faculty | | | | | 11 | 12 |
| Number NTE Faculty | | | | | .5 | 4 |
| Cost per SCH* | | | | | \$129 | \$128 |
| SCHP/FTF by Dept. | 360 | 371 | 351 | 367 | 353 | 375 |
| % SCH by FTF by Dept. | 55.6% | 54.2% | 58.7% | 60.0% | 63.7% | 75.8% |
| Median Class Size by Level | 20 | 21 | 21 | 21 | 21 | 19 |
| % Under-Enrolled Sections by Level** | 11.7% | 9.3% | 12.1% | 10.3% | 14.2% | 36.8% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Over the past five years, we have earned \$225,655 through DELO (average of \$45,131). We have supplemented professional development, updated classrooms, equipped computer labs, purchased projectors, funded student recruitment activities, and supported student travel. Over the past five years, we have generated over \$28,500 through the WKU Foundation (average of \$5700/year) to support faculty development, student travel, awards, etc. In 2016, we replaced the CLEP Literature Exam with an English 200 Departmental Exam. While the exam was created to provide a better measure of students' achievement of learning outcomes in English 200, over three years, it has also generated over \$8600 (average \$2850/year) to support professional development in the department.

We recently inaugurated a Professional Writing Club that is sponsored by [KirkpatrickPrice](#), a local technology auditing firm. Many of our students land jobs with KP after graduation, and the company has a vested interest in providing financial support to help us prepare students for employment there.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*To estimate costs, we combined SCHP for English & EST majors and all five minors since coursework supporting the programs is basically the same, with # of credit hours for each program being the primary difference. Overall department Cost/SCH: \$92.

**We believe % under-enrolled courses is lower than data indicate and that some combined courses (HEEC and ITV) are erroneously counted.

By FY 2020, the department will be down eight FTE due to departures/retirements; also only 4 of 11 of our NTE lines from FY 18 are continuing.

Departmental operating costs (\$76,103 for FY14-18) are remarkably low considering that we staff three Colonnade courses on top of eleven major/minor/certificate programs.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The English major prepares students to be productive, engaged, and socially responsible citizen-leaders by developing strong writing, research, and critical thinking skills throughout its curriculum ("Our Students" Goal 5.12). English majors take a core of classes that emphasize oral and written communication, careful and critical reading of texts, and analytical research skills (see 3b). The English major features a robust internship program ("Our Community" Goal 4.14), offers several study abroad courses, and has run an [undergraduate student research](#) conference for nearly two decades ("Our Students" Goals 4.11 & 5.12). Faculty in the English Department engage in innovative pedagogy through offering classes on multiple platforms (face-to-face, IVS, online), through faculty development groups (on topics such as close reading and diversity), and by mentoring students who participate in departmental conferences, REACH week, C/ET projects, FUSE grants, and RCAPs ("Our Hill" Goals 3.10 & 3.11). The department's advisors work with majors to ensure steady and successful progress toward graduation ("Our Students" Goal 3.8). The department brings in alumni guest speakers to classes and clubs and maintains a database of alumni profiles on our webpage ("Our Community" goals 6.18 & 6.19) English students are prepared to apply their skills to the diverse circumstances required in today's professional environment ("Our Community" Goal 1.4).

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The English major prepares students to [create and apply new knowledge and excel in a global economy and culture](#) in several ways. Emphasis on cultural competence and empathy (strategy 1.1) is built into the very nature of the English curriculum, such as the requirement to study literary works by authors from diverse backgrounds and nations. The English department conducts authentic assessment (strategy 8.1) of SLOs and uses results to improve individual assignments (i.e., close reading) and the entire curriculum (revised 2016—see 3b and 6c). It promotes faculty development (strategy 8.2—see 5a) and has given particular attention to career development (strategy 9.1) in Introduction to English Studies and capstone courses (see 3c and 3d). The internship program places 10-12 students in competitive professional internships each semester, while courses such as ENG 402 and ENG 414 require students to complete client projects with area businesses and services (strategy 9.3). The major promotes undergraduate research (strategy 10.4) through departmental conferences and publications (see 5d) and also promotes student success and professional development through the Writing Center, staffed by English Department graduate and undergraduate students. The Writing Center conducts over 2000 tutoring sessions a year, contributing to significant learning for both the tutors and clients.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Our [60 alumni profiles](#) and [English Careers Web Page](#) show that English graduates contribute to the workforce in many professions. According to the [Lane Report](#), "employability skills" tied to communication, teamwork, problem-solving, analysis, and interpersonal relations and "knowing how to learn" are valued as highly as "academic skills"; with an emphasis on reading and writing, developing [empathy](#) through literary study, an abundance of group activities, literary and rhetorical analysis assignments, and research projects, our students acquire these high-value skills. Creative writing and literary study stimulate [creativity](#), another skill valued by employers. Required Introduction to English Studies and capstone courses inform students about local and national employment trends (see 3d) and require students to build resumes and other materials targeted to professional opportunities.

The Kentucky Center for Education and Workforce Statistics (KCEWS) section on Future Employment Demand suggests that there are over 30,000 jobs on the horizon for which our majors could compete. Nationally, Melissa Korn notes that English majors are more likely to land jobs requiring college degrees than are majors in business, biomedical sciences, homeland security, and law enforcement ([WSJ](#)). For more on the increasing value of the English major, see "[Hot Jobs](#)," "[28 High Paying Jobs](#)" and "[Employers Want Liberal Arts Grads](#)."

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The WKU English major offers several distinct features. Its curriculum combines several core courses and allows students to select specialized classes in one of three concentrations. Outside of the classroom it offers numerous opportunities for students to present their academic work and enhance their professional credentials: a departmental scholarly conference (15 students each year); formal and "open mic" readings for creative writing students (30 students); The Student Research Conference (10 students); The Sigma Tau Delta (English Honors Society) national conference (7 students have won awards in the past five years). The department publishes two peer-reviewed journals for undergraduate writing: [The Ashen Egg](#) (scholarly work) and [Zephyrus](#) (creative writing). It offers programs for its students in both Study Away and Study Abroad, including a long-standing partnership with Harlaxton College. It has an active internship program, offering around a dozen opportunities each semester.

In 2017, our faculty began a regular dialogue about integrating more diversity in our courses that has yielded a set of pedagogies, teaching strategies, and book group to improve our practices. Our department has worked hard to serve students at regional campuses by offering ENG100, 200, and 300 at Glasgow and regularly beaming a number of courses to all campuses.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The program has an active speaker's bureau that sends faculty to area high schools, hosts several public readings/lectures, and sponsors essay contests for high school students who come to campus. Faculty regularly present lectures on campus, introduce film screenings, and participate in other campus-wide activities. For the larger public and scholarly community, the English program hosts the Center for Robert Penn Warren Studies, which publishes a peer-reviewed academic [journal](#) (hosted by TopScholar), hosts the annual Warren Circle conference (attracting national and international scholars), and presents the Brooks-Warren award for the best book of literary criticism (with the winner invited to give a public lecture at WKU).

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Both quantitative and qualitative evidence show that the demand for skills that are at the core of the English major is increasing (see data and links in 3d and 5c). To ensure that we reach as many students as possible and make them aware of this emerging trend, the English Department has implemented a thorough and consistent recruitment strategy that will be followed by all stakeholders. This strategy encompasses personal contact with prospective students and majors (recruitment events, our high school [speakers bureau](#), high school [essay contests](#) that bring students to campus), creative use of social media (Facebook, Instagram, actively updated web page, video), and making Cherry Hall an attractive space that will draw prospective and current students to the major (bulletin boards highlighting opportunities in English, fun and creative displays, “bling” like buttons and stickers). The department is also making more systematic use of the Admissions’ CRM system to market the major to interested students, to students with 27+ ACT English scores/AP English background, and to track better what strategies have worked. We have also created a convenient web interface for all faculty to provide information on students with whom they interact so that the department can send recruitment material.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

According to the most recent national data, the annual number of students earning BAs in English declined by 15.2% from academic years 2013-14 to 2015-16 (NCES). During the same period, while the WKU median for program conferrals decreased by 5%, the number of BA conferrals in English increased by 32.6%. We do not have national numbers to compare conferrals from 2013-14 to 2017-18 (the CAPE review range); however, the WKU median for program conferrals increased by 10% while English conferrals were flat. In light of the national trends and the overall enrollment declines at WKU, we feel relatively good about trends of conferrals for the English major. However, as we note in 6c, we have not been complacent and have made efforts to increase enrollments and conferrals by making curricular, structural, and marketing changes.

As noted in 5c, we make students aware of local and national employment data and trends (see 3d) as well as require students to build resumes, cover letters, other materials targeted to appropriate professional opportunities.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

From 2014-2017, the department [revised our curricula](#) to create more coherence within the major and to provide more flexibility for students in all concentrations. We formulated goals based on the positive work we were already doing and created learning outcomes to help all English majors be even more successful after graduation, not just on the job market, but as human beings.

In 2018, we instituted a two-year course rotation to help students plan for course offerings (semesters, days of the week, and often times of day). The department contacted affiliated programs to address scheduling conflicts that had occurred in the past to prevent future conflicts.

Since fall of 2015, we have developed a comprehensive recruitment plan which includes a re-design of our [web site](#), addition of a [Why English?](#) Page, and [60 alumni profiles](#); creation of a [video](#) to laud our programs; increased social media presence on [Facebook](#) and [Twitter](#); old-school marketing with bulletin and sandwich boards and flyers for each program; expanded outreach to high schools with a [speakers bureau](#) and essay contest; development of electronic recruitment with WKU’s content relationship management system; an expanded [department visit system](#) for prospective students; and better tracking of interactions to determine effective recruitment strategies.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We are confident, given local and national trends, that the English major will experience moderate growth during this time. To maximize this growth and to increase the quality of our program, the major will ensure that our courses are taught by full-time faculty with expertise in their areas and that faculty will remain active in professional development and scholarly/creative work. To ensure this, WKU needs to commit to fill faculty lines and provide adequate monetary and logistical support for faculty development and scholarly/creative activity. The major will also nurture and promote the quality and quantity of student success, which we feel is the greatest strength of our program. We will continue to increase and promote opportunities for students to succeed within and beyond the classroom through the initiatives mentioned in this document, especially in sections 5 and 6. Our students' success in national scholarships, study abroad, internships, publications, and research will continue to generate attention to our department, and we will rely on the institution to continue to support and nurture such opportunities especially in the Humanities. But more than that, these "gold star" accomplishments will provide the foundation and incentive for us to make every single student's experience in the English major positive, productive, and enriching.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | English |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|------------------------------------|
| Program Name: | English for Secondary Teachers, AB |
| Reference Number: | 561 |
| CIP Code: | 239999 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 55 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The EST major leads to state certification for teaching grades 8-12. In addition to Colonnade courses and core courses for English majors, students complete 21 hours of restricted electives and 34 hours of professional education courses, including 2 semesters of clinical studies and a semester of student teaching. A 2.75 GPA, both overall and in professional education and other major courses, is required for admission into the teacher education program. All major coursework is offered face-to-face with several courses also available online (ENG 204, 301, and 401). No second major or minor is required; however, students often choose a second major in literature or a TESOL minor because they bring a competitive advantage for employment. The major emphasizes well as content knowledge across the areas of literature, allied language arts, and linguistics. Restricted electives allow for flexibility and customization yet are clustered to ensure breadth of knowledge. One course in diversity literature is required. Courses in the major are writing intensive, requiring time-consuming feedback and one-on-one conferencing. Course requirements focus on presentation and performance skills, particularly in ENG 410 and 476, literature and composition pedagogy, to support students in their intensive clinical semesters. EST majors currently enjoy excellent job placement rates.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 117 | 90 | 75 | 74 | 80 | 89 |
| Conferrals | 13 | 13 | 15 | 11 | 5 | 22 |
| SCHP | 1,276 | 1,161 | 886 | 916 | 991 | 2,794 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>English and EST faculty teach courses that are required or elective for majors including Computer Science (ENG 307 is required in that major), Architectural Science, Theater, Film, Popular Culture, Accounting, Management, the Advanced Professionalism Certificate in GFCB, Middle School Education and Language Arts, K-12 English as a Second Language, Foreign Language Education, and Diversity and Community Studies. In the fall of 2018 the English major offered at least 17 sections of upper-division courses that served these other majors. Since fall 2013, an average of 15 EST majors have carried double majors in other areas, most frequently in literature but also in 12 other areas, with Social Studies, Spanish, and History being top choices and including Chinese, Computer Information Technology, and Marketing in 2018.</p> <p>English faculty regularly work with students in Honors, study abroad, and independent studies. We also interact closely with the MA and MFA programs in English by offering 400/G courses with a mix of undergraduate and graduate students – there were 15 such courses in AY 2017-18. Students in other programs such as Educational Leadership take courses in our master’s-level TESOL courses. Students in Educational Leadership take ENG 597 as well. EST faculty serve on the university Professional Education Committee.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>Through the Writing Project summer institute and outreach programs housed in the English department, EST faculty contribute to the professional development of teachers in the Green River district--42 school districts across south central Kentucky. EST faculty also frequently partner with School of Teacher Education faculty in program development, including creating the WKU clinical teacher preparation program in 2012 and revising STE’s core curriculum in fall 2018. The EST major contributes to the university mission by providing citizen leaders to teach literacy and communication skills the work force needs in a complex world.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 13 | 76.9% | 21 | 76.2% | 15 | 66.7% | 15 | 73.3% | 17 | 52.9% | 69.4% |
| Progression | N/A | N/A | 72 | 66.7% | 57 | 64.9% | 47 | 76.6% | 65 | 63.1% | 61.3% |
| 150% Graduation Rate | 0 | 0 | 1 | 0.0% | 22 | 68.8% | 15 | 26.7% | 13 | 61.5% | 54.1% |
| Time to Degree | 3.83 (N=12) | | 5.89 (N=12) | | 5.91 (N=15) | | 4.67 (N=11) | | 4.40 (N=5) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Learning Outcomes for EST Majors:

1. Understand explicitly the development and use of spoken and written language [LANGUAGE]
2. Analyze, interpret, and critically discuss a diverse variety of texts [CLOSE READING]
3. Analyze argumentative and persuasive techniques in a variety of genres [RHETORIC]
4. Compose successfully in multiple genres, media, and formats [WRITING]
5. Demonstrate a strong understanding of the history and development of literature in the English language in a global context [LITERATURE]
6. Analyze a diverse variety of texts through multiple theories and histories [THEORY]
7. Conduct academic research and document it appropriately [RESEARCH]
8. Convey the core values and competencies of the discipline of English to wider audiences [COMMUNICATION]
9. Participate in extra-curricular activities and show awareness of educational and professional opportunities after graduation [PROFESSIONAL DEVELOPMENT]

Each year the department's Program Assessment Committee selects one SLO for particular attention and assessment, while each concentration within the major assesses a second SLO. Assessment is carried out through evaluating writing and other material gathered from students produced in Capstone courses for each concentration, and results are shared to the entire department during our annual retreat to discuss assessment results and closing the loop.

One finding from recent assessment was used to improve the program was that students needed to improve on incorporating digital media into their written work. In response, the department created a new course, ENG 212 (Intro to Digital Texts and Media), developed largely through a course proposal by students in the Professional Writing capstone course. Assessment of SLO #2 led the department to create a Close Reading resource/discussion link on Blackboard available to all faculty and applied directly in English classrooms.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The English Department stays in regular contact with our graduates. We ask alumni to complete a survey on our web site to track their career work and gather feedback about our programs. We regularly invite alumni to return to campus to make presentations in our introduction to the major and capstone classes to help make current students aware of career preparation strategies and job prospects. We have also produced [60 alumni profiles](#) so graduates can explain the benefits of our programs to our constituents.

According to the Postsecondary Feedback Report (PSFR) produced by the Kentucky Center for Education and Workforce Statistics (KCEWS), 146 WKU English majors had employment in Kentucky three years after graduation (FY 14-16). The data does not clarify specific fields of study. We have no hard data on jobs acquired out of state. To the best of our EST advisors' knowledge, all of our majors who wish to become secondary English teachers have found employment.

As part of the administrative trend towards centralization, WKU should create a central clearinghouse to collect employment data across all programs to assist departments with this labor-intensive process.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

From 2014-2017, we addressed three recommendations from the [Association of Departments of English](#) in our revised curriculum: “the addition of topics courses, the development of courses related to students’ employment concerns, and a restructuring that increased curricular cohesiveness.” We added flexibility in the curriculum to emphasize close reading, careful writing, and analytical thinking, all skills that employers seek from effective employees (“[Top Skills](#)”).

In developing the Clinical Experiences in the Practice of Teaching program for EST majors in 2012, faculty from Education and English worked with administrators and faculty from Bowling Green and Warren County to develop curriculum to enhance English and social studies teacher preparation. EST faculty co-taught CEPT classes in 2012-2014, revising the curriculum based on our initial launch and taking into consideration feedback from faculty at our two partner high schools. The CEPT program is in its sixth year with high levels of approval from students and faculty.

In Introduction to English Studies and capstone courses, we provide students national data on professional opportunities for English and EST majors from the United States Bureau of Labor Statistics and the American Academy of Arts and Sciences as well as qualitative analysis of opportunities for English degrees from sources such as [Forbes and Business Insider](#).

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Since 2015, eight English students have earned [Fulbright scholarships](#) (twelve since 2002). Recent graduates have been accepted into top graduate schools such as U Birmingham (UK), U Cincinnati, George Mason U, U Iowa, U Kansas, U Kentucky, U Louisville, U Memphis, U Mississippi, New York U, U Notre Dame, U Southern California, and Texas A&M U. A number of recent students have landed nationally competitive internships at places such as Harper Collins Publishing,

Through its summer education programs, the Writing Project develops teacher leaders for the region, who currently hold positions as principals, assistant principals, and education effectiveness coaches.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number TE Faculty | | | | | 11 | 12 |
| Number NTE Faculty | | | | | .5 | 4 |
| Cost per SCH* | | | | | \$129 | \$128 |
| SCHP/FTF by Dept. | 360 | 371 | 351 | 367 | 353 | 375 |
| % SCH by FTF by Dept. | 55.6% | 54.2% | 58.7% | 60.0% | 63.7% | 75.8% |
| Median Class Size by Level | 20 | 21 | 21 | 21 | 21 | 19 |
| % Under-Enrolled Sections by Level** | 11.7% | 9.3% | 12.1% | 10.3% | 14.2% | 36.8% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Over the past five years, the department has earned \$225,655 through DELO (average \$45,131). We have supplemented professional development, updated classrooms, equipped computer labs, purchased projectors, funded student recruitment activities, and supported student travel. Over the past five years, we have generated over \$28,500 through the WKU Foundation (average \$5700/year) to support faculty development, student travel, awards, etc. In 2016, we replaced the CLEP Literature Exam with an English 200 Departmental Exam. While the exam was created to provide a better measure of students' achievement of learning outcomes in English 200, over three years, it has also generated over \$8600 (average \$2850/year) to support departmental professional development.

Between 2013 and 2017, the WKU Writing Project received \$162,400 in grants from the Kentucky Department of Education, \$35,000 from the National Writing Project, and \$26,800 in supporting funds from PCAL. Despite significant changes in funding streams, we have maintained/adapted WP programs as we look for new sources of funding.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*To estimate costs, we combined SCHP for English & EST majors and all five minors since coursework supporting the programs is basically the same, with # of credit hours for each program being the primary difference. Overall department Cost/SCH: \$92.

**We believe % under-enrolled courses is lower than data indicate and that some combined courses (HEEC and ITV) are erroneously counted.

By FY 2020, the department will be down eight FTE due to departures/retirements; also only 4 of 11 of our NTE lines from FY 18 are continuing.

Departmental operating costs (\$76,103 for FY14-18) are remarkably low considering that we staff three Colonnade courses on top of eleven major/minor/certificate programs.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

EST students' CEPT--Clinical Experiences in the Practice of Teaching--curriculum, developed in 2012, incorporates *high-impact practices* (5.12, p. 7, 3.11, p. 10) based on research in teacher preparation. The program combines *off-campus and on-campus educational opportunities* (4.11, p. 7). Required upper-level EST classes are scheduled to accommodate the CEPT Tuesday-Thursday commitment. Through the clinical program, we *engage with the community we serve to be a resource and a partner* (1.1 & 1.2, p. 13) for better teacher preparation. Our students gain experience through apprenticeship with English teachers in our service area and then many take their places in classrooms where the children of the region are instructed.

Students pursuing a TESOL minor complete a field service project in conjunction with ESLI. Students volunteer as language tutors and conversation partners with adult ESL students in order to a) apply grammar concepts learned in class, b) gain experience in cross-cultural communication, and c) develop empathy for language learning. To further develop empathy, students get an immersion experience in Korean for one classroom period after completing the field experience.

To further *lifelong learning and retraining* (3.9, p. 13), the Writing Project provides opportunities for current and future teachers to conduct research and develop teaching strategies that they then test in their classrooms, refine, and present in workshops available to the local teaching community.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Through the Writing Project, the EST program furthers state objective 2.2 by *working with teacher preparation programs and key partners to provide high-quality professional development opportunities*. We offer a summer institute and two conferences a year. The most recent conference--using young adult literature to teach writing--was attended by teacher candidates, student teachers, graduate students, and public school teachers from our region. We also maintain a website and a library of writing pedagogy resources for teachers.

Clinical models of teacher preparation were nationally recommended as *high-impact educational practices* (state objective 6.1) by the 2010 NCATE Blue Ribbon Report on Clinical Teacher Preparation. Our EST majors benefit from clinical training in partnerships with two local high schools. EST students also enhance instruction at the partner high schools by demonstrating current pedagogical practices.

As part of our charge to prepare Kentucky postsecondary students for 21st century challenges (state objective 8.4), ENG 104, 204, and 302 prepare teachers to address linguistic diversity in classrooms. Students learn to recognize features of Appalachian and African American English and develop professional language to discuss linguistic diversity. Students learn to foster codeswitching and bi-dialectalism through deeper knowledge of Standard American English grammar conventions.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

According to kystats.ky.gov, demand for secondary teachers in the state was projected to grow over the period 2017-21 with a total projected 5-year demand of 1757. In the South Central region alone, it is projected that there will be 870 job openings during that period. Currently, there are 191 high schools in the state, so the outlook would seem to favor EST graduates.

Of the ten Educational Cooperative regions in Kentucky, nine list English as a Second Language and/or English and Communications as critical shortage instructional areas. The Kentucky Educator Placement Service currently has posted 17 openings for high school English teachers, a significant number for this point (November) in the school year, as most vacancies are posted late in the spring semester. Our EST majors are developing the skills to achieve certification to meet those needs.

According to the Bureau of Labor Statistics, projected growth in employment for high school teachers is expected to be around 8% between 2016-2026. Although the statistics are not broken down by subject area, the *Occupational Outlook Handbook* does note that high schools are currently reporting a shortage of English as a Second Language teachers. Consequently, EST majors with a minor in TESOL should have especially good job prospects moving forward.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The current EST major was designed using feedback from principals, department chairs, and alumni; a distinctive feature includes the cluster arrangement of electives, with one of the clusters devoted to allied language arts (theater, speech, journalism). Further, our EST program is unique in the state in that teacher candidates receive a full 2 semesters of embedded instruction and practice before their final semester of student teaching. During the two clinical semesters, students spend 7 hours a day 2 days a week working with both university faculty and a cooperating teacher in high school classrooms. EST majors from our program are frequently requested by principals when they have openings.

Our EST students also benefit from the department's opportunities for presenting their academic work (the Student Research Conference and the Sigma Tau Delta national conference). They publish in the department's two peer-reviewed journals for undergraduate writing and participant in Study Away, Study Abroad, and the department's internship program. Several students each year take advantage of the Teach Abroad semester.

In addition to ENG 100, 200, and 300, all offered at Glasgow, the department beams courses that specifically serve EST majors, such as ENG 301 and 401, to all campuses via IVS.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

For the larger public and scholarly community, the English program hosts the Center for Robert Penn Warren Studies which publishes a peer-reviewed academic journal (hosted by TopScholar), hosts the annual Warren Circle conference (attracting national and international scholars), and presents the Brooks-Warren award for the best book of literary criticism (with the winner invited to give a public lecture at WKU). In the coming years, we hope to refine the focus of the RPW Center to emphasize teaching more and to create workshop opportunities for teachers in our region.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The teaching profession is experiencing challenges regarding salaries and benefits, resulting in teacher shortages in many areas. In 2016 the Kentucky School Boards Association predicted a teacher shortage in middle and high schools within the next few years as almost 15,000 public school teachers become eligible to retire. Consequently, the EST major who will relocate has an excellent chance of finding a job.

Since we know that many students become English teachers because of the influence of their own high school English teachers, we believe that strengthening our relationships with public school teachers will be advantageous. The English department has started a Speakers Bureau to place WKU English professors as guest speakers in high school English classrooms. Our new High School Writing Contest also brings students, their parents, and teachers to campus. In 2018, the department's Writing Project connected with organizers of the Young Adult Literature conference and advertised its own YAL conference to draw future EST majors.

EST is currently working with the School of Teacher Education on redesigning their Core Curriculum to make the education major more attractive by streamlining course offerings and making the program more cohesive. The new plan is expected to be implemented in 2019.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Nationally, the number of students earning BAs in English declined by 15.2% from academic years 2013-14 to 2015-16 (NCES)—the latest year with available numbers. During the same period, while the WKU median for program conferrals decreased by 5%, the number of English for Secondary Teachers (EST) conferrals increased by 15.4%. There are no national numbers to compare from 2013-14 to 2017-18, but the WKU median for program conferrals increased by 10% while EST conferrals dropped by 61.5%.

The EST major has suffered because of a 2014 state-mandated change requiring future teachers increasing field hours by 120% and overall GPA by .25 increase. The legislature's recent attacks of salary, benefits, and cultural valuation of public school teachers has contributed to this decline. In reaction to the overall decline in teacher education majors, EST faculty recently partnered with the School of Teacher Education to redesign their core curriculum to streamline the degree and attract majors.

The program addresses national trends by making students aware of data and opportunities within the curriculum. The required Intro to English Studies and English Capstone courses introduce local and national employment data and trends (3d) as well as require students to build resumes, cover letters, statements of purpose and other material targeted to appropriate professional opportunities.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

From 2014-2017, the department [revised our curricula](#) to create more coherence within both majors and to provide more flexibility for students in all concentrations. We formulated goals based on the positive work we were already doing and created learning outcomes to help all English majors be even more successful after graduation, not just on the job market, but as human beings.

In 2018, we instituted a two-year course rotation to help students plan for course offerings (semesters, days of the week, and often times of day). The department contacted affiliated programs to address scheduling conflicts that had occurred in the past to prevent future conflicts.

Since fall of 2015, we have developed a comprehensive recruitment plan which includes a re-design of our [web site](#), addition of a [Why English?](#) Page, and [60 alumni profiles](#); creation of a [video](#) to laud our programs; increased social media presence on [Facebook](#) and [Twitter](#); old school marketing with bulletin and sandwich boards and flyers for each program; expanded outreach to high schools with a [speakers bureau](#) and essay contest; development of electronic recruitment with WKU's content relationship management system; an expanded [department visit system](#) for prospective students; and better tracking of interactions to determine effective recruitment strategies.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The EST program should maintain its current level of enrollment by extending relationships with teachers in our region, who then become aides in recruiting future English teachers. We plan to do this through the outreach efforts of the Writing Project and partnering in the recruitment efforts of the department as a whole. There is reason to believe that, based on current and expected teacher shortages, more students might consider the EST major as a route to not only a degree but employment. This is partly dependent on the state legislature's support of teachers and teacher education; therefore, EST majors should learn how to positively influence education in Kentucky through their educator organizations.

We think that creating a Writing certificate would be a way to attract new students from the ranks of already employed teachers in multiple content areas. This could be done through the Writing Project summer institute. Incorporating some course work already included in the EST major would make earning the certificate feasible in terms of credit hours.

e. What recommendation would you put forward for the program (check one)? CAPE_561-Eng Secondary Teachers, BA

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|-------------------------------------|
| Department/School: | School of Journalism & Broadcasting |
| College: | Potter College of Arts & Letters |

| | |
|-------------------------------|--------|
| Program Name: | Film |
| Reference Number: | 667 |
| CIP Code: | 090701 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 42 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The 42-hour, in-person, Major in Film (A.B.) provides undergraduates a strong foundation in both film production and film studies. This combination allows students to gain the practical skills necessary to succeed on a film set in both technical and creative roles, to experience the mechanics of film production in industry and independent settings, and to develop facility in critical and analytical thinking through the study of global film culture, history, and aesthetics.

Prospective majors may take no more than 12 hours in the major before admission. Students must meet the following requirements before they can be admitted:

1. Completion of a minimum of 24 hours of coursework applicable to a baccalaureate degree;
2. A minimum overall grade point average of 2.5;
3. Completion of ENG 100 with a grade of "C" or higher and 9 additional hours in general education;
4. Completion of the following courses with a grade of "C" or higher: FILM 100, FILM 201, FILM 202.

In addition to meeting institutional requirements for graduation, the film major must have a minor or second major outside of the School of Journalism & Broadcasting and the Film Studies minor that is approved by the major faculty advisor.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 154 | 152 | 142 | 143 | 132 | 89 |
| Conferrals | 19 | 22 | 24 | 16 | 34 | 22 |
| SCHP | 1016 | 1249 | 1348 | 1101 | 1263 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The film major was introduced in 2010 as an interdisciplinary undergraduate degree comprised of pre-existing film production courses in the School of Journalism & Broadcasting (SJB) and film studies courses in the Department of English. In 2014, the film major underwent a comprehensive curriculum revision, yet it remains integrated with SJB and English and supports Potter College's mission for students "to succeed in a workforce that requires bright team players and global thinkers who are inquisitive, analytical and creative with excellent communication, interpersonal and leadership skills." (See Section 3)</p> <p>Courses like <i>Intro to Cinema</i> (also a Colonnade II-AH course), <i>Screenwriting</i>, <i>Cinematography</i>, and <i>Film Sound</i> are popular electives in the Broadcasting, Journalism, and Photojournalism majors. <i>Film Adaptation</i> serves as an elective in the Creative Writing and Literature majors, and <i>Film Genres</i>, <i>Film Theory</i>, and <i>Feature Screenwriting</i> also offer G-sections for graduate credit in English. Most film studies courses are taught in the Department of English, except <i>Intro to Cinema</i>, which is also taught in SJB, and film courses originating in other departments, such as <i>Politics in Film</i>.</p> <p>The major offers a 3-credit Study Away program (Sundance Film Festival) and a 6-credit Study Abroad program (London and Edinburgh International Film Festival).</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>Being an interdisciplinary program, instructional assignments create peculiarities in the SCHP data. Film <i>production</i> courses are taught by faculty in SJB; film <i>studies</i> courses are taught by faculty in English. The university-provided SCHP data only accounts for film major classes taught by SJB faculty, not film major classes taught by English faculty. It should be noted the film major is housed in SJB while the film studies minor is in English.</p> <p>Enrolled students dropped as anticipated when new major admission requirements were established in 2014. These requirements were deemed necessary to increase the likelihood of students successfully completing the major.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 27 | 77.8 | 42 | 83.3 | 33 | 90.9 | 36 | 83.3 | 32 | 59.4 | 69.4 |
| Progression | N/A | N/A | 125 | 60.8 | 121 | 71.1 | 120 | 70.8 | 113 | 64.6 | 61.3 |
| 150% Graduation Rate | 0 | 0 | 0 | 0 | 16 | 50.0 | 35 | 54.3 | 27 | 48.1 | 54.1 |
| Time to Degree | 3.60 (N=19) | | 3.62 (N=21) | | 4.25 (N=24) | | 3.98 (N=16) | | 3.94 (N=34) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Below-the-Line (BTL) Skills - technical skills essential for film production: camera, lighting, grip, sound, script supervising, assistant directing. 2. Above-the-Line (ATL) Skills - creative skills essential for visual storytelling: writing, directing, producing, cinematography, production design, editing. 3. Critical Thinking/Problem Solving Skills - ability to critically evaluate a film or solve a production problem in an organized, coherent fashion. 4. Communication Skills - ability to communicate effectively, orally and through the written word. 5. Teamwork/Leadership Skills - ability to function as part of a team, or as a team leader. <p>Production Courses SLO Assessments</p> <p>Quizzes and exams are administered, but emphasis is given to hands-on exercises and film projects. Projects are assessed by peer-review and faculty feedback with rubrics provided by faculty in advance. Technical skills are evaluated by timed practical exams. 100 and 200-level courses emphasize foundational BTL Skills and Teamwork (SLOs 1, 5). 300- and 400-level courses emphasize ATL Skills, Problem Solving, Communication, and Leadership Skills (SLOs 2, 3, 4, 5).</p> <p>Film Studies Courses SLO Assessments</p> <p>Quizzes and exams are administered, but emphasis is given to analytical papers and multimedia presentations. Since the world of film criticism has embraced forms like the video essay, students are now required to present analytical work in a variety of mediums. Rubrics are provided by faculty in advance. Film studies courses emphasize Critical Thinking and Communication skills (SLOs 3, 4).</p> <p>Closing-the-Loop</p> <p>After evaluating student assessment measures in the previous introductory production class, it was determined a new introductory course be created to “bridge the gap” between high school and undergraduate film coursework in fall 2017. This new course, <i>Film Industry & Aesthetics</i>, created a common foundation regardless of previous experience, helping students who progressed in the major score higher overall in assessment measures in successive production courses.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The film alumni database includes 87 of 115 graduates since 2013. 58.62% of film major alumni have found work in the film industry or video-related jobs, 22.99% management/professional work, 14.71% retail/other. Since the major is only in its eighth year, it has just begun systematically gathering alumni feedback. Methods include alumni surveys and social media groups, as well as an exit questionnaire completed by graduating seniors in their capstone course.</p> <p>The <i>Kentucky Occupational Outlook to 2026</i> lists an 8.3% projected employment growth for Producers and Directors and 17.4% for Film and Video Editors. While Standard Occupational Classification (SOC) codes neglect a multitude of film-related jobs, there is a clear demand for video and storytelling skills that cuts across professions. Currently, students wishing to</p> | | | | | | | | | | | |

pursue a career in the film industry have two options: 1) stay local and offer video production services such as music videos or commercial work while pursuing personal projects on the side or 2) move to a production hub out-of-state (e.g., Atlanta, Los Angeles) to work in an established market. Kentucky film industry advocacy groups are attempting to attract film production to Kentucky, which would allow alumni to stay local *and* work on professional films.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

As of date, the film major has not conducted a systematic survey of potential employers, in part due to the transient nature of the freelance film employee. However, the film major has been working with the Kentucky Film Association, a trade organization representing Kentucky's nascent film industry, and the Southern Kentucky Film Commission, an organization attracting films to the region, to provide employees to Kentucky film productions. Students and alumni working on recent professional films received performance feedback like "I would like him on ALL of my crews," "thankful she has been a part of the show," and "...is a born director/producer."

In addition, the film major is in the process of creating a professional advisory board of alumni and "friends of the program" to advise on curriculum and employability skills. In the past, John Carpenter (*Halloween*) and Rob & Deb Spera (*Criminal Minds*, *Army Wives*) have functioned in this capacity unofficially and will certainly be invited to join the advisory board once officially formed. Deb Spera, a WKU alumna, has been pivotal in the early years of the program, advising on curriculum matters and serving on a successful faculty search committee as an industry professional.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

As a relatively new program (2010), our alumni are just now starting to make impressions in the field. For example, some alumni have found success directing music videos (Max Moore, Cody Duncum). Others have pursued documentary and freelance work in Nashville (Andrew Yontz, Ben Bell). Others have found work in major production hubs like Atlanta (MaryEllen Hendrick) and Los Angeles (Alina Verenich). While the first eight years have seen some alumni success stories, the film major is reaching maturity and a more systematic approach to alumni relations will now be undertaken through alumni surveys and employer feedback.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 14 | 12 |
| Number of NTE Faculty | | | | | 3 | 4 |
| Cost per SCH Dept. | | | | | \$132 | \$128 |
| Cost per SCH 667 | | | | | \$149* | \$128 |
| SCHP/FTF by Dept. | 294 | 269 | 340 | 340 | 302 | 375 |
| % SCH by FTF by Dept. | 86.4 | 83.6 | 89.5 | 88.0 | 89.7 | 75.8 |
| Median Class Size by Level | 15 | 15 | 15 | 15 | 15 | 19 |
| % Under-Enrolled Sections by Level | 47.4 | 48.6 | 42.9 | 47.9 | 49.3 | 36.3 |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

While the film major is not eligible to participant in the Hearst Journalism Awards like its colleagues in Broadcasting, Journalism, and Photojournalism, it is certainly a beneficiary of SJB’s success in the Hearst program. Over the years, SJB has ranked very high in the Hearst Awards, including first place overall in 2018, which comes with substantial cash awards that help offset the cost of equipment and essential services for the school. In 2013, SJB also received a \$100,000 grant from the Hearst Foundation that allowed SJB to build a multimedia lab, as well as purchase cameras and other equipment.

The film major has worked closely with Philanthropy & Alumni Engagement to court alumni and “friends of the program” donors, as well as initiating an alumni social event at the Nashville Film Festival in 2018 to keep supporters informed of accomplishments and needs of the program. With the encouragement of the Southern Kentucky Film Commission, the film major has worked with DELO to explore revenue-generating certificate programs to re-train potential film crew not looking for an undergraduate degree. Finally, the film faculty are exploring funding opportunities such as the WKU Sisterhood Grant and SpiritFunder to offset the cost of student films.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*As mentioned in 2c, the provided SCHK data only accounts for SJB film faculty, not English faculty who regularly teach courses in the major. The Delivery Cost also lists SJB’s mean salary at \$62,759, substantially higher than the \$51,199 mean salary of the three SJB film faculty. These factors diminish the major’s total SCH while inflating the perceived cost per SCH. The adjusted film Cost per SCH would be \$122 (excluding English).

Production courses are capped at 20 due to equipment limits and hands-on instruction, yet only 23.07% of 17/18 upper-division FILM courses were under-enrolled, much lower than department/university levels.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

A Culture of Innovation

The film major prepares students to be productive, engaged, and socially responsible citizens through its two-pronged emphasis on film production and film studies. In production courses, students use the latest technology in a collaborative, immersive environment to learn technical and creative skills necessary to tell stories in a visual medium, skills that will make them employable should they choose to pursue filmmaking as a profession.

A Regional Lighthouse

In addition, students learn essential problem-solving, teamwork, and leadership skills necessitated by the collaborative process of filmmaking. No team can succeed without clear goals, structure, and communication, and our production courses emphasize these “soft skills” as strongly as technical skills. Film majors interact with the community through location filming around Bowling Green and public showcases of student work on campus.

Global Learning

Film studies courses, including required courses in world cinema, expose students to cultures and filmmakers from diverse backgrounds from around the world while encouraging students to be engaged and aware of how their own films contribute to the cultural conversation. Students develop strong writing, research, and critical thinking skills, while engaging with an art form that crosses cultures and national boundaries.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Career Readiness and Employability (Objective 9)

Career-readiness in an ever-changing industry has been the primary focus of the film major since its inception. Through its emphasis on technical and creative skills, professional practices and equipment, as well as critical thinking and problem solving, the film major ensures students are prepared and attractive to potential employers. As more film productions choose to film in Kentucky due to its competitive tax incentives, it is imperative the state have a local workforce ready to greet them. The film major at WKU is designed to build such a workforce.

Increase Persistence and Timely Completion (Objective 6)

By design, students who enroll in the film major as freshmen will complete the film major within four years, as evidenced in the 3.88 year average time to completion over the past five years, 2013-2018 (figure 3a). This timely completion is made possible by the major's “stair-step” production curriculum, which ensures classes are taken in a logical progression and at the optimal time in the student's undergraduate career.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant [workforce](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

As mentioned in 3c, the *Kentucky Occupational Outlook to 2026* lists an 8.3% projected employment growth for Producers and Directors and 17.4% for Film and Video Editors. These are considered “high skill” jobs, skills which the WKU film major provides through its rigorous curriculum. And while the SOC codes neglect a multitude of film-related jobs, there is a clear demand for video and storytelling skills that cuts across [professions](#).

The film major prepares workforce-ready filmmakers with strong leadership, communication, and critical thinking skills in a number of ways. The heart of the film major curriculum is the workshop courses, which produce 20-23 short films per year. These films give students experience working on set in both crew (BTL) and creative/administrative (ATL) positions. It is a rigorous and demanding schedule which allows students to experience the responsibilities and creativity of a film set in a very tangible way. The films made in these workshop courses follow industry standard divisions of labor as much as is practical in an educational setting. Film studies courses culminate in a capstone course, which along with career preparation, includes discussions with industry professionals.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The film major is uniquely positioned in the Commonwealth as the only comprehensive 4-year film curriculum, focused on narrative (scripted) storytelling, offered at a public institution. The only similar program in the state is offered by Asbury University, a small, private university. UofL and UK only offer film minors, which gives WKU an eight-year head start. Although many programs in the state focus on traditional broadcasting or documentary models, none provide the breadth or depth of filmmaking technique found in WKU's film curriculum. The film major is also uniquely positioned in the region with its proximity to major (and growing) production hubs, such as Nashville, Louisville, and Atlanta.

As a sign of the film major's growing stature and reputation, a current film student, Tori Mills, recently received the program's first Student Production Award for Best Short Form-Fiction from the National Academy of Television Arts & Sciences, Ohio Valley Chapter. A second student was awarded Honorable Mention.

All film faculty, production and studies, have terminal degrees (MFA or PhD) from institutions such as Florida State University, University of Southern California, Duke, Chapman, MTSU, University of Miami, and University of Minnesota. All faculty are filmmakers and/or productive publishers of scholarly film research.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

While the film major may lack the physical facilities of some aspirational programs, it prides itself on the professional-quality equipment it provides to its students, equipment that most Kentucky programs lack. The film program now boasts two complete camera, sound, grip, and lighting packages, containing the same equipment used on professional film sets. Students shoot their short films in 4K RAW, future-proofing their work for the foreseeable future. The newly updated and renovated editing labs boast top-of-the-line computers, complete with professional editing software. Included with this upgrade were two new finishing suites with professional color grading and sound mixing stations.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The film faculty want WKU to be the destination of choice for high school (or transfer) students seeking a degree in film in Kentucky and the Southeast/Midwest region. WKU has a unique opportunity to be competitive with programs at much larger schools, like Florida State and North Carolina School of the Arts, at a much more affordable price, even for out-of-state students. Being a new program, the curriculum was designed for the film industry as it exists now, not as it might have existed 30 years ago, which gives us a nimble, “startup” mentality for addressing programmatic issues.

In order to attract talented students, the major has increased its presence online and on social media, but a much more concerted effort will need to be made toward publicity and recruitment. Getting the student work into festivals and online is one of the most effective ways to show the quality of education a student can receive at WKU. Another area for growth is targeting and visiting specific high schools with media programs. Building relationships with these programs, as well as the Governor School of the Arts, will go a long way toward fostering students and ensuring the program’s long-term viability.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

According to the National Center for Education Statistics, undergraduate degrees in “Communication, journalism, and related programs” (CIP Code 09) have seen 23.76% growth nationally over the last ten years. While WKU’s film major has seen a 14% decrease in enrollment over the last five years, it is still nearly 1.5x the university median and frankly now at a level manageable with current staffing. This decrease can be attributed to the introduction of admission requirements to the major in 2014, which caused numbers to slowly decline as students not making the cutoff pursued other majors. Despite this slight dip, the film major has exceeded initial enrollment numbers expected by both the department head and the dean at the time of the film major’s inception (50 majors were expected at the time of the major’s proposal in 2010).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2014 the film major was revised and expanded to provide a more effective film education across the areas of production and film studies. As part of this revision, admissions requirements were added to the film major for the first time, bringing it in line with other SJB majors. Students must now complete 24 hours of undergraduate coursework, complete introductory film courses with a C or better, and maintain at least a 2.5 overall GPA in order to be admitted into the film major and continue on with their film courses. All film courses must be completed with a C or better to be counted toward the major.

The film faculty see the major’s curriculum as a work-in-progress rather than a fixed document. The film faculty meet on a semi-annual basis to review student learning outcomes and course-correct, like introducing workshop courses to spread out student workload, a new study abroad program, and a new introductory course to better prepare incoming students for success. Increased communication with alumni and our advisory board (see 3d) will provide additional feedback to ensure our program maximizes student success during and after their time at WKU.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

5 Year Goal

After our recent Student Production Award at the regional level, the film major’s goal for a national Student Emmy nomination is now a more realistic goal than ever. The major is in its second year of offering a thesis film class, and soon this course will produce Emmy-caliber films. By placing in this competition, as well as nationally-recognized film festivals, WKU will be well-poised as a potential film student’s destination of choice.

10 Year Goal

The film faculty have discussed for years the natural evolution of the major toward a BFA in Film, and with it, accreditation from the National Association of Schools of Art and Design. In fact, the 2014 curriculum revisions were made with this possibility in mind. With the latest film hire in SJB, this plan is closer to being realized, and curriculum options are being drafted. A BFA will require CPE approval, but it offers a significant recruiting tool against highly-respected film programs in the region, such as FSU and NC School of the Arts. While “maintaining” the major ensures it will remain a successful, signature program, “enhancing” it will create a true destination major for students in our service region and beyond.

e. What recommendation would you put forward for the program (check one)? Grow/Enhance (Significant strategic potential exists) Maintain (Core or important complementary program) Transform (Redesign/combine/reorient) Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Folk Studies and Anthropology |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|--------------|
| Program Name: | Folk Studies |
| Reference Number: | 009 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

| |
|--|
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|--|

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
8 January 2019

| | |
|---------------------------|---|
| Department/School: | Department of Folk Studies and Anthropology (FSA) |
| College: | Potter College of Arts and Letters (PCAL) |

| | |
|--------------------------------------|--|
| Program Name: | Folk Studies (FS) |
| Reference Number: | 069 |
| CIP Code: | 050209 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | Thesis, Public Folklore, Historic Preservation |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The program began in 1972, was the first academic program to train folklore students to work in the public sector, and has since been a national leader in preparation for government and non-profit employment and doctorate programs. The program provides students with theoretical and methodological training in elevating communities through the documentation, promotion, and preservation of diverse traditional arts (oral, material, and customary) and cultures. Curriculum is delivered through face-to-face seminars and ethnographic fieldwork and applied projects, often in partnership with the department-based Kentucky Folklife Program (KFP). Admission requires a minimum 3.0 GPA, reference letters, and résumés. Said one graduate surveyed (discussed below), "I have a network of public folklorists across the country from my time at WKU, experience developing exhibits,...understanding of the infrastructure of public folklore on a national level, an understanding of the cultural and theoretical history of the field of folklore, experience doing fieldwork, and respect from folklorist colleagues for having a degree from one of the premiere folk studies graduate programs in the country." Even with a recent enrollment dip, in the evaluation period we averaged 21 enrolled students, above the PCAL median of 18.5 and in the top four of ten PCAL MA programs. (There is an undergraduate folklore minor but no major.)

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 29 | 23 | 20 | 17 | 17 | 19 |
| Conferrals | 9 | 12 | 11 | 8 | 9 | 6 |
| SCHP | 469 | 385 | 308 | 285 | 274 | 212 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The program directly supports the university mission to “*prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society,*” as students engage in applied research that impacts communities in the WKU service region and beyond through coursework, internships, and thesis/capstone projects. Folk Studies graduate courses support other programs by serving as electives in programs including GWS and SRSC.

Opportunities for interaction between undergraduate and graduate programs include TAs in Colonnade and minor classes and 400/400G courses that include applied research projects. For instance, FLK470/470G students regularly research and build an exhibit presented at the Kentucky Museum (most recently in support of IYO South Korea); in fall 2018, FLK464/464G students worked collaboratively to document and present online the construction of the Cultural Enhancement Committee’s Stickwork project. In fall 2017, graduate students in FLK585 collaborated with KFP and Bosnian community members to present demonstrations of Bosnian food traditions in support of IYO Bosnia and the Kentucky Museum exhibit “A Culture Carried: Bosnians in Bowling Green” attended by students in FSA Colonnade courses.

The implementation of a JUMP program in spring 2019 will enhance opportunities for interaction between undergraduate and graduate programs.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Additional examples: Each year, students work with the KFP and faculty members to present narrative stages—on-stage interviews with community tradition barriers—at the Horse Cave Heritage Festival.

Folk Studies faculty have collaborated with the KFP (with RCAP funding) to develop and implement “Dress to Express,” which uses dress and adornment to explore cultural diversity and identity. Dress to Express classes have been held at Bowling Green High School, with the “Upward Bound” program for disadvantaged high school students, and with the Intercultural Student Engagement Center Academy at WKU and will continue through a curriculum available to educators online.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|------|-------------|------|------------|------|------------|------|------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 14 | 78.6 | 13 | 84.6 | 8 | 87.5 | 6 | 83.3 | 7 | 85.7 | 82.2 |
| Progression | n/a | | | | | | | | | | n/a |
| 150% Graduation Rate | 10 | 60.0 | 14 | 64.3 | 13 | 84.6 | 8 | 62.5 | 6 | 66.7 | 73.3 |
| Time to Degree | 2.22 (N=9) | | 1.88 (N=11) | | 1.96 (N=9) | | 1.94 (N=5) | | 1.84 (N=8) | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The program achieves the strategic plan's call to "provide [students] with a dynamic and challenging educational environment that facilitates their growth as scholars and individuals."

60-85% of students graduate within three years following entry; those who graduate typically do so in under two years.

FS students completing the MA will:

- develop employment skills and qualities which will allow them to successfully compete in the professional world
- display competency in the history, methods, and theory of the discipline of folklore
- be capable of presenting professional presentations, programs, and exhibits and/or publishing professional papers
- serve as responsible citizens in a global society through regional stewardship and community engagement activities

All students must pass a rigorous written comprehensive exam.

Thesis students are required to write an extended monograph based on primary research that must be approved by a committee of three faculty members and must be orally defended to graduate faculty and students. The defense is evaluated by the student's committee based on 1) the successful presentation of a summary of the methods used and conclusions drawn and 2) effectively responding to questions.

Non-thesis students must complete an internship or capstone and a web-based portfolio of their graduate work that demonstrates, to faculty and employers, the breadth and impact of their education, skills, and experience attained through coursework, research, projects, internships, professional presentations, assistantships, and other experiences. An oral defense of the portfolio is required following the completion of exams, and passage of this final stage of degree completion is contingent on approval of graduate faculty.

Based on student feedback, in fall 2017 the faculty improved portfolio guidelines and requirements and initiated an annual professional development workshop to more fully engage students with the purpose and expectations of the portfolio. The faculty also updated recommended platforms in order to ensure accessibility to potential employers.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Our graduates become colleagues in the field. Alumni recruit potential students and make financial contributions to our program (some on a monthly basis). We have an active alumni Facebook page, hold an annual alumni advisory dinner during the American Folklore Society (AFS) conference, and host a biennial roundtable in which alumni share their real-world experiences with students in group and one-on-one settings.

Our analysis of the list of presenters at the 2018 AFS conference found that 18 graduates from the evaluation period presented their research at the conference.

We conducted a survey of 2013-18 graduates in fall 2018. Of the 44 for whom we had contact information, 41 responded (93%); 29 (71%) are employed in a related field (museums, historic sites, libraries, archives, as well as education, non-profits, government) and seven (17%) are in doctorate programs. We will adapt and conduct this survey annually.

Our primary professional organization, AFS, reported that between May 2017 and May 2018, 44% of folklore-related job postings were "public folklore and related" as compared to 31% academic jobs; in addition to public folklore jobs there are positions in museums, archives, and others jobs that our students are uniquely prepared for and regularly land, unlike graduates of most folklore programs.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Our faculty are engaged leaders in the field with regular contact with employers and actively engaged in service to professional organizations and on state/national grants panels. In fall 2018, we requested feedback from several supervisors; comments included: "exceptionally well-prepared as a public folklorist" and "her degree from your institution was one of the strongest elements that landed her the interview." Comments from doctoral advisors included, "the WKU students are so well-prepared that we actually had a discussion about that in relation to our PhD program recently."

According to our recent survey, 83% of those employed had received a positive evaluation from their employers and 41% had received a new position with more responsibility/pay since initial employment. Of those in doctoral programs, 71% had received a positive evaluation from their supervisors and 57% had received an award.

We identified the need to increase student research presentations at conferences for career development. We therefore began 1) requiring first-year students to present at the WKU Research Conference, 2) providing travel support to the AFS conference contingent on presentations, and 3) encouraging additional conference presentations. As a result, in 2017-18, 11 of 17 students made 25 presentations (20 at regional/national conferences including the Appalachian Studies Association and AFS conferences).

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our time-to-degree rate is exceptional, rising when an occasional thesis student completes late. Recent student awards include the 2018 Minton (the second FS winner since its 2002 inception) and awards from the AFS Cultural Diversity Committee and the Public Programs and Women's Sections. Of those currently employed, 48% were hired 1-3 months after receipt of their degree; 30% in 3-6 months. One graduate commented, "I am more well-rounded and prepared than others in similar positions. I entered my job with experience in grant-writing, public programming, and community-based fieldwork and projects, which allowed for an almost seamless transition into my present position."

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 8 | 12 |
| Number of NTE Faculty | | | | | 1 | 4 |
| Cost per SCH / Department | | | | | \$102 | \$128 |
| Cost per SCH / Folk Studies MA | | | | | \$335 | |
| Cost per SCH / Folklore Minor | | | | | \$550 | |
| Cost per SCH / Anth Major+Minor | | | | | \$251 | |
| SCHP/FTF by Dept. | 377 | 371 | 340 | 433 | 435 | 375 |
| % SCH by FTF by Dept. | 67.4% | 73.7% | 78.0% | 83.2% | 75.8% | 75.8% |
| Median Class Size by Level | 12 | 10 | 6 | 9 | 7 | 8 |
| % Under-Enrolled Sections by Level | 46.2% | 46.2% | 84.6% | 91.7% | 63.6% | 58.2% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Folk Studies has a history of funding from the National Park Service, National Endowment for the Arts, Laura Goad Turner Charitable Foundation, and others. In this period, FS received grants totaling \$545,153, 29% of total PCAL extramural funding. In 2014-15, FS brought in 86% of the PCAL total. MA students participated in both paid (GAs, on contract) and unpaid (through coursework) roles.</p> <p>FSA averaged \$13,955.81 in DELO distributions, through summer and web courses (undergraduate).</p> <p>Charitable giving includes monthly contributions by all program FTF, as well as alumni and friends, to support student travel and professional development.</p> <p>Our students benefit from the annual dispersal of the Collins-Bramham Guest Artist Endowment that supports our Public Folklore Workshop, bringing a prominent public folklorist to campus for 2-3 days to provide skills-enhancing workshops, scholarly presentations, and one-on-one time with students.</p> <p>Faculty members in the program currently edit the <i>Journal of American Folklore</i>, the leading journal in our field. Along with prestige, this brings funding, most of which supports summer pay for a graduate editorial assistant.</p> <p>Faculty and students seek outside funding to support research/conference travel, with awards from sources including AFS and its interest sections, American Folklife Center, Kentucky Oral History Commission, and ZSEIFS.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>Graduate courses are taught almost exclusively by four FTF who also teach Colonnade and minor courses. As our graduate enrollment has dipped, we are working to best balance teaching schedules (G/UG) to improve SCHP (which excludes independent studies, thesis committees, and advising). Even though our enrollments have dipped, we remain among the highest average faculty:student ratios of MA programs. In 2017, our faculty:student ratio of 1:8.5 placed us #22 (top 41%) of 54 MA programs; we were #5 (top 28%) of 18 face-to-face MA programs.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

WKU aims to “enroll a diverse body of regional and global ... students.” In the review period, 13 of our students came from Kentucky, 14 from other states, 3 from Iran, and one from India; 9 were first-generation college students. We encourage nontraditional student applicants such as professionals seeking additional job skills.

WKU aims to “Facilitate high impact practices...” (The Hill). 100% of our students participate in high-impact practices including internships, capstone projects, community-based learning, collaborative projects, and/or electronic portfolios. One graduate wrote: “My job requires understanding the cultural values of a variety of diverse communities...creating connections between those communities and cultural and natural resources...collaborating directly with community members and other partner organizations...developing interpretive media...and handling contentious topics in a public space. I am the only person in my current workplace who can say they gained experience in all of the above and more in one place.”

As highlighted throughout this self-study, we are particularly proud of our role as “a regional lighthouse” (Our Community and Beyond) through student and faculty efforts to elevate communities through creation of cultural opportunities, and of our success ensuring “that WKU students graduate with skills to think critically, solve problems, and engage effectively with others.”

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The FS MA is a distinctive program available nowhere else in the state, and we uniquely support the statewide strategic agenda which seeks to “advance social, artistic, cultural, and environmental progress.” Of particular relevance:

Objective 2: “Partner with Kentucky’s P-12 system...” We are the only folklore program in the U.S. to offer a graduate class in Folklore & Education, a growing area of the field. Students in this course have, among other things, trained students in area high schools to conduct oral history interviews and created a “traveling trunk” on Bowling Green Bosnian culture, now available to schools from the Kentucky Museum.

Objective 9: “Improve the career readiness and employability...” From our survey, 28% of those employed work in Kentucky, including positions with museums, archives, and universities.

Objective 11: “Expand regional partnerships, outreach and public service...” The graduate program sustains partnerships with a wide range of organizations and communities including area schools and museums, City of Horse Cave, National Park Service, Kentucky Arts Council, and Kentucky Historical Society. Although regional partnerships, outreach, and public service have long been central to our program, the movement of the Kentucky Folklife Program to the department in 2012 has expanded opportunities for student/community engagement.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Although many of the job categories our students enter are not listed in the Kentucky Future Skills Report, those that are included and are held by our graduates working in Kentucky (archivists, art directors, curators, museum technicians and conservators) are all predicted to grow between 2017-2021.

From the early days of the program to the present, our graduates have been hired upon graduation by agencies such as the Kentucky Arts Council and Historical Society as well as numerous local organizations, museums, and educational institutions. Kentucky employers of graduates in the period under evaluation include the Downing Museum, the National Corvette Museum, the Muhammad Ali Center, the Kentucky Folklife Program, Hindman Settlement School, and the Sisters of Loretto Heritage Center.

Out of 12 Folklife Specialists employed by the KFP since it was founded in 1989 by one of our graduates, 11 were alumni of our program. There is a large network of folklorists in the Commonwealth (many our graduates), and one graduate surveyed listed access to this network as one “unique advantage” our program provided.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

In 2017, we celebrated 100 years of folklore study at WKU, beginning when Gordon Wilson established a folklore library.

There is no other folklore graduate program in Kentucky. Unlike any other program in the nation, we have been known since the 1970s for training public folklorists. Said one graduate: "The Folk Studies program at WKU is recognized by my folklore peers across the country... as being one of the premiere schools for graduate level training in folklore, and as THE premiere school for training in public folklore. Graduates go on to support folk and traditional arts and artists across the country in a wide variety of rural, underserved, minority communities." Graduates pursuing doctoral degrees also recognize the importance of the job skills; said one: "my time at WKU helped me develop a set of practical—and marketable—skills related to historic preservation, and to fieldwork more broadly. This background has allowed me to participate in, and be hired to conduct, field- and community-based projects through my doctoral institution."

Awards received include Preservation Kentucky's 2016 Bingham Preservation Education Award and Kentucky Historical Society's 2018 Community Impact Award for the Bosnians in Bowling Green exhibit, a joint project of FS, KFP, and the Kentucky Museum.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

According to one graduate: "While it is, quantitatively, a small program, Western's folk studies program is, qualitatively, everything a prospective student (or proud alumni) could hope for. What it might lack in numbers, the program makes up for in reputation—in terms of rigor, respectability, and prestige—in the field of folklore studies. The program is known (and lauded within the field) for its public-facing focus which affords the unique opportunity in a degree program that blends academic research, community engagement, and preparation for the job market and/or further study."

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

In 2013, with strong support of university administration and the discipline, we proposed a doctorate of applied practice to meet employment needs. The CPE vetoed the proposal, stating that it “would fall outside the intent of the legislation allowing comprehensive universities to offer advanced practice doctorates.” Our program is undergoing transition with the retirement of one and optional retirement of a second full professor, and we have hired junior faculty with expertise in applied folklore. This is the opportune time to **incorporate aspects of the proposed doctoral program at the MA level.**

We are launching a **JUMP program** in Spring 2019 and anticipate an increase of 1-2 WKU students completing the program per year.

We plan to propose a **museums concentration**, strengthened by the longstanding relationship with the Kentucky Museum and with potential connections with Art and History. According to the KY Statewide Occupational Employment Outlook, jobs in museums are predicated to rise in Kentucky by 13.5-15.1%. Nationally, the BLS predicts that jobs in archives and museums will “grow 13 percent from 2016 to 2026, faster than the average for all occupations.” An increasing number of our graduates are hired by museums, and a concentration will attract additional applicants seeking museum careers.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

As mentioned, the AFS analyzed posts on their online career center between May 2017-18 and found that 44% were public folklore and related humanities jobs as compared to 31% academic jobs; the remaining jobs included museums, archives, and other jobs that our students are uniquely prepared for and get. In addition, we have tracked academic positions and found that an increasing number emphasize specialization in public folklore/public humanities, and our degree therefore provides unique qualifications for students who go on to pursue a doctorate.

Our program aligns with national trends of declining enrollments in humanities programs; however, we are ahead of the curve on training our graduates for employment outside of academia.

We also led the way in the movement of public folklore programs from state arts councils (since the 1970s) to universities; the KFP was among the first to do so, as WKU recognized the opportunities for student/community engagement.

Our program has the potential to grow our impact on other programs, as our faculty have expertise in folklore and education, folklore and health, folklore and journalism, and other employment categories with a growing desire to train culturally aware and competent professionals with the skills necessary to communicate with diverse populations.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Because our graduates are highly successful, **we have made recruitment our priority.** For many years our enrollment was near capacity based on the number of graduate faculty, and there was no systematic plan for recruitment. As we have seen our numbers dip in recent years, and with the change in program leadership, we began a systematic plan for recruitment. The faculty have reviewed the undergraduate institutions of recent students and have identified targets including the University of Kentucky, Indiana University, and Berea College. Faculty will make recruitment visits to two of these universities in winter 2019.

Over the last two years, department faculty fully redesigned the website and made it more navigable for potential applicants, and in 2018 we produced the first department newsletter in memory. We have produced items such as a 3x5 recruitment card and plan to produce additional materials, having heard from potential students who want physical, in addition to web-based, materials. In the last two years, we have used social media with recruitment in mind; for instance, we have posted a series of “spotlights” on the successes of exemplary alumni. Though our alumni have long been active recruiters, we are creating materials to assist them in doing so systematically.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

While the lack of CPE support set us back from an opportunity to provide leadership in our field at the doctoral level, we remain among the strongest and most respected folklore programs in the nation. We are confident that through program changes and the implementation of a strategic recruitment plan we will return to our previous enrollment within the next five years; within ten, if we can grow our faculty beyond the impediment of four FTFs, we have serious potential to grow.

Our greatest impediment is the declining support for assistantships, previously a key factor in our ability to attract top students. Stipends are stagnant and our ability to offer full tuition waivers has plummeted. We continue to offer one or two full waivers per year but doing so reduces the partial waivers offered to other candidates to between \$2000 and \$3700, which is not competitive.

In addition to growing the numbers of students pursuing an MA in Folk Studies, there is potential to grow our support of other programs. For instance, our existing collaborations with programs in the Department of Community and Diversity Studies may be grown with recent university reorganization.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|--------|
| Program Name: | French |
| Reference Number: | 010 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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|--|
| |
|--|

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
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| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
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6. PROSPECTUS

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|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
8 January 2019

| | |
|---------------------------|----------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--------------|
| Program Name: | French Major |
| Reference Number: | 665 |
| CIP Code: | 160901 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

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|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| The French major and minor program will be suspended, with the last students graduating in spring 2021. |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|---|---|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>The French major and minor program will be suspended, with the last students graduating in spring 2021.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Diversity and Community Studies |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|----------------------------|
| Program Name: | Gender and Women’s Studies |
| Reference Number: | #1712 (#161) |
| CIP Code: | 050207 |
| Degree Type (AB, BS, etc.): | Graduate Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 15 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

| |
|---|
| <p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p> <p>GWS has grown from two courses in 1990 to a vibrant program offering an undergraduate minor, a graduate certificate, and a robust activities calendar that serves our students and the campus and community. GWS has engaged in collaboration, e.g., <i>Women & Kids Learning Together Summer Camp</i>, 2006-2012, and the <i>At Home: A Kentucky Project with Judy Chicago</i>, when Chicago came to WKU for a semester to lead team of students and community members, which resulted in a six-month exhibit, co-sponsored with the Art Department and Folk Studies, 2001-2002. For 20 years, GWS has hosted the student-run <i>Vagina Monologues</i> that raises funds for Hope Harbor.</p> <p>The Graduate Certificate requires students to explore links between their chosen field of study and the interdisciplinary examination of gender and of women’s experiences and contributions. The certificate requires 15 or 18 credit hours, for those wishing to teach GWS at the secondary level.</p> <p>One reason for the certificate’s success is that all courses can be taken online (local students also have the option to take some electives f2f)—it went online in 1998. Another is the excellence of faculty and course options. Admission is somewhat selective, including a review of a statement of intent and previous academic performance.</p> |
|---|

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 17 | 10 | 13 | 22 | 14 | 4 |
| Conferrals | 6 | 7 | 4 | 7 | 5 | 5 |
| SCHP | 123 | 66 | 120 | 171 | 102 | 44 |

| |
|--|
| <p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p> |
|--|

The GWS Graduate Certificate aligns with WKU’s mission in three ways. Completion of the 15-18 credit hours of coursework “prepares students of all backgrounds to be [...] socially responsible citizen-leaders of a global society” through an interdisciplinary examination of gender, race, and class the influences of policies, programs and discourses. As an online certificate, it offers accessible “lifelong learning opportunities for its students, faculty, and other constituents.” Finally, the graduate certificate “enriches the quality of life for those within its reach,” providing opportunities for professionals to enhance their areas of expertise.

GWS graduate courses count as electives in the MA in Social Responsibility & Sustainable Communities; several of them also count in the MA in Organizational Leadership. Students may pursue the certificate alone. However, the GWS Graduate Certificate is most commonly sought along with a master’s (or after the MA or PhD was earned).

We also support the WKU mission and other programs through outreach events. For instance, foundation-supported *generations* luncheon series supports the work of faculty across campus. Since 2002, approximately 110 faculty and community members, from over 23 disciplines, have presented their work. See 4b for more information on our foundations.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

For more than 25 years the WKU GWS Program has organized and supported a significant amount of programming on WKU’s campus. The academic minor is but one small part of what makes up the program. GWS has the first and longest-running film series on campus (The Gender Images Film Series), provides space for faculty and students to share their research and community work through the *generations* luncheons, and has brought (or helped to bring) internationally known speakers to campus including Gloria Steinem, Katha Pollitt, Ntozake Shange, and Allan Johnson. These efforts require a significant amount of time and planning and are an integral part of the GWS mission.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|------|---------|----|---------|-----|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 1 | 100% | 1 | 100% | 0 | 0% | 2 | 50% | 1 | 100% | 19/73.7% |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student Learning Outcomes:

1. Analyze intersections of gender, race, class, and sexuality in feminist theory;
2. Examine the impact of policies, programs, and discourses on women across the globe;
3. Explain strategies for collective action as a vehicle for changing social structures, public policies, and ways of thinking;
4. Produce written work investigating issues concerning women from cross-cultural and global perspectives.

The GWS Program runs an assessment cycle for the GWS graduate certificate that has resulted in aligning the certificate’s core courses to the student learning outcomes. The results are always very positive. In 2014-15 we assessed the final papers for the two core courses (GWS 545 and GWS 555). From that report: “Overall results from this assessment indicate that the GWS Graduate Certificate Program is well-organized, outcome driven, and successful. Results from the assessment indicate that the overall mean score from the final papers in both GWS 545 and GWS 555 was at target.” Additionally, we decided to revise program outcomes as a result of the assessment, deleting the one that is specific to only one of the core courses, rather than suitable for both.

As one student stated, “The GWS Program at WKU is one other schools should model! The courses are well chosen and thoughtfully presented by true professionals. The strong belief of GWS leaders in the importance of this program is apparent not only through the courses but also through the speakers and other programs that are presented throughout the year. I am

grateful for the opportunity to attend the program--it has been life changing!" In terms of constructive feedback, one student mentioned that including classes dealing with sexuality/queer studies would augment the programs electives courses. Unfortunately, we have not had the resources to offer such a course, though sexuality integrates significantly in core courses and electives.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

We do not have a systematic process for getting feedback from graduates. We have conducted informal satisfaction surveys and rely on continued mentoring relationships with students.

Many of our students enter the program as working professionals and for them our certificate offers a means for professional advancement within their organization. According to the linked employment statistics, 21% of graduates are in the field of education—our percentage is probably higher.

Several students have reported that they chose the certificate program at the behest of their employer or institution. We have some data that suggest student success based on employability and promotion. In June 2018 we contacted graduates by phone and conducted a short interview addressing this issue, among others. According to 11 responses out of 45 attempted, 9 students reported a direct correlation between the certificate and advancement in their career goals. Two students reported positive responses from employers. An executive administrator at a non-profit stated, "I became the gender and sexuality person"; and a teacher in Bowling Green schools stated, "With the certificate the principal listens to me about things we need related to this."

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The WKU GWS Program does not have a mechanism in place to measure employer satisfaction with graduates of the certificate program. Anecdotal evidence from graduates indicates that they often become the "go-to" person for issues related to gender.

As a wholly online program, the certificate is accessible to individuals throughout the state, the U.S. and globally. Students comment that they attend this program because of the online accessibility. In the 2018 phone survey mentioned above, 4 out of 11 students who responded to our calls indicated that they teach in the Kentucky public school system. This is not an exhaustive survey but does show that the online GWS certificate is contributing to Kentucky students' employability and professional development. An informal review of students' Blackboard introductions in two courses shows that 18 of 37 within the period of review are in education (K12 or higher education). Of those, 12 are teaching in Kentucky.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

We abide by the academic standards established by the National Women's Studies Association. Established in 1977, the National Women's Studies Association has as one of its primary objectives promoting and supporting the production and distribution of knowledge about women and gender through teaching, learning, research and service in academic and other settings. As an academic field, GWS has pushed for curricula transformation in higher education that has resulted in students who learn multiple perspectives and demonstrate the application of knowledge in pursuit of a more equitable society.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | .75 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$229 | \$128 |
| SCHP/FTF by Dept. | 169 | 190 | 167 | 171 | 201 | 375 |
| % SCH by FTF by Dept. | 73.3% | 74.5% | 73.7% | 68.3% | 71.9% | 75.8% |

| | | | | | | |
|---------------------------------------|-------|-----|-------|-------|-------|-------|
| Median Class Size GRADUATE | 9 | 11 | 11 | 11 | 9 | 8 |
| % Under-Enrolled Sections GRADUATE | 54.5% | 30% | 36.4% | 33.3% | 54.5% | 58.2% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The GWS Program has seven Foundation accounts. The Ward Visiting, the Ward, and the Ward Scholarship were all endowed many years ago by the first GWS director, Catherine Coogan Ward. These accounts support the special events calendar, our awards, and one of two scholarships. The Gail Martin Lecture & Faculty Development account pays for our *generations* luncheon series, which supports the work of faculty across campus. We provide free soups and breads and students are invited (sometimes who classes attend). The Grace O'Neill Fund was created by an employee in honor of his mother and is designated for student travel, and the Esther Fund, endowed by another former employee provides a \$1,000 scholarship per year to a graduate student seeking the GWS certificate.

The GWS DELO distribution for 2012-2018 was \$23,430, with most years between (\$2,000-\$4,000). These funds covered a range of student and faculty opportunities (travel primarily, but also guest speakers or co-sponsorship, equipment and office furniture).

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

First, our students are a "a diverse body" including nontraditional students who have "access through a targeted attraction and recruitment plan." Online delivery attracts older students, many of whom are currently working but seek to enhance their career options, whether they are committed to higher education or working in non-profits in service of women. We have worked with DELO on recruitment (though more needs to be done). Second, in "preparation for the global stage," the GWS certificate uses the most current pedagogical techniques to offer a highly engaged online experience that addresses global problems (e.g., GWS 555 Global & Cross-cultural Perspectives on Women and GWS 575 Gender, Justice, & Sustainability). This point also speaks to the "culture of innovation" and the insistence that our teaching scholars be keen on learning "current teaching methodologies" and integrating "best practices." For instance, several of our courses employ "live" discussions where students meet in small groups to discuss face-to-face topics for the week or to work on group projects. Since our courses are usually heavily dependent on written discussion boards, this "break" from the intensive writing helps to build community, thus speaking again to our efforts to attract and retain students—almost no one wants an atomized learning experience.

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The GWS Graduate Certificate aligns as follows: 1.1 Increase culture competence, 8.4 strengthen learning outcomes (LEAP), and 9.1 Make career development a state and institutional priority and a key strategy for student success. The program enhances cultural competency through in-depth analyses of gender, race, and class; systemic oppression; feminist theory; and policies, actions, and discourses that maintain and challenge dominant ideologies (1.1, 8.4). Given the appalling statistics and wrenching personal stories of individuals—many of them our students—who suffer violence at the hands of individuals or groups *as a result* of being a girl, or a woman, or trans, or gay, or queer, or a boy, or a man, we stand by our certificate as one of the best ways to raise awareness about gendered histories and practices and to provide our students (and future GWS teachers) with the knowledge for preventing and combating gendered injustices.

The program's assessment plan uses features of the LEAP outcomes (8.4). The program is offered wholly online giving professionals the opportunity to pursue advanced specialization in asynchronous environment (9.1). As noted above, a large number of our students earn the GWS certificate as part of their professional development in the field of education.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

According to the Pew Research Center 2017 report “The Future of Jobs and Job Training,” “a focus on nurturing unique human skills that artificial intelligence (AI) and machines seem unable to replicate” will be important. These skills include the ability to network with others, manage public relations, display intercultural sensitivity, marketing, creativity, and enough critical thinking to move outside the box. The WKU GWS Program is essential in developing these skills in students.

As stated above, an informal review of students’ Blackboard introductions in two courses shows that 18 of 37 within the period of review are in education (K12 or higher education). Of those, 12 are teaching in Kentucky.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The GWS Certificate is fully online, drawing students from around the country.

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

Faculty members in GWS experience service obligations that are heavier than normal. They are called upon to provide expertise for many other academic units or to co-sponsor guest speakers and other events. Representatives of the media and other individuals from the campus community and outside telephone or drop in with requests for advice or information about virtually anything having to do with women. Frequent calls come in from the media, women's organizations, businesses, and government agencies for expertise on issues concerning women. Because of these facts, WKU GWS forms an important link between the University and the community.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

As noted in 5b, the plethora of individuals’ accounts—many of them our students—who suffer violence at the hands of individuals or groups *as a result* of being a girl, or a woman, or trans, or gay, or queer, or a boy, or a man—provide ample evidence that GWS should be protected and grown. The reality is far more troubling than the statistics suggest, as is frequent noted in studies and discussions regarding rape and sexual assault. While educating about violence is only a small portion of the material GWS covers, it is indicative of the importance of raising awareness and helping all our students—men and women—learn how “individual” problems are often systemic and can only be challenged effectively from that understanding.

Since GWS faculty are highly skilled in working across the disciplines with students and colleagues, we see an opportunity to model progressive and responsive academic programming. We are also eager to work with others to grow our certificate, despite concerns about disciplinary homes that merely tolerate interdisciplinarity.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Two organizational models are common: 1) self-governing academic departments and faculty, 2) shared faculty across departments. Both models are institutionally specific. The data collected in national trends linked above groups GWS with “area, ethnic, cultural, and group studies” and measures bachelor’s degrees conferred. Current trends indicate that the number of GWS faculty who hold a PhD in women’s and gender studies will continue to increase as demand for gender and women’s studies curricula continues to grow in higher education.

According to the NWSA statement “What Programs Need: Essential Resources for Women’s Studies Programs” (January 2000), the minimum requirements for a GWS Program are: 1. Instructional staff—Faculty lines in GWS; 2. Administrative and support staff—Administrative staff should include a department head or director and an assistant director. Support staff should be sufficient to keep the office open throughout the entire day and to meet the other demands on GWS program; 3. Teaching loads for GWS faculty members with joint appointments should be the same for both departments; 4. Operating

budgets should be at least equivalent to those established for other academic units; 5. Space in order to foster within the GWS program intellectual exchange, collegiality, identification with the GWS office by GWS faculty.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

For the past three years, we have worked with DELO, which has allotted funds to help promote the GWS certificate—marketing on Facebook, for instance, or printing flyers. How successful these efforts have been varies year to year. It's difficult to track the effectiveness of Fb marketing—so many clicks per week: what does this lead to? Our numbers have been fairly steady year to year.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We have no easy predictions for 5 or 10 years down the road. The GWS Program (undergraduate, graduate, schedule of events) will move to an as yet undisclosed new departmental home in 2019. Given the institution's down-sizing, however, one danger is that departments will close ranks, unwilling to encourage students to pursue an interdisciplinary minor such as GWS—or for that matter, any minor that does not accrue to the departmental home. With GWS faculty likely scattered to different departments and those new home departments wanting to make use of the faculty for internal demands, WKU will face the challenge of supporting non-conforming, innovative, interdisciplinary, and/or progressive programs; GWS is one such program, and it holds one of the longest histories on campus.

GWS holds a great deal of collective and historical wisdom and is ready to help with that endeavor.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|--------|
| Program Name: | German |
| Reference Number: | 012 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
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4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
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5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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|--|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
2 JANUARY 2019**

| | |
|---------------------------|----------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|--------------|
| Program Name: | German Major |
| Reference Number: | 683 |
| CIP Code: | 160501 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

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|---|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| The German major at WKU is designed to bring students to the Advanced level of proficiency on the ACTFL scale while providing a solid foundation in cultural knowledge and communicative skills for the workplace. Students complete core courses that begin with German 102 and then customize their skill set by choosing from among electives in German culture, business, translation, film and literature. A minor is required. Many students in fact have a second major. About half of the students who earn this major start at a level higher than 102 based on knowledge from high school. For these students, the typical starting point is the 3 rd or 5 th semester of the curriculum. The department has a number of ways of awarding low-cost credit for previous knowledge or waiving courses prior to the first course the student completes at WKU. Study abroad is strongly encouraged. The majority of students study abroad for a summer (6 credits) or a semester (12-15 credits). Some earn internship credit. There is no selective admission, however only courses in which a student earns a C or better count for the major. |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 9 | 10 | 17 | 18 | 11 | 89 |
| Conferrals | 4 | 2 | 2 | 5 | 0 | 22 |
| SCHP | 39 | 93 | 147 | 132 | 97 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Strategic Plan: The WKU strategic plan indicates that we want to “prepare WKU graduates to enter a competitive global workforce” (p. 9 and multiple references). German courses at all levels help fulfill this priority.</p> <p>General education: For the reporting period of 2013-2018, the program was very active in serving the language requirement at WKU. Students who chose to take a course rather than demonstrate proficiency could enroll in German and take two semesters. An instructor hired to help serve this requirement taught 720 student credit hours in service to general education per year. German language courses remain an option for students who come to WKU without the pre-college curriculum of two units of a world language. The initial exposure to language and culture that occurred in 100-level language courses motivated students to consider majoring.</p> <p>Other programs: International Affairs and International Business majors must take intermediate level language courses. As the language of a powerful nation in Europe, German is a very compelling option for them. The 300-level Business German course is an elective toward the International Business major. About half of the German majors are double majors in German and one of these areas.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>General education: Now that WKU does not have a language requirement, the program wishes to offer Colonnade courses that contribute to students’ global competency. The WKU strategic plan (p. 2) states that cultural competency and global citizenry should be developed through Colonnade.</p> <p>Study abroad: Early and positive learning about another culture helps students feel more comfortable choosing to study abroad while at WKU. Graduates with international experience are more competitive for jobs.</p> <p>Institutional prestige: The program has been a strong producer of Fulbright Scholars. Fulbright recipients indicate that their Fulbright experience benefited them in more ways than they ever anticipated.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|------------|------|------------|------|------------|-------|------------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 3 | 33% | 0 | 0 | 0 | 0 | 4 | 75% | 2 | 100% | 69.4% |
| Progression | | | 10 | 60% | 14 | 85.7% | 11 | 90.9% | 9 | 88.9% | 61.3% |
| 150% Graduation Rate | 1 | 100% | 1 | 100% | 4 | 25% | 3 | 66.7% | 3 | 0.0% | 54.1% |
| Time to Degree | 4.84 (N=4) | | 4.67 (N=2) | | 3.67 (N=1) | | 4.34 (N=5) | | | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The program has two primary SLOs. First, it is designed to bring majors to at least the Advanced Low level of proficiency on the ACTFL scale. The advanced level is necessary to function well in a work environment. To attain this goal, the program set proficiency targets for the end of the first year, second year, and the exit of the program. An external assessment is administered each spring to provide feedback for both students and to faculty. The tool currently used is the STAMP Assessment, a product of Avant Assessment. As a result of testing, the faculty member who teaches upper level German made key changes. To support development the key workplace skills of interpretive listening and interpersonal speaking, she integrated more authentic sources from current German media. Cultural knowledge is an additional SLO for the program. This is measured through integrated performance assessments in the core course on contemporary Germany.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The Program Coordinator encourages majors to create a LinkedIn profile well before they go on the job market. She connects to them directly and messages them to gather feedback on how the program helped them in their careers. Graduates of the program tend to work in the field of their other major and have enhanced opportunities there because of their language and culture skills. Examples: Recent graduate Jarred Johnson, a double major in German and English, is Communications Officer for the German Research and Innovation Center in New York City. Katie Simpson, a double major in German and photojournalism, is a photographer in Berlin. Angelika Masero, a double major in German and English, credits teaching experience gained on her Fulbright in Germany with helping her get a TA-ship for an MBA program. Emily Harper, a double major in German and French, is pursuing an MA in Translation. The Program Coordinator has developed strong alumni ties through connections on LinkedIn and Facebook, often passing along job opportunities as they arise.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>Indicators from professional organizations and employers: The program has taken to heart the ACTFL guideline recommending at least Advanced level proficiency for the workplace. Modern Languages Advisory Board members, who typically represent local and regional employers, have indicated that specific levels of proficiency of specific languages are needed. They also want to see these in combination with certain majors (like business and engineering), and they find international experience very desirable. Guidelines for state translation agencies also indicate Advanced level is required for success. Because so many graduates use German as a secondary career skill, and they may be the only employee in their workplace with that skill, it is hard to obtain across-the-board objective data on the program from employers.</p> <p>Career success: Some graduates benefit from German in ways they never anticipated. Graduate Dawn Reinhardt was homeschooled before coming to WKU, took German at WKU, and eventually studied abroad. After</p> | | | | | | | | | | | |

graduation, she spent a year on a Fulbright Scholarship in Munich. She now works for a transportation agency outside of Washington, D.C. She credits her Fulbright experience with getting her where she is today. None of that would have happened without her having taken German at WKU.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Heritage speakers: A little-known benefit of the German Program at WKU is that it helps heritage speakers of German bring their skills to a professional level. A heritage speaker is someone who grew up speaking the language at home, typically because they have a German parent. Their skills are typically very conversational, but not yet at a professional level. Recent program participants in this category are Joseph Jones, Andrew Jones, Crystal Belcher, and Emily Cornelius. Emily is a major in German and International Business who developed her reading and writing abilities while at WKU.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | .2 | 12 |
| Number of NTE Faculty | | | | | 1 | 4 |
| Cost per SCH | | | | | \$182 | 128 |
| SCHP/FTF by Dept. | 421 | 359 | 361 | 342 | 265 | 375 |
| % SCH by FTF by Dept. | 73.3% | 77.6% | 80.2% | 81.2% | 81.5% | 75.8% |
| Median Class Size by Level | 8 | 9 | 10 | 10 | 11 | 19 |
| % Under-Enrolled Sections by Level | 78.3% | 80.8% | 76.8% | 80.0% | 74.2% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>DELO: The German Program offers Dual Credit through high schools in Bowling Green, Elizabethtown and Paris, Kentucky. In 2017-18, SCHP was at 90.</p> <p>Gifts: A German Work and Cultural Experience Scholarship was created by Laura McGee and Heike Armbrust. It makes 1-2 annual awards of \$500 – 800 each for study abroad.</p> <p>Corporate-university partnerships: The German Program has cultivated a relationship with Bilstein Cold Rolled Steel, a new German-owned plant at the Kentucky Transpark. From this emerged an agreement with the Technical University Dortmund, and a student intern in Germany will be sponsored by Bilstein.</p> <p>Workforce development: The German Program Coordinator served as a resource to German investors in the region, most recently offering language and cultural training to large groups of new hires at Bilstein (Bowling Green) and Fritz Winter (Franklin).</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>Program staffing: Most programs in the department have a tenure eligible faculty member who serves as program coordinator. The German Program is different in that it is served by one instructor who teaches lower division, and the department head, who teaches upper division courses, and also serves as Program Coordinator. Thus, the staffing is about 1.2 positions total.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| <p>"Preparing students for career and life in a global context" (p. 6): The German Program provides communication and culture skills that prepare students for careers. At whatever level majors and non-majors take courses, they are enhancing their global competence. They learn to communicate effectively in diverse work environments both at home and abroad. Students who complete the major become an asset to their chosen employer. They can help US companies excel in their ability to sell abroad, and/or they can help German companies locate and thrive right here in Kentucky. They aid the US in its cultural diplomacy and foster peace and international understanding. WKU is committed to "providing a global context to the WKU Experience, both on the Hill and throughout the world (p. 8)." A strong German Program offers structured skills development and integrated study abroad to prepare "WKU graduates to enter a competitive global workforce" (p. 9). WKU graduates across a wide variety of fields compete with others educated here and abroad who are bi- and tri-lingual. This makes language and cultural training an essential part of the WKU experience, and it contributes to regional prosperity.</p> |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| <p>The German Program addresses many of the six points in Objective 9 when it connects to regional employers to gather workforce needs information and to offer internships. It helps develop a globally competitive workforce (Impact, p. 7). The experience of the German Program has shown that German investors in Kentucky are more satisfied and more successful when they have cultural and language expertise available. Example: German and business major Alex Miller co-lead workforce training for US employees hired by Bilstein. Graduates of the program find enhanced opportunities in their chosen career fields. Michael Bryant, a German major with a minor in Computer Science, had a job before graduation with a computer company that wanted to add his German to the company's skill set.</p> |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| <p>Kentucky Future Skills data shows projected growth in demand in management, architecture/engineering, production and transportation/logistics – many of the fields in which German majors intend to work. The Bowling Green Chamber of Commerce wants very much to attract investment in light industrial and manufacturing. At least four German and Austrian companies have built in the Kentucky Transpark and the region, and the intent is to bring in more. These companies need employees at all areas – in management, human resources, sales, and manufacturing – all of whom need to be prepared to function well in a global workplace. These examples represent the foreign investment here. There are many more companies who manufacture here and want to sell in Europe. They also need German language and cultural expertise to help them market effectively.</p> |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| <p>Program distinctiveness: The program is one of only a few postsecondary institutions in Kentucky at which one can develop advanced level proficiency in German. German Programs have either been eliminated or transformed into a German Studies major at many state institutions, making WKU almost unique. The German Program at WKU has an excellent reputation in the state due to the engagement of the German Program Coordinator in state professional organizations. These are the Kentucky World Languages Association and the Kentucky Chapter of the American Association of Teachers of German. WKU is known among high school German teachers and their students in Kentucky as a top-quality destination for those who want to continue German in college.</p> |
| e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words) |

External assessment: The program is distinct for the diversity of content areas in its upper division curriculum, and for its internal and external measurement of proficiency development. Few, if any, other programs graduate students with a nationally-recognized assessment of proficiency in hand.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The program sees an opportunity to transform in multiple ways. It needs a more career-oriented approach to course content and the curriculum, new types of courses, established collaborations with other programs, and more direct routes to career readiness.

Major/minor: The program will realign these to lead more directly to career readiness.

Opportunities for transformation include: (1) Further developing what is already a focus on communication over grammar to optimize proficiency outcomes, (2) Including more profession-related communicative tasks at all levels, (3) expanding the current one-semester “Business German” course into a two-semester “German for the Professions” course pair that include site visits, shadowing, mini-internships, and projects related to students’ “other” major to develop domain-specific competency.

New markets: (1) The program leadership will revamp its recruitment and retention to include more and richer relationships with feeder high school programs and high-potential not-yet-feeder programs in the state/region. (2) The program sees the opportunity to develop collaborations at WKU that lead to dual degrees (or tracks) for specific fields, for instance International Engineering. The program has made contact with Engineering and will explore this. (3) The program will prepare students for careers through certificates in localization and translation.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

NCES data shows a slight downward trend in the number of foreign languages, literatures and linguistics majors. The German Program at WKU has dropped to a similar degree in the same time frame. National trends in program design have included a focus on proficiency development and assessment. In this area, the German Program is ahead of national trends. In addition, the program has made a shift away from a primarily literature-based curriculum to one that favors skills development in a range of content areas, including culture, business, media, translation, and film. Only one literature course is in the regular upper division rotation on main campus, and it is required for teacher certification. Graduates go into a wide range of fields, and the program accordingly prepares them to communicate on a broad range of professional and academic topics.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In its lower division courses, the program has adopted open-source textbooks and textbooks published in Germany in order to lower cost for students. The program has adjusted the pace of its curriculum to focus more on skills development and less on “covering” content. It adjusted scheduling, use of bi-terms, and sequencing of the rotation to foster the most productive outcomes. The Program Coordinator has begun advising, uses degree pathways, shares the multi-year course rotation, and integrates study abroad and career advising into the process. The recruiting plan includes (1) Dual credit and professional development for teachers, (2) service by German faculty as National German exam administrators, (3) state level networking by the program coordinator, (4) internships in high schools German programs, (5) a freshman-for-a day experience, (6) letters to outstanding students, (7) club activities supported by both faculty members, and (8) contacts with alumni who return as guest speakers, skype in, or send career advice.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

(1) Offer Colonnade courses leading to global competency, to include communication skills and cultural content for diverse careers.

(2) Include relevant Colonnade courses among the major/minor electives.

(3) Change Business German to a two-course series on German for the Professions.

(4) Establish direct routes to internships.

- (5) Create and market dual degrees/tracks, for example with Engineering.
- (6) Create localization and/or translation certificate(s).
- (7) Provide professional development to teachers to help them become qualified to offer Dual Credit German. Double the number of dual credit relationships and SCHP.
- (8) Develop relationships with German companies in the region for academic and philanthropic purposes.

Within 6-10 years: The program will have stronger enrollments, greater student credit hour production, and more graduates.

What it will take: Program leadership will need to: create new courses and revise the major, establish collaborations and dual degree(s), create a new minor or certificate. It will need to have a robust recruiting plan. It will market a well-established path to careers that emerges from the productive synergy of strong learning outcomes, study abroad experiences, and internships. The program still runs on a language-requirement staffing model. Now it needs its own TE line to lead these initiatives and foster a strong program.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|---|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input checked="" type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Political Science |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------|
| Program Name: | Government |
| Reference Number: | 013 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
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4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
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5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

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|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET**
19 October 2018

| | |
|---------------------------|-------------------------------|
| Department/School: | Diversity & Community Studies |
| College: | PCAL |

| | |
|--------------------------------------|-----------------------------------|
| Program Name: | Global Pathways to Sustainability |
| Reference Number: | 0472 |
| CIP Code: | 303301 |
| Degree Type (AB, BS, etc.): | Graduate Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 15 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
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3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| |
| b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words) |
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| |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| |
| e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words) |
| |

6. PROSPECTUS

| |
|--|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) |
| |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) |
| |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) |
| |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) |
| |

| e. What recommendation would you put forward for the program (check one)? | |
|--|---|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---|
| Department/School: | Department of Folk Studies and Anthropology |
| College: | Potter College of Arts and Letters |

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|--------------------------------------|----------------------------|
| Program Name: | Historic Preservation, CER |
| Reference Number: | 0423 |
| CIP Code: | 301202 |
| Degree Type (AB, BS, etc.): | N/A (Graduate certificate) |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 15 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The graduate certificate in Historic Preservation provides the student with basic knowledge of and skills in preservation law and planning, architectural history, and cultural conservation. Students are prepared for professional-level work in preservation and cultural resource management.

We recommend suspension of this program. There are currently two students in the program who will need to be taught out.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 2 | 2 | 2 | 0 | 2 | 4 |
| Conferrals | 0 | 0 | 0 | 1 | 1 | 5 |
| SCHP | 30 | 21 | 9 | 0 | 25 | 44 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|---|---------|------|---------|------|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 1 | 100% | 1 | 100% | 0 | 0 | 0 | 0 | 73.7% |
| Progression | n/a | | | | | | | | | | |
| 150% Graduation Rate | n/a | | | | | | | | | | |
| Time to Degree | n/a | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 8 | 12 |
| Number of NTE Faculty | | | | | 1 | 4 |
| Cost per SCH | | | | | \$102 | \$128 |
| SCHP/FTF by Dept. | 377 | 371 | 340 | 433 | 435 | 375 |
| % SCH by FTF by Dept. | 67.4 | 73.7 | 78.0 | 83.2 | 75.8 | 75.8 |
| Median Class Size by Level | 12 | 10 | 6 | 9 | 7 | 8 |
| % Under-Enrolled Sections by Level | 46.2 | 46.2 | 84.6 | 91.7 | 63.6 | 58.2 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|---------|
| Department/School: | History |
| College: | PCAL |

| | |
|-------------------------------|---|
| Program Name: | History |
| Reference Number: | 078 |
| CIP Code: | 540101 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | US Post Civil War, US Pre Civil War, Global |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The WKU Master of Arts in History program offers:

- Training in theory, practical skills, and objective content related to the study of history.
- Flexibility to fit busy career schedules with classes offered online as well as on campus
- Affordability to help professionals advance their careers
- Various course options in U.S., European, and World History

The Master of Arts in History is designed to prepare students:

- to teach history on the junior and senior college level
- to enhance the preparation of secondary teachers of history who desire to meet certification requirements
- to provide the initial graduate work for those who intend to pursue a doctoral degree.

In the past decade, this degree has served individuals who wished to begin or advance in fields such as education, government, and military.

The MA program is a hybrid program. A minority of students (10-15%) attend courses on-campus and supplement these with online coursework. The great majority of students (85-90%) are fully online since they are working professionals who are not able to attend on-campus classes. The program offers both a thesis track (30 credit hours) and non-thesis track (36 credits).

Courses are offered on a rotating basis and set up to allow full-time students to complete the M.A. in as little as two years. A part-time, non-thesis student who is balancing career and graduate work can complete the program in three years.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 38 | 36 | 23 | 18 | 22 | 19 |
| Conferrals | 14 | 7 | 12 | 3 | 6 | 6 |
| SCHP | 370 | 363 | 234 | 189 | 212 | 212 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The MA History program’s curriculum plays an important role in supplementing the core curricula of a number of WKU graduate programs. In the past five years, students in the following programs have enrolled in our graduate-level courses: MAE-Middle Grades, MA-Organizational Leadership, MAE-Adult Education, MAE-Secondary Ed. Teacher Leadership, and MAT-Middle Grades Ed. Approximately 17% of our enrollment every semester consists of students in other programs who chose our classes as their electives. Another 8% are non-degree seeking students who are enrolled either because of personal interest (mostly retirees) or because they’re considering switching careers.</p> <p>The department is also making the steps necessary to offer its most advanced undergraduate students the JUMP option. As an increasing number of our undergraduates are applying to MA and Ph.D. programs, we have reason to believe that we have a “built-in” audience for a robust JUMP recruitment.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>History’s MA program enrolls the most students (tied with Criminology) and generates the third-highest SCHP of any PCAL graduate program. The program confers the second-highest number of degrees in PCAL (tied with English).</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|------------|-------|-------------|-------|------------|-------|------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 7 | 85.7% | 9 | 67.7% | 6 | 83.3% | 3 | 33.3% | 4 | 76.2% | 82.2% |
| Progression | | | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | 8 | 37.5% | 7 | 57.1% | 9 | 33.3% | 6 | 33.3% | 3 | 0.00% | N/A |
| Time to Degree | 3.44 (N=13) | | 4.29 (N=7) | | 4.61 (N=11) | | 3.00 (N=3) | | 4.60 (N=5) | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Our graduates can:

- Apply a depth and breadth of subject matter expertise to current roles to become more knowledgeable teachers and public historians.
- Conduct historical research through several resources such as course papers and theses.
- Demonstrate a familiarity with more than one historiographic tradition and the ability to synthesize different types of historical knowledge.

The program's capstone requirement is a comprehensive examination that consists of a written essay exam in **three fields** of concentration, followed by an oral exam. All students must complete successfully this capstone requirement to earn a degree. A panel of three faculty members in the student's fields of concentration assesses each student's performance. As part of our program assessment, the students' written and oral responses are assessed for evidence the student's ability to synthesize historiography, historical theories, and evidence to make sound historical arguments. Faculty look for the student's ability to identify and discuss the various and competing interpretations of major historical events and periods; and the students' ability to make valid general points about the past and support those points with specific information that was both accurate and relevant. **The pass rate for the comprehensive examination is 90%.**

Based on our most recent round of assessment of completed comprehensive exams, we have decided to design a one-credit mandatory course whose sole purpose would be to more intentionally prepare students to more effectively complete their written and oral exams. Both the ad-hoc review committee and the department as a whole agreed that this one-credit course would equip graduate students with the skills necessary to perform as well in their capstone exams as they do in their coursework.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The History Department surveys its current students and alumni regularly. In 87% of the cases, MA students already are working professionals, and, in almost all cases, are KY educators who are seeking to move from Rank III to Rank II or are military personnel who are earning a degree and seeking a promotion in rank.

The remaining 13% are students seeking admission to nationally competitive Ph.D. programs or are between careers. In the past five years, 87% of students who have sought to advance their graduate education at the doctoral level have been successfully placed. Examples of Ph.D. programs to which our alumni have been accepted include, Temple University, Loyola University, UNC-Chapel Hill, Ohio State University, and North Texas University. The remaining 13% of our alums have either secured private-sector employment (such as *Challenger Components*) or obtained employment in university libraries (WKU-BG), community colleges (WKU-Glasgow), and national parks.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Because students enrolled in the program are, in 90% of cases, already employed, the department does not systematically gather feedback from employers regarding the MA program (school districts in particular).

The department will launch a survey of alumni, who work in a number of different professions, in the spring 2019 semester. The History Department has also designed and will launch in 2019 a survey of alumni of its *undergraduate* programs in History and Social Studies. Given that many of History's undergraduate alumni return to WKU to enroll in our MA program, we anticipate that the new survey will generate data that will help us to align even further our MA program's curriculum with the needs of working professionals.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

As of this year, the graduate program boasts four James Madison Fellows. The Madison Fellowships are nationally-competitive awards that fund graduate education for teachers who will teach US Constitutional History and Government in secondary-school classrooms. The James Madison Foundation awards only one fellowship per year per state. The fact that we have attracted **four Madison Fellows in two years** speaks to the regional and national reputation of the MA program. Also, one of our graduate students has won a Fulbright Scholarship and spent the year in Spain.

All of the students who have applied to Ph.D. programs after having completed the MA program in the past five years have been accepted to nationally competitive programs with full funding.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 1 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH (program) | | | | | 107 | 128 |
| Cost per SCH (department) | | | | | 96 | |
| SCHP/FTF by Dept. | 501 | 512 | 573 | 564 | 489 | 375 |
| % SCH by FTF by Dept. | 76.8% | 84.4% | 79.7% | 83.8% | 77.6% | 75.8% |
| Graduate Median Class Size | 13 | 12 | 11 | 11 | 13 | 8 |
| % Graduate Sections with < 10 Enrolled ¹ | 40.0% | 33.3% | 50.0% | 37.5% | 40.0% | 58.2% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>The MA program is very cost efficient since we offer, <u>at most</u>, 7 graduate courses per academic year (including summer). Since the standard course load in the History Department is a 4-3, the program’s yearly course offerings equate to (no more than) one faculty member’s standard course load.</p> <p>Since we offer five online graduate courses over the course of the fall, spring, and summer semesters, all of which enroll, on average, no fewer than 10 graduate students, the History MA program contributes to the department’s overall DELO revenue, which adds up to approximately \$20-25K per year.</p> <p>Finally, history faculty with graduate status consistently win prestigious, lucrative external grants and fellowships. In just the past two years, History faculty have won approximately \$175K in external funding for research. Two of the recent awards (an ACLS Fellowship and a Rome Prize) provided full-year research leave buy-outs for two faculty members.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

¹ The statistic related to the number of under-enrolled sections does not provide an accurate picture of our course enrollments as it includes independent studies, thesis-writing hours, and maintain matriculation “courses.” As the numbers on the median class size indicate, our courses almost always enroll upwards of 10 graduate students and are generally above the university median.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Master of Arts in History is key to the "Regional Lighthouse" aspect of WKU's strategic plan.

The MA program serves as a training ground that offers professional development to Kentucky school teachers. As such, the History MA helps align university priorities with educational institutions in south-central Kentucky to create mutually beneficial opportunities. The program's central purpose is to offer multiple pathways for individuals to complete their graduate education as well as offer a quality graduate education with the aim of facilitating lifelong learning and retraining. Dozens of working teachers in WKU's service area, many of whom are WKU undergrad alumni, have benefited from this training in the past five years.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The History MA is integral to providing additional training for educators employed in Kentucky's middle and high schools. Thus, the program advances **Strategic Agenda Objective 4.1** which specifies that WKU ought to attract, retain, and prepare highly effective adult educators.

The program advances **Strategic Agenda Objective 6.1 and 6.2** because of its focus on increasing persistence and timely completion for all enrolled graduate students. In fact, Dr. Plummer won the 2015 Potter College Award for Excellence in Advising. Our advising focuses on effective, research-based practices that increase retention and graduation. The individualized attention our students receive remains the hallmark our program as the graduate advisor reaches out to students individually at least three times a year to offer personalized advice and help. Our persistence and retention rates have kept up with university medians in large part because of our individualized approach. Our retention/graduation figures would be even higher if not for the fact that many of our student's financial, personal, and professional context change over the course of the two or three years they advance in their MA coursework. They are not always able to complete the program because of financial or personal problems or because they change career tracks.

Strategic Agenda Objective 11.2 advocates strengthening communication and planning between higher education and regional/community leaders to identify priorities and challenges and align resources and programs to address them. As a department, we are dedicated to becoming a partner to local and regional school districts in helping public school educators advance professionally.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Since the MA program's primary audience are social studies teachers employed in the Bluegrass State, the department has a built-in market for recruitment and we're developing a plan to efficiently market our services to KY educators.

Moreover, in the next five years, the 5-Year Projected Demand by Local Workforce Area shows that another 2,000 social studies teachers at the high school level will be needed to meet KY needs. The program will focus its recruitment effort to become one of the top choices for teachers wishing you advance in their careers.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The MA program in History is consistently ranked among the top twenty MA Online Programs in the country. The MA program is taught entirely with full-time, tenure-eligible faculty, which makes the program distinctive compared to similar programs in Kentucky and nationally. Reviews of the program often accentuate our favorable student-to-faculty ration, a solid rotation of courses, and individualized attention.

Below are a few distinctions the program has been awarded in the past three years by non-profit educational organizations.

<https://www.mastersprogramsguide.com/rankings/best-online-masters-history-programs/>

<https://www.accreditedschoolsonline.org/online-degrees/best-online-masters-in-history/>



e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

In August, 2018, the state Education Professional Standards Board voted to waive the condition for teachers to move from Rank III to Rank II. Prior to August, 2018, teachers were required to earn Rank II through a board-approved master's degree program in their first ten years of teaching. The Board made this decision with the expectation that most educators will continue to pursue MA degrees in order to advance professionally and attain a higher rank. Since this kind of change ultimately creates more autonomy for individual educators and local schools to innovate and improve, the department will reach out to local school districts to brain-storm ideas for how the WKU History MA might best serve KY educators as they continue to seek promotion from Rank III to Rank II. Moreover, we are currently exploring ways of creating more intentional partnerships with the MAE and MAT programs in the spirit of fostering new inter-disciplinary connections. This change to regulations will be a great opportunity for the History department to draw more interested teachers into its MA program—particularly those who are interested in honing the content element of their coursework.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National trends indicate that built-in demand for the History MA will continue and national statistics offer the History department good reason to be optimistic about the future of its MA program. According to the most recent figures from NAES, MAs in History and Social Sciences are the seventh most frequently awarded master's degrees conferred by postsecondary institutions. Moreover, since the early 2000s, the number of History and Social Science Master's degrees has remained strikingly stable, ranging between 18,000 and 20,000 nationally. Therefore, based on national trends, it is more than likely that a built-in national demand for an MA in History will remain constant.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

As a department, we have implemented the following changes in the past three years:

1. We have streamlined the program requirements and no longer require a language proficiency skill as part of the degree unless knowledge of the language is directly applicable to the student's thesis research area. Since the majority of our students are not writing master's theses, this change has enhanced students' progress toward earning their MA degree.
2. We have cut down the number of online courses offered in order to ensure a robust enrollment for each class we offer. Currently we offer two courses in the Fall and Spring semester and one course in the Summer. This has allowed us to make the online graduate course rotation more predictable and efficient.
3. We have initiated the procedure to join the JUMP program, which should reflect positively on our enrollments and help us hone our recruiting strategy.
4. We are in the process of revising our marketing plan, and targeting KY educators specifically, making our program the # 1 destination for KY educators to earn their MA credentials.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Impediments: Since the program started, the number of institutions that offer an online MA in history has increased. Currently, there are approximately 30 such programs. As our enrollments have stabilized since 2015, we are devising a marketing plan that would allow us to continue to compete nationally while tapping more intentionally into the SOKY market. Our most obvious disadvantage is our high price point relative to other Online MA programs. For instance, Indiana State University offers Indiana residents a per-credit rate of \$412 while WKU's resident rate is \$607. Moreover, Online MA History programs in IN (Indiana State U.) and PA (Pittsburgh State U.) offer reduced pre-credit rates to students from neighboring states. The fact that we do not offer similar financial incentives, places us at a disadvantage.

Proposed solution: Since we cannot, at this point, compete on price point, we are planning to

- A. implement a more robust marketing program focused on a KY audience and
- B. more aggressively recruit from the most natural target population/profession: KY middle and high school educators.

By emphasizing the personalized nature of our instruction and advising, the quality of our pedagogy, and the variety of our course-offerings, we can continue to build on our stable and consistent enrollments.

The idea is to position ourselves as **the** destination for those KY educators driven to earn a History MA and boost their professional credentials.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|---------|
| Department/School: | History |
| College: | PCAL |

| | |
|-------------------------------|---------|
| Program Name: | History |
| Reference Number: | 695 |
| CIP Code: | 540101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The History program (33 hours) educates WKU's undergraduate students, both majors and non-majors, about the value of history and a liberal arts education.

History students master an intellectual skillset and develop a broad knowledge of American and world history from pre-modern times to the present. The skillset includes critical thinking, research and data analysis/synthesis, creative problem solving, and written and oral argument and communication. History is interdisciplinary by design: students must complete a second major or minor, and the program accepts up to 6 credit hours from related disciplines.

Mastering the History skillset prepares students for lifelong learning and success in a wide array of professions, including teaching, business, government, and law.

The History program is integral to the WKU educational mission. Its two World History core courses (HIST 101 and 102) are also required core courses in Colonnade "Foundations," and all WKU students must complete one of them. Upper-level courses are a Colonnade "Connections" mainstay, as well. History offers more Colonnade courses than any other department and generated 1182 hours of SCHP in "Connections" in the 2017-18 AY.

For all that it provides, History's delivery costs are low, its revenues generated high (12,615 SCHP for the department last year), and the large majority of instruction is delivered by tenure-track faculty.

History program coursework is delivered to students in all available modes and is taught on all campuses.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 260 | 241 | 220 | 202 | 209 | 89 |
| Conferrals | 71 | 50 | 45 | 51 | 36 | 22 |
| SCHP | 1,986 | 1,782 | 1,752 | 1,659 | 1,689 | 991 |
| Service Teaching SCHP (HIST 101/102) | | | | | 9,541 | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The History faculty has committed itself to teaching all WKU students, majors and non-majors alike. This commitment is integral to the History Department’s mission and has shaped the History program’s curriculum, pedagogy, and staffing strategy for several decades. The department devotes its best talent to advancing this mission: tenure-track faculty members teach the large majority of the courses offered at every level.</p> <p>The History faculty performs an enormous volume of undergraduate service teaching, especially in the Colonnade Program. Colonnade includes 23 History courses, more than any other department at WKU. Because of its prominent place in WKU’s general education program, History is integral to the university’s educational mission. World History courses (HIST 101 and 102) are required core courses in Colonnade “Foundations,” and all WKU students must complete one of them. HIST 101/102 generated 9,541 SCHP last year. Upper-level history courses are a “Connections” mainstay. History generated 1182 hours of SCHP in “Connections” last year.</p> <p>WKU alumni account for a significant portion of the History department’s graduate student body.</p> <p>The Social Studies major depends on History program offerings. Social Studies students must take 27 hours of History coursework, and nearly all of them double-major in History. All social studies teachers in Tennessee must major in History.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The History program’s enrollments and degree conferrals have stabilized in the past two years. History is the third largest program in Potter College and is significantly larger than the WKU average.</p> <p>The History program generates an enormous volume of SCHP very efficiently, using mostly tenure-track faculty. Over the last five years, History program faculty members’ average annual SCHP is 41% higher than the university average.</p> <p>Staffing shortages have forced History to reduce upper-level course offerings, resulting in student course enrollment and graduation bottlenecks. The History department’s tenure-track faculty shrank from 20 to 17 members between 2016 and 2018. This staffing gap has been filled partially, but with temporary instructors.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 38 | 73.7% | 27 | 77.8% | 35 | 71.4% | 44 | 68.2% | 42 | 76.2% | 69.4% |
| Progression | | | 187 | 72.2% | 156 | 62.8% | 157 | 63.7% | 166 | 65.1% | 61.3% |
| 150% Graduation Rate | 38 | 50.0% | 50 | 38.0% | 49 | 53.1% | 52 | 40.4% | 37 | 64.9% | 54.1% |
| Time to Degree | 4.31 (N=68) | | 4.49 (N=48) | | 4.59 (N=44) | | 4.43 (N=50) | | 4.85 (N=36) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The History faculty systematically assesses the research papers in the program's capstone course, HIST 498: Senior Seminar, to evaluate the ability of History students to engage in advanced undergraduate historical research, critical thinking, data analysis/synthesis, creative problem solving, and written and oral argument and communication. History students have performed well in the capstone, and the department does not plan to change the program curriculum.

History's statistical indicators of student success over the past five years are solid. The five-year averages of students' first year retention rate, progression, graduation rate, and time to degree compare favorably to the university averages.

To keep up with national trends in the field, the History Department changed the curriculum's core courses beginning in Fall 2014. History students, who had previously been required to take two core courses focusing on the history of Western Civilization, now must complete a core course in World History. Department faculty members met regularly for two years during implementation to develop a common syllabus, refine the course structure, and workshop teaching strategies. The department also changed the curriculum in 2017 to allow for up to six credit hours from other disciplines to count toward the History major, thereby promoting greater interdisciplinarity and flexibility for students.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Employers value the skills that History students master – critical thinking, research and data analysis/synthesis, creative problem solving, and written and oral argument and communication. National surveys show that most History majors find work in business or management fields (80% of graduates, according to glassdoor.com). They earn as much as or more than business, life sciences, and many STEM majors over the course of their professional lives (according to PayScale.com and the American Academy of Arts and Sciences). WKU History majors are required to major or minor in another academic discipline and work in a wide variety of fields after graduation, including teaching, government, and law, or go on to graduate school.

Around half of WKU's History majors also major in Social Studies, which prepares them to teach social studies in secondary schools. The Commonwealth identifies secondary school social studies as a "Critical Shortage Instructional Area and Subject," and lists WKU's service area (and other Kentucky regions) as critically short of trained social studies teachers. Tennessee also cites social studies teaching as a critical shortage area. The CEBS 2017-2020 Strategic Plan cites Social Studies as a strategic growth opportunity field because of these shortages.

State employment statistics show that most WKU Social Studies graduates find teaching jobs in the Commonwealth.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Because the program prepares students for a wide array of possible professional futures, the department does not systematically gather feedback from employers regarding the History curriculum.

The department surveys students in the capstone course regarding their plans and their feedback on how well the History major has prepared them for post-graduation life. Students report satisfaction with the History major and the quality of the program's faculty.

In 2018, the department designed a survey of alumni, who work in dozens of different professions. The alumni survey will launch in the spring 2019 semester.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The successes of our award-winning alumni highlight how well the History program trains students for professional life. The Kentucky Department of Education named alumnus Ron Skillern the 2017 "Kentucky Teacher of the Year."

In the past three years, three alumni, Jesse Brewer, Kendrick Bryan, and Claire Bellar, won James Madison Fellowships, nationally-competitive awards that fund graduate education for teachers who will teach US Constitutional History and Government in secondary-school classrooms. The James Madison Foundation awards only one fellowship per year per state.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 4.5 | 12 |
| Number of NTE Faculty | | | | | 0.2 | 4 |
| Cost per SCH (program) | | | | | 107 | 128 |
| Cost per SCH (department) | | | | | 96 | |
| SCHP/FTF by Dept. | 501 | 512 | 573 | 564 | 489 | 375 |
| % SCH by FTF by Dept. | 76.8% | 84.4% | 79.7% | 83.8% | 77.6% | 75.8% |
| Upper-Div. Median Class Size*** | 19 | 17 | 18 | 18 | 18 | 19 |
| % Upper-Div. Under-Enrolled Sections*** | 38.0% | 30.4% | 41.3% | 46.7% | 31.1% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>History faculty consistently win prestigious, lucrative external grants and fellowships. In just the past two years, History faculty have won approximately \$175K in external funding for research. Two of the recent awards (an ACLS Fellowship and a Rome Prize) provided full-year research leave buy-outs for two faculty members.</p> <p>Through online, winter term, and summer term teaching, the History program generates a significant volume of DELO revenue, approximately \$20-25K per year.</p> <p>The program generates significant philanthropic interest, and History’s alumni and friends are very faithful donors. History holds one of only three endowed professorships in Potter College (The Frockt Family Professorship in History). Alumni and supporters donate \$15-30K per year to the department. History has amassed a foundation account totaling \$150K, which is used to support programming, student scholarships and awards, faculty research, and strategic initiatives and purchases. The History Department awarded approximately \$22K in donor-supported scholarships to History students in 2017-18.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>History program faculty members are very productive and averaged 528 SCHP/FTF per year over the past five years, 41% higher than WKU’s average. The History department’s total SCHP last year (12,615) equaled 44 percent of the total undergrad SCHP of University College and 55 percent of CEBS’ undergraduate SCHP. Service teaching of History’s core courses, HIST 101/102, accounts for approximately 70 percent (9,541) of the department’s SCHP.</p> <p>To estimate costs, SCHP for the History and Social Studies majors were combined, since coursework offered by the History Department to support these majors is the same, with the only difference being the number of History credit hours each program requires. Also, non-program-related faculty effort (HIST 101/102 service teaching and MA program teaching) was taken out of the equation.</p> | | | | | | |

*** DATA NOTES: For the History program, the median class sizes are higher and the % upper-division sections under-enrolled are lower than the data indicate. WKU data erroneously count HEEC sections, ITV sections, and team-taught, interdisciplinary course sections as free-standing course sections, when they are not. Data also count internships and independent studies as “low enrollment” sections, when they are not.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

History offers most of its curriculum concurrently in Colonnade and is deeply integrated into Colonnade's HIPs, thus ensuring "preparation for career and life in a global context" and "that WKU students graduate with skills to think critically, solve problems, and engage effectively with others." Every WKU student must take a World History course, which provides an effective "shared intellectual experience" for all students and teaches global outlooks and cultural competencies, a key strategic goal of WKU's educational mission.

History's tenure-track faculty performs the large majority of the teaching, from the 100 level to the most advanced undergraduate courses. Assessments in all classes incorporate analytical essay writing, which hones many intellectual skills and requires intensive, time-consuming mentoring and grading by the History faculty. Every student at the university benefits from this rigorous pedagogy delivered by History's talented, experienced, permanent faculty. Students are prepared to succeed at WKU and in a wide array of post-graduation professions.

History's average first-year retention rate is significantly higher than the university average, serving to "significantly increase first to second year retention."

Scores of History alumni teach in area schools and serve as excellent "Alumni Ambassadors." They recruit WKU students constantly, thus advancing the strategy, "Incorporate alumni into undergraduate recruitment activities."

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The program's courses are core components of and instrumental to the delivery of the Colonnade Program, which is WKU's primary response to Strategic Agenda Objective 8.4 (Curriculum should meet learning outcomes as articulated in AACU's LEAP initiative).

The History program is integral to the Social Studies major, which trains students to teach in Kentucky's secondary schools. Thus, the program advances Strategic Agenda Objective 4.1 (Attract, retain, and prepare highly effective adult educators).

The History program advances Strategic Agenda Objective 2.5 (provide dual credit experiences for secondary school students). History oversees the delivery of dozens of sections of dual credit HIST 101/102 instruction each year, many of which are staffed by History program alumni who teach in the Commonwealth's secondary schools.

History's curriculum delivers cultural competencies and global perspectives to all WKU students, which advances the Strategic Agenda's objective to "advance social, artistic, cultural, and environmental progress" in order to "increase happiness and well-being and make Kentucky an attractive place to live and work."

Finally, it is notable that the History program's first year retention and progression rates are higher than the WKU average, thus advancing the Strategic Agenda's goal of graduating students quickly.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

There are no history-specific categories in the state workforce statistics other than teaching history at universities (a shrinking employment sector, for sure!). However, employers value the skills that History students master,

including critical thinking, research and data analysis/synthesis, creative problem solving, and written and oral argument and communication. National surveys indicate that the most History majors find work in business or management fields (80% of graduates, according to glassdoor.com), and that they earn as much as business, life sciences, and many STEM majors over the course of their professional lives (according to PayScale.com and the American Academy of Arts and Sciences).

As explained earlier in this evaluation, around half of History's majors also major in Social Studies, which prepares them to teach social studies in secondary schools. Both Kentucky and Tennessee are experiencing critical shortages of social studies teachers. WKU can fill this void by training more social studies teachers.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The History Department teaches the History curriculum almost entirely with full-time, tenure-eligible faculty, which makes the program distinctive, and higher-quality, compared to others in Kentucky.

The History faculty distinguishes itself through innovative, high-quality teaching and mentorship of students. In the last three years, History faculty members Marko Dumančić, Patti Minter, and Beth Plummer have won college and/or university awards for teaching, advising, and public service (see the next section on History's distinctive philosophy of public service).

The History program is one of WKU's most visible and publicly-influential programs. Its faculty plays a critical role in campus leadership, governance, and public service and include a Provost-Emeritus, a Representative to the Kentucky House of Representatives, two former Faculty Regents, and three past chairs of the University Senate. Its alumni include current KY Supreme Court Chief Justice John Minton, Jr., whose father, former WKU President John Minton, Sr., was a member of the History Department faculty.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The History Department's faculty prides itself in training WKU students – majors and non-majors – to be engaged citizens who understand the historical context of today's most difficult problems, and are equipped with the knowledge and skills to help solve them. WKU's historians are public intellectuals who model public service and engaged citizenship for their students and the broader community beyond the University. Our History students, many of whom go on to teach in Kentucky's public schools, also carry out this mission when they graduate and become engaged citizens of the Commonwealth.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

WKU should exploit the tremendous opportunities that could be realized by expanding History and its sister program, Social Studies, to meet a critical workforce need in WKU's service area, throughout the Commonwealth, and in neighboring states.

Kentucky and Tennessee need many more social studies teachers. The Commonwealth identifies secondary-level (grades 7-12) social studies as a "Critical Shortage Instructional Area and Subject," and lists WKU's service area as one that is in dire need of more social studies teachers. Tennessee school districts are issuing more and more social studies "out-of-field" teaching waivers, an indication that too few qualified teachers are available to staff classrooms. State employment statistics indicate that social studies teaching is a high-demand profession and that teaching one of the largest employment sectors for college graduates in Kentucky. For these reasons, CEBS' 2017-2020 strategic plan indicates that social studies teaching is a strategic growth opportunity. The History faculty agrees.

The department revised the History program in 2017 to allow for up to 6 credit hours of coursework from related disciplines to count toward the major. This will help to increase interdisciplinary connections between history and related disciplines, as well as potentially allow students to graduate more quickly.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The program's enrollments have stabilized over the past two years. The History program's enrollment trends align with national trends. The program experienced a sharp, unprecedented, upward spike in enrollments in the wake of the Great Recession, followed by a decline that continued to 2016. The Commonwealth's identification of social studies teaching as a "critical need," high demand job mirrors national trends, as well.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

History wants students to graduate more quickly. To that end, History revised the program to allow students to count 6 hours of relevant, non-History coursework toward the major. History proposed more courses for Colonnade "Connections" and now offers more Colonnade courses (23) than any other department at WKU, thus benefiting all WKU students. We have changed scheduling for upper level History coursework, and offered more courses online, to accommodate Social Studies majors who are engaged in required student teaching internships.

History has implemented two initiatives to enhance Colonnade teaching and student recruiting. First, the History faculty now facilitates pedagogical collaboration among HIST 101/102 instructors at any Kentucky institution, including high schools and community colleges that are unaffiliated with WKU but that offer the courses for WKU credit. We expect this initiative to improve HIST 101/102 pedagogy and build stronger bonds with teachers, alumni, and students in our region.

Second, the faculty is piloting a new pedagogy that will be implemented throughout our major and will serve as a useful new "HIP" for HIST 101/102. The method, used at hundreds of colleges, immerses students in collaborative, scenario-based game playing revolving around turning point moments such as the French and American Revolutions. Students take on roles of historical characters and, in the process, engage in "deep

learning” about the subject matter and acquire critical thinking and other skills that they do not acquire in traditional classrooms.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The natural stable enrollment level for the History program appears to be 225-275 students, given the program’s historical enrollment trends (see past Academic Program Reviews for context) and the high demand for social studies teachers in the region.

As explained earlier in this evaluation, the department remains short-staffed and cannot offer enough upper-level courses to satisfy students’ demand. Because of this situation, students are finding it more difficult to register for required coursework and complete the major’s requirements quickly. Furthermore, it is not possible for the department to reassign faculty members to teach more upper-level courses. The department is obligated to offer a large number of Colonnade “Foundations” sections (*HIST 101/102*) and does not have a budget for additional staff.

The department could meet current demand and expand the History program with **three additional tenure-track faculty lines** and a permanent **budget for part-time instructors and graduate assistants**. These faculty lines and GAs would also serve the Social Studies program.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Honors Program |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Honors Self-Designed Studies |
| Reference Number: | 393 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n/a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Honors self-design programs utilize existing faculty and department resources to allow student to create their own self-directed majors pending the approval of appropriate faculty. This program benefits a small number of students by requires no additional resources from WKU.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p> </p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p> </p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p> </p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| <p> </p> | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
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5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|--|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Honors Program |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Honors Self-Designed Studies |
| Reference Number: | 539 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | BS |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Honors self-design programs utilize existing faculty and department resources to allow student to create their own self-directed majors pending the approval of appropriate faculty. This program benefits a small number of students by requires no additional resources from WKU.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
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| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
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4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
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5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

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| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|--|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Honors Program |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Honors Self-Designed Studies |
| Reference Number: | 566 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Honors self-design programs utilize existing faculty and department resources to allow student to create their own self-directed majors pending the approval of appropriate faculty. This program benefits a small number of students by requires no additional resources from WKU.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
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| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
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| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| <p>a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|--|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
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| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
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| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|------------------------------------|
| Department/School: | Honors Program |
| College: | Potter College of Arts and Letters |

| | |
|-------------------------------|------------------------------|
| Program Name: | Honors Self-Designed Studies |
| Reference Number: | 634 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | BS |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Honors self-design programs utilize existing faculty and department resources to allow student to create their own self-directed majors pending the approval of appropriate faculty. This program benefits a small number of students by requires no additional resources from WKU.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| <p>a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|--|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|---------------------------------------|
| Department/School: | School of Journalism and Broadcasting |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|--------|
| Program Name: | iMedia |
| Reference Number: | 1702 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n/a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

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2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------------------------|
| Department/School: | Political Science (GOVT) |
| College: | Potter College of Arts & Letter |

| | |
|--------------------------------------|-----------------------|
| Program Name: | International Affairs |
| Reference Number: | 702 |
| CIP Code: | 450901 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 45 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The International Affairs major is an interdisciplinary major with a Political Science core that is designed to provide students with the knowledge and skills to succeed in a variety of career choices. The program requires seven core courses across four disciplines, an additional 12 hours of Political Science electives, and 12 non-Political Science electives. Apart from the senior seminar, the core courses are offered as face to face classes and through online delivery. The electives are designed to provide flexibility for students to focus on particular regions or themes and allows them to tailor their course of study to meet their future academic and professional goals. The major provides a coherent program of international study as opposed to isolated course offerings across campus culminating in a senior seminar. The major serves not only as an attractive primary major but also as a useful secondary major to complement other programs of study to provide additional skills and a global perspective to improve graduates' competitive edge in the marketplace. The major requires a minor or additional major. Students must also satisfy a modern foreign language requirement at the sophomore level for the major.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 63 | 64 | 80 | 90 | 89 | 89 |
| Conferrals | 11 | 11 | 11 | 15 | 12 | 22 |
| SCHP | 395 | 456 | 576 | 617 | 680 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The IA program provides required courses and elective for several other majors (Political Science, International Business, Social Studies, Arabic, Asian Religions and Cultures, Chinese Flagship) as well as several minors and certificates.

The International Affairs major provides courses in the Colonnade Program at both the Explorations (PS250, PS260) and Connections levels (six courses). During the 17-18 academic year, the program offered 4 Honors sections and has 8 scheduled this year.

The IA major is interdisciplinary with students required to take core courses in History, Geography and Economics and 12 hours of approved non-Political Science electives. Nearly eighty percent of majors have a second major, ten percent a third major and more than twenty percent have more than one minor as IA provides an important contribution to prepare WKU students for the global stage with the necessary skills to meet the demands of the workplace whether in south central Kentucky or beyond. Over fifty percent of majors have participated in a study abroad program or internship.

All of the departmental IA faculty offer study abroad programs, partner with other units to bring in speakers and participate in events and have taken leadership positions in WKU initiatives such as 'the Year of.'

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

The IA major is relatively new program and first enrolled students in 2009. The program has seen fairly steady growth and reached a high of 90 students in 2017.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|-------|---------|-------|---------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 6 | 100% | 12 | 83.3% | 13 | 76.9% | 20 | 85.0% | 17 | 70.6% | 69.4% |
| Progression | | | 53 | 79.2% | 60 | 73.3% | 66 | 69.7% | 66 | 72.7% | 61.3% |
| 150% Graduation Rate | 0 | 0 | 3 | 33.3% | 15 | 73.3% | 9 | 77.8% | 6 | 66.7% | 54.1% |
| Time to Degree | 4.76 | | 3.85 | | 4.18 | | 4.16 | | 3.75 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The following learning outcomes are used in the International Affairs major.

Outcome 1. Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of change and mechanisms to manage change.

Outcome 2. Students will acquire knowledge and methods needed for critical assessment of international processes and the complex relationship between domestic and international issues.

Outcome 3. Students will develop an understanding of diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.

These outcomes are reviewed by the assessment committee through random selection of research papers and examinations in PS250, PS260 and PS497. Initial targets were established at 70% or higher for meeting basic expectations. The yearly average is over 80% meeting these requirements.

Outcome 4. Students will recognize cultural differences and demonstrate an ability to interact effectively and appropriately in international and/or multicultural contexts.

The major also encourages study abroad and internship opportunities. The department sponsors several faculty led programs. Students also have the opportunity to participate in the Model United Nations (PS300) and Soliya program (a virtual exchange program with students in the Middle East).

The senior seminar (PS497) is a capstone experience for our majors where students are able to demonstrate their knowledge of important subject areas within the major, conduct and present their research and write a portfolio (literature review and policy prescriptions) on a key issue and region of their choice. The Department noticed a gap in skills between students engaged in FUSE grants and Honors thesis and those not so involved and revised the curriculum to include PS301 (research methods) to better prepare all students for the rigors of graduate study and to encourage more majors to apply for research scholarships.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

We aggregate data from a number of sources and maintain a spreadsheet to track post-graduate success of our students. Sources of data include exit interviews, social media, and on-going communication between students and faculty mentors.

For the 2016, 2017, 2018 academic years, we have been able to track the post graduate success for over 85% of our graduates. Out of these students, slightly over half (53%) are employed in the public, private, or non-profit sectors. Employers include Air Force Intelligence, DHS, Hogan Lovells (Louisville Law Firm), Brookings Institution, and Peace Corps.

Approximately 41% are attending graduate school while two (6%) are currently completing fellowships abroad (Fulbright and Princeton in Asia). For IA majors pursuing advanced degrees, international affairs/studies, public policy, and law school are the three most common fields. Schools attended include UPenn School of Law, UK, Vanderbilt, and WKU. Four graduates are currently pursuing graduate degrees overseas.

Overall, at least 1/3 of IA graduates have some kind of international experience immediately after graduation.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Due to the nature of the career paths of our graduates, the best source for how well the program has prepared them for graduate school or employment often comes from the students themselves. We have a fairly high percentage of graduates who stay in touch with faculty. Feedback from these students provides insight on what seems to work and identifies where additional improvement can be made. Two common themes from alumni were 1) they wish they had engaged in research and 2) those attending graduate school either appreciated having been introduced to data analysis or wished they had taken a research methods course to better prepare them for graduate school. Based on this feedback, we have made an effort to inform students of and encourage them to participate in research opportunities. We also added PS 301 (Research Methods) as an elective to the IA major. If students express an interest in graduate school during advising sessions, faculty encourage students to take research methods and explore research opportunities while at WKU. Multiple students who have pursued employment in the private and public sectors have also emphasized the benefits of experience with quantitative data analysis.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our students have been awarded prestigious internships and scholarships setting the stage for future career options. From 2016-2019 IA students have been placed in the following internships and earned the awards highlighted below.

Internships:

State Department: United States Foreign Service Internship (4 recipients) and Virtual Student Foreign Service Internship (2);
State Department internships in Beijing, Oslo, Ottawa
Institute of International Education Internship

Awards (Scholarships & Fellowships):

Critical Language Scholarships (7 recipients)
Gilman Scholarship (9)
Boren Scholarship (5)
Rangel Fellowship
Fulbright ETA (2)
Freeman-ASIA (2)
Global Rotary Grant
Truman

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 2 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$143 | \$128 |
| SCHP/FTF by Dept. | 389 | 363 | 337 | 400 | 375 | 375 |
| % SCH by FTF by Dept. | 84.1% | 79.5% | 84.6% | 88.0% | 87.5% | 75.8% |
| Median Class Size by Level | 15 | 21 | 19 | 20 | 16 | 19 |
| % Under-Enrolled Sections by Level | 50% | 29.4% | 40.5% | 34.1% | 43.1% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>External research grants include those from the Academy of Korean Studies (AKS), the Chiang Chiang-Kuo Foundation, the Global Taiwan Institute, the Taiwan Foundation for Democracy and the Association of Asian Studies. The program has received at least one external grant each year for the years under consideration. These grants have led not only to course buyouts but also to the enhancement of student research opportunities through the hiring of undergraduate research assistants and co-authored and solo-authored publications.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>For academic years 13-14, 15-16, and 17-18, the % of under-enrolled sections is inflated because of courses (PS 490, 491, 492, 493) offered off load as part of the Kentucky Legislative Research Internship program. They typically have between 1-3 students enrolled in them. The inclusion of these courses also lowers the median class sizes in those years. Additionally, there are additional internship sections offered every semester that would have similar impact.</p> <p>Our connections with the Taipei Economic and Cultural Representative Office have frequently resulted in language scholarships for students to intensively study Chinese in Taiwan over the summer.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Examples of how the IA program contributes to the WKU strategic plan:

Our Students

Objective 4 - Diversity, Equity, and Inclusion

Strategy 2 – Work...to expand off-campus and on campus educational opportunities

Objective 5 – Preparation for the Global Stage

Strategy 1 - provide...high-impact practices

50% of IA students participate in Study Abroad programs. IA faculty lead at least two study abroad programs annually. IA/PS faculty emphasize undergraduate research (FUSE, Honors theses, and conference presentations).

Objective 3 - Completion and Success

Past three years, program has exceeded University averages for retention, progression and graduation rates. Time to completion is less than WKU average.

Our Hill

Objective 3 – A Culture of Innovation

Strategy 1 - Support and Enhance the Colonnade Program

Program offers two Exploration courses and six Connections courses in Colonnade.

Strategy 3 – Facilitate high impact practices and immersive learning in different cultures...

As mentioned above, program incorporates high impact practices including study abroad opportunities and undergraduate research.

Our Community & Beyond

Objective 2 – Global Learning

Strategy 1 – Ensure world views and issues...incorporated across curriculum

Faculty work with OIP & involved with “In Year of” to promote global learning

Objective 6 – Alumni Ambassadors

Strategy 1 – Bring alumni to campus to share knowledge

What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Objective 8. Strategy 4.

Prepare Kentucky students by strengthening essential learning outcomes associated with AACU LEAP initiative.

The IA curriculum aligns closely with many components of the LEAP campaign. This includes understanding human cultures the intellectual and practical skills emphasize in our courses. This skills include Inquiry and analysis, Critical and creative thinking, Written and oral communication, and more recently Quantitative literacy.

Objective 9.

Improve career readiness and employability of postsecondary education graduates.

Data indicate our graduates are well prepared for graduate studies and post-graduate employment. In addition to soft skills and an introduction to data analysis that employers are looking for, the IA major helps develop language skills that are becoming increasingly important in the job market. The IA major requires foreign language through the intermediate level (203), but more of our majors are now pursuing a 2nd major in a foreign language.

Objective 10. Strategy 4.

Increase opportunities for undergraduate to conduct or assist in research.

Promoting undergraduate is a priority for the program. IA faculty have supervised 23 FUSE projects, advised Honors theses, and utilized undergraduate research assistants. Student have presented at regional, national, and international conferences and co-authored several publications with faculty.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Since our IA graduates enter a wide range of fields, it is difficult to find directly applicable numbers using KCES and other national data. Looking more generally at fields related to where our graduates are employed, there is general growth in many of those fields. This includes the legal profession, business, lobbying/politics, non-profits, and public relations/marketing.

According to Burning Glass and the New American Economy, there is increased demand for employees who can speak multiple languages. In particular, employers are looking for students who can speak Chinese, Spanish, or Arabic. As highlighted elsewhere, IA majors must attain at least intermediate proficiency in a language. The program has seen an increase in students who choose Chinese or Arabic for their language.

When compared with other college graduates, Hamilton Project data indicate that IA/IR majors do well professionally. After 10 years, the median income for International Relations (the field closest to IA in their study) majors is roughly 14% higher than for all majors. Likewise, projected lifetime earnings for the median IR major is 13% greater than the median lifetime earnings for all majors.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The International Affairs major at WKU is an interdisciplinary degree with a core in Political Science. This contrasts to International Studies majors (e.g. University of Kentucky) which are simply an aggregate of courses with an international dimension. Our major is designed to provide students knowledge and skills to compete successfully in the global marketplace. A key and fairly unique component of the program is the language requirement that all graduates must pass the intermediate level of a language.

The reputation of the program can be illustrated by the high GPA and ACT scores of entering students, the number of students receiving competitive scholarships, student research, and participation in study abroad and internship opportunities. The program participates in university sponsored recruitment efforts through the Department of Political Science, including minority recruitment efforts. It also recruits students through the Honors Program and other unique offerings such as the Chinese Flagship program. Students in other majors, seeking particular international and/or regional skills choose IA as a second major to enhance their major. Required core political science courses are offered face to face, online, and, in the case of PS250, on demand.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Several possibilities exist to enhance and strengthen the program going forward. We are currently exploring opportunities to develop relationships with universities in East Asia. If these relationships come to fruition, there will likely be more opportunities for exchange programs and student research.

A subtle change that can help improve career opportunities for IA grads is to continue to work closely and perhaps even expand the relationship with the Chinese and Arabic programs. Both languages expand employment opportunities for our graduates. By developing strong language skills, IA majors can further differentiate themselves from other majors.

There is also likely an opportunity to modify the curriculum to increase student exposure to research methods and data analysis. This would help students develop technical skills that will serve them well in graduate school and in the pursuit of employment and career opportunities.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

It is difficult to find a direct equivalent using NCES data. One related category is Social Sciences and History which has seen a decline in students of about 10% from 2011-12 to 2015-16. A second possible category related to the IA program is multi- or interdisciplinary studies which has seen an increase of 7% during the same time. For the five years covered in this study, the number of students enrolled in the IA major has increased from 64 to 89.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The IA program has made the following changes to strengthen the major. The major was modified to require 12 hours of political science electives and 12 hours of electives from other disciplines. At the same time, Research Methods was added as an elective to the major. The goals of these changes was to encourage students to develop skills related to quantitative data analysis and to reflect an increase in political science offerings that are appropriate to serve as electives for the major.

Another change that has been made to the program is to add more upper levels courses into Colonnade. The program now has six courses in Connections. The impact of this change does not show up in the data presented here, but is reflected in enrollments for Spring 2019.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We are confident that this program will continue to recruit strong students and produce high quality graduates.

The anticipation is the program will remain at about 80-100 students, but there is some potential to strategically grow the program. The biggest challenge to do so is the ability to increase the program's exposure to potential students.

As we wrap up the first decade of the program, we also anticipate taking a closer look at the program to see if it is time to make some changes to the curriculum to enhance the learning experience for students.

The biggest challenge facing the program is the availability of adequate and predictable resources to promote high impact learning practices for students. It is particularly important that adequate resources are available to support and promote faculty and undergraduate research. Continued institutional support for faculty-led study abroad courses is also important for IA students.

Historically, we have also offered a wide range of other engagement opportunities for students. Despite tightening budgets, we have been able to continue participation in Model UN and Soliya. Both are good opportunities for student engagement and would offer marketing opportunities if stable funding is found to support both programs.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



| | |
|---------------------------|-------------------------------------|
| Department/School: | School of Journalism & Broadcasting |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------|
| Program Name: | Journalism Major |
| Reference Number: | 736 |
| CIP Code: | 09 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 42 |
| List Concentrations (if any): | None |

1. PROGRAM SUMMARY

| |
|---|
| <p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p> <p>The Journalism Major (736), previously the <i>News/Editorial Journalism Major</i> (716): prepares students for professional careers in the media; instills in students a high degree of professionalism, which consists principally of practical competence and ethical understanding; develops analytical thinking and writing skills; and enhances students' understanding of the role of the news media in a democratic society. The program's accreditation, through the Accrediting Counsel for the Education of Journalism and Mass Communication (ACEJMC), requires a minor outside the School of Journalism & Broadcasting and a minimum of 72 hours of baccalaureate degree work outside the major, which includes Colonnade requirements and minor course requirements.</p> <p>Major admission requirements are:</p> <ol style="list-style-type: none"> 1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree. 2. A minimum overall grade point average of 2.5. 3. Completion of ENG 100 with a grade of "C" or better and nine additional hours in the Colonnade Program. 4. Completion of the following courses with a grade of "C" or better: SJB 101, 102 and JOUR 202. |
|---|

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 94 | 94 | 84 | 96 | 92 | 89 |
| Conferrals | 17 | 26 | 16 | 21 | 17 | 22 |
| SCHP | 969 | 806 | 841 | 1,000 | 1,029 | 991 |
| <p>b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)</p> | | | | | | |

The WKU Mission states: “Western Kentucky University prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.” Few programs contribute more to this mission than the Journalism Major.

Students in Journalism graduate prepared for work at any news media outlet or for any position in professional communications. Along the way, they get one-on-one academic and career advising from the journalism faculty — and the knowledge and skills to make a difference. The *Journalism* multimedia curriculum offers students the opportunity to pursue a wide range of careers including: news reporting and editing for all media; public information officers; corporate communications; nonprofit communications. Law schools recruit heavily from journalism schools, particularly the SJB Journalism major, because the core courses develop interpersonal communication skills, research and writing. These same skills are widely sought in the business sector.

The Journalism program offers an array of courses for students in all majors who seek a better understanding of and competency in professional media standards. For example, the JOUR 202 News Writing Course is required for PR and Public Communication majors. The JOUR 301 Press Law class draws students from Political Science, History and Legal Studies.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

The Association for Education in Journalism and Mass Communication (ACEJMC) is the accrediting body for Broadcasting, Journalism and Photojournalism. It sets standards concerning class size, number of courses in each major, and diversity in the classroom. SJ&B meets these standards by limiting classrooms sizes to 20 students, regularly assessing our course offerings, and offering courses in diversity. Being an accredited program allows our students to enter the William Randolph Hearst competition.

Journalism’s full-time faculty frequently teach overloads or independent study classes to make sure students are able to graduate in four years. Additionally, faculty coordinate multiple student internships throughout the full academic year.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 31 | 77.4 | 22 | 72.7 | 26 | 69.2 | 29 | 65.5 | 38 | 78.9 | 2,513/69.4 |
| Progression | N/A | N/A | 64 | 68.8 | 64 | 63.3 | 70 | 60 | 70 | 65.7 | 11,514/61.3 |
| 150% Graduation Rate | 34 | 52.9 | 38 | 71.1 | 35 | 80 | 26 | 57.7 | 31 | 58.1 | 54.1 |
| Time to Degree | 4.4 (N=15) | | 4.22 (N=20) | | 4.47 (N=10) | | 5.16 (N=15) | | 4.42 (N=11) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The Journalism Major uses a variety of assessment measures including:

- direct measures such as senior portfolio reviews by industry professionals and faculty, capstone projects, internship evaluations and First Amendment exams provide the bulk of assessment information.
- Feedback from professionals reviewing senior portfolios provides the impetus for the major’s curriculum changes and skills and competencies taught within the core courses.
- The major uses indirect measures including employment data and student awards. The major has a LinkedIn Alumni Group and a Facebook page.
- Informal senior exit interviews with the major coordinator and director have also provided feedback that led to change.
- The SJ&B faculty approved a revised assessment plan as part of its re-accreditation that went into effect in 2015. The plan is meant to better serve the major and its students by providing information more appropriate to industry changes and to the new curriculum.
- As a result of re-accreditation and feedback from the major’s Professional Advisory Committee and research on Journalism programs, the major has added a diversity course requirement, skills courses in software use and added emphasis on ethical social media use in reporting in core courses.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students

graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The Journalism Major graduates are extremely successful in a range of professional media areas. A survey of majors done for reaccreditation in 2015 showed all the graduates (approximately 45 respondents) employed. Approximately 50 percent were in traditional news media jobs, primarily in Kentucky and the region. Others worked in a variety of fields, online-only specialty news publications, public information, corporate communications, nonprofit communications, high school teaching (media and English), and web content production.

The information gathered for ACEJMC reaccreditation self-study provides the school information on our graduates' career pursuits and success. Other means include informal surveys, contacts through social media, etc. Individual Journal Major faculty also maintain strong relationships with graduates, particularly those who they advised and/or who worked in student media. Information on shifting industry standards is gleaned from the Journalism Major Professional Advisory Committee and by faculty returning to newsroom work during summer breaks and through their freelance and consulting work.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Journalism Majors program uses: input from its Professional Advisory Committee — some of them former students; multiple evaluations from internship and fellowship grantors for internships done for academic credit and an employer evaluation for students doing internships not for credit; faculty research and creative/professional work tied to industry standards; and relevant contemporary research on the professional media industry.

As a result of the ACEJMC re-accreditation process, feedback from the Journalism's Professional Advisory Committee, and research on Journalism programs, the major has added:

- a diversity course requirement
- skills courses in software use and
- an emphasis on ethical social media use in reporting in all core courses

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

A survey of majors done for reaccreditation in 2015 showed all the graduates (approximately 45 respondents) employed. Approximately 50 percent were in traditional news media jobs, primarily in Kentucky and the region.

Additional areas in which our majors have found jobs include:

- Reporter (any delivery format, any topic)
- Photojournalism
- editing/ copy editing/designing
- Marketing and promotion
- Web producer/content manager
- Translator
- Advertising and account services
- Sales
- Circulation manager
- Grant writer
- Online community manager
- Social media manager
- Public relations
- Production manager
- Technical writing
- Freelance writing
- Creative non-fiction writing
- Student publications advising
- Media relations
- Journalism (to law school)

- Nonprofit communications

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 14 | 12 |
| Number of NTE Faculty | | | | | 3 | 4 |
| Cost per SCH | | | | | \$174 | \$128 |
| SCHP/FTF by Dept. | 294 | 269 | 340 | 340 | 302 | 375 |
| % SCH by FTF by Dept. | 86.4 | 83.6 | 89.5 | 88 | 89.7 | 75.8 |
| Median Class Size by Level | 15 | 15 | 15 | 15 | 15 | 19 |
| % Under-Enrolled Sections by Level | 47.4 | 48.6 | 42.9 | 47.9 | 49.3 | 36.3 |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

External revenue streams directly associated with the Journalism Major are Hearst Awards for entering the Hearst Collegiate Journalism Awards referenced above.

- Thomas R. Curran Scholarship Fund in Journalism \$8400 or 3 at \$2800 each)
- W.T. and Ella Morris Davis Scholarship (\$1500)
- Frank Sutherland Society of Prof. Journalists Scholarship \$750
- Carroll F. Knicely Scholarship \$850
- Joseph A. Dear Memorial Scholarship \$9000
- Louis Spilman Memorial Scholarship \$500
- Ron Jerrell-Belinda Mason Memorial Scholarship \$700
- Donald W. Reynolds Foundation Scholarship Fund \$500
- Virginia Wood Davis Scholarship Fund (3 scholarships) \$377

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The Journalism Major currently has four full time faculty — two tenured professors, a tenure-eligible assistant professor and a full-time, one-year appointment. Due to health reasons, one of Journalism’s tenured full professors, a previous director re-assigned to full time faculty in 2008, has been unable to maintain a full course load since being re-assigned. When possible, this faculty member typically teaches a section in the SJ&B core curriculum and one class in the Journalism major.

ACEJMC accrediting standards require us to cap enrollment in “skills” classes at 20 students.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU’s strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- The Journalism major aligns with the WKU Strategic plan by:
- focusing on Community Impact and Service
 - emphasizing digital media technology and responsible social media integration
 - embracing the spirit of Innovation, collaboration and diversity.

In recent years, media technology has fundamentally altered the ways in which the world communicates. Both the School of Journalism and Broadcasting and the Journalism major are responding to these changes through new approaches to educating our students. Communication platforms are becoming ever more mobile. Audiences increasingly engage and interact with media, and information producers now work, individually and in teams, across multiple platforms. At the same time, strong storytelling skills and ethical decision-making remain touchstones of the mass media industry, and commitments to diversity and community engagement continue to be top priorities.

The SJ&B and its Journalism major have a strategic plan that essentially mirrors that of WKU. Our programs' graduates are socially responsible, professional communicators.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Journalism major promotes "inclusive excellence" by integrating diversity efforts into the core elements of its curriculum. It strengthens partnerships with the professional media industry through its internships and by utilizing the expertise of our Professional Advisory Committee. It makes instruction relevant, rigorous, and engaging while accommodating diverse learning styles and involving all students in undergraduate research, student media, hands-on learning, study abroad programs, and other practices that increase quality and engagement. The statewide strategic agenda states that career development and internships are a crucial part in preparing students for their futures. Journalism already offers a strong internship component in its curriculum.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Journalism students are regularly hired at Kentucky publications including The Courier-Journal, The Lexington Herald-Leader, Kentucky New Era, The Daily News, The Messenger-Inquirer as well as independent publications and companies like Leo magazine, Kentucky Monthly Magazine and Louisville Magazine. Graduates of SJ&B are also working at multimedia companies like Kertis Creative and Yellowberri Creative.

Although many of our graduates find positions in Kentucky, the Journalism major prepares and encourages students to seek the best opportunities in professional communications anywhere in the world.

"The Bloomberg Recruiter Report: Job Skills Companies Want but Can't Get" identifies the following skills in the employer "sweet spot":

- strategic thinking
- creative problem solving
- leadership skills
- communication skills

All of these skills are at the core of the Journalism major. It produces students with excellent communication skills and the ability to analyze and assess data, find relevant and reliable sources, and deal with the public institutions and governmental agencies that serve the public. Film/video editors, bloggers and web producers are among the top 10 jobs in professional media. The Journalism major's multimedia curriculum prepares students for any of these jobs.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The School of Journalism and Broadcasting consistently receives national recognition for its programs. The Journalism major makes an important contribution to the school's success. Our majors produce state, regional, and national award-winning

work, and the unit is frequently contacted by employers and institutions offering internships seeking applicants from the Journalism major.

In 2018, the School of Journalism and Broadcasting received award money totaling \$75,000 (\$40,000 for the programs, \$35,000 in student scholarships). These awards recognized the excellent work of majors in three of SJ&B's programs: Journalism, Photojournalism, and Broadcasting.

Western Kentucky University recognizes our programs' reputation and uses it in its recruiting efforts. As it states on WKU's website: "Western Kentucky University also maintains a long history of being a top school for journalism. WKU won the Hearst Intercollegiate Overall Award in 2018 and several years prior. In 2018, WKU also won first place for multimedia and photojournalism along with individual student awards."

There is no other school in our region and very few in the entire country that can match this record of excellence.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Students in both the Journalism Major and the Journalism Writing Minor gain personal experience through participation with the "College Heights Herald", the student run newspaper, and the "Talisman", which has recently transformed itself into a digital and print magazine. Journalism students also have the chance to work with the WKU Sport Media Department. These opportunities provide students with valuable field experience and professional feedback. Additionally, Journalism Majors and Journalism Writing Minors are invited to participate during the week-long WKU Mountain Workshop in the fall semester each year. This allows students to work closely with professional journalists from across the United States.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

For several years, the accepted wisdom was that "journalism is dead," having been killed off by various social media platforms. This view contributed to the decline in the number of students interested in pursuing a career in journalism. As so often the case, however, the conventional wisdom was wrong. In the past few years there has been a growing realization that journalism is adapting to the new media environment and that the fundamental skills of professional journalists are needed now more than ever. Growing student interest in our program reflects this new attitude to the importance of professional journalism.

Journalism is a strong program that can take advantage of this renewed interest but only if it has adequate resources. Budget cuts over the past three years have significantly weakened many of WKU's academic programs. Journalism, like any program, can only thrive if it has the resources necessary to hire and keep talented faculty. In addition, it needs adequate resources to invest in student scholarships, classroom equipment, and student research and travel. The potential for growth is there, but without the restoration of the lost lines and resources, it will be difficult for Journalism to increase significantly its number of majors.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Enrollment in the Journalism program has ebbed and flowed through the years. However, as the "national trends" data shows, there has been a steady increase in degrees conferred in communications disciplines through the past decade. And recent data shows a sharp increase in Journalism School enrollment in the past two years. A big part of this trend is related to the transferable nature of Journalism School skills and an increased interest within the coming generation of college students in responsible reporting and quality news production, and the value of a free and independent news media with regard to the maintenance of democracy.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course

sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

As required by our accrediting agency, Journalism is constantly reviewing and, when necessary, revising its curriculum. In the past two years the program has shifted course schedules to match the days/times that best suit student needs, enhanced its academic advising, paired faculty with the classes they can teach most effectively, and instituted a mentoring program for junior faculty. To help students earn their degrees in a timely fashion, Journalism faculty have agreed to teach overloads.

Every semester the program coordinator visits journalism programs at area high schools. The presentations are designed to attract student interest to the profession and WKU's program. To build upon these efforts, SJ&B is compiling a list of all regional high schools with Journalism classes and/or yearbooks. The teachers in these programs are sent recruiting materials and offers for school visits.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Realistically, Journalism has the potential to expand its number of majors by 20% over the next 5 years. To achieve this goal, however, it must have adequate faculty and classroom resources. In addition, the major will need to achieve greater flexibility in the way it deals with transfer students. Currently students who transfer to WKU after their second year find it difficult to complete the major in less than three additional years. Journalism needs to consider ways to better accommodate these transfer students. In addition, Journalism needs to develop more online courses and programming. This will provide students with more ways in which to complete the major.

Journalism majors and faculty would also benefit if the program strengthens its international dimension. Current SJ&B faculty have a strong interest in international journalism. This interest should be used to establish more international partnerships that could strengthen our recruitment of international students for the major.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | 99AR History |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Kentucky Studies Certificate |
| Reference Number: | 169 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | n/a |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|---------------------|
| Department/School: | (Interdisciplinary) |
| College: | PCAL |

| | |
|-------------------------------|------------------------|
| Program Name: | Latin American Studies |
| Reference Number: | 408 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n/a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 21 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The interdisciplinary Latin American Studies minor program combines courses from History, Geography, Anthropology/Folk Studies, Spanish, and Political Science to provide undergraduate students with an understanding of Latin America and its diverse peoples and cultures from multiple perspectives. Students have added it alongside multiple majors in different colleges, although it most directly appeals to students taking Spanish language courses. It also encourages and rewards WKU students who study abroad in Latin America, since such classes can normally be counted for credit.

The minor courses, which can be taken as traditional classes, via ITV, and at the Elizabethtown and Glasgow campuses, are offered as part of the Colonnade curriculum or respective departments' existing programs; most are led by tenured faculty. Apart from advanced Spanish classes, they have no prerequisites, and the minor requirement of a year of Spanish (or Portuguese) can be waived for already proficient students.

The minor adds substantial value for WKU students by broadening their global perspectives and allowing them to acquire and demonstrate cultural competence. While only a few students tend to take the minor at any given time, the costs are zero, as all departments and instructors involved would offer these classes in any case.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 9 | 5 | 11 | 7 | 6 | 26 |
| Conferrals | 4 | 4 | 4 | 2 | 2 | 6 |
| SCHP | 3 | 1 | 16 | 0.0 | 0.0 | 187 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Latin American Studies minor consists entirely of courses offered as part of the Colonnade curriculum and other departments' major programs. It is a relatively easy major to add for students who have already completed required courses in programs such as Spanish, Anthropology & Folk Studies, or History, and may indeed encourage students who are taking courses out of an interest in Latin America to add one of the related majors. Participating faculty members are also able to offer Latin America-related courses that serve other program needs (such as the HIST 615/Latin America-U.S. Relations graduate seminar in Fall 2018).

Again, enrollments in the minor have been fairly low for quite some time now, and so this minor program serves only a handful of students each year, but it offers a unique opportunity for these students that is not apparent in a purely quantitative summary. Since these courses will continue to be offered, the minor provides students with an opportunity to explore material that is unfamiliar to most incoming students, develop international awareness, and build relationships with faculty members who are deeply interested in Latin America.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

Among the LAS minor courses, three (GEOG/HIST/PS/SPAN 200, HIST 364, and HIST 365) contribute toward the "Connections" category of the Colonnade Program, while a further nine courses in Spanish satisfy the language requirement.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|----------------------------|------------|---|------------|---|------------|---|------------|---|------------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate* | | | | | | | | | | | |
| Progression* | | | | | | | | | | | |
| 150% Graduation Rate* | | | | | | | | | | | |
| Time to Degree | 4.25 (N=4) | | 4.34 (N=4) | | 4.17 (N=4) | | 3.50 (N=2) | | 5.00 (N=2) | | 4.20 |

* no data provided

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Since the Latin American Studies minor serves a small number of students, participating faculty are usually able to assess program learning outcomes on a personal level. For students who have taken the minor, an increased awareness of Latin American affairs over the course of several years is readily apparent; the two instructors in the Latin America Past & Present foundations course frequently have LAS minor students visit to chat about current events in subsequent semesters. Assessment of related skills, including basic knowledge about the geography, history, culture, or politics of Latin America, critical analysis and synthesis of evidence, or oral and written communication, is performed at the course level.

The only program improvements that have been necessary in the past few years have been to update the minor requirements to reflect a long-term decline in the number of faculty members from different departments specializing in Latin America; for example, there are no longer Latin America-related economics courses available for WKU students. However, all participating faculty members are actively interested in continuing existing course offerings and developing new minor-eligible course in their areas of interest. These faculty and affiliated colleagues maintain a mailing list to facilitate communication, and periodically meet to discuss both the minor and Latin America-related events occurring on campus or in the Bowling Green community.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Again, because there are a limited number of Latin American Studies minor students, success of graduates is usually assessed through personal communication with former students. Since most graduates seek careers based on their major programs of study rather than the minor – subsequent careers have included primary and secondary education, financial sector employment, or further graduate studies – it is difficult to generalize about the employment paths of LAS minors. However, in many cases faculty members have been informed that both language skills and a general cultural awareness of Latin America have distinguished LAS minors from their peers and brought concrete benefits in obtaining employment or opening new opportunities once employed.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Latin American Studies minor faculty does not formally survey school administrators or employers about curriculum, since decisions about the minor courses are typically made in their respective departments.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Anecdotally, a number of past Latin American Studies students have reported to participating faculty that they were pursuing or considering career or life opportunities related to Latin America or Latin Americans that they would not otherwise have been interested in or suited for before taking the minor.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---------------------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty* | | | | | 0 | 12 |
| Number of NTE Faculty* | | | | | 0 | 4 |
| Cost per SCH* | | | | | 0 | \$128 |
| SCHP/FTF by Dept. † | 3 | 1 | 16 | 0.0 | 0.0 | 375 |
| % SCH by FTF by Dept.* | | | | | | 75.8% |
| Upper-Div. Median Class Size* | | | | | | 19 |
| % Upper-Div. Under-Enrolled Sections* | | | | | | 36.3% |

* not applicable or no data available, as minor is not housed in a single department

† only raw SCHP numbers provided by IR; numbers appear to be incorrect for courses actually offered

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Latin American Studies minor does not generate independent, external revenue streams. However, individual faculty members have won a variety of external grants and fellowships for research projects in recent years, such as an ACLS Collaborative Research Fellowship that provided a full year of salary buyout and research funding for a colleague in History. (A few students in the minor have also applied for and received national grants like the Fulbright.)

An annual award in honor of Dr. Richard Salisbury, a former professor in the History Department, is given to an outstanding student in Latin American Studies. The Salisbury Award fund has amassed more than \$10K in principal and will be endowed, which will allow the LAS program to award approximately \$300 per year.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

There are no program costs for the Latin American Studies minor, as all courses are offered as part of the Colonnade curriculum and existing major programs in each department, so that the minor effectively uses current resources to deliver a unique and valuable experience to interested students.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The Latin American Studies minor directly contributes to many of the goals outlined in WKU's strategic plan, by appealing to a diverse group of students, fostering shared values of diversity, equity, and inclusion, and equipping students with an understanding of a dynamic region of the world that is directly relevant to a variety of potential employers. Indeed, the following sentence perfectly applies to LAS: "From our Hill in Kentucky, our reach will be international in scope, ensuring that our students and the region are fully prepared and able to compete in a global market." (14)

Furthermore, the minor encourages students to pursue opportunities for research and creative activities in Latin America during their time at WKU, and strengthens our diverse student body in Kentucky. As a number of non-traditional students have added the minor, it helps support continuing education, while information from former students indicates that their awareness and understanding of Latin American issues makes them excellent alumni ambassadors. Finally, the LAS minor is a model of budget sustainability in that it repurposes existing resources and draws on the strengths and interests of faculty members across departments to offer students a marketable set of skills and international perspectives.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Beyond fostering academic excellence across WKU's curriculum, the Latin American Studies minor meets goals in Kentucky's strategic agenda in many of the same ways it does for WKU's strategic plan. In particular, it helps foster diversity and inclusiveness, appeals to underserved student populations in Kentucky, prepares students for community and international partnerships, and trains graduates to be globally competitive in their future career paths.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

In addition to building vital university-level skills like critical thinking, information analysis and synthesis, and written and oral argument and communication, the Latin American Studies minor adds value for just about any potential employer in Kentucky that has interests in Latin America itself, serves Latino clients locally, regionally, or internationally, or counts Latino employees among its workforce.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Latin American Studies minor program offers students a unique chance to experience multiple disciplinary perspectives and work across departmental divisions to pursue studies that combine a general knowledge of the region with a personalized set of interests. Practically speaking there are no other options for similar studies in the WKU service region, and so the LAS minor gives our students an opportunity that is generally only available at flagship or distant universities – while ULL and Vanderbilt have major and minor programs in related areas and UK, NKU, and Transylvania University have similar minor programs, ECU, and Murray and Morehead State have nothing comparable.

The minor also appeals to specific student groups at WKU and in the community, like the Hilltopper Organization of Latin American Students (HOL@S) and the Hispanic Organization for the Promotion of Education (HOPE), and faculty members are able to participate in and take advantage of campus-wide events like the current International Year of Cuba (or the previous International Year of Ecuador), in addition to organizing other Latin America-related campus and community events each year.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Even for students who do not end up adding the Latin American Studies minor, the existence of a connected body of coursework related to Latin America sustained by the minor offers a chance for students in related fields, such as International Relations, to incorporate this material in their programs of study and to draw on the expertise of associated faculty members for thesis committees and FUSE projects. LAS faculty have also taken a leading role in the "International Year Of" programs, two of which have focused on Latin American countries (Cuba and Ecuador).

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The Latin American Studies minor program should be maintained, although increased faculty efforts to raise awareness of the program and recruit more students would allow it to provide bigger benefits with no additional demand on existing resources. Based on previous discussions during informal interest meetings, faculty members participating in the LAS minor are interested in expanding course offerings and incorporating new faculty and departments whenever possible, although these decisions are not directly driven by the needs of the minor.

Despite serving a small group of students, the LAS minor program is not currently in need of revision since it is already fundamentally interdisciplinary by nature. (However, increased financial aid for Latino students would likely have a complementary effect of raising the number of minors, as well as meeting university and state goals of reaching underserved population groups.)

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

WKU's Latin American Studies curriculum resembles curricula of comparable programs across the nation. American universities continue to offer Latin American and Latino Studies programs like WKU's, reflecting the ever-deepening interdependence of the United States and Latin America, as well as the growing importance of Latinos in the U.S. Trends like the rising percentage of the Latino population of the U.S. (nearly a fifth of the current total population) or the expansion of Chinese investment in Latin America suggest that these programs will only increase in relevance across the nation in coming years.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Several LAS minor courses have been reorganized in recent years to meet the goals of the "Connections" section of the Colonnade program, since the material is a natural fit for the program's aims. The core minor course, Latin America Past & Present, co-taught by the main program advisors Dr. Marc Eagle (History) and Dr. David Keeling (Geography & Geology), has also been streamlined in order to offset the retirement of a member of the Political Science Department, while preserving recent innovations like special topical discussion sessions to better engage students with current Latin American affairs. These changes are in line with the general feeling among participating faculty that we would like to get as much usefulness as possible for our students out of courses that we are teaching for our respective departments, based on our deep and abiding interest in the region.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Over the next few years we would like to see an increase in minors (although no one among the participating faculty feels that this is necessary to justify continuing the program). It would be ideal to have a group of about 20 minors per academic year given the current number of qualified faculty members and course offerings. The main obstacles to increasing numbers have historically been limited awareness of the program and a general lack of even basic knowledge about Latin America among many incoming students that tends to intimidate them from choosing Latin America-related courses. Greater student recruitment efforts can help in this regard, both among specific campus groups like HOL@S and in the surrounding community, as can publicizing the minor in

conjunction with campus and community events like the International Year of Cuba or the “Tracing the Unexplored” speaker and event series organized through the Spanish department.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|----------------------------------|
| Department/School: | Music |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|---|
| Program Name: | Master of Music |
| Reference Number: | 453 |
| CIP Code: | 131312 |
| Degree Type (AB, BS, etc.): | MM |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 30-36 |
| List Concentrations (if any): | Conducting; Conducting TL; Music Education TL; Pedagogy |

The Department of Music (and all programs) is a fully accredited member of the National Association of Schools of Music - or NASM. This organization provides detailed national standards that all programs must adhere to for continued membership and accreditation. References to NASM throughout this review refer to this organization and its standards.

Please note that many responses refer to the “department” rather than the individual degree program. Many, if not all, of the courses and experiences in music inextricably cross internal programs as well as include students from across campus. The maximum word counts requested allow for only a cursory response to individual questions. The department can provide more detailed information upon request.

1. PROGRAM SUMMARY

| |
|---|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| The Master of Music is a graduate degree with four specializations in Conducting (Teacher/Leader), Conducting, Music Education (Teacher/Leader), and Pedagogy. An audition/interview is required prior to enrollment and admission into either the Conducting (TL) or the Music Education (TL) specialization requires a valid teaching certificate. In addition, the MM in Music Education Teacher Leader and the Conducting Teacher Leader programs are aligned to the Kentucky Education Professional Standards Board (EPSB) Rank II Teacher Leader Requirements. The graduate program in music offers a flexible schedule for both full-time and part-time students and competitive Graduate Assistantships are available to qualified resident students. The program enhances skills developed at the undergraduate level and further prepares students to be artist teachers in music, pursue a professional career, and/or continue study at the doctoral level. Delivery is shared between online and face-to-face courses/experiences. |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 14 | 17 | 21 | 23 | 15 | 19 |
| Conferrals | 6 | 4 | 7 | 11 | 4 | 6 |
| SCHP | 163 | 204 | 253 | 271 | 198 | 212 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Music also offers an AB, BM, and a minor – students in all four programs share courses and artistic experiences (including large/chamber performance ensembles, stage productions, tours/conferences, university special events, and community service). Music provides required courses for programs in the School of Teacher Education (BS in Special Education and BS in Elementary Education) and the Department of Theatre and Dance (BFA in Music Theatre and minors). Each spring the Departments of Music and Theatre/Dance collaborate on an Opera or Musical Theatre production. Music contributes to the Colonnade Core Curriculum (six different course options in three different categories) and offers over twenty performance ensembles (open to all students). Music graduate and undergraduate programs are directly linked as those students conduct and perform with each other throughout their programs. The athletic bands are an invaluable part of the game day experience for Football, Volleyball, and Men’s/Women’s Basketball (over sixty events each year) and most notably the department presents over 100 diverse music concerts and recitals each year that attract students, faculty/staff, parents, alumni, donors, and community members to campus. The department is also directly involved in campus activities that include cultural enhancement events, dedications/award ceremonies, parades, investitures, galas, orientation/MASTERPLAN, recruitment, and commencement.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The WKU Mission states “...WKU enriches the quality of life for those within its reach” – through the broad and diverse activities noted above this is exactly what the Department of Music provides for the WKU community.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-----|---------|-----|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 5 | 100 | 5 | 100 | 6 | 66.7 | 6 | 83.3 | 5 | 60 | 82.2% |
| Progression – N/A | | | | | | | | | | | |
| 150% Graduation Rate | 0 | 0 | 5 | 100 | 5 | 80 | 6 | 50 | 6 | 83.3 | 73.3% |
| Time to Degree | 2.34 | | 1.5 | | 2 | | 2.67 | | 1.75 | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

1. MM graduates will demonstrate knowledge of music content and pedagogy to become successful music educators in Primary-12 school settings, private studios, and conductors for private and public music ensembles in our culturally diverse and ever-changing society.

Activity: Oral examination that addresses music theory, history or practice; music education theory and practice; and professional education theory and practice.

Specific Criteria for the Master of Music Oral Exam Question: The appropriate program director will select two contrasting musical selections (or select one and the candidate selects one) appropriate for the selected area of performance or teaching (K through college). The student will present the historical, analytical and pedagogical applications for each selection, synthesizing how specific information from graduate course work enhanced the understanding of each component (historical, analytical, and pedagogical).

2. MM graduates will demonstrate life-long professional development and civic/community contributions in relationship to diverse professions in music education (Primary-12 school settings, private studios, and conductors for private and public music ensembles).

Activity: Capstone Project

MM Conducting (including TL) Graduate Capstone Project: Candidates must successfully complete MUS 625-Graduate Capstone Conducting Project. The student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes.

MM Music Education TL Graduate Capstone Project: Candidates must successfully complete MUS 625-Graduate Capstone Action Research Project or TCHL 560–Action Research for Teacher Leaders, and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria to grade the project.

MM Pedagogy Graduate Capstone Project: Candidates must successfully complete MUS 625-Graduate Capstone Pedagogy Project. The Capstone Pedagogy Project will include a lecture recital and corresponding research paper OR a pedagogy action research project with presentation of research findings to the Graduate Music Pedagogy Faculty.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

The department conducts an alumni survey every two years regarding career satisfaction. In 2018, 83.33% of respondents selected “good” or “outstanding” when asked how well WKU prepared them for their current position. The department also keeps track of PRAXIS test pass rates specific to music students and the music content portion of that teaching certification exam. Department faculty are highly engaged in personal/professional relationships with regional colleagues and school officials as well as through association with KMEA (the state music education association) – we are in constant communication regarding area teaching and performance needs as well as student success. While the information gathered through these relationships is anecdotal it is a vital, and highly informative, source of information – arguably much more so than data driven surveys.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

In addition to their diploma, music education students also have Kentucky State Teaching Certification. State Certification standards and requirements are defined by the Kentucky Board of Education and reflect the current expectations and demands of educators who teach in the Kentucky public schools. As noted above, department faculty are highly engaged in personal/professional relationships with regional colleagues and school officials as well as through association with KMEA. Personal relationships with colleagues at graduate institutions also provides a means for feedback regarding student preparation for additional/doctoral graduate level music study. In 2015 we found, through internal review and anecdotal conversation, that our students in the MM Pedagogy track could benefit from a stronger background in individual development on their primary instrument. As a result the applied lessons content of the program was enhanced providing students with sustained individual instruction over multiple semesters.

The department also considers state and national databases/resources through KMEA, the College Music Society (CMS), and NASM as needed and appropriate. While not always specific to employability, these organizations regularly track student enrollment/engagement/success, faculty/personnel, program offerings, financial/facility/library resources, and diversity. These organizations are also strong advocates for the arts/music in state and national conversations regarding standards, assessment, and graduation requirements.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our healthy relationship with school-districts and their teachers provides an opportunity for recruitment that goes beyond the discipline. Successful graduates are employed in schools, remain in touch with the program, and ultimately recommend new students to WKU. These students may or may not go into music, but they consider WKU because of the highly valued and influential student-teacher relationship they have with their school music teachers. This relationship is one that goes beyond test scores and grades and it is one we constantly model at the highest level within the program.

WKU Music Alumni Wall of Fame: www.wku.edu/music/walloffame

Rhapsody Magazine: <https://www.wku.edu/music/documents/rhapsody2017.pdf>

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|-----------------------|--------------------|
| Number of TE Faculty | | | | | 1.6 (17 dept) | 12 |
| Number of NTE Faculty | | | | | .1 (4 dept) | 4 |
| Cost per SCH | | | | | \$549 (\$137 dept) | \$128 |
| SCHP/FTF by Dept. | 264 | 301 | 265 | 252 | 245 | 375 |
| % SCH by FTF by Dept. | 48.1% | 55.4% | 57% | 55.7% | 57.7% | 75.8% |
| Median Class Size by Level | 2 | 2 | 1 | 2 | 2 | 8 |
| % Under-Enrolled Sections by Level | 100% | 91.3% | 93.9% | 96.9% | 92.3% | 58.2% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

In addition to personnel, scholarship, and operating budgets the Department of Music has six non-endowed accounts through the University Foundation specific to performance areas within the department (band, choir, orchestra, jazz) where spending is generally reflective of annual gifts. Music also has seven endowed accounts (including a professorship) that generate funds based on annual rates of return. The music DELO distribution has been roughly \$13,000 for the past few years and goes directly towards student travel for invited performances at state, regional, and national events.

There are many opportunities for donor involvement through performance ensembles, special events, and student activities as well as instrument acquisition and travel. Community members and donors are very supportive of the department and in many cases are dedicated supporters of specific ensembles and/or faculty. Annual giving is generally in the \$100-500 range with occasional larger gifts depending on the specific need/event (new uniforms, Carnegie Hall performance etc.). The department reaches out and engages the community and potential donors as best as possible; however, the department alone does not have the dedicated staff, or expertise, needed to communicate with donors (particularly outside Bowling Green) towards the high level of financial return required for major purchases and international student experiences.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The university median above (at \$128/SCH) is the same reported for undergraduate level programs – this is potentially a reporting error as graduate programs naturally have higher cost rates. The numbers above reflect a very rough estimate of teaching specific to the MM as some teaching with other programs in the department (ensembles) is shared. Therefore, the SCHP numbers provided by IR may also not be accurate. A Department of Music of our size and scope has unique and significant costs, revenue avenues, and efficiency options; however, the defined word count does not allow for further explanation. The following is offered as an example of a unique financial aspect of the department:

A fundamental aspect of college music programs is applied study through one-on-one instruction. Most of the above full-time faculty teach multiple sections of applied lessons. As these are individual and at different levels a single class may only have 2-4 students enrolled. In addition, and as defined by NASM, applied faculty receive .66 load credit for each individual student; therefore, 18 students is equivalent to a full 12hr teaching load (18x.66=12hrs). Naturally this negatively effects relative SCH costs and median class size numbers.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

From the 2018-28 *Climbing to Greater Heights* Strategic Plan:

1. **Our Students - A Diverse Body of Students:** the department actively engages in extensive recruiting activities both on and off campus, personally visiting schools throughout the state/region and bringing hundreds if not thousands of students to campus for festivals, auditions, KMEA events, and competitions. **Completion & Success:** The department successfully advises all music majors with specialist advisors who are actively involved in weekly and even daily student engagement. The department enjoys a natural peer mentoring atmosphere through applied studios, ensemble participation, and leadership opportunities. Scholarship opportunities specifically towards recruitment and retention are available for music majors and marching band students (from across campus). **Preparation for the Global Stage:** High-impact Practices, that develop hard and soft skills towards productive citizenship, are a regular and essential part of being a music major including concert presentations, stage productions, collaborative events, athletic bands, hosting festivals, touring, guest artist classes, and engagement with study abroad tours, courses, and experiences.
2. **Our Community and Beyond – Quality of Life:** The department offers roughly 100 musical events each year that are open to the entire campus and regional community, and faculty regularly share/exchange recital programs with other academic institutions.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Assuming this question refers to the KY Council on Postsecondary Education 2016-2021 Strategic Agenda *Stronger by Degrees*, many of the objectives are already established in the department and program – samples below (objective #):

2a – College Readiness: while this objective centers on reading and math, music students must equally be proficient on their respective instrument and be fluent with music literacy. These proficiencies are met through an entrance audition prior to entrance to the program. Music faculty regularly communicate and collaborate with public school teachers giving potential students a clear understanding of what is expected for music major “college readiness”.

5 – Financial Access: Graduate students can apply for and receive competitive graduate assistantships that provide both stipends and tuition assistance to attend WKU.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The MM in music specifically addresses workforce needs in school music teaching. The MM Teacher Leader tracks include Kentucky Rank II Certification and most, if not all, graduates immediately gain employment in Kentucky public schools after graduation (or were employed during attendance). As recognized through conversations with KMEA administration, WKU has a very strong music teaching reputation throughout the state. In some cases public school officials *seek out* WKU music graduates knowing our strength in providing quality teachers to the region. Faculty are in constant communication with school officials, and current music teachers, and are generally aware early of potential open positions – which are then shared with qualified students in addition to our making recommendations to the individual districts. As a result potential students continue to see WKU as a prime avenue for career readiness particularly in music teaching. Students in the Pedagogy track have successfully built private studios both in Kentucky and in Texas. MM pedagogy graduates need to be proactive and build/develop their own individual career based on local needs and the regional market as it applies to their specific skills and interests.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

See 5c above. The Master of Music is a common graduate music degree. The defined standards, from both NASM and state certification, are very specific and require teacher preparation programs to have similar, if not exactly the same, content. Most Kentucky Universities (UK, Uof L, Murray State, Morehead, ECU, and NKU) have Master of Music degree programs but the Master of Music *Teacher Leader* programs are unique to WKU. This designation is a strong incentive, and qualifier, for teachers in Kentucky who are interested in earning their Master's degree. Beyond the defined curriculum, institutional differences are recognized in performance opportunities, ensemble quality, and faculty expertise. WKU faculty are well respected within their individual disciplines and performances ensembles are highly competitive in the state and region (with multiple invitations to KMEA, ACDA, ASTA, and CBDNA). The department also offers music education courses at the regional campuses (as required for Teacher Education programs) and multiple colonnade courses through DELO during the winter and summer sessions. Due to proactive and diverse scheduling, summer/winter enrollments have doubled since 2015.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

It is vitally important that higher education is not solely a vehicle towards workforce demands and employability. Our fundamental philosophy should be driven by a commitment towards graduating students who are not only competent in their chosen field, but who one day might change the world in which we live. We must train our students to be creative, curious, intelligent, and critical thinkers who embrace the beauty and passion of the world and our place in it – constantly engaging fellow citizens in pursuing a higher quality of life. This is what arts programs, like the BM, distinctly bring to our strategic alignment, the campus, and our regional community.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The MM is currently designed to assist teachers, conductors, and artists directly associated with teaching, leadership, and pedagogy. The MM is attractive to regional and state-wide music teachers and we expect that market to always be present. The pedagogy track has the most potential for wider student markets – traditionally “pedagogy” in music degrees has centered around strings and piano (and at times voice); however, we are seeing a new market of students interested in pedagogy specific to a much wider range of specialties including the areas above as well as winds and percussion. Individual instruments require individual unique instruction, but the potential for a broad and diverse student/instrument population is exciting and potentially unique to WKU.

Considering a Performance track is also a possibility moving forward. A Performance MM option is common in higher education music programs and something that, coupled with the Pedagogy track, might additionally attract a broader range of interested students (especially if there are corresponding graduate assistant positions in specific instruments).

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

As noted in 5c and 5d, the MM is a common music graduate degree option. The WKU program is consistent with programs at other institutions and as defined by NASM standards. National trends continue to push for “high-impact practices”, “living learning communities”, and “project based learning”. These types of experiences and learning environments have existed in music for many years as music and the arts are defined by experiential learning through face-to-face group instruction, preparation/presentation, and performance. While major news outlets continue to report on cuts to the arts (in schools, professional organizations, and the NEA) we are encouraged that enrollment in the MM is healthy and that our students at WKU have found great success in the classroom and on the stage. National trends also appear to prioritize STEM disciplines as the vehicle to improve our quality of life – but it is important to remember that music and arts are what *make that life worth living*.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The MM is still relatively new to WKU, but since its inception in 2012 we have worked towards additional online/hybrid course options, specifically for full-time teachers, and we have enhanced the applied lessons content of the Pedagogy track as noted in 3d. Almost all of the Music Education track is now offered online or through hybrid courses. The department greatly values the face-to-face experience; however, we also recognize the importance of offering out students options that work with their current life/career needs. These offerings are at times a double edged sword because while they help distance students they are a drawback for our resident students who are looking for face-to-face interaction. The department does not have the personnel to offer multiple sections of graduate courses for the multiple needs of our students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We expect the MM to remain a viable option for many years to come; however, there are serious impediments that currently exist limiting our ability to maintain the current level of success as well as consider future growth. In addition to budget and state certification concerns the following are noted as WKU faculty and graduate assistant numbers are well below comparable NASM programs:

- Faculty –when the MM was introduced in 2012 a new faculty member was expected; however, that position was never realized. Program coordination has been shared by faculty in other areas and recently our two most qualified/credentialed faculty for the MM (specifically in Music Education) have retired from WKU. We are in dire need of dedicated and properly credentialed faculty to coordinate this program.
- Graduate Assistants – WKU is not competitive with GA positions comparable to similar programs. At least twelve-fifteen graduate assistant positions (instead of six) are needed to elevate WKU to comparable norms. These positions are cost effective as they assist with overworked faculty, core and method courses, applied lessons, and departmental administration. GA's also bring a high-level of musical expertise to all ensembles, courses, and experiences that enhances the overall department for all constituents.

e. What recommendation would you put forward for the program (check one)?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------------------------|
| Department/School: | Political Science (GOVT) |
| College: | Potter College of Arts & Letter |

| | |
|--------------------------------------|---------------------------------|
| Program Name: | Master of Public Administration |
| Reference Number: | 051 |
| CIP Code: | 440401 |
| Degree Type (AB, BS, etc.): | MPA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 39 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The MPA is a professional graduate degree in the field of public administration. The MPA Program was first accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) in 2009, and reaccredited in 2016. The MPA program prepares students from diverse backgrounds to be productive leaders and managers in public service by sharing knowledge, encouraging excellence in research and practice, and fostering an environment of professionalism within the communities it serves. The program recruits students who are full- and part-time as well as pre- and mid-career. A minimum cumulative undergraduate GPA of 2.75, a GRE score (for applicants with less than a 3.0 GPA), and two letters of recommendation are required for consideration of admission. Admitted students are currently required to complete 18 core hours offered by the Department of Political Science, 18 elective hours (selected across departments in consultation with an advisor) and a three hour professional experience. Classes are delivered face-to-face, online, and via IVS to students at the main and regional campuses. Recent graduates have found employment in the public (national, state and local government), nonprofit, and private sectors.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 54 | 44 | 43 | 32 | 22 | 19 |
| Conferrals | 25 | 24 | 12 | 15 | 7 | 6 |
| SCHP | 522 | 513 | 426 | 336 | 282 | 212 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The MPA supplements and enhances several undergraduate and graduate programs at WKU. In 2017 the MPA Program launched a JUMP program. To date we have had 8 JUMP students, one finished his undergraduate degree and matriculated into the MPA program while the others are still undergraduates. The JUMP program offers significant potential for program growth.

Last year the Department developed a graduate certificate in Local Government Administration taught by MPA faculty. In addition to being available to MPA students, the certificate will attract mid-career professionals looking to earn a professional credential. The certificate will also be available for students pursuing a master’s degree in other graduate programs (e.g. MA in Organizational Leadership).

MPA faculty are in conversations with Criminology (M.A.) faculty to create a graduate certificate in Criminal Justice Administration. The interdisciplinary certificate would serve as a credential for those interested in the intersection of criminology and public administration.

Students from other graduate programs often enroll in MPA courses. More specifically, there were approximately 50 enrollments during AY18 from Organizational Leadership students. 22 Leadership students enrolled in Elements of Public Administration offered in the Fall and Winter. MPA courses supplement these students’ understanding of challenges related to leadership in public organizations.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Historically, the MPA program attracted a significant number of international students. The program has seen a steady decline in international student applications and enrollments. This decrease in international enrollment coincided with a slight decrease in domestic enrollments. Some of this decrease is explained with the counter cyclical relationship between graduate education and stronger economic conditions. Although enrollments have decreased in recent years we have seen a stabilization in enrollments and are developing marketing plans to recruit more in-career students. To this end, we are in conversations with DELO to increase program visibility to military and civilian personnel at Ft. Knox.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-------|---------|-----|---------|-------|---------|-------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 8 | 62.5% | 5 | 80% | 14 | 57.1% | 5 | 60% | 5 | 100% | 82.2% |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | 15 | 80% | 8 | 50% | 5 | 80% | 13 | 46.2% | 5 | 40% | 73.3% |
| Time to Degree | 3.33 | | 2.55 | | 3.9 | | 2.53 | | 2.44 | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

- Lead and manage in public governance
- 1.1 Identify and describe best practices for public governance
 - 1.2 Demonstrate understanding of how to employ values-based management in the public service
- Participate in and contribute to the policy process
- 2.1 Describe the technical, ethical, and political aspects of public policymaking
 - 2.2 Evaluate the effectiveness of the policymaking process in assuring the delivery of public goods and services that are appropriate for specific communities
- Analyze, synthesize, think critically, solve problems, make decisions
- 3.1 Identify and critically analyze decisions that would uphold the public trust with awareness and consideration of both intended and unintended consequences
 - 3.2 Demonstrate the capacity to make decisions conducive to improving institutional performance and sustainability
- Articulate and apply a public service perspective
- 4.1 Demonstrate the ability to balance efficiency, effectiveness, and equity in making decisions involving the delivery of public services
 - 4.2 Demonstrate understanding of what it means to behave in a professional and ethical manner in the pursuit of the public interest
- Communicate and interact productively with a diverse and changing workforce and citizenry
- 5.1 Articulate and demonstrate responsiveness to the diverse viewpoints and cultural contexts among constituent groups.
 - 5.2 Demonstrate appropriate oral and written communications skills needed to effectively lead and manage in diverse settings

We survey students after they complete comprehensive exams (three times/calendar year). Graduates from 2013-2015 were surveyed in 2016. Survey data were used to inform curriculum changes. As students expressed interest and alumni chose careers in the nonprofit sector, we created PS 554 Cross-Sector Collaboration & Conflict, PS 564 Nonprofits & Public Policy, and PS 566 Environmental Politics and Public Policy; PS 550 Cultural Competencies for PA, PS 526 Local Government Administration and PS 528 Civic Engagement and E-Governance provide options for our students seeking careers in local government, and were created in response to student/graduate feedback.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

Our accrediting body (NASPAA) requires that we annually report job placement statistics for our recent graduates. We maintain contact with our students post-graduation to track their status by employment sector, based on the 13 categories established by our accreditor. In 2016-17, we had 15 graduates and knew the employment status of 14 of them. Within six months of graduation, 4 were employed with domestic nonprofits, 3 in state government, 2 in local government, 2 in international government, 2 were pursuing further education, and 1 was employed in the for-profit sector.

According to data NASPAA compiled from the annual reports of 235 MPA/MPP programs (<http://www.naspaa.org/students/careers/salary.asp>), alumni were employed in a wide variety of employment sectors within six months of earning their graduate degrees – 27% in domestic or international nonprofits, 20% in the private sector, 17% in local government, 15% in state government, 11% in the U.S. federal government, 5% in international government, 4% pursuing further education, and 1% military service. These data reflect the broad applicability of the MPA across multiple employment options. Government employees comprise more than 15% of Kentucky’s workforce and approximately 14% nationwide (<https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>); nonprofits employ more than 10% of the U.S. workforce (<https://www.councilofnonprofits.org/sites/default/files/documents/2017-Fast-Facts-About-the-Nonprofit-Sector.pdf>).

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

We administer a survey to alumni of our program every two years, and administer an exit survey to each of our students after they complete their comprehensive examinations (3 times per year). The students’ exit survey includes questions about satisfaction with elective course offerings, particularly the role of electives in helping students master essential knowledge, skills, and values. Alumni are asked questions designed to determine which skills are most pertinent to their jobs and how well the WKU MPA program prepared them in those areas; alumni are also asked to identify their current employment sector. Survey data as well as input from the MPA Advisory Committee (which has traditionally included program alumni as well as area employers) have been used to inform content changes in our core courses as well as inform changes to program curriculum. For example, student response data from Fall 2011 to Spring 2015, as well as data from student enrollment across course offerings were analyzed by faculty, resulting in development of five new elective courses with content designed to relate specifically to the career fields and interests identified by respondents to our alumni and student exit surveys.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

For more than 40 years the WKU MPA program has been preparing students from across Kentucky and beyond to be productive leaders and managers in public service. Our alumni work in a wide range of public, private, and nonprofit organizations across the Commonwealth, and our survey data indicate they are quite satisfied with the preparation they received in our program. The program was initially accredited by NASPAA (the international accrediting body for MPA programs) in 2009; in 2016, the WKU MPA program achieved reaccreditation through August 31, 2023, with no monitoring provisions attached.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 2 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$395 | \$128 |
| SCHP/FTF by Dept. | 389 | 363 | 337 | 400 | 375 | 375 |
| % SCH by FTF by Dept. | 84.1% | 79.5% | 84.6% | 88.0% | 87.5% | 75.8% |
| Median Class Size by Level | 10 | 9 | 6 | 10 | 9 | 8 |
| % Under-Enrolled Sections by Level | 42.9% | 50% | 72.7% | 46.7% | 53.3% | 58.2% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Primarily through their association with the Center for Local Governments (CLG), MPA faculty offer research assistance and other services to local governments and related organizations. Faculty have completed projects for the BG Police Department, IBM Center for The Business of Government, and the International City/County Management Association. Recently, an agreement was reached to complete a salary/classification study for Area Development Districts across Kentucky.</p> <p>MPA faculty occasionally offer training workshops on and off campus. Last year, a workshop training on the prevention of sexual harassment in the workplace was held for over 100 attendees in Bowling Green and Owensboro. While this programming was offered without charge, there is a possibility to charge for similar workshops across our service region in the future.</p> <p>Through cooperation with DELO, the MPA program has had two different cohorts of international students. The most recent cohort consisted of 10 students from the UAE. Significant funding was brought into the University, College, Department and program through this cohort. Prior to the international cohorts, the MPA was offered to a cohort of police officers and fire fighters from Owensboro. While we do not have a current cohort agreement in place, we are open to exploring opportunities for future cohorts.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>As a graduate program, cost per SCH produced is higher than for the department as a whole. Changes to course scheduling has increased median class size for Fall 2018. We actively seek to connect our students to public service organizations in our communities through internships. Internships provide valuable field experience while providing organizations with administrative assistance. Internships create relationships which provide the opportunity for applied research projects to be contracted with the CLG which brings in fees for services upon completion of these projects. We have a particularly close relationship with BRADD which we hope to continue to grow and expand.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The mission of the MPA program closely aligns itself with WKU's strategic plan. The program mission is to prepare graduate students from diverse backgrounds to be productive leaders and managers in public service by sharing knowledge, encouraging excellence in research and practice, and fostering an environment of professionalism within the communities we serve.

Our Students

- Objective 2: A Diverse Body of Students:
 - o Persons of diversity comprise between 14-19% of our students
 - o Historically, we have had significant international enrollment as well

- Objective 5: Preparation for the Global Stage:
 - o The program implements problem-based learning methods to bridge the gap between theory and practice
 - o Internships connect students to public service organizations which give them valuable field experience

Our Community & Beyond

- Objective 1: A Regional Lighthouse:
 - o MPA faculty and students work with communities and organizations to address policy issues facing the region.

- Objective 3: Continuing Education:
 - o The MPA program enrolls many mid-career students.
 - o The Local Government Certificate enhances our ability to meet the needs of in career professionals.

- Objective 6: Alumni Ambassadors:
 - o Alumni serve on the MPA advisory council.
 - o Alumni in local government and other organizations help provide students with internship opportunities

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Specific examples of MPA program meeting objectives identified by the statewide strategic agenda include:

- 1 – Improve diversity and inclusiveness of Kentucky campuses
 - o MPA program's defined mission is to prepare students from diverse backgrounds to be productive leaders.

- 4 – improve Kentucky adult education students to prepare for careers
 - o Mid-career students are able to advance careers and develop skills to better serve their communities. Local Government certificate enhances the program's ability meet the needs of adult learners.

- 8 – Promote academic excellence through improvements in teaching and learning
 - o Emphasis on high impact practices and participatory learning enhances student learning and career preparation.

- 9 – Improve career readiness and employability
 - o As highlighted in 3.b., program graduates develop skills for success in public, nonprofit, and private sectors. Pre-career graduates are career ready and able to make successful transition into the workforce.

- 10 – Increase basic and applied research
 - o Relationships with local governments and ADDs have led applied research opportunities.

- 11 – Expand regional partnerships...that improve quality of life of Kentucky communities.

- Partnerships with local governments and organizations allow faculty and students to engage in activities that help agencies meet challenges facing agencies and organizations that serve Kentucky residents.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

The Kentucky Future Skills Report projects significant growth (15-20%) in fields related to the degree including management and community & social service occupations. As a professional degree, the MPA degree attracts students who engage in public service and are seeking skills and certification for professional development and promotion. The degree also assists students seeking a master's degree before entering the workforce. Common starting jobs for graduates include policy analysts, program managers, grant writers, researchers, and budget analysts. As their experience grows, many graduates rise to upper-level positions in government, nonprofit, and business organizations. Public administration professionals see an unmet need to promote professionalization in local/state government. This need will become more pronounced as more local, state, and federal employees move toward retirement. According to a 2012 International City/County Management Association survey, more than 63% of local government managers were over the age of 51, up from 8% in 1974, and 58% of city managers and senior level managers in city departments are eligible to retire. The Bureau of Labor Statistics reports that 37% of the entire local government workforce are at least age 50, in contrast to 28% of the private sector who are at least age 50.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

Recently, several MPA programs in the Commonwealth have moved to an online format. Although the MPA program at WKU offers some electives online, all required courses are offered either face-to-face or via IVS at Owensboro and Fort Knox. WKU is the only university that can deliver the MPA degree face-to-face or via IVS to the Ft. Knox Army Post. Active recruitment events at Fort Knox have been conducted in the past and we are in conversation with DELO and the Ft. Knox campus about how to better market the program to military and civilian personnel stationed on or near the installation. To this end, the program will be represented at an upcoming open house at the Ft. Knox campus.

Three of the core MPA faculty have public sector experience which helps us emphasize the practitioner side of public administration. The public sector experience translates into real-world connectedness and applications for our students. This expertise also led to the development of the Local Government Certificate that MPA students can earn through their elective coursework. The certificate is the only one of its kind in Kentucky.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The program has traditionally been made up of mid-career professionals with an occasional influx of international students. While serving mid-career students continues to be a priority, we have made a strategic decision to increase the emphasis on pre-career students. Recent changes such as the JUMP program, changes in admission requirements and curriculum also reflect this shift in our vision. The increased focus on pre-career students differentiates our program from those offered by other institutions in the Commonwealth. The development of the Local Government Administration certificate allows students to earn credentials to supplement the MPA.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The MPA is in the midst of a transformation which helps position the program for future success. The creation of the JUMP program will provide a strong foundation of pre-career students upon which in-career students can be added. A more balanced number of pre-career and in-career students will allow the program to maintain enrollments during shifts in economic conditions. The program has had recent success placing graduates in the Nashville metro area. While we have had modest success in recruiting students from the Nashville market, we believe that there is significant untapped potential to recruit additional students from the area.

One trend in the discipline is the increased emphasis on graduate certificates to supplement and enhance the more traditional MPA. The development of the Local Government Administration certificate (approved Spring 2018) was the first step to address this trend. The expectation is that this certificate will provide benefits for MPA students, graduate students from other programs, and employees working in public sector that are looking for professional development opportunities. We have begun discussions with Criminology faculty on creating a certificate in Criminal Justice Administration. The interdisciplinary certificate would provide benefits for students of both programs while utilizing pre-existing resources.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Governments at all levels are facing increased demand for services, but have limited resources to meet these demands. Increased professionalism and efficiency will play a central role in the ability of local and state governments and officials to address these challenges. There was an 18% surge in public employee retirements in Kentucky and a 30% increase in state government employee retirements in fiscal year 2018. Scholars and professionals expect public sector retirements to increase in coming years. The MPA degree allows mid-career public servants to update their skills to better perform their current jobs as well as to qualify for promotions. The degree also provides pre-career students the opportunity to gain the qualifications necessary for public sector jobs. The MPA program provides the skills and training needed to increase the responsiveness and effectiveness of government employees. Estimates in the size of salary increases related to receiving an MPA typically fall between \$12,000 and \$18,000. Over the past 10 years, enrollment has increased in the fields of public administration and social services nationally which highlights growth potential for the program.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Over the past couple of years, the MPA program began a transformation process to promote student success and ensure the long term sustainability of the program. Changes that have already been implemented include: the creation of the MPA JUMP program, updating the program curriculum and course offerings, modifying the application requirements, making adjustments to course scheduling, and implementing a graduate certificate in Local Government Administration to complement the MPA degree. We have just started overhauling our marketing material and need to implement a more effective recruitment strategy. Another initiative in the early stages is working on possible cohort agreements with local governments and area development districts.

Since some changes just went into effect this Fall, there has not been an opportunity to see their full benefits. Early returns seem positive. Early enrollment numbers for the JUMP program are good and enrollment in the MPA program has stabilized. New and revised courses allow us to better meet the needs of our students. Adjustments to course scheduling, including an online course on e-governance, helped increase median class size to 11 for Fall 18. Despite limited marketing efforts, several students have expressed interest and have signed up for the Local Government certificate.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We expect to complete the transformation outlined above (5.c.) and see the benefits of changes being made to the program. Once changes are fully implemented, we expect the MPA program to grow to 30-40 students over the next few years. The strategy is to cultivate a healthy balance of pre- and mid-career students. We see the program becoming more collaborative. Certificates that are part of the MPA program (e.g. Local Government Administration) are credentials that can be earned by students in other programs. Additionally, potential exists to develop interdisciplinary certificate programs that can bridge two programs to better meet the needs of students and community. The potential partnership with Criminology is promising. Other possible partners include Non-Profit Administration, Organizational Leadership, and Social Responsibility & Sustainable Communities.

We are well positioned in terms of faculty resources and expertise for growth. With an increased focus on pre-career students, financial support for graduate students will help us recruit and retain high quality students.

Two areas where additional support will be helpful to ensure growth are 1) developing and implementing an effective marketing and outreach strategy and 2) flexibility/expertise in developing agreements with local governments and ADDs that are mutually beneficial to WKU and the partner organization.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM
EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Philosophy and Religion |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|-------------------------|
| Program Name: | Middle East Certificate |
| Reference Number: | 179 |
| CIP Code: | 05.0108 |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 12 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| This certificate consists of 12 hours of course work dealing with the Middle East. As this program has been consistently under-enrolled, we are recommending that the university suspend it. |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|-----|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | X | x | X | X | X | X | X | X | X | X | |
| Progression | | | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | |
| 150% Graduation Rate | x | x | x | x | x | x | x | x | x | X | |
| Time to Degree | No Data | | No Data | | No Data | | No Data | | No Data | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Recommending to Suspend</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| Recommending to Suspend | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| Recommending to Suspend |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| |
| e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words) |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| Recommending to Suspend | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|-----------------------------|
| Department/School: | Communication |
| College: | College of Arts and Letters |

| | |
|--------------------------------------|------------------------------|
| Program Name: | Organizational Communication |
| Reference Number: | 0012 |
| CIP Code: | 09.0101 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Master of Arts in Organizational Communication is a 33 credit hour program focused on communication theory, practice, and problem-based research. Our mission is to provide graduate students with an engaging, challenging, and well-rounded curriculum, including coursework in interpersonal, health, and intercultural communication. The program prepares students for a variety of careers and pursuits in which advanced communication study is helpful, especially management, human resources, public relations, marketing, healthcare and education. A major program revision in Fall 2012 streamlined the curriculum and aligned it with program learning outcomes. The revision included a new comprehensive exam/capstone option. The old masters (#109) and certificate (#175) programs were phased out and we introduced the newly revamped Masters (#0012) and Certificate (#0471) programs in Organizational Communication, and a new Certificate in Communicating in Healthcare (#0475). Also, a new certificate in Strategic Sport Communications will begin in Fall 2019. All program courses are offered at night, online, or on weekends to serve working-age adults in pursuit of job-enhancing postsecondary credentials while maintaining full-time employment. Admission to our program requires a minimum undergraduate GPA of 2.75 and GRE scores of 139 verbal, 139 quantitative, and 3.5 analytical writing.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 22 | 23 | 20 | 13 | 13 | 19 |
| Conferrals | 15 | 7 | 12 | 6 | 6 | 6 |
| SCHP | 291 | 261 | 240 | 187 | 176 | 352 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Master of Arts in Organizational Communication (#0012) contributes to programs a university mission through providing opportunities for students to engage in applied research and lifelong learning. The program supports the Communicating in Organizations (#0471) and the Communicating (2017/2018). Both require 12 credit hours to completion, all of which can be taken online. The latter certificate is a collaborative endeavor between the Department of Communication and the Department of Public Health. A third certificate, Strategic Sport Communications, was added in AY 19.</p> <p>Over the past 5 years, over 50% of students enrolled in the Master’s and certificate programs were WKU graduates. Approximately 50% of students enrolled in our certificate programs were working-age adults pursuing job-enhancing credentials. We also had 3 ALLEX Program (international) students, who teach their native language for Modern Languages while pursuing our MA. Since the creation of the JUMP program in Fall 2016, 12 JUMP students (not accounted for in the data provided above) are taking graduate courses. Other than Communication students, others from Masters or Doctoral Degree programs, such as Nursing and Leadership, take our graduate classes.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The data provided suggests that since 2016, our program’s productivity seems to have decreased. However, this is not the case, because the data does not reflect JUMP student numbers in our Master’s program count until they officially graduate with their BA. In 2016-17, 3 JUMP students joined our graduate program, so the enrolled student number was actually 16 instead of 13. When 5 more joined in 2017-18, the actual number of enrolled students was actually 21 students for 2017-18, higher than the university median.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|------|---------|-----|---------|-----|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 9 | 100 | 4 | 75 | 10 | 90 | 5 | 80 | 7 | 85.7 | 82.2% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | 5 | 100 | 9 | 88.9 | 4 | 50 | 10 | 90 | 5 | 100 | 73.3% |
| Time to Degree | 2.69 | | 2.45 | | 2.09 | | 1.75 | | 2.54 | | 2.56 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The learning outcomes of the program are as follows: (1) Research Mastery, (2) Writing Mastery, (3) Explanation of Theories and Concepts, (4) Identification of Distinct Communication Practices of Culturally Diverse Groups, and (5) Ability to Apply Communication Concepts in Organizational Contexts. Within courses, these learning outcomes are indirectly assessed through multiple tools such as exams, application papers, presentations, research proposals, and qualitative, quantitative, and rhetorically grounded primary research studies. Our program conducts direct assessment of student learning outcomes through the student capstone experience (thesis or comprehensive exams). A committee of three professors assesses student achievement in the capstone experience. Thesis work encapsulates all 5 learning outcomes. Comprehensive examinations test students in the areas of: communication concepts and theories, research methodology, and application to a communication problem or case study. For each area, a rubric is used to assess student proficiency in conceptual knowledge, the use of literature, explanatory skill, research design and procedure, and writing skills. Students have to score a minimum of 13 out of 20 maximum points in each of the 3 areas to pass their comprehensive examination.</p> <p>As an example of how we used assessment to close the loop, in 2012, the entire program was revised to reflect all five learning outcomes. Each course is aligned with the others to focus on the learning outcomes, particularly applied research in organizational contexts.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Since summer 2011, we have been gathering information about the success of our graduates one year after graduation. Based on response rates of 83-100%, all graduates were employed in outside of Kentucky or outside of Kentucky, and/or had gone on to graduate/professional schools. In terms of our international graduates, many have returned to their home countries and resumed their jobs in the foreign service, foreign language teaching, and international business. The most common sectors our graduates found employment one year after graduation were in education (20%) and business (20%), which matches the findings in the 2018 Postsecondary Feedback Report on “Student Employment outcomes (FFY 11-16)” prepared by KCEWS. While the range of jobs of our graduates is broad (from information technology, consulting, to sales), the most common jobs of our graduates are in teaching and instruction, education admissions/advising and administration, and marketing/PR/advertising and HR. For those who sought graduate/professional school 90% attained entry to top doctoral programs, such as at Texas A&M University, University of Texas – Austin, Purdue University, Arizona State University, Kansas University, University of Missouri, University of California - Santa Barbara, and University of Colorado-Boulder.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>In 2013, our department established an Advisory Council comprised of leaders in their respective professions. The council, which offers bi-annual feedback to our program, has been instrumental in helping the department identify the skills and competencies our students need to achieve career success. Our program also has plans to conduct employee surveys of our MA graduates every three years starting in the summer of 2019 for students graduating from 2017-2019 to systematically assess employer needs and/or satisfaction. We plan to contact these students’ employers directly via e-mail and request that the appropriate supervisor complete our online survey. We have started and maintain a list (via excel spreadsheet) of MA</p> | | | | | | | | | | | |

graduates' careers and employers that we intend to update yearly so that contacting employers will be easily achieved for future surveys.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

In the last 5 years, 9 faculty publications were co-authored with students, **over 56 student papers were presented** at state, regional, national, and international conferences. Of those, **35 were sole-authored papers based on work generated in graduate courses, and 19 of them were co-authored with at least one of our graduate faculty** members. Moreover, our program is known for producing high quality doctoral school candidates while at the same time preparing students who chose careers outside of the academy for advancement in their chosen field. Altogether, this contributes to the university mission, especially on supporting research activities that promote student learning and expand the university outreach (see 2018-2028 WKU Strategic Plan: **Our Hill - Goal 4**), which helps to attract students to our program.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|---------------------------------------|---------------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | 243 | 261 | 240 | 187 | 176 | 31.25 |
| % SCH by FTF by Dept. | 100 | 100 | 100 | 100 | 100 | 75.8% |
| Median Class Size by Level | 8 | 12 | 11 | 10 | 10 | 8 |
| % Under-Enrolled Sections by Level | 61.5% | 28.6% | 38.5% | 41.7% | 35.7% | 58.2% |
| MA, Cert. in Organizations, Cert. in Healthcare Credit hours generated Cost per SCH | | | | | 1.14 TE .17 NTE 205 \$368.67 | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Our major external revenue stream is through DELO monies generated by teaching online. Further, the department enjoys modest donor support. These combined resources are used to support student travel to conferences and student research costs, such as small rewards for survey recipients.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>The Communication Studies and Corporate and Organizational Communication faculty members who hold graduate status (7 tenure/track and 1 non-tenure track as of AY 18) all teach in the graduate program, so all are included in the calculations above. In AY 18, when the percentage of faculty effort in all the courses taught in the grad program are added up, the total comes to 1.14. Since the work of the program is spread across 8 people, it is highly cost effective.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| <p>Our program focuses on applied organizational communication and integrates communication theory, practice, and problem-based research in dealing with real-world problems. This addresses the WKU Mission, Experience, and Strategic Plan in several ways. Our program provides research and lifelong learning opportunities to our graduate students and working professionals wanting to enhance their skills and abilities to be productive workers and engaged citizens, as well as to enrich the quality of life for those within their reach. Our program has effectively woven in high-impact practices throughout as it is writing-intensive, encourages collaborative learning, explores “difficult differences,” and encourages internships to culminate with a capstone project. Not surprisingly, our program's retention and graduation rates (85.7% and 100% respectively) are consequently higher than the averages of other graduate level programs (73.6% and 81.2% respectively). During 2012-2015, our entire program was revised, JUMP program created, 8 courses put online, and 2 graduate certificates created to match job market opportunities so that our course rotation schedule would maximize student progression and completion (see Our Hill – G.3: Strat.12) and be more accessible for working-age adults in the pursuit of job-enhancing postsecondary credentials on the other (see Our Community and Beyond – G.3: Strat.9 & 10).</p> |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| <p>Our program aligns with the statewide strategic agenda to increase the education and skill levels of employees to catalyze state economic development. Strat. 1.1 & 1.4 – We offer courses that increase cultural competence and recruit underrepresented students and faculty, including international students (see 5.e for details). Strat. 6.3 - Our program implements and evaluates high-impact educational practices to increase persistence and completion (see 5.a for details). Strat.8.2 – Annually, our department expends approximately \$10,000 on faculty development activities including pedagogical training offered by CITL or at various conferences. Strat.8.4 – Students in our graduate programs practice a variety of intellectual and practical skills to address challenging problems. Through the capstone experience students must demonstrate their competence by applying their knowledge and skills to new settings and complex problems. Strat.9.2 –A bi-annual meeting with the Department Advisory Council identifies key skills and competencies students need to achieve career success. Strat.9.5 – In response to emerging workforce demands and opportunities, members of the faculty completed a major program revision in 2012 resulting in a focused curriculum, streamlined performance standards, and 2 new certificates. Strat. 10.4 – The new JUMP program implemented in Spring 2016 has increased opportunities for undergraduate students to conduct or assist in research.</p> |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| <p>Based on 2016 alumni survey data, our graduates are employed in a range of occupations (see section 3.c in this report), but the greatest number of our students were employed in the education sector, in marketing/advertising/public relations, and administrative and management positions, that is, the very sectors our program prepares our students to enter. According to the KCEWS Statewide Skills Data on 2017-21 KY workforce demand, the projected number of job openings for the following occupations which traditionally employ our graduates will increase significantly: (1) Office and Administrative Support at 15% (48,000 openings), (2) Education, Training, and Library at 18% (20,809 openings), (3) Management at 18% (10,804 openings), and (4) Business and Financial Operations at 16% (13,638 openings). In fact, all occupations are projected to grow significantly. The high-quality postsecondary Master's degree and certificates our program offers not only align with the workforce needs in KY, but will help prepare the skilled and employable workforce to meet the needs of those occupations and to help the state to meet its goal to raise Kentucky's educational attainment level to 58% by the year 2025 from its current level of 45%.</p> |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| <p>Our program is one of three Master of Arts in Communication offered in the state of KY. Our program is distinctive in that it emphasizes Organizational Communication, has more stringent admission standards, provides greater flexibility and choice for our students, and is documented as having higher levels of publishing productivity than our competitors. In a 2017 study published by the <i>Journal of the Association for Communication Administration</i> (Vol. 36(2), 2017), our program was ranked 54th out of 134 Master's degree programs listed on the website of the largest and oldest national association, the National</p> |

Communication Association. The ranking was determined by the total citations of faculty research available in Google Scholar. Among schools in Kentucky that have a Master's degree in communication, our program came well **above Northern Kentucky (72nd) and Murray State (92nd)**. Unlike the other two programs in the state of KY, our program requires a GRE score for admission while offering a **more competitive assistantship package**. This allows us to not only recruit students with a higher capacity to do research but also admit high quality students that have a high probability of completing their program in a timely fashion.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

In the past 5 years, our program has graduated **6 African-American (11%) and 12 International students (20%)** out of a total of 54 conferred students (see **Our Students – G.2: Strat.4 & 5**). To help diversify course offerings, we have hosted **two Minority Post-Doctoral Faculty Fellows** in 2012-14 and 2015-17, a competitive university fellowship (see **Our Students – G.4: Strat.10**). Finally, to encourage student research activities which promote student learning and expand the university outreach (see **Our Hill - Goal 4**), the **department has supported over 56 student paper presentations at state, regional, national, and international conferences.**

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The program has highly skilled faculty that are dedicated to student success, as well as strong research production and collaboration. The department merged with Advertising and Public Relations in July 2017, bringing with it faculty who teach classes in sport, media and branding with concentration in Strategic Sport Communications. We also successfully hired a digital communication professor. The range of skills among our faculty will allow us to add a wider array of research applications-based courses to our program in the future and attract students who are corporate minded or digitally savvy.

The major opportunity for us, based on trends in the discipline of Communication and in workforce needs, is in **Healthcare Communication**. Our MA program and certificates in Healthcare and Organizations would both benefit tremendously from a hire in Healthcare Communication. This hire would also allow **interdisciplinary connections** with the Medical School, Nursing, and Physical Therapy. Further, healthcare as an area holds many **collaborative grant opportunities**.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Over the last 5 years, the conferral numbers for our Master's degree program dipped slightly, while nationally the number of Master's degrees conferred in the field of communication, journalism, and related program remained the same. This decrease owes to a combination of factors, some outside of our control and some which the faculty initiated. First, the number in applications fluctuated during this period, cost of graduate tuition increased, and the state economy faced hardships. Despite our efforts to advocate for new and better assistantships, we were given fewer due to tightening university budget. We then had less attractive assistantship packages compared to other top, non-Kentucky programs. Second, our program revision brought with it **greater rigor** in an effort to increase research productivity among our students. We did have a record number of student research projects despite smaller numbers of students! Nevertheless, our program has been growing since Fall 2017. There were 4 JUMP students who joined our program in Fall 2017, and 4 more in Fall 2018. Their numbers are not reflected in the Master's program count until they officially graduate with their BA. Also, **our Master's degree enrollment increased to 18 students in Fall 2018 from 13 last year.**

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Over the last few years, faculty have been working hard to **diversify the delivery** of their classes so that the 2 certificate programs (#0471, #0475) can be taken **completely online**. As a result, enrollment in the two certificate programs has increased significantly. In Fall 2019, our program will be adding a **new fully online graduate certificate, Strategic Sport Communications**, with an estimated annual enrollment of **15 students**. Our Master's degree and certificate programs align with occupations projected to grow in KY and beyond (see 5.a). In terms of implementing a comprehensive recruiting and marketing plan, we have taken part in Honors Conferences and in Graduate Fairs at regional and national conferences. We

have also sent targeted email to graduating WKU seniors from the Honors College and Marketing, Leadership and Human Resources programs.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We see great potential for our core program, especially because it supports and complements our certificate programs. Among the complementary programs that our core program supports, **the graduate certificate in Healthcare Communication needs a tenure-track hire to help grow and expand the still fledgling program.** There are exciting developments within the region, such as the new UK Medical School at the Medical Center, the Center for Applied Science in Health and Aging, and other health-related programs here at WKU which call for further interdisciplinary collaboration. This certificate is ideal for graduate students employed in the health professions or studying for advanced health degrees, such as nursing, nursing administration, health care administration, public health, and physical therapy. The KCEWS anticipates rising workforce needs in the healthcare sector in the next five years due to unprecedented demographic shift in the country.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------------------------|
| Department/School: | Political Science (GOVT) |
| College: | Potter College of Arts & Letter |

| | |
|--------------------------------------|-----------------------|
| Program Name: | Paralegal Studies, AA |
| Reference Number: | 276 |
| CIP Code: | 220302 |
| Degree Type (AB, BS, etc.): | AA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 66 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Traditionally, an associate's degree from WKU's Paralegal Program has been the entry level degree to most paralegal positions. Graduates are employed in private/public law practice, human resources, court services and property management.

There are 12 hours of pre-requisites for admission: PLS 190 (Intro. to Paralegal Profession); PS 110 (American National Government); OST 220 (Word Processing); and ENG 100 (College Writing). Upon admission, students must complete Colonnade courses as required by WKU; accounting; business communication; and 33 hours of legal specialty courses. Legal specialty courses are employment-focused, combining instruction in hard and soft skills, legal theory and service learning.

Courses are offered face to face (day and night), online and hybrid (60% face to face, 40% online). Face to face courses are transmitted to WKU Regional Campuses via IVS technology.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 41 | 37 | 15 | 18 | 8 | 26 |
| Conferrals | 5 | 10 | 4 | 6 | 3 | 9 |
| SCHP | 414 | 366 | 186 | 165 | 105 | 241 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Program provides an affordable and efficient resource for workforce transition and students seeking a second degree. Its mission statement is reflective of the University, College and Department statements in that it focuses on academic quality, access and student engagement while providing practical and marketable skills that will transition the student to the workplace – regionally and nationally. The paralegal curriculum and pedagogy emphasize critical analysis, research, legal writing, technology, time management and organization. It is approved by the American Bar Association and delivered by faculty who are licensed practitioners.</p> <p>Graduates of the Program demonstrate an understanding of the paralegal profession and the ethical restrictions of practice; communicate effectively within the standards of practice; apply concepts of substantive law and procedure; execute effective legal research strategies; critically construct legal argument; practice with sensitivity and recognition of cultural and socioeconomic differences; and, understand the importance of public service and community engagement.</p> <p>The Program has developed 2+2 agreements with various departments at WKU by which students may transfer the associate degree credits as a minor into a bachelor’s degree.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>Enrollment in the Program has declined significantly since the approval of the bachelor’s degree in paralegal studies. While the associate’s degree is still recognized as the entry level credential for certain paralegal positions, many jurisdictions – including Kentucky metropolitan areas – now require a bachelor’s degree.</p> <p>Legal specialty course requirements are shared between the associate and bachelor’s degrees, and the cost of maintaining the associate degree option is minimal.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 7 | 71.4% | 3 | 66.7% | 4 | 25% | 1 | 0% | 4 | 0% | 33.3% |
| Progression | | | 35 | 42.9% | 22 | 45.5% | 15 | 13.3% | 14 | 21.4% | 61.3% |
| 150% Graduation Rate | 3 | 33.3% | 7 | 42.9% | 3 | 33.3% | 4 | 25% | 1 | 0% | 10.4% |
| Time to Degree | 5.8 | | 4.54 | | 4.42 | | 8.72 | | 3.89 | | 6.13 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Upon graduation, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the paralegal profession and the ethical restrictions of practice; 2. Communicate effectively within the standards of practice; 3. Apply concepts of substantive law and procedure; 4. Develop and execute effective legal research strategies; 5. Critically approach and construct legal argument; 6. Practice with sensitivity and recognition of cultural and socioeconomic differences; and, 7. Understand the importance of public service and community engagement in the legal field. <p>Student learning is assessed utilizing the following tools:</p> <ol style="list-style-type: none"> 1. In-Class Performance Indicators (by instructors, service partners, intern supervisors): class participation, oral argument, examinations (including an exit exam administered during the last semester), exercises/projects, courtroom experiences, presentations, and legal research and writing; 2. Surveys: graduates, employers, bar associations, paralegal associations; 3. Consultation: advisory board, American Bar Association; and 4. Program Reviews: Institution, American Bar Association. <p>As part of the ABA Site Visit in 2010, the ABA recommended that a second, full-time faculty member be added to the Program ranks and that a bachelor's degree option be considered. A second full-time faculty person was hired in 2011 and again in 2015 (first hire returned to private practice), and a bachelor's degree option which was already in development was fully approved in 2014 for first offering in spring 2015.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The Program surveys the following on curriculum, employment readiness, market demand/trends, continued education, and state/national certification exam attempts/pass rates: 1) program graduates (within 6 months, then every 4 years); 2) employers (every 4 years); 3) regional bar association (periodically, fall 2018); 4) Southern Kentucky Paralegal Association (periodically, fall 2018).</p> <p>The Program consults with the following experts on curriculum, pedagogy, employment readiness, market demand/trends, state/national certification exam attempts/pass rates: 1) advisory board (meets 2 times per year); 2) American Bar Association (interim reports, re-approval reports, site visits); 3) Kentucky Paralegal Association (every year); 4) National Association of Legal Assistants (every year).</p> <p>Information from surveys and/or consultations is evaluated and revisions to curriculum and pedagogy are made as required for improved student success.</p> | | | | | | | | | | | |

Paralegals have a plethora of opportunities in today's market over and above private law practice. Graduates from the program have found employment in court services, property management and human resources.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Program surveys the following on curriculum, employment readiness and market demand/trends: 1) program graduates (within 6 months, then every 4 years); 2) employers (every 4 years); 3) regional bar association (periodically, fall 2018); 4) Southern Kentucky Paralegal Association (periodically, fall 2018).

The Program consults with the following experts on curriculum, pedagogy, employment readiness and market demand/trends: 1) advisory board (meets 2 times per year); 2) American Bar Association (interim reports, re-approval reports, site visits); 3) American Association for Paralegal Education (annual conference).

Information from surveys and/or consultations is evaluated and revisions to curriculum and pedagogy are made as required for improved employment readiness.

In the most recent employer survey, 4 employers scored current employees "3" in the following categories: communication skills (2), writing skills (1), and research skills (1). Faculty reformulated projects to mirror writing assignments that would be given in small, general practice firms. More time is spent on editing as students are allotted individual tutorial times for larger projects such as trial briefs and appellate briefs. Students are graded on tutorial participation as well, including but not limited to their ability to address criticism. Overall, 84% of employers surveyed believed PLS graduates are more than adequately prepared for practice.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

1. 6 paralegal students received academic scholarships funded by the WKU Foundation, 2015-2018.
2. Exam Pass Rate: 100% pass rate (state certification exam); 90% pass rate (national certification exam).
3. Post-Baccalaureate Education: 42% are pursuing bachelor's degrees.
4. Employment: of graduates seeking employment, 82% were hired in full-time positions within 6 months of graduation.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 0.4 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$179 | \$128 |
| SCHP/FTF by Dept. | 389 | 363 | 337 | 400 | 375 | 375 |
| % SCH by FTF by Dept. | 84.1% | 79.5% | 84.6% | 88.0% | 87.5% | 75.8% |
| Median Class Size by Level | 15 | 21 | 19 | 20 | 16 | 19 |
| % Under-Enrolled Sections by Level | 50% | 29.4% | 40.5% | 34.1% | 43.1% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

1. The Program delivers a regular rotation of legal specialty courses using online and IVS modalities. Prior to the 2018-19 AY, DELO revenue was distributed to the home department to be used for professional development, course materials and/or physical plant updates.
2. The Program qualifies for the Carl D. Perkins Career & Technical Education Improvement Act Local Funding. For the last 16 years, the grant application has been approved and funding distributed to the Program for professional development, classroom equipment, instructor technology and licenses.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

1. SCHP: Through fall 2018, one Program faculty person taught MGMT 200 (every semester) and RE 273 to assist with course rotations in other units of the School of Professional Studies/University College – neither course is required in the Paralegal major.
2. Faculty Efficiency:
 - a. Program faculty teach a 4/4 load and at least one legal specialty course is offered during summer term; and
 - b. Program uses a maximum of one part-time faculty per academic year.
3. 33 hours of legal specialty course requirements are shared with the bachelor’s degree in paralegal studies.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

1. Program faculty work closely with regional campuses, KCTCS and high schools to create seamless access to the major through dual credit offerings, articulation agreements, and extracurricular activities focused on the practice of law.
2. The Program has instituted a 2-year course plan. The rotation includes day, night, online and hybrid delivery options. Further, the Program uses intrusive advising guided by advising syllabi to assist with course selection, post-baccalaureate education and/or employment preparedness.
3. Program faculty implement high impact practices within the classroom including flipped classrooms, court simulation and observation, role-playing, portfolio development, problem-based learning, and innovative assessment tools.
4. It is a goal of the Program to instill in graduates a sense of social responsibility and emphasis is placed on the legal profession's commitment to donated legal service and volunteerism. Students have opportunities to engage in service and outreach activities on campus and in the community.
5. Program faculty have participated in ZEIFS and regularly incorporate aspects of international law into the curriculum of several courses. PLS 375 (Comparative Legal Systems) was approved as an elective in the Program in 2016 and as part of Colonnade/Connections in 2018. PLS 400, Study Abroad (Cuba) was approved for Winter 2020.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

1. Diversity:
 - a. Strong enrollment of underrepresented, non-traditional and first generation college students;
 - b. Curriculum addresses legal issues from varied perspectives of sex, race, ethnicity, gender identification and age; and
 - c. Curriculum delivery modality and performance measures have been adapted to address student learning styles.
2. Student Success Strategies:
 - a. Intrusive advising for course selection, academic and financial challenges, internships and career opportunities;
 - b. Relevant and effective curriculum and pedagogy balancing theory and application developed and revised as a result of surveys, consultation, professional development and research; and
 - c. Community and professional engagement to make connections between learning and service and to network within the profession.
3. Impact:
 - a. Professional: Program graduates who have the education and training to be immediately employable and to make a positive contribution to work environments both legal and non-legal;
 - b. Social: Program graduates who have developed a strong sense of social and professional responsibility and who are committed to donated legal services in an attempt to narrow the access to justice gap.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

1. Demand:
 - a. Occupational Information Network: "bright outlook" with projected growth 15% or higher and the addition of 34,700 positions (in Kentucky, that growth is expected to be 13% or higher);

- b. The Occupational Outlook Handbook (U.S. Dept. of Labor): projected growth for the paralegal profession through 2026 is 15% which is much faster than average; and
- c. Kentucky Career Profiles: paralegal profession will experience fast growth through 2024.

2. Workforce Needs: Paralegals draft documents, provide litigation support, conduct fact/legal research, analyze legal issues and interact with clients, attorneys, judges, and court staff. To best prepare students for the workplace, the Program focuses its curriculum as follows:

- a. Knowledge: substantive law, procedure, government, language;
- b. Skills: reading comprehension, active listening, oral/written communication, critical thinking, time management; and
- c. Technology: recognition and use of artificial intelligence; analytics; e-filing; research, case management, word processing software and other technology typically used in legal support.

Notably, while the associate's degree is still recognized as the entry level credential by some employment publications, many jurisdictions – including Kentucky metropolitan areas – now require a bachelor's degree. Further, students interested in graduate or law school must complete a bachelor's degree.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

1. The Program is approved by the American Bar Association via rigorous reporting and site investigation procedures. Only about 25% of the paralegal programs nationwide have this approval status.
2. The Program provides both applied and theoretical instruction from a practitioner perspective and incorporates electives from multiple disciplines.
3. Internal and external partners:
 - a. DELO: to develop and improve online instruction;
 - b. Community: to cultivate opportunities for service learning and networking;
 - c. Regional Campuses of WKU: to improve access, advising, curriculum, and pedagogy. All legal specialty courses are available to regional campus students online or via IVS.
4. WKU Student Legal Services: This legal clinic is unique in the state and the nation in that it staffs undergraduate student workers and volunteers. It provides students an opportunity over and above the required internship to work in an office setting managing case files, conducting client intake interviews, and completing fact and legal research projects.
5. Top Paralegal Scholar and Digital Badging: Program faculty have developed standards to award and document outstanding performance to enhance graduate resumes and social media presence in an effort to increase employment opportunities.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

1. The Program is approved by the American Bar Association via rigorous reporting and site investigation procedures. Only about 25% of the paralegal programs nationwide have this approval status.
2. The Program is efficient. Students can complete the degree in four semesters of full-time enrollment. Courses are offered according to a published rotation and delivery modalities vary to accommodate student schedules and learning styles.
3. The curriculum is relevant and prepares graduates for employment in a variety of settings, not just traditional paralegal practice.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The Program intends to phase out this degree option in lieu of certificate programs. The National Center for Education Statistics found from 2000–01 to 2015–16, the number of certificates below the associate's level conferred by public institutions increased by 99 percent (from 310,000 to 615,000).

A general certificate could serve as a pipeline for students to the bachelor's degree in Paralegal Studies. It allows students to have the skills to obtain an entry-level position as a paralegal. Should they wish to enhance their knowledge and improve their skills, they could continue the education in the BA program. Additionally, for non-traditional students seeking a change or advancement in career, the certificate would be a less time consuming, and less expensive, option to obtain career success. The profession will grow quickly through 2026 as projected by state and national employment experts, and a certificate would help meet this employment growth projection in an expedient fashion and may overcome barriers to higher education for the non-traditional student population.

A specialty certificate in areas such as legal technology, health care, or elder law would allow practitioners to continue their education in an effort to advance in their careers.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The existence of a major option in paralegal studies is aligned with state and national trends for employability. The U.S. Department of Labor has projected the job outlook for the paralegal profession through 2026 to be 15% which is much faster than average. The Kentucky Education and Workforce Development Cabinet also anticipates fast growth within the state through 2024. *U.S. News* reports that the paralegal profession is ranked in the top twenty best social service jobs and top one hundred best overall jobs. Further, Yahoo!® Education has chosen the paralegal profession as its number two “encore” career for individuals looking to switch career tracks.

As demand continues to grow, the trend in many jurisdictions –including the WKU service region, Louisville, Lexington, and Nashville - is the requirement of a bachelor's degree as the entry level academic credential; thus, in 2015, WKU offered its first bachelor's degree option to students. Decline in enrollment in the associate's degree is consistent with other four-year post-secondary institutions – in Kentucky and other states.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

1. Marketing plan targets students at high schools with strong programs in law/government, place-bound students served by WKU Regional campuses, and non-traditional students without college backgrounds or who are seeking to change careers. Activities include: school visits, updating print and online Program materials, maintaining an active presence on social media and engaging in educational and service activities on campus and within the community.

2. Student Success:

a. Addition of AB program option in 2015;

b. Course Plan/Advising: A 2-year course plan including delivery modality; regular and meaningful communication with students regarding graduation requirements and employment;

c. Rewarding Student Performance: Top Paralegal Scholars, Digital Badging, Local and State Association Scholarships document outstanding performance in the Program; and

d. Exit Exam: Measures student learning and is used to revise curriculum, pedagogy and performance measures.

3. Efficiency:

- a. In 2015, a second full-time faculty member was hired reducing use of part-time faculty; and
- b. Program faculty teach a 4/4 load and may teach in the winter/summer as demand grows.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The Program intends to transition the associate's degree in paralegal studies to certificate programs of 15—18 hours each. These certificate programs will be developed in consultation with the advisory board and the American Bar Association and will be reflective of market trends for practice specialties.

The creation of these certificates is currently hampered by the curriculum freeze imposed by Academic Affairs. However, Program faculty will continue development in anticipation of the freeze being lifted.

No other resources are necessary for this transition.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------------------------|
| Department/School: | Political Science (GOVT) |
| College: | Potter College of Arts & Letter |

| | |
|--------------------------------------|-----------------------|
| Program Name: | Paralegal Studies, AB |
| Reference Number: | 5002 |
| CIP Code: | 220302 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 60 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

A bachelor's degree from WKU's Paralegal Program empowers students to become part of a vital and growing profession working within their communities to pursue justice, provide social and legal services, and protect basic human rights. Graduates are employed in private law practice, court services, corporate legal departments, mortgage and title companies, legal education, government and political offices, non-profit organizations, law enforcement/corrections, real estate sales, property management, and human resources. The degree also provides unique preparation for students interested in graduate or law school.

The bachelor's degree is relatively new at WKU, and was first offered in January 2015. The curriculum is student-centered and employment-focused. It combines instruction in hard and soft skills, legal theory and service learning. The required core consists of 33 hours of legal specialty courses, including ethics, technology, and research and writing as well as procedural and substantive law; 15 hours of legal specialty course electives; and 12 hours of electives from disciplines such as history, political science, sociology and criminology.

Courses are offered face to face during the day and at night, in hybrid format (60% face to face, 40% online), and online. Face to face offerings are transmitted to the regional campuses using IVS technology.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 0 | 0 | 29 | 44 | 41 | 89 |
| Conferrals | 0 | 0 | 4 | 4 | 8 | 22 |
| SCHP | 0 | 87 | 486 | 750 | 588 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Program mission statement is reflective of the University, College and Department statements in that it focuses on academic quality, access, interdisciplinary study and student engagement while providing practical and marketable skills that will transition the student to the workplace – regionally and nationally. The paralegal curriculum and pedagogy emphasize critical analysis, research, legal writing, technology, time management and organization. It is approved by the American Bar Association and delivered by faculty who are licensed practitioners.

Graduates of the Program demonstrate an understanding of the paralegal profession and the ethical restrictions of practice; communicate effectively within the standards of practice; apply concepts of substantive law and procedure; execute effective legal research strategies; critically construct legal argument; practice with sensitivity and recognition of cultural and socioeconomic differences; and, understand the importance of public service and community engagement. These skills uniquely prepare students for post-baccalaureate work in programs such as Human Resources, Criminology, Public Administration or Leadership as well as law school. Of program graduates, 38% are pursuing law degrees and 25% are pursuing master’s degrees or certificates.

The Program has two courses included in Colonnade program/Connections category: PLS 324 (Women and the Law); and PLS 375 (Comparative Legal Systems).

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Only three years old, the Program has 41 enrolled students even though it has had no marketing budget or other significant financial support (internal or external) during that time; was housed in University College which was finally dissolved in June, 2018, after years of criticism and speculation; and is challenged by brand confusion within the institution regarding majors appropriate for the legal profession.

Of the nine new majors approved by WKU since 2013, the bachelor’s degree in paralegal studies ranks fifth in enrollment. Compared to other pre-professional degrees, the bachelor’s degree in paralegal studies ranks third in enrollment.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-------|---------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100% | 3 | 67% | 69.4% |
| Progression | | | 0 | 0 | 21 | 71.4% | 33 | 81.8% | 32 | 53.1% | 61.3% |
| 150% Graduation Rate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 54.1% |
| Time to Degree | | | | | 3.34 | | 3.75 | | 4.92 | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Upon graduation, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the paralegal profession and the ethical restrictions of practice; 2. Communicate effectively within the standards of practice; 3. Apply concepts of substantive law and procedure; 4. Develop and execute effective legal research strategies; 5. Critically approach and construct legal argument; 6. Practice with sensitivity and recognition of cultural and socioeconomic differences; and, 7. Understand the importance of public service and community engagement in the legal field. <p>Student learning is assessed utilizing the following tools:</p> <ol style="list-style-type: none"> 1. In-Class Performance Indicators (by instructors, service partners, intern supervisors): class participation, oral argument, examinations (including an exit exam administered during the last semester), exercises/projects, courtroom experiences, presentations, and legal research and writing ; 2. Surveys: graduates, employers, bar associations, paralegal associations; 3. Consultation: advisory board, American Bar Association; and 4. Program Reviews: Institution, American Bar Association. <p>As part of the 2017 site visit, the ABA recommended that the Program actively recruit more diverse faculty to vary the instructional perspective and enrich the student experience. The Program recruited an African American male attorney to teach part-time in the area of business transactions and debtor/creditor relations beginning in spring 2019.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The Program surveys the following on curriculum, employment readiness, market demand/trends, continued education, and state/national certification exam attempts/pass rates: 1) program graduates (within 6 months, then every 4 years); 2) employers (every 4 years); 3) regional bar association (periodically, fall 2018); 4) Southern Kentucky Paralegal Association (periodically, fall 2018).</p> <p>The Program consults with the following experts on curriculum, pedagogy, employment readiness, market demand/trends, state/national certification exam attempts/pass rates: 1) advisory board (meets 2 times per year); 2) American Bar Association (interim reports, re-approval reports, site visits); 3) Kentucky Paralegal Association (every year); 4) National Association of Legal Assistants (every year).</p> <p>Information from surveys and/or consultations is evaluated and revisions to curriculum and pedagogy are made as required for improved student success.</p> <p>Paralegals have a plethora of opportunities in today's market over and above private law practice. Graduates from the program have found employment in court services, corporate legal departments, mortgage and title companies, legal education, government and political offices, non-profit organizations, law enforcement/corrections, real estate sales,</p> | | | | | | | | | | | |

property management and human resources. The state of Washington (other states soon to follow) have authorized via statute the limited practice of law by paralegals who have obtained the status of a limited license legal technician.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Program surveys the following on curriculum, employment readiness and market demand/trends: 1) program graduates (within 6 months, then every 4 years); 2) employers (every 4 years); 3) regional bar association (periodically, fall 2018); 4) Southern Kentucky Paralegal Association (periodically, fall 2018).

The Program consults with the following experts on curriculum, pedagogy, employment readiness and market demand/trends: 1) advisory board (meets 2 times per year); 2) American Bar Association (interim reports, re-approval reports, site visits); 3) American Association for Paralegal Education (annual conference).

Information from surveys and/or consultations is evaluated and revisions to curriculum and pedagogy are made as required for improved employment readiness.

In the most recent employer survey, 4 employers scored current employees "3" in the following categories: communication skills (2), writing skills (1), and research skills (1). Faculty reformulated projects to mirror writing assignments that would be given in small, general practice firms. More time is spent on editing as students are allotted individual tutorial times for larger projects such as trial briefs and appellate briefs. Students are graded on tutorial participation as well, including but not limited to their ability to address criticism. Overall, 84% of employers surveyed believed PLS graduates are more than adequately prepared for practice.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

1. Student Awards:

- a. 8 paralegal students received academic scholarships funded by the WKU Foundation, 2015-2018;
- b. The Kentucky Paralegal Association Outstanding Student Scholarship, May 2017;
- c. The Southern Kentucky Paralegal Association Outstanding Student Scholarship, September 2017; and
- d. Benjamin Gilman International Scholarship by the U.S. Department of State, May 2016.

2. Exam Pass Rate: 100% pass rate (state certification exam); 90% pass rate (national certification exam).

3. Post-Baccalaureate Education: 38% are pursuing law degrees and 25% are pursuing master's degrees or certificates.

4. Employment: of graduates seeking employment, 88% were hired in full-time positions within 6 months of graduation.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 1.6 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$179 | \$128 |
| SCHP/FTF by Dept. | 389 | 363 | 337 | 400 | 375 | 375 |
| % SCH by FTF by Dept. | 84.1% | 79.5% | 84.6% | 88.0% | 87.5% | 75.8% |
| Median Class Size by Level | 15 | 21 | 19 | 20 | 16 | 19 |
| % Under-Enrolled Sections by Level | 50% | 29.4% | 40.5% | 34.1% | 43.1% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>The Program delivers a regular rotation of legal specialty courses using online and IVS modalities. Prior to the 2018-19 AY, DELO revenue was distributed to the home department to be used for professional development, course materials and/or physical plant updates.</p> <p>The Student Government Association has committed to funding a portion of the WKU Student Legal Services clinic operations. For the past 3 years, it has paid the legal malpractice insurance premium that is required for attorneys (paralegal faculty and community partners) donating legal services to the Clinic. The Clinic provides free or scaled pay legal services to WKU students. It is also used to educate and train paralegals by providing supervised experience with criminal and civil case intake, litigation and resolution practices.</p> <p>Philanthropic opportunities exist to create a Center for Law and Justice that would house the Paralegal Program and the WKU Student Legal Services as well as other law-related academic and/or extracurricular programs.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>1. SCHP:</p> <p>a. Until 2016, the Program contained no general education courses. At this time, the Program contains 2 Colonnade/Connections courses – one approved as recently as fall 2018; and</p> <p>b. One faculty person taught MGMT 200 (every semester) and RE 273 to assist with course rotations in other units of the School of Professional Studies/University College – neither course is required in the Paralegal major.</p> <p>2. Faculty Efficiency:</p> <p>a. Program faculty teach a 4/4 load and at least one legal specialty course is offered during summer term; and</p> <p>b. Program uses a maximum of one part-time faculty per academic year.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

1. Program faculty work closely with regional campuses, KCTCS and high schools to create seamless access to the major through dual credit offerings, articulation agreements, and extracurricular activities focused on the practice of law.
2. The Program has instituted a 2-year course plan. The rotation includes day, night, online and hybrid delivery options. Further, the Program uses intrusive advising guided by advising syllabi to assist with course selection, post-baccalaureate education and/or employment preparedness.
3. Program faculty implement high impact practices within the classroom including flipped classrooms, court simulation and observation, role-playing, portfolio development, problem-based learning, and innovative assessment tools.
4. It is a goal of the Program to instill in graduates a sense of social responsibility and emphasis is placed on the legal profession's commitment to donated legal service and volunteerism. Students have opportunities to engage in service and outreach activities on campus and in the community.
5. Program faculty have participated in ZSEIFS and regularly incorporate aspects of international law into the curriculum of several courses. PLS 375 (Comparative Legal Systems) was approved as part of the Program in 2016 and as part of Colonnade/Connections in 2018. PLS 400, Study Abroad (Cuba) was approved for Winter 2020.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

1. Diversity:
 - a. Strong enrollment of underrepresented, non-traditional and first generation college students;
 - b. Curriculum addresses legal issues from varied perspectives of sex, race, ethnicity, gender identification and age; and
 - c. Curriculum delivery modality and performance measures have been adapted to address student learning styles.
2. Student Success Strategies:
 - a. Intrusive advising for course selection, academic and financial challenges, internships and career opportunities;
 - b. Relevant and effective curriculum and pedagogy balancing theory and application developed and revised as a result of surveys, consultation, professional development and research; and
 - c. Community and professional engagement to make connections between learning and service and to network within the profession.
3. Impact:
 - a. Professional: Program graduates who have the education and training to be immediately employable and to make a positive contribution to work environments both legal and non-legal; and
 - b. Social: Program graduates who have developed a strong sense of social and professional responsibility and who are committed to donated legal services in an attempt to narrow the access to justice gap.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

1. Demand: The three major employment publications agree that the paralegal profession will experience fast growth through 2026.
 - a. Occupational Information Network (O*NET): "bright outlook" with projected growth 15% or higher and the addition of 34,700 positions (in Kentucky, that growth is expected to be 13% or higher);
 - b. The Occupational Outlook Handbook (U.S. Dept. of Labor): projected growth for the paralegal profession through 2026 is 15% which is much faster than average; and

c. Kentucky Career Profiles: paralegal profession will experience fast growth through 2024.

2. Workforce Needs: Paralegals draft documents, provide litigation support, conduct fact/legal research, analyze legal issues and interact with clients, attorneys, judges, and court staff. To best prepare students for the workplace, the Program focuses its curriculum as follows:

- a. Knowledge: substantive law, procedure, government, language;
- b. Skills: reading comprehension, active listening, oral/written communication, critical thinking, time management; and
- c. Technology: recognition and use of artificial intelligence; analytics; e-filing; research, case management, word processing software and other technology typically used in legal support.

Information obtained from graduates, employers, professional associations, advisory council, professional development and the American Bar Association is used by the Program to develop and revise curriculum according to market trends.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

1. The Program is approved by the American Bar Association via rigorous reporting and site investigation procedures. Only about 25% of the paralegal programs nationwide have this approval status.
2. The Program provides both applied and theoretical instruction from a practitioner perspective and incorporates electives from multiple disciplines.
3. Internal and external partners:
 - a. DELO: to develop and improve online instruction and to market the Program in the regions serviced by WKU's regional campuses;
 - b. Community: to cultivate opportunities for service learning and networking; and
 - c. Regional Campuses of WKU: to improve access, advising, curriculum, and pedagogy. All legal specialty courses are available to regional campus students online or via IVS.
4. WKU Student Legal Services: This legal clinic is unique in the state and the nation in that it staffs undergraduate student workers and volunteers. It provides students an opportunity over and above the required internship to work in an office setting managing case files, conducting client intake interviews, and completing fact and legal research projects.
5. Top Paralegal Scholar and Digital Badging: Program faculty have developed standards to award and document outstanding performance to enhance graduate resumes and social media presence in an effort to increase employment opportunities.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Two of the taglines used to promote the Program are "Student Centered" and "Job Ready." The Program is distinctive in its continuous focus on employment prospects and providing multiple networking opportunities within the profession. Graduates have an excellent job placement rate, and several have gone on to continue their education in graduate or law school. A curriculum plan included as part of the intrusive advising process has been created to ensure successful retention and completion rates for students.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

1. As a result of institutional changes, new markets are opening up in Louisville and northern Tennessee. Further, articulation agreements pending between WKU Regional campuses and OCTC, ECTC and SKYCTC should increase place-bound student access to the major in the regions served by those campuses.

2. The Program prepares graduates for a wide variety of jobs as well as continuing education, including law school; but, the “paralegal studies” title is limiting. Many paralegal programs use the title “Legal Studies,” including Morehead State University. Currently, negotiations are underway at WKU to create a legal studies major to include courses in political science, history and paralegal studies. At a minimum, the Program would benefit from centralized pre-law advising.

3. The Limited License Legal Technician movement in Washington, Utah and Oregon allows paralegals to practice law in family law cases in an attempt to narrow the access to justice gap. Other states are considering similar statutory authority for paralegals.

4. The creation of legal specialty certificates in areas such as technology, elder law and health law are part of a national trend, and the Program intends to move forward with the development of certificate options as allowed by WKU.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The U.S. Department of Labor has projected the job outlook for the paralegal profession through 2026 to be 15% which is much faster than average. The Kentucky Education and Workforce Development Cabinet also anticipates fast growth within the state through 2024. *U.S. News* reports that the paralegal profession is ranked in the top twenty best social service jobs and top one hundred best overall jobs. Further, Yahoo!® Education has chosen the paralegal profession as its number two “encore” career for individuals looking to switch career tracks.

As demand continues to grow, the trend within many jurisdictions is the requirement of a bachelor’s degree as the entry level academic credential; thus, in 2015, WKU offered its first bachelor’s degree option to students. The curriculum, delivery modality and performance measures have been adapted to address varied learning styles and are centered on job readiness.

Further, the legal profession is growing more dependent on technology to communicate, to create and to litigate. The Program has therefore developed a stand-alone legal technology course and incorporates technology instruction in other legal specialty courses such as evidence, civil procedure, research/writing, real estate, and criminal law.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

1. Marketing plan targets students at high schools with strong programs in law/government, place-bound students served by WKU Regional campuses, and non-traditional students without college backgrounds or who are seeking to change careers. Activities include: school visits, updating print and online Program materials, maintaining an active presence on social media and engaging in educational and service activities on campus and within the community. The Program has also developed and delivered 1 Colonnade/Connections course (PLS 324) for the last 2 AYs, and plans to add a second Colonnade/Connections course (PLS 375) in the upcoming AY. Also, a study abroad course (PLS 400) was approved for delivery in Winter 2020.

2. Student Success:

a. Course Plan/Advising: A 2-year course plan including delivery modality; regular and meaningful communication with students regarding graduation requirements and employment;

b. Rewarding Student Performance: Top Paralegal Scholars, Digital Badging, Local and State Association Scholarships document outstanding performance in the Program; and

c. Exit Exam: Measures student learning and is used to revise curriculum, pedagogy and performance measures

3. Efficiency:

- a. In 2015, a second full-time faculty member was hired reducing use of part-time faculty; and
- b. Program faculty teach a 4/4 load and may teach in the winter/summer as demand grows.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The Program is practical and the demand is high. To meet the employment growth potential, both statewide and on a national level, the program should continue its recruiting efforts as outlined above. Further, curriculum must include a balance of theory and application and must be delivered from a practitioner perspective. After reasonable opportunity is provided, enrollment will grow as the Program will directly benefit from the stability and support of Potter College and the Department of Political Science.

Within 10 years, the hope is to create a Center for Law and Justice to house similarly-focused academic and extracurricular programs with private support. The Center would include an office suite for WKU Student Legal Services, a legal advising and career center and a mock trial courtroom.

Impediments to greater Program success in the past:

1. Dissolution of University College;
2. Lack of marketing support/funding;
3. Lack of professional development funding for Program faculty who are evaluated for promotion and tenure based on pedagogical innovation; and
4. The confusion created by pre-law advising and the existence of the legal studies minor causing confusion for students interested in the legal profession.

e. What recommendation would you put forward for the program (check one)?

| | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------------------------------|
| Department/School: | School of Journalism and Broadcasting |
| College: | Potter |

| | |
|--------------------------------------|------------------|
| Program Name: | Photojournalism |
| Reference Number: | 750 |
| CIP Code: | 09.0404 |
| Degree Type (AB, BS, etc.): | Bachelor of Arts |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 45 |
| List Concentrations (if any): | NA |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Photojournalism program is unique in Kentucky. Its 45-hour major includes seven photojournalism-specific classes that cover still photography, video, audio, editing, and online design. In addition, students are required to take two School of Journalism and Broadcasting introductory survey courses, two writing courses, a law and ethics course, and two restricted electives within the School of Journalism and Broadcasting. This classroom instruction is supplemented with opportunities for students to engage in projects in the community, as well as university-sponsored programs such as the Mountain Workshops. In addition to the major, photojournalism students are required to complete a minor or second major outside of the School of Journalism and Broadcasting.

Prospective majors may take no more than 15 hours in the major before admission. Students must meet the following requirements before they can be admitted:

1. Completion of a minimum of 24 hours of course work applicable to a baccalaureate degree.
2. A minimum overall grade point average of 2.5.
3. Completion of ENG 100 with a grade of 'C' or better and 9 additional hours in the Colonnade Program.
4. Completion of the following courses with a grade of 'C' or better: SJB 101, 102, PJ 231, and PJ 233.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 127 | 104 | 111 | 99 | 101 | 89 |
| Conferrals | 11 | 12 | 7 | 12 | 9 | 22 |
| SCHP | 1,119 | 936 | 1,194 | 1,002 | 1,140 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

Courses in the Photojournalism program have a broad appeal throughout the university. PJ 131 Introduction to Digital Photography, which is a required class for Journalism majors, has always been open to any faculty, staff, and students within the university and to members of the local community. This course is often the first to fill during registration. It has just been approved as a Colonnade course, so more sections will be offered, including during the summer term. PJ 261 Introduction to Multimedia is also a required class for Journalism majors, but anyone within the university or beyond who has completed PJ 131 can take this course (there are plans in place to apply for Colonnade status for this course as well). PJ 390 Cultural History of Photography is offered as an elective within SJB but is open to anyone within the university. This class has just been approved as a Colonnade course. In addition, the Photojournalism minor was created for the primary purpose of servicing the broad appeal of photography and its usefulness as a supplementary skill in various professions. Now in its third year, there are already 34 minors in the program representing disciplines from across the university.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Photojournalism students and faculty engage in activities outside of the program that are designed to enrich their classroom experience and benefit the university, the surrounding community, the state of Kentucky, and beyond. For instance, the program’s students make up the visual staffs of the university publications and sports information services. Photojournalism students and a faculty member recently made portraits for refugees, partnering with the Warren County Services Fair. Through the Mountain Workshops, students and faculty have documented communities across Kentucky. Students and faculty have also produced international projects for university programs like Partners in Caring (Department of Biology) and ZSEIFS.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|-------------|-------|-------------|-------|------------|-------|-------------|-------|------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 41 | 68.3% | 37 | 78.4% | 28 | 75.0% | 34 | 73.5% | 28 | 82.1% | 69.4% |
| Progression | | | 85 | 57.6% | 72 | 61.1% | 84 | 56.0% | 66 | 65.2% | 61.3% |
| 150% Graduation Rate | 58 | 43.1% | 49 | 59.2% | 47 | 53.2% | 52 | 51.9% | 41 | 43.9% | 54.1% |
| Time to Degree | 4.55 (N=11) | | 4.86 (N=12) | | 4.29 (N=7) | | 4.89 (N=12) | | 4.85 (N=9) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The Photojournalism major requires that students graduate with a variety of documentary storytelling skills enabling them to:</p> <ul style="list-style-type: none"> • Examine, identify, and operate the parts of the digital camera related to ISO, aperture, shutter speed, exposure, lenses, flash, and focus mechanisms for both still photography and video. • Apply correct use of industry-standard photo imaging and production software. • Apply effective use of light and color on location in a natural setting or a controlled studio. • Practice effective compositional techniques that contribute to the structure and aesthetic of photographs and video. • Practice techniques specific to video, including audio recording, linear editing, and on-camera interviewing. • Practice storytelling techniques that produce photography, video, and written narratives that communicate with and engage in diverse communities. • Apply industry standards for ethics in journalistic applications as they compare to other areas of visual communication. • Examine the historical significance of photography and its influence on society. • Conduct research on social issues and develop oral and written proposals that effectively outline how these stories will be presented in a visual narrative form. • Examine journalistic writing techniques and apply them to writing captions, story proposals, and stories. • Develop, build, and deploy an effective online portfolio. • Apply best business practices and strategies for successfully working in the photojournalism profession, especially as it applies to freelance photography. <p>The SLO's are assessed through weekly hands-on assignments and long-term projects, along with professional internships, that over the course of four years enable students to gain practical experience to master these objectives.</p> <p>Recent assessments revealed that students were lacking in technical skills that were affecting the quality of their photography, so a freshman course was created to close the loop on this inefficiency, giving students an additional semester of technical training through community-based projects, resulting in a significant improvement in the students' skills in preparation for the more advanced courses.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Photojournalism has an extensive alumni base that regularly engages with faculty and students. Graduates have been willing to express their feelings about their education and subsequent work experience. There is an open Facebook alumni group and Instagram account, a closed Facebook alumni group, and a Mountain Workshops Facebook group. Alumni feedback provides the faculty with an idea of how graduates are performing in the industry, and these graduates in turn provide concrete ideas and solutions when it comes to improving the education of current students. Graduates are also tracked through an internal blog at www.wkupj.com.</p> <p>Though the Employment Statistics link above does not address employment trends in the photojournalism industry, in the past two years the program has engaged alumni with a Google survey on job placement one year after graduation. The key</p> | | | | | | | | | | | |

areas of placement for graduates cover a wide array of opportunities. Alumni are working in the visual industry in a variety of photography, video, and editing positions, from newspaper and print magazines to online journalism blogs, reviews, nonprofit organizations, political campaigns, video production houses, and public relations firms. They are engaged in traditional brick and mortar publications as much as they are engaged in the digital media environment.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Photojournalism program engages in three major events during the academic year that offer a structured analysis of the curriculum and how it aligns itself with the industry:

- The Mountain Workshops takes place in a different community each year in Kentucky. This is an intensive five-day workshop where nationally renowned visual professionals from across the country engage with students and the Photojournalism program faculty. This exchange has resulted in several adjustments to the curriculum.
- WKU PJ Career Day attracts visual professionals from across the country who interact with students in a job interview environment. This event also gives the faculty the opportunity to interact with the professionals to get their feedback about student performance and receive curriculum advice.
- The Photojournalism program’s Professional Advisory Committee comes to campus to review senior projects and portfolios and formally assess the performance of the Photojournalism program. These assessments are used in academic program reviews and have resulted in several significant changes in the curriculum.

As early as 2005, professionals participating in WKU PJ Career Day have emphasized the need for still photographers to learn video skills. This advice has played a large part in the Photojournalism program’s move to include video-specific courses to the curriculum.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Photojournalism program continues to a leading visual journalism institute in the country. Students consistently win awards in national and international competitions, including the Hearst Journalism Awards, often referred to as the Pulitzers of college journalism; students have won 24 Intercollegiate Photojournalism national championships in the past 29 years of and have won seven national championships in the Multimedia Competition. Strong recognition such as this, along with close ties to the industry, enable students to obtain over 25 internships a year at prestigious organizations such as The New York Times, Los Angeles Times, TIME, the Chicago Tribune, The Washington Post, Kertis Creative, and Apple.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 3 | 12 |
| Number of NTE Faculty | | | | | .5 | 4 |
| Cost per SCH Dept. | | | | | \$132 | \$128 |
| Cost per SCH 750 | | | | | \$186 | \$128 |

| | | | | | | |
|------------------------------------|-------|-------|-------|-------|-------|-------|
| SCHP/FTF by Dept. | 294 | 269 | 340 | 340 | 302 | 375 |
| % SCH by FTF by Dept. | 86.4% | 83.6% | 89.5% | 88.0% | 89.7% | 75.8% |
| Median Class Size by Level | 15 | 15 | 15 | 15 | 15 | 19 |
| % Under-Enrolled Sections by Level | 47.4 | 48.6 | 42.9 | 47.9 | 49.3 | 36.3 |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Photojournalism program has the following funding sources:

Scholarships (the following amounts are approximate yearly payouts from interest)

George Tames Scholarship Fund - \$8,000

Michael L. Morse Endowment Fund - \$1,500

Larry Powell Endowment Fund - \$1,500

Kodak Professional Photography Scholarship Fund - \$800

Photojournalism 9/11 Scholarship Fund - \$800

Chester Earl Johnson Scholarship Fund - \$500

Lynn Delaney Saunders Scholarship Fund - \$500

David Cooper Scholarship Fund - \$500

Revenue sources through the Mountain Workshops that also benefit the Photojournalism Program:

Charles Mason Ralph Endowment - \$125,000

Nikon - \$3,000

Canon - \$3,000

Sony - \$3,000

Tamron - \$1,000

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Though not a guaranteed revenue stream, student awards in the Hearst Photojournalism and Multimedia competitions have brought in over \$250,000 since the 2011-2012 academic year. In addition, the program's first-place Intercollegiate wins in both Photojournalism and Multimedia played a key role in the School of Journalism and Broadcasting winning the \$25,000 first-place Intercollegiate Overall award this past year. This revenue has helped with funding much-needed equipment and other purchases within the Photojournalism program and SJB as a whole, especially crucial given the university budget cuts in recent years. However, this revenue cannot be counted on in future years, given its source.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Global Learning:

- WKU's partnership with the Danish School of Media and Journalism has brought several international students from Denmark to study in the Photojournalism program at WKU. In return, several students from the Photojournalism program have spent a semester studying at the Danish School.
- Two faculty members have partnered with students through the FUSE program. Both involved projects conducted by students working abroad. One project about a migrant worker traveling from Mexico to work in the U.S. resulted in national recognition in the Hearst Journalism Awards competition.

A Culture of Innovation:

- Two Photojournalism program classes, PJ 131 Introduction to Digital Photography, and PJ 390 Cultural History of Photography, have just been approved as Colonnade courses.

A Regional Lighthouse

- The focus of the Photojournalism program is to prepare a diverse student body to meet the challenges of the highly competitive media profession by immersing students in diverse communities. Students are required to go out into their community to interact with and document people who are different from them. These projects ultimately serve to strengthen students' interpersonal skills and foster a greater understanding of and sensitivity to those who are being documented.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Opportunity – Objective 2

Through a partnership with Dataseam, a Kentucky nonprofit organization funded by the state that provides media education to coal-county schools, K-12 teachers participate in the Mountain Workshops, learning alongside participants and professionals from across the country. They then take that knowledge back to their classrooms. The following is a link to information about this partnership: <http://www.kydataseam.com/learninglibrary?pid=WKU+Mountain+Workshop>. Dataseam estimates that as a result of the program, thousands of students have benefited from this teacher training. The following is a link to a teacher testimonial: <http://www.kydataseam.com/project-review?pid=1159>.

Impact – Objective 9

Internships at professional media publications provide one of the most valuable educational experiences outside of the classroom. Though internships are not required to graduate, most students complete at least one internship before they graduate, and many complete two or more. These internships provide students with practical experience that supplements classroom learning, preparing them to be competitive members of the workforce. The following is a link to student internships since 2016: <http://wkupi.com/internships/>.

To supplement classroom instruction and critique, professionals are brought in either in person or through Skype to demonstrate techniques, critique portfolios, and inspire the students to excel in their future profession. The following link shows a list of these guests: <http://wkupi.com/guests/>.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Photojournalism program graduates fill key positions in traditional Kentucky publications, such as the Daily News, The Courier-Journal, the Lexington Herald-Leader, the Messenger-Enquirer, and several smaller newspapers in the state. But there is no doubt that traditional photojournalism employment opportunities in the state have shrunk, as outlined in

Kentucky Occupational Outlook to 2026. That is why the program has for the past 15 years placed such an emphasis on students supplementing their still photography experience with video, editing, design, and writing skills. This has resulted in students branching out into other visual fields. For instance, several graduates are currently working for Kertis Creative, a multimedia production agency based in Louisville. In addition, storytelling in the style of documentary photojournalism is in great demand in fields like advertising, business, nonprofits, and public relations, so students are graduating with a skillset that positions them for employment that goes far beyond the traditional photojournalism path.

The Photojournalism program remains the only one of its kind in the state of Kentucky. WKU Photojournalism also has a national reputation; it is regarded as one of the top programs in the country. As a result, graduates can be found working across the state and throughout the country.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Mountain Workshops is the most important educational mission for the Photojournalism program beyond classroom instruction. Every year between 30-40 students are mentored by the top professionals in the photojournalism industry. They also serve the communities they cover by their documentation of these Kentucky counties. Please see <https://mountainworkshops.org/>. In 2017 the Mountain Workshops was given the Media Award in the Kentucky Governor's Awards in the Arts program.

Reflective of student competitiveness at a global level, Photojournalism students have consistently won numerous awards at the international, national, and state levels. These awards not only bring recognition to the Photojournalism program but to the School of Journalism and Broadcasting and the university. See <http://wkupj.com/recognition/> for a list of awards earned since the 2011-2012 school year.

Faculty members in Photojournalism have participated in numerous direct and indirect recruitment activities for prospective students, including several college information days scheduled throughout the year; on-campus photography workshops for high school students in Kentucky; representation at the last two National High School Journalism conventions; and the Mountain Workshops. In addition, every year a faculty member judges the national Quill and Scroll high school publications contest, giving him an opportunity to identify emerging talent from across the nation.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

All photojournalism faculty members actively pursue documentary projects regionally, nationally, and internationally, keeping them current in the field and inspiring their students. Faculty also share their knowledge beyond the university, teaching high school students in the Kentucky High School Media Institute and in the Governor's Scholars Program, as well as conducting photography workshops at the Interscholastic League Press Conference in Austin, Texas. These activities inspire new generations of journalists and draw attention to WKU when it comes to these students making college choices. In addition, a faculty member has taught in the Harlaxton College study abroad program.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Photojournalism is constantly changing, especially with the roles that professionals play in newsrooms and beyond. WKU Photojournalism is preparing students to enter this highly competitive profession by teaching foundational skills in ethical decision-making and strong storytelling through still photography, video, design, editing, and writing. Flexibility and adaptability to change are also emphasized, as well as critical interpersonal communication skills. As publications like The Washington Post pass one million online subscriptions, students need tools and skills that allow them to meet the demands of these publications as new job descriptions are created in these environments. As the faculty continues to stay current with the profession and connect their students to it, there is a need to emphasize skill sets using the latest developments in camera technology and software. The curriculum currently offered by the Photojournalism major accomplishes these goals, based on outside professional reviews and by positive results in national contests and successful job placement. But there is always room for further development, especially in terms of accommodating transfer students who want to experience WKU's nationally renowned program but need to graduate in a timely manner, as well as to draw more interdisciplinary interest in the major through the quickly expanding Photojournalism minor.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The link above does not specify statistics for photojournalism, so it is difficult to determine trends beyond WKU's statistics. Institutional statistics show an initial enrollment drop in the Photojournalism program, but this has actually leveled off in recent years, with conferrals fluctuating from year to year. Sharp increases in tuition have significantly affected student enrollment; since the program has always attracted a large number of out-of-state students due to its national reputation, these increases have hit the Photojournalism program especially hard. Despite these trends, and the relative lack of resources compared to competing institutions such as the University of North Carolina and Syracuse University, the Photojournalism program continues to excel, consistently winning international, national, and statewide competitions, obtaining internships and career enrichment through programs like the Mountain Workshops and WKU PJ Career Day, and securing jobs after graduation at publications like The New York Times, TIME, and The Washington Post. In addition, support from Nikon, Canon, Sony, and Tamron provides equipment to students and faculty for use in enhancing learning and instruction. These sponsors provide equipment for only a few select schools nationwide, demonstrating that WKU's Photojournalism program is considered a top-tier program in the country.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Photojournalism instituted a core curriculum change in 2015. This has resulted in a program that gives students an even stronger foundation in still photography compared to the previous curriculum and establishing a video class in the second year of the program to better prepare students for the advanced video courses. This has produced positive results while maintaining the program's rigorous schedule and high expectations; both are necessary for students to be not just average, but exceptional photojournalists, which is a necessary quality to compete in the demanding photojournalism profession. At the same time, this needs to be balanced with offering some flexibility in course schedules for transfer students, minors, and even freshman students entering the university with 12 or more credits. As a companion to these curriculum changes, recruitment has ramped up in order to increase enrollment. To this end, a Photojournalism program faculty member has recruited potential students at two national high school conferences and plans are in place for more recruitment at a state and local level.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Three major areas where Photojournalism needs to expand in the next 5-10 years:

1. Develop a program that incorporates online design, programming, and data visualization to help recruit a new kind of student who does not want to be a “hunter/gatherer” of journalistic content but one who produces work created by other journalists and effectively presents it online. This would also help retain students who no longer want to gather content but still want to be a part of visual journalism; currently these students are lost to other majors. This will require a new hire with specialized skills, which is a difficult proposal in the current economic climate.

2. Develop more overseas educational opportunities like the program’s partnership with the Danish School of Media and Journalism (see section 5a), for both students and faculty. Assistance in finding funding would make these opportunities more feasible.

3. Develop an online curriculum to extend the reach of the program beyond the on-campus experience. This would not only increase enrollment numbers, it would aid in recruitment. This possibility is already being explored, but it will require extensive curriculum changes/approaches to convert these visual classes that are dependent on classroom interaction into successful courses in the online environment.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|-------------------------|
| Department/School: | Philosophy and Religion |
| College: | PCAL |

| | |
|--------------------------------------|------------|
| Program Name: | Philosophy |
| Reference Number: | 745 |
| CIP Code: | 38.001 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 31 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Philosophy prepares students for a variety of post-graduate programs and careers, including humanities and STEM fields; law and medical school; public administration and government service; economics, MBA, and international business programs; and service/volunteer opportunities (Fulbright, Teach for America, GAP Year). It is a flexible, highly regarded co/major for many post-baccalaureate fields and endeavors. Moreover, it is a standard component of undergraduate GenEd through Colonnade. Delivery modes include l-d (100-200) lecture/discussion classes, intensive u-d and seminar offerings (300-400), and focused senior-seminar and directed-study groups (496, 499). All these are typically offered face-to-face, though select courses (102, 214, 320, 426) are also presented online and on-demand (102, 341). Caps and enrolments typically, and successfully, follow college/university guidelines, with expected adjustment lags whenever these are retroactively altered. Philosophy requires students to have a second major or a minor in another discipline, but there are no prerequisites or co-requirements in other areas. Admission criteria follow college and university standards. Since philosophy is not included among social science qualifications for secondary education certification, and is therefore seldom taught before college, recruitment occurs almost exclusively through lower-division GenEd classes.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 33 | 20 | 20 | 21 | 25 | 89 |
| Conferrals | 10 | 6 | 7 | 2 | 4 | 22 |
| SCHP | 330 | 274 | 154 | 220 | 206 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Particular philosophy courses at <u>all</u> levels (not just Colonnade) are part of nineteen other university majors, minors, and certificates (incl. Pre-Law, Psychology, Gerontology). Moreover, philosophy is central to the university's mission. <i>CGH</i> emphasizes (4) the following competencies in students: "[beside making a good living,] more importantly, ... the capacity to make a good life," the abilities to "make informed decisions," use "critical thinking skills," and "exhibit respect and responsibility toward others." It wants students to "grow as scholars and individuals," to "pursue meaningful careers and lives," and to "promote a culture of education beyond high school." It promotes (6) "shared intellectual experiences," "cultural competency," and "global citizenry"; "diversity, equity, and inclusion," and being "responsible citizens and stewards of place" (98). Also stressed are "[linking] theory and practice" (10), having a "world view and [appreciation of] international issues" (15), and "skills to ... solve problems and engage effectively with others" (15) – especially those who disagree with us. Though other disciplines may indirectly foster these values and skills, philosophy promotes them directly, explicitly, and continuously. Without philosophy, <i>CGH</i> could not achieve its goals. Nor could the BA degree (59), which demands "... examination of historical, social, religious and political contexts; analysis of ideas; ... ; [and] knowledge of philosophical theories" In sum, in both specific and more general ways, Philosophy is deeply laced into the wider fabric of university education. (Also see 5e below.)</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>There was a gradual decrease of majors until last year, but numbers are now rebounding due to the revised (from fall 2018) major/minor requirements which have made the program more user-friendly to students. This was necessary, esp. given the faculty turnover and losses of the past few years. It has also begun to pay off: since the fall 2018 census date, Philosophy has added 7 more majors (for a total of 31 majors; 2 below our highest figure during the past 5 years). Moreover, with the increase in philosophy courses that count toward Colonnade, Philosophy faculty are teaching about 100 more students overall during the current academic year.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|------|---------|-----|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 5 | 60 | 3 | 0 | 1 | 100 | 3 | 66.7 | 3 | 66.7 | 2513/69.4 |
| Progression | | | 20 | 45 | 12 | 91.7 | 12 | 58.3 | 25 | 60 | 11514/61.3 |
| 150% Graduation Rate | 3 | 33.3 | 1 | 100 | 2 | 0 | 3 | 33.3 | 5 | 20 | 2128/54.1 |
| Time to Degree | 7.63 | | 3.95 | | 4.14 | | 4 | | 4.09 | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p><u>NOTE:</u> Our student learning outcomes (SLO) were instituted some years ago and need to be revisited, particularly in view of last year's comprehensive revision of the major/minor programs. The current SLO is simple: "Students will be able to read, interpret, and evaluate effectively a text in the discipline." The logic behind this approach is that instead of testing for information or specific content – which emphasizes memory and may vary among individual students based on course work – it is more fruitful to evaluate philosophical ability as an active competence vis-a-vis different texts from the disciplinary literature.</p> <p><u>PROCEDURE:</u> Representative papers from graduating senior students are collected each term and distributed (without identification) to all Philosophy faculty, who individually score them according to the following rubric.</p> <p><u>RUBRIC:</u> There are three separate categories (read, interpret, and evaluate philosophical arguments), and each is scored as (i) excellent, (ii) adequate, or (iii) inadequate. These particular assessments (also unidentified) are then tabulated, distributed, and jointly discussed by the faculty.</p> <p><u>RESPONSE:</u> Collective scores in each category should go up each year. If not, or if there is a decline, discussion turns to possible reasons for this, and to specific classroom exercises and assignments (and, possible course revisions) that may remedy deficiencies. Implementation is left to individual faculty members until SLO are revisited the following term. The exercise is ongoing, cumulative, and responsive to both patterns and contingencies.</p> <p><u>EXAMPLE:</u> One specific, collective response under the previous major/minor program was the creation of PHIL 299: <i>Philosophical Writing Workshop</i> (1 cr), which majors took twice and minors once before graduating. This was an 'overload' obligation which faculty taught in turns each semester. Unfortunately, staffing problems have led to its elimination from the new curriculum, creating the need for a new, feasible alternative.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>Philosophy regularly conducts exit interviews, and post-graduation surveys (with varying feedback). Such data indicate that ca. 28% of our students work in the field of education, 13% in business, 11% in research, 7% in management or social services, and 6% in health care. A relatively smaller number pursue philosophy graduate study, but then in highly-rated Ph.D. programs (and mostly with funding) such as Miami of Ohio, Memphis, Emory, Villanova, Marquette, UK, The New School, and London School of Economics. Many more enter law, medicine, journalism, and other professional programs. Philosophy majors are consistently among the highest achievers on national exams like the GRE and LSAT.</p> <p>Our survey data suggests that all graduates from our program are employed. In fact, opportunities for philosophically trained individuals are legion, and there is a growing literature about leaders in business, industry, and technology who tout the value of their own philosophy training. Employer surveys also indicate that <i>long-term</i> career success is a function of <i>cross-cutting abilities</i> such as oral and written communication, team-work, ethical judgment and decision-making, critical thinking, analytical reasoning, and problem-solving (Hart, 2015, p.4). As for income, national surveys show that the earnings of philosophy graduates may be modest right after graduation but rise near the top of salary scales about twenty years out.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |

Philosophy is not staffed to gather data from employers, esp. given our graduates' diverse employment settings. We do attend to professional trends through information provided by the American Philosophical Association and other humanities organizations and publications. This material concerns curricular effectiveness, funding opportunities, and post-baccalaureate programs. We also share with students information about non-teaching careers, including advice from previous philosophy candidates now otherwise occupied. We strongly encourage our majors to add a second major, or a minor, in fields offering more 'practical' employment prospects, and that is often where they actually begin. After that, it is difficult to assign specific credit for their continued success. See again the comments in **3c** above: according to these, any improvement in our curriculum will have a favorable impact on students' employment prospects.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our students are successful in a number of ways: they graduate in four years – well below the university average; they apply for and receive various national and international grants (see **5d**); they present at professional conferences with their teachers, and publish with them; they initiate local programs while still at WKU (Students Teaching Students, Teaching in Juvenile Detention Facility); and they serve in various capacities on campus (PCAL Dean's Council, SGA officers, Society for Lifelong Learning). Also, our retention rate is quite high, not only because students major later in Philosophy than in other disciplines, but also because students are satisfied. It is rare for us to lose majors, and when we do they typically drop to a minor.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 2.3 | 12 |
| Number of NTE Faculty | | | | | 1 | 4 |
| Cost per SCH | | | | | 102.00 | 128.00 |
| SCHP/FTF by Dept. | 389 | 434 | 336 | 390 | 358 | 375 |
| % SCH by FTF by Dept. | 64.9 | 59.8 | 62.1 | 77.6 | 75.7 | 75.8 |
| Median Class Size by Level | 12 | 13 | 14 | 10 | 17 | 19 |
| % Under-Enrolled Sections by Level | 52.4 | 52.8 | 55.6 | 57.1 | 47.4 | 36.3 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>DELO teaching yields around \$7500 per year. Faculty and students regularly apply for and receive FUSE grants. Individual faculty receive outside fellowships from various prestigious institutions (NEH, Harvard/Loeb Foundation, Max Weber Kolleg Erfurt, DAAD [German govt], Thyssen/CEU, National Humanities Center [see 5d] – during the past few years alone). Also, seven WKU students were fully funded by Princeton University last year as participants in the first Kentucky-Princeton Summer Institute (facilitated by Philosophy), which involved collaborative work with Princeton students in two settings (Louisville and New Jersey). We are planning to pursue another collaborative arrangement whereby a shared faculty position in biomedical ethics might be available as a common resource to Philosophy, the BG Medical School, and The Medical Center.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>We have a significant and growing Colonnade presence. Many major/minor courses overlap with Colonnade; those that do not are not offered as frequently. Thus, the SCHP/FTF has gone up significantly of late, as we are teaching over 100 more students this academic year (2018-19). As for under-enrolled sections, if we consider the figures just for Philosophy, the percentage is closer to 11.85; moreover, given that two of the three under-enrolled sections this past year were taught as uncompensated overloads, the total percentage of under-enrolled courses in Philosophy becomes even lower.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| Philosophy classes uniquely address <i>CGH's</i> stated goal of teaching students to “make informed decisions using critical thinking skills, and exhibit respect and responsibility toward others and the environment” (4). As the traditional home of logic, all Philosophy classes train students to think clearly, reflect critically, and argue consciously and well. Ethics classes not only teach respect for others as a foundational principle but evaluate positions that might be used to compromise this respect (such as efficiency demands). By discussing difficult issues and listening to others, students learn to assess their own convictions regarding “diversity, cultural competency, and global citizenry for all” (6). Our program contributes several popular classes to Colonnade and is currently adding others (7). Students work directly with faculty (10) on academic research projects, field work such as high-school teaching and prison education, and in our popular and well-attended (even by non-majors) Philosophy Club. We evaluate student achievement through in-class presentations and debates, student-led classroom exercises, and position papers and problem-oriented essays. Capstone projects for majors prompt reflection on their philosophy experience as a whole, and a final opportunity to articulate a rigorous and informed philosophical perspective. (Also see 2b.) And we graduate our students on time. |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| Aspects of <i>SBD</i> addressed by Philosophy include our emphasis on diversity and inclusiveness (1.1): students engage many schools of thought and interact with diverse cultural traditions. We also stress openness and respect, not only in principle but in the interactive classroom and in public: e.g., we have collectively supported students criticized in a local newspaper for their gender advocacy work. (1.3) The program itself (faculty, students) has gender balance, offers PHIL 212 in Colonnade, and collaborates with <i>Gender & Women's Studies</i> in other ways. Individual student advising facilitates students' actual career interests (2.7, 9.1), assists minority students (1.4), and ensures timely graduation for all (6.1); it also interacts with Student Affairs by referrals to the (academic and clinical) Advising Center (6.4). Philosophy has seen a recent increase in majors/minors supported by the Kelly Autism Center, indicating the ability of faculty to facilitate such students' best work; we also host Gatton Academy students interested in exploring non-STEM disciplines (1.3, 1.4, 6.4). We welcome student collaboration in faculty research (10.4) via FUSE grants, provide co-teaching opportunities, and support on- and off-campus student initiatives. We work flexibly with majors/minors toward graduation by making appropriate adjustments to program requirements and offering (as overloads) directed studies courses. (6.1, 6.2) |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| As noted in the <i>Hart Report</i> , employers benefit from the mental nimbleness and critical thinking skills acquired from the study of <i>logic and argumentation</i> . Insights and people-skills gained in <i>ethics discussion</i> courses are valuable to any career (education, business, service industries, the military - from which we also draw majors) where respectful engagement with diverse populations is increasingly vital. The (proposed) PPE major (see 6a) brings together disparate elements of the social, political and economic landscapes in ways that allow 'oversight' in an increasingly fractured world, helping students find interdisciplinary solutions to apparently isolated problems. Philosophy majors are consistently among the highest performers on the verbal and critical thinking sections of the GRE, LSAT, and other graduate/professional testing mechanisms. And they easily elude the litany of complaints found in successive reports (e.g. Bloomberg, 2015, NACE 216, AACU 2018) that too many university graduates cannot communicate well, think clearly and critically, interact productively with others, think out of the box, or tackle complex, unforeseen problems as they arise. It is often noted, too, that most of the jobs of the future have not yet been invented; if so, then philosophy majors are among those best suited to learn, adapt, and master them. |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| Our program advocates and embodies significant diversity (5a-b). Close to half of our majors are women, and some are from under-represented populations. Despite our modest size, faculty have received a host of college and university awards in teaching, research, service, advising and UDP. Our faculty collectively (along with RELS and ARC) know more ancient and |

modern languages (Eastern and Western) than most other units, since we use them (e.g., Greek, Latin, Hebrew, Pali, Sanskrit, literary Chinese, etc.) actively in our research and (sometimes) our teaching. Our faculty have served as officers and committee members for professional associations on both state and national levels; and we have hosted regional (*KY Philos Assn*) and national (*Soc for Value Inquiry*) philosophy conferences at WKU. We involve our students in these activities. Faculty have a steady record of local success in garnering sabbaticals, FUSE grants, and QTAG awards for their research. Moreover, they have received many prestigious national and international awards: NEH, DAAD, MWK, Harvard/Loeb, Thyssen/CEU, Quinn/NHC (within just the past few years).

Our students have been equally successful, not only in consistently applying for but also in receiving major grants: Fulbright, LSE, Rotary, Truman, Humanity-in-Action, etc.: we encourage and support such initiative.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

For decades, Philosophy has collaborated with *Greenview Regional Hospital* and *The Medical Center* through their hospital ethics committees, which engage in *ad hoc* moral conflict resolution, policy drafting, and ongoing staff education. Philosophy has contributed to several NSF-funded summer REU (*Research Experience for Undergraduates*) programs in Ogden College (Biology, Chemistry). And we have created or pursued specific initiatives to further student learning, including the *Kentucky-Princeton Summer Institute* (KPSI), prison teaching programs co-populated by select inmates and philosophy students, *Students Teaching Students* (STS), and coordination with the *Society for Lifelong Learning*, to name but a few.

6. PROSPECTUS

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|---|--|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>Recently, Philosophy has been working with the Politics and Economics departments to devise a combined PPE major – which already exists in many other institutions and attracts students for both intellectual and employment reasons. This new major, which doesn't require any additional resources, was ready for proposal but halted by the current freeze. Moreover, the recently established physician-training program at The Medical Center (with which Philosophy has been actively collaborating for many years through its Hospital Ethics Committee) offers new opportunities for joint work. In particular, it seems advantageous to consider joint staffing arrangements: hiring someone to teach certain philosophy courses on campus (to premeds, nursing and health admin students, etc.), but who would also teach ethics to graduate medical students and serve as ethics consultant on the hospital floor. Diverse practical arrangement are possible with the requisite interest and support of the relevant institutions.</p> <p>Philosophy already embodies many interdisciplinary approaches and serves diverse constituencies. Courses like PHIL 211 (criminology, sociology, psychology), PHIL 322 (scientific research, biological sciences, health care practice and administration and policy), PHIL 323 (economics, politics, social sciences), PHIL 332 (neurology, psychology, penology, law), PHIL 334 (linguistics, communications, languages), PHIL 344 and 346 (literature, history), and PHIL 426 (nursing, gerontology) reach beyond narrow disciplinary confines and make wider connections.</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>National figures since 2008-2009 indicate a slight downward trend in philosophy majors. However, our own program enrollment has remained relatively constant by comparison. Indeed, the slippage of the past few years, which was related to decreased staffing and program structure, has been remedied by the recent revision of our major/minor, so that now we are on the upswing again and close to regaining our five-year high (of 2013-14). We are optimistic that we can continue to increase our numbers with our more flexible and user-friendly new programs, especially if the initiatives described above (6a) can also be pursued.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>(i) We are suspending the interdisciplinary <i>Classical Studies Minor</i> program, which is housed in Philosophy. (ii) Also, as mentioned before (2c, 3b, 6b), the Philosophy major/minor were both proactively revised during the past two years, improving scheduling flexibility, course rotation, availability/attractiveness to students, and ease of completion – even for 'late' majors. (iii) Several new courses have been added (also to Colonnade), categories have been simplified, and options have increased. Our numbers may only gradually reflect this streamlined road to graduation, given some faculty losses, but we expect it to continue. One good sign is that we already picked up seven new majors this fall, <u>after</u> the census date. It remains for us now to market our new major/minor successfully, not only in introductory classes but also online, through newsletters, on Facebook, and via our new Twitter account.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>(i) Philosophy will continue to be an important part of Colonnade, so long as there is such a program. (ii) Since the major overlaps significantly with existing and planned Colonnade courses, it can easily continue to grow apace. Moreover, both (iii) the proposed interdisciplinary PPE major, and (iv) the biomedical ethics initiatives noted above (6a) could greatly increase both our numbers and our on- and off-campus involvements with other programs and institutions. They would also generate opportunities for widening public awareness of the program, and possibly more public uses thereof (through lectures, presentations, consultations). As for impediments or challenges (at least such as cost money), staffing losses are surely on other lists beside ours, and they are difficult to remedy solely by our own initiative.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input type="checkbox"/> Maintain (Core or important complementary program)</p> |

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|----------------------------------|
| Department/School: | Potter College of Arts & Letters |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|-------------------------|
| Program Name: | Political Communication |
| Reference Number: | 192 |
| CIP Code: | |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 18 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

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|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| This certificate allows for exploration of the role that communication plays in political systems by combining studies in the fields of communication and political science. The certificate is designed for students seeking preparation for careers as legislative aides, political consultants, campaign managers, speech writers, or lobbyists. Students who complete the certificate will have a solid foundation of communication skills and theory with a working knowledge of the political system. The program was redesigned last year and includes 9 hours from Communication and 9 hours from Political Science. |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 0 | 0 | 0 | 3 | 2 | 0 |
| Conferrals | n/a | 2 | 0 | 1 | 3 | 5 |
| SCHP | n/a | n/a | n/a | n/a | n/a | n/a |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>This certificate is meant to be complementary to the PS and/or Communication majors but can also complement other majors as well. The program is explicitly designed to provide skills and knowledge to better prepare students for jobs and careers directly related to political communication. The major requires 18 hours – 9 from each discipline.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>Because of personnel changes the Political Communication certificate was dormant for several years. Recent interest from students led Comm and PS to revisit the certificate. The certificate requirements were revised and updated last year to better meet the needs of students. Marketing of the revised certificate has been delayed due to the CAPE process.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|-----|---------|--------|---------|--------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Progression | n/a | n/a | 0 | 0 | 0 | 0 | 3 | 100.0% | 1 | 100.0% | 61.3% |
| 150% Graduation Rate | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Time to Degree | n/a | | n/a | | n/a | | n/a | | n/a | | n/a |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Explicit learning outcomes have not been developed for the certificate but it is designed explicitly to enhance the professional skills of students enrolled in the program. Since the certificate had largely been placed on the back burner until renewed interest from students last year, it was student feedback that drove recent revisions to the program.</p> <p>Courses that make up the certificate are assessed by the participating departments as part of their normal assessment process.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>We have been in contact with recent certificate recipients. Students who earned the certificate generally put it to immediate use. For example, two of last year's graduates worked as political campaign operatives for the 2018 cycle. The third is enrolled in graduate school at WKU and interned with the University's Director of Government and Community Relations this Fall. Feedback on the student has been very positive and the Director would like to have the student continue working in the office after the internship is complete.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>From contact with students and people in the field we have a clear idea of how the program can be structured to meet the career goals of students. This feedback and information was used in restructuring the program last year.</p> | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| <p>All indications are that students who recently completed the program were able to put their lessons to good use and the content was directly relevant to their positions this past Fall.</p> | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | n/a | 12 |
| Number of NTE Faculty | | | | | n/a | 4 |
| Cost per SCH | | | | | n/a | 128 |
| SCHP/FTF by Dept. | n/a | n/a | n/a | n/a | n/a | 375 |
| % SCH by FTF by Dept. | n/a | n/a | n/a | n/a | n/a | 75.8 |
| Median Class Size by Level | n/a | n/a | n/a | n/a | n/a | 19 |
| % Under-Enrolled Sections by Level | n/a | n/a | n/a | n/a | n/a | 36.3%* |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| At this point there are no direct revenue streams related to the certificate. | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| There are essentially no additional instructional costs for the program. We do hope to make some small investments in marketing materials for the certificate but those will be minimal. | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| <p>As is required by the by WKU's strategic plan, our students develop critical thinking skills and learn the professional skills needed to gain employment quickly after graduation. Generally speaking, the certificate addresses the strategic plan in many of the same ways that the majors in Communication and Political Science do.</p> <p>The course work in many of the courses that make up the certificate emphasize high impact practices including project- and community-based learning (SP 3.10 & 3.11)</p> |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) |
| <p>As is the case with WKU's strategic plan, the certificate also addresses key aspects of the statewide agenda in some of the same ways that the programs in Communication and Political Science do.</p> <p>Two particular examples of where the program addresses the strategic agenda are in the implementation of high impact practices (Objective 6.3) and Objective 9 where the goal is to improve the career readiness of our graduates.</p> |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) |
| <p>The certificate is a concrete credential that will enhance employment options for students in related fields including government relations, public advocacy, electoral politics, and public relations. State and national data project growth in public relations and similar fields.</p> |
| d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words) |
| <p>The Political Communication certificate is the only one of its kind offered in Kentucky.</p> |
| e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words) |
| <p>This is a discrete credential explicitly designed to enhance the employment options of students who complete the program.</p> |

6. PROSPECTUS

| | |
|---|---|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>The Political Communication certificate is a value added option for our students that includes only the bare minimum costs to administrate. The certificate will be another qualification that our graduates will be able to include on their resumes to distinguish themselves from other applicants. Both departments have plans to increase the visibility of the certificate which will increase enrollment in the program and likely will offer some recruitment benefits for other programs in the departments</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>Since the certificate was largely dormant for several years there has not been much of a trend to review. Updating and promoting the certificate is consistent with national trends that place increased value on certificate programs.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>Over the past couple of years, several students expressed interest or asked about the certificate. This led to faculty from PS & Comm to sitting down to revise and update the certificate. The certificate was increased from 15 to 18 hours and the curriculum was modified to better meet the needs of students. The next step is for the two Departments to increase the visibility of the certificate. These efforts have been delayed by the CAPE process.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>The certificate will be one way that students can enhance and customize their academic experience. Based on unprompted interest from students, there is reason to believe that there is an untapped market for the program. It is realistic to expect about 5 to 10 students in the program at any given time with the potential for even more than that.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|---------------------------------|
| Department/School: | Political Science (GOVT) |
| College: | Potter College of Arts & Letter |

| | |
|--------------------------------------|-------------------|
| Program Name: | Political Science |
| Reference Number: | 686 |
| CIP Code: | 451001 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Political Science major consists of course offerings in American politics, international relations, comparative politics, political theory, public law, and public administration. The major enhances awareness and understanding of complex political concepts, assists in developing critical thinking and analytical abilities, written and oral communication, and generally helps create a more knowledgeable citizen. Completion of the major prepares students for a variety of career fields, including but not limited to government service, politics, business, teaching, research in political science and policy, and entry into law and other graduate schools.

The major consists of 33 hours.

The 18 core hours consist of the following requirements:

110 – American National Government
499 – Senior Seminar

250 – International Relations or 260 – Comparative Politics.

3 of the following:

220 – Concepts of Political Science, 250, 260, 301 – Research Methods, 330 – Political Theory, or 435 – American Political Thought

Students also complete 15 hours of electives.

A minor or 2nd major is required.

The major is primarily offered face to face, but there are courses offered online, via IVS, on-demand, study away, and study abroad.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 204 | 166 | 156 | 161 | 169 | 89 |
| Conferrals | 36 | 43 | 31 | 47 | 39 | 22 |
| SCHP | 1845 | 1592 | 1412 | 1519 | 1614 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Political Science major is one of three bachelor degrees offered by the Department. Courses in international relations and comparative politics count for both the PS and International Affairs major.</p> <p>The program makes significant contributions to Honors and Colonnade. We are on pace to offer over 15 Honors sections for this academic year. Since 2012, we have had over a dozen students complete Honors theses. For Colonnade, we offer 3 Explorations courses and 14 Connections classes.</p> <p>The Department recently launched a JUMP program for the MPA degree. Up to 12 hours of the MPA JUMP program can be applied for the PS undergraduate requirements.</p> <p>Lower and upper level PS courses are required or serve as electives for many majors, minors, and certificates. Programs requiring PS courses include Social Studies, Social Work, Political Communication, and Legal Studies. Programs that include PS courses as electives include Criminology, International Business, Pop Culture, Paralegal Studies, Film, Organizational Leadership, and Nonprofit Administration.</p> <p>Department faculty participate in faculty led study abroad/away programs on an annual basis and are active with “In Year Of” activities.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The decline in enrolled students between AY 2014 and following years coincides with the growth of the Department’s International Affairs major. The IA major was first offered in 2009 and grew to its current number of students in FY 2016. Prior to the development of the IA major, students interested in international relations and comparative politics would have majored in political science and focused their coursework on those two areas of study.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 30 | 73.3% | 32 | 81.3% | 26 | 73.1% | 29 | 86.2% | 37 | 81.1% | 69.4% |
| Progression | | | 157 | 70.7% | 126 | 69% | 118 | 76.3% | 132 | 75.8% | 61.3% |
| 150% Graduation Rate | 38 | 60.5% | 43 | 69.8% | 61 | 61.3% | 38 | 50% | 30 | 70% | 54.1% |
| Time to Degree | 4.69 | | 4.06 | | 4.17 | | 4.62 | | 4.34 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The learning outcomes for the degree call for students to demonstrate

- 1) proficiency in the knowledge of the core content of political science gained in required courses including American National Government, the required course in either International Relations or Comparative Politics, and three required courses chosen from International Relations, Comparative Politics, Concepts in Political Science, Research Methodology, and Political Theory.
- 2) an understanding of how formal political institutions function at international, federal, state, and local levels.
- 3) the ability to critically analyze how institutions and behavior influence each other to produce political and policy outcomes.

Two primary mechanisms help assess whether students fulfill the student learning outcomes. The first is through successful completion of the capstone Senior Seminar (PS 499) course. Senior Seminar is designed to require students to critically analyze and evaluate how institutions and behavior shape political outcomes. Students must demonstrate a basic ability to successfully complete this critical analysis to pass the course and meet the requirements for the major.

The second mechanism for assessing these outcomes is through the department assessment committee. The committee is designed to evaluate the effectiveness of meeting the stated learning objectives for political science classes. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. Initial targets were established at 70% or higher for meeting basic expectations.

A recent change to the program that resulted from the assessment process involves the Senior Seminar course itself. It was determined that for the Senior Seminar course to more effectively assess program learning objectives, the course should be redesigned from a one credit to a three credit hour course. It was also decided that the course should have a more substantive writing component to better assess the analytical performance of students.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

We aggregate data from several sources to track the post-graduate success of our students. Sources include exit interviews, social media, and on-going communication between students and faculty mentors.

For the past two academic years, we have been able to track the post-graduate success for 81% of our 86 PS graduates. About half the students pursue employment options, while the other half pursues graduate studies.

Law school is the most common destination (60%) for graduates continuing their education. Recent alums have attended the following law schools: UPenn, UK, Chase, UL, Tennessee, Ohio State, Indiana, Alabama, Memphis, Belmont, Emory, and George Washington. Fields for the other 40% of students vary, but the majority attend some variation of public policy or public administration programs. Schools include: WKU, UNC, UK, Ohio State, Vanderbilt, and Indiana.

Graduates pursuing employment options are distributed broadly between jobs in politics and the public, private, and non-profit sectors. Within politics, graduates find themselves in one of three types of jobs – 1) campaign/party, 2) advocacy/interest groups, or 3) government agency or staff positions in DC or Frankfort. Private sector jobs vary widely, but the most common positions are in some variation of public relations and marketing.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Due to the nature of the discipline and the importance of internships and professional experience for job placement, we are in regular contact with alumni and potential employers. This is particularly true with alumni and departmental contacts working in and around Kentucky politics. In addition to seeking information on opportunities available to our students, we ask about trends in their profession, what our students need to learn, and, if applicable, how students are performing in their current positions (full-time and internship).

Aggregate feedback on our students and alumni is favorable. We find that our students are well prepared for professional opportunities and receive positive reviews from current employers. We supplement information from current and potential employers with feedback from recent graduates.

On the positive side, students indicate that they benefit from courses that introduce them to data analysis and engagement opportunities/internships. More importantly, we gather advice from employers and alumni on how we can better prepare them for the job market. One recent suggestion emphasized the importance of writing; not just in terms of quality, but the process of producing content. One faculty member has already changed his courses to incorporate that suggestion.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Feedback from recent alumni who are attending law/graduate school express the belief that they are well prepared for graduate studies. In particular, they highlight the benefits of being introduced to the research process and quantitative data analysis.

Political science majors have been awarded dozens of FUSE grants over the past six years and have presented research at state, regional, and national conferences.

The University Ogden Award winners from Fall 16 and Spring 17 were political science majors and are excelling in law school at UK and Alabama.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 3.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$143 | \$128 |
| SCHP/FTF by Dept. | 389 | 363 | 337 | 400 | 375 | 375 |
| % SCH by FTF by Dept. | 84.1% | 79.5% | 84.6% | 88.0% | 87.5% | 75.8% |
| Median Class Size by Level | 15 | 21 | 19 | 20 | 16 | 19 |
| % Under-Enrolled Sections by Level | 50% | 29.4% | 40.5% | 34.1% | 43.1% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Political science faculty have completed several fee for service contracts where they have done survey research for a number of clients. Previously, this work was done through the Social Science Research Center, but it is possible that similar services can be offered through the Department’s Center for Local Governments.

For each of the years covered in this review, IA/PS faculty have been award grants to support research on East Asia. The grants have supported faculty research travel and provided funding for undergraduate research assistants. Both IA and PS majors have served as research assistants.

The Department’s Center for Local Governments (run by MPA/PS faculty) has completed a couple of small contracted research projects during the years covered.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

For academic years 13-14, 15-16, and 17-18, the % of under-enrolled sections is inflated because of courses (PS 490, 491, 492, 493) offered as part of the Kentucky Legislative Research Internship program. They typically have between 1-3 students enrolled in them. The inclusion of these courses also lowers the median class sizes in those years. Additionally, there are additional internship sections offered every semester that would have similar impact on those two measures.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Examples of contributions to strategic plan:

Our Students

Objective 2 – A Diverse Body of Students

Strategy 1 – Work with K-12 Educational Systems...through outreach

Faculty presentations at regional high schools.

Objective 5 – Preparation for the Global Stage

Strategy 2 – ...high-impact practices to develop hard and soft skills and to cultivate good, productive citizens

Implement high impact practices including student travel and undergraduate research. Active participant in Political Engagement Project.

Our Hill

Objective 3 – A Culture of Innovation

Strategy 1 - Support and Enhance the Colonnade Program

Offers 3 Exploration and 14 Connections courses.

Strategy 3 – Facilitate high impact practices...

Program incorporates high impact practices including study abroad/away opportunities, student engagement, internships, and undergraduate research.

Our Community & Beyond

Objective 1 – A Regional Lighthouse

Strategy 1 - partner in finding innovative solutions to social, economic, and other challenges

Strategy 2 - create beneficial cultural...and social opportunities for all.

Host state legislative debate and speakers. Partnered with KYSOS to promote civic engagement and Civic Health Index

Objective 2 – Global Learning

Strategy 1 – Ensure world views and issues...incorporated across curriculum

Works closely w/OIP & "In Year of". International requirement as part of major.

Objective 6 – Alumni Ambassadors

Strategy 1 – Bring alumni to campus to share experiences

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Objective 8. Strategy 4.

Prepare Kentucky students by strengthening essential learning outcomes associated with AACU LEAP initiative.

The PS curriculum aligns closely with many components of the LEAP campaign. This includes understanding human cultures the intellectual and practical skills emphasize in our courses. This skills include Inquiry and analysis, critical and creative thinking, written and oral communication, and more recently quantitative literacy.

Objective 9.

Improve career readiness and employability of postsecondary education graduates.

Data indicate our graduates are well prepared for graduate studies and post-graduate employment. In addition to soft skills that rank high on employers list of desirable attributes, we encourage students to sharpen hard skills with a particularly emphasis on data analysis.

Objective 10. Strategy 4.

Increase opportunities for undergraduate to conduct or assist in research.

Promoting undergraduate is a priority for the program. Department faculty have supervised 20+ FUSE projects, advised Honors theses, and utilized undergraduate research assistants. Students have presented at state, regional, and national conferences and co-authored several publications with faculty.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Since political science graduates enter a wide range of fields, it is difficult to find a single set of applicable numbers using KCES and other national data. Looking more generally at fields related where our graduates are working, there is general growth in many of those fields. This includes the legal profession, business, lobbying/politics, non-profits, and public relations/marketing.

A plurality of majors pursue careers as lawyers. There is a projected statewide demand for 477 lawyers between 2017-21 with national projected growth at 8% between 2016-26.. Related fields have similar levels of projected job growth at the national level – public relations (9%), social scientists (10%), and urban & regional planners (10%).

When compared with other college graduates, Hamilton Project data indicate that political science majors do well professionally. After 10 years, the median income for political science majors is roughly 10.5%% higher than for all majors. Likewise, projected lifetime earnings for the median political science major is 8% greater than the median lifetime earnings for all majors.

Together the above data supports the idea that political science majors acquire skills that employers value and that they have reasonably favorable career prospects.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU's Political Science program distinguishes itself from other programs across the state with its strong emphasis on political and civic engagement, political internships, and undergraduate research.

To enhance student learning, the program sponsors field trips and study away opportunities to sites such as the Civil Rights Trail in Alabama, Washington, DC, presidential nominating conventions and inauguration, presidential libraries, and the Freedom Museum in Cincinnati.

The Department has also provided students the opportunity to participate in Model UN, Mock Trial, College YMCA Campus, and related programs.

PS faculty have developed strong relationships with local, state and regional government agencies, law firms, and non-profit organizations that create valuable intern opportunities for students.

Department faculty actively promote student research. 2/3 of faculty members have mentored FUSE students and students have presented original research at state, regional, and national conferences.

Finally, the Department plays an active role in promoting diversity on campus. In particular, Sandra Ardrey has played a central role in a number of diversity efforts and has served on a number of University committees.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The program has long been committed to promoting political and civic engagement. For example, program faculty have traveled with students to presidential inaugurations for almost 30 years. Building on WKU's past involvement in the American Democracy Project, the Department remains committed to promoting high impact participatory practices and provide valuable opportunities to our students.

6. PROSPECTUS

| | |
|---|---|
| <p>a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)</p> | |
| <p>The PS major continues to serve most of our students well and prepares them for graduate studies and careers in related fields. The program has traditionally and continues to develop students' ability to think critically and other soft skills that are critical for professional success. Going forward, it is important to look for opportunities to integrate specific hard skills into the program's curriculum. Hard/technical skills would complement the skills that are already being developed in the program and better prepare students for an evolving workforce.</p> <p>We are interested in strengthening interdisciplinary collaboration to enhance student learning. This can range from more intentional advising when pairing second majors and/or minors with the political science major or can be done more formally through the development of innovative interdisciplinary programs. A specific example that we believe offers potential is a collaboration between Political Science, Economics, and Philosophy.</p> | |
| <p>b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words)</p> | |
| <p>In 2017, the Department had 169 Political Science majors and 89 International Affairs majors. The enrollment for PS majors has been stable since 2014. The number of PS majors from 2014-17 represent a decline from previous years. The primary reason for the decline in PS majors at that time was the development and growth of the IA major which enrolled its first students in 2009. If you aggregate the number of PS and IA majors over the 10 year period, the total number of Department undergraduate enrollments has been quite stable over the past 10 years. The aggregate enrollment for PS/IA in 2017 was 258 (169/89) and was only exceeded in 2013 with a combined enrollment of 267 (204/63). According to data collected by the American Political Science Association, national political science enrollment peaked in 2012 and has declined since.</p> | |
| <p>c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)</p> | |
| <p>The program has developed a four semester rotation so students and advisors have a better idea of when courses will be offered so they can plan accordingly. The goal is for all courses to be offered at least once every four semesters.</p> <p>At the same time, we have worked to be more intentional in scheduling courses to limit the number of low enrolled courses. These changes seem to have had a positive impact this Fall and upcoming Spring.</p> | |
| <p>d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)</p> | |
| <p>All things being equal, the expectation is that enrollment will remain steady for the political science major and that it will continue to attract strong students. The assumption, however, is that all things will not remain equal. The most likely change that will disrupt the status quo would be increased collaboration with complementary disciplines that develop skills to supplement those already being developed by coursework in the PS major. One possible outcome of interdisciplinary collaboration is the development of a new program that will enhance student learning and professional opportunities.</p> <p>From a curriculum standpoint, it is anticipated that the program will work to incorporate hard/tech skills. One obvious area of evolution is to strengthen the coverage of data analytics and quantitative analysis.</p> <p>Strategically, there is an opportunity to continue to position the major as one that promotes student engagement. This is appealing to students and can lead to growth opportunities for the program. Unfortunately, uncertain funding over the past few years has limited our ability to market these opportunities (e.g. Mock Trial, Campus YMCA Congress) to potential students. Stable and adequate funding will allow the Department to make decisions that will allow us to effectively position itself to maintain a strong, vibrant program.</p> | |
| <p>e. What recommendation would you put forward for the program (check one)?</p> | |
| <p><input type="checkbox"/> Grow/Enhance (Significant strategic potential exists)</p> | <p><input checked="" type="checkbox"/> Maintain (Core or important complementary program)</p> |
| <p><input type="checkbox"/> Transform (Redesign/combine/reorient)</p> | <p><input type="checkbox"/> Suspend (Teach-out may be required)</p> |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------|---------------|
| Department/School: | Communication |
| College: | Potter |

| | |
|-------------------------------|---------------------|
| Program Name: | Pop Culture Studies |
| Reference Number: | 758 |
| CIP Code: | 302601 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 31 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

This program is one of only two in the entire country that allows undergraduate students to major in Popular Culture Studies.

The 31 hour Popular Culture Studies program is composed of three levels of required courses (History and Folk Studies, Media Studies, and Social Sciences) plus electives and is designed to ensure that students gain **an interdisciplinary perspective on the subject of popular culture but still have the opportunity to pursue their particular interests.**

A minor, certificate, or second major in another discipline is required. No more than 6 hours in the Popular Culture Studies major may count towards a student's minor. **Classes are offered across multiple disciplines within the University and are taught within the departments.** Current student majors take second majors in Journalism, Communication, Broadcast Communication, History, and Folklore Studies.

Students must earn a grade of "C" or better in all required non-elective courses applied to the Popular Culture Studies major. Students are encouraged to include at least one course in popular culture outside the United States and to participate in relevant study abroad opportunities. A 2.0 GPA in completed university coursework is required.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Median |
|---|---------|--|---------|--|---------|--|---------|--|---------|--|--------------------|
| Enrolled Students | 28 | | 22 | | 19 | | 24 | | 12 | | 89 |
| Conferrals | 6 | | 9 | | 2 | | 4 | | 5 | | 22 |
| SCHP | 57 | | 61 | | 46 | | 69 | | 48 | | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The introductory course, POP 201, is a part of Colonnade and students in the fall, 2018 semester have said it is one of the most popular classes to take. Additionally, Popular Culture Studies provides a feasible second major to be combined with any major across the university. At 31 hours, it is reasonable for students to double major in Popular Culture Studies, especially when many of the electives count toward other humanity and Communication major requirements. Dr. Tony Harkins built up this major to be accessible and accommodating to students.</p> <p>Beyond this, now that the Popular Culture Studies program is a part of the Department of Communication, it is now a contributor to one of the top SCHP departments across campus. Further, since most of the coursework is drawn from other university departments, it contributes to SCHP within those departments.</p> | | | | | | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | | | | | | |
| <p>Dr. Anthony Harkins (History) voluntarily built and maintained the Popular Culture Studies program. This program has cost the university virtually nothing. AY 19 is the first year that there has been a formal appointment of a program coordinator, and it is also the first year the Popular Culture Studies program has had an official departmental home. This program is in its infancy and has excellent opportunity for growth.</p> <p>Dr. Joseph Hoffswell, an AY 2019 hire in Communication, promotes the program aggressively. Within WKU, Dr. Hoffswell has started a weekly Popular Culture Club. Outside of WKU, he is getting the word out about the program through large popular culture conferences. In the fall of 2018, students from POP 201 attended SuperCon (https://louisvillesupercon.com/) in Louisville, a large popular culture convention attended by over 20,000 people. The WKU Popular Culture Studies program was given an hour long panel to promote the major. It included Dr. Joseph Hoffswell, Dr. Guy Jordan, and Dr. Scott Harris as well as alumni. Dr. Hoffswell is planning a field trip to SuperCon events in Lexington (spring) or Louisville (fall) for each POP 201 class. Attendance provides a 'two-fer' of publicizing the program throughout the state and promoting student interest within WKU.</p> | | | | | | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|---------|-----|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 2 | 100 | 2 | 100 | 0 | 0 | 1 | 0 | 4 | 75 | 2513/69.4% |
| Progression | Na | NA | 21 | 81 | 18 | 77.9 | 18 | 88.9 | 17 | 70.6 | 11514/61.3% |
| 150% Graduation Rate | 0 | 0 | 0 | 0 | 1 | 100 | 3 | 66.7 | 2 | 100 | 2128/54.1% |
| Time to Degree | 4.5 | | 4.96 | | 3.83 | | 4.42 | | 3.93 | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |

1. To provide a thorough and rigorous grounding in the study of popular culture from a variety of disciplinary perspectives (including but not limited to Art History, English, Film Studies, Folk Studies and Anthropology, History, Journalism and Broadcast Communications, Philosophy and Religion, Political Science, Sociology, and Communication).
2. To help students make connections between everyday popular culture and cultural forms more traditionally studied in these and other liberal arts disciplines.
3. To develop the skills essential for students to become informed consumers and engaged participants in the global community in an age in which cultural industries play a central role in shaping the international social, political, and economic landscape.
4. To prepare students for a wide variety of careers in media and culture industries, in the analysis, promotion, or preservation of these productions, or for graduate studies in a range of liberal arts disciplines, business, or law.
5. To promote students' international engagement by studying and reporting on the ways popular culture shapes and is shaped by communities on the local, national, and global level.

Every Popular Culture Studies student major must complete a **senior seminar** where they demonstrate their ability to research, understand, criticize and analyze popular culture. Every year, these projects serve as a demonstration that the students have achieved the SLOs for the program.

The Popular Culture Studies program is slated for **full review by the Department of Communication in AY 19**. It is anticipated that the program's structure and reliance on university-wide coursework will continue. Assessment of the program by the PCAL Dean's office, Dr. Anthony Harkins (History, former program director), and Dr. Helen Sterk, Communication department head, informed by the Communication Advisory Council, determined that the major program offers a **distinctive, low cost curricular edge**, not only within the state, but also nationally. When Dr. Harkins decided to transition out of directly the program, Communication was deemed its logical home.

Communication's solid infrastructure in program oversight and faculty governance combined with Dr. Hoffswell's research expertise in multiple areas of popular culture, particularly video gaming will lead to a **sustainable growth trajectory for Popular Culture Studies**.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Till now, the Popular Culture Studies program, due to lack of departmental ownership until AY 19, did not track information and feedback from graduates. However, since the program is now a part of the Communication department, it will be able to utilize those resources to gather information. Informally, the program has a Facebook page that is connected to the majority of alumni. Through Facebook, Dr. Hoffswell reached out to alumni to join the discussion panel at Louisville SuperCon, where they detailed their career successes thanks to majoring in Popular Culture Studies. One became an admissions officer at University of Louisville, another became a social media manager for a local company, and said the reason that they were hired was because the hiring personnel saw that they were a Popular Culture Studies major and knew they would be a perfect fit.

Through LinkedIn, Dr. Hoffswell ascertained graduates have gone on to become lawyers, work in state government, web designers, graphic designers, retail management, and professional writers. Further, one graduate has gone on to pursue a PhD in English and Cultural Literacy.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g.,

employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The Department of Communication's Advisory Council endorsed the addition of Popular Culture Studies to the department, seeing it as a natural complement to content developed in Advertising, Communication Studies, User Experience, and Public Relations.

Since Dr. Hoffswell is a social scientist, he plans on creating a survey instrument to distribute to Popular Culture Studies graduates. This will allow Dr. Hoffswell to assess the success of graduates of the program. He plans on creating this in Spring 2019 and distributing it for the first time in Fall 2019.

In his role as the new program coordinator of Popular Culture Studies, Dr. Hoffswell will establish and develop relationships with employers of POP graduates. He already in AY 19 is supporting student internships in POP; a student will be interning at Disney World in the spring of 2019.

Through using LinkedIn, Facebook, surveys, as well as tapping the department's resources and connections, Dr. Hoffswell will gather and use employer-based information to shape the future of the POP major.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Although Dr. Hoffswell is new to leading the program, all of the alumni that he has interacted with have had very positive memories about the program. They greatly enjoyed it **and have made it clear that majoring in Popular Culture Studies made their college experience memorable.** Alumni were more than happy to come to the panel at Louisville SuperCon to talk about how **the program helped them develop their career paths.** During Dr. Hoffswell's first semester, three students have declared Popular Culture Studies as their major, and three others have met with him to discuss adding Popular Culture Studies as a second major.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|--|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | | 8 | 4 |
| Cost per SCH | | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | 364 | 363 | | 432 | 447 | 400 | 375 |
| % SCH by FTF by Dept. | 63.3 | 65.5 | | 65.1 | 69.3 | 65.7 | 75.8% |
| Median Class Size by Level | 24 | 19 | | 24 | 24 | 20 | 19 |
| % Under-Enrolled Sections by Level | 27.3 | 35.1 | | 29.6 | 26.0 | 33.8 | 36.3% |
| Popular Culture Studies faculty resources | | | | | | 0 | |
| --SCHP | | | | | | 48 | |
| --Cost per SCH | | | | | | \$0 | |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Popular Culture Studies benefits from departmental revenue streams. POP students can tap into any financial support available to other Communication student majors.

| | |
|--|--|
| | <p>DELO revenue has been a significant source of support for the Department of Communication. Because of DELO, the department routinely supports undergraduate enhanced experiences, such as studying abroad or competing in national competitions and routinely supports research productivity by sending program faculty members and graduate and undergraduate students to multiple conferences every year.</p> <p>Dr. Hoffswell will develop POP 201 as an online course for summer and winter terms. This will add DELO revenue to the Popular Culture Studies major and provide more DELO funds to the Department of Communication.</p> <p>Overall, the Department of Communication has received modest philanthropic support in the past, with the exception of the most recent gift establishing the Carl L. and Mary Anne Kell Distinguished Lecture Series in Communication, an annual lecture series designed to address contemporary issues of communication in society. Students across the University will benefit from scholarly presentations educating audiences about the ways in which communication influences the world. Popular Culture topics, such as sport communication, are included in the lecture series.</p> <p>Dr. Kell also established the Dr. Carl L. and Mary Anne Kell Internship Scholarship to support students completing unpaid summer internships.</p> |
| | <p>c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)</p> |
| | <p>The program has come at little cost to the university since its inception. It was created by Dr. Anthony Harkins in History. He did not receive any extra compensation for being director of the major nor did he receive any extra compensation for developing the major. The only cost to the university was a small stipend for a student worker to support Dr. Harkins.</p> <p>Further, the cost to the Department of Communication will be minimal, requiring only a one course commitment per semester. Dr. Hoffswell was a planned tenure track hire and teaching POP 201 and the senior seminar is only a fraction of his responsibilities. This Popular Culture Studies program puts little financial burden on the department, Potter College, and the university and holds the potential for solid gains.</p> |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| <p>The popular culture studies major addresses all 5 major parts of WKU's strategic plan.</p> <ol style="list-style-type: none"> 1. Popular culture is completely accessible to students from all walks of life. The material is relatable and applicable to students' lives. Additionally, the Department of Communication has a cost per SCH much lower than the university median. (Student affordability and accessibility) 2. Popular Culture Studies majors are diverse, and talking about the major at fan/comic/anime conventions will hopefully expand to interest those who are non-traditional college students as well as high schoolers who want to pursue their pop culture passion. (Student diversity) 3. The reduction of required credit hours, and the flexibility of the major requirements ensures students will be successful and that they will complete their degree in a timely fashion. (Completion and Success) 4. Popular Culture Studies includes all and strives to demonstrate diversity, equity, and inclusion across all the classes offered in the major. (Diversity, Equity, and Inclusion) 5. In POP 201, students are shown examples of international pop culture in order to ensure that they are exposed to global pop culture. Pop culture is not solely an American phenomenon; it is international which allows students to explore a plethora of pop culture across the globe. (Preparation for the Global Stage) |

6. Dr. Hoffswell will be teaching an online version of POP 201 that incorporates the best online teaching practices. (**A culture of Innovation**).

Additionally, Popular Culture Studies **supports Colonnade** with one course, POP 201, in the Explorations category.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Popular Culture Studies major is inclusive, with content appealing to diverse student audiences (**SSA objective 1**).

Through Dr. Hoffswell's involvement with SuperCon, he can reach K-12 students. Dr. Hoffswell is also interested in creating partnerships with local schools and creating Pop Culture clubs to allow students to discuss and interrogate their favorite pop culture artifacts. (**SSA Objective 2**).

Dr. Hoffswell and the Department of Communication sees the Popular Culture Studies program has having the ability to **reach underserved populations** in the state of Kentucky. Since people consume popular culture on a daily basis to escape and relax, the major appeals to all types of individuals and may encourage them to seek a post-secondary education (**SSA Objective 3**).

Through advising all POP majors, Dr. Hoffswell fulfills **SSA 6.1 and 6.2**. Through its low number of hours (31) and ability to partner with other majors, POP fulfills **SSA 6.2**.

Through encouraging undergraduate research in the POP senior seminar course, POP serves **SSA 10.4**.

Through subject matter and online delivery of POP 201 in the near future, POP serves **SSA 10.5**.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Alumni of Popular Culture Studies are just the ones needed jobs that will be emerge more and more as the job market evolves. Some alumni are social media managers for companies, and that is not listed on the Kentucky demand website. The Popular Culture Studies major is relevant to the workforce because beyond talking about traditional forms of pop culture such as tv, movies, and music, it explores how the internet, video games, and social media affect society as a whole.

Understanding how our society changes when new technology is introduced is essential for success when entering the work force. Graduates of the program can help employers move forward with our digital world and help grow new businesses. One alum of 2016 was given a job solely due to the fact that she had popular culture studies listed under her education, and is now the social media manager of a sports club outside of Bowling Green.

Tech companies are leaning toward humanities hires for their alternative thinking styles (see: <https://www.fastcompany.com/40440952/why-this-tech-ceo-keeps-hiring-humanities-majors>)

The *Harvard Business Review* published an article in the past year about how liberal arts graduates continue to be employed in the tech industry and how attitudes are moving away between the concept of STEM vs Arts and moving towards STEAM (see: <https://hbr.org/2017/07/liberal-arts-in-the-data-age>)

Inside Higher Ed noted Arts and Humanities graduates are finding jobs that they are satisfied with and have plenty of opportunity for advancement (see: <https://www.insidehighered.com/news/2018/02/07/study-finds-humanities-majors-land-jobs-and-are-happy-them>).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The only comparison for the program is to Bowling Green State University, which is a benchmark institution for WKU. **No other institution offers a Popular Culture Studies program for undergraduate students.** In comparing, it is clear that Popular Culture Studies can grow, because at BGSU they operate out of a department of Popular Culture and offer a B.A, M.A, and Ph.D. Also, BGSU has roughly 3000 fewer students than WKU per year. That's 3000 more potential Popular Culture Studies majors that can grow the program, and allow WKU to surpass the undergraduate program at Bowling Green State University.

What makes Popular Culture Studies unique is the flexibility of the program. No matter what a student's pop culture medium of choice is, they can find classes to suit their needs. Students leaving WKU with a Popular Culture Studies degree have a greater media literacy and understanding of how pop culture is made, distributed, and impacts their lives. They will be less likely to fall victim to viral stories with no facts to support their claims or engage in petty internet arguments. They will be well informed of the issues facing the world because those issues often are translated into pop culture artifacts. Media literacy is important to employers, not only those who are, but also those who have yet to become media literate.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The Popular Culture Studies major is **the only one of its kind in the state of Kentucky** and is **the 2nd of its kind in the entire country**, which should be a continued emphasis. The purpose of the SuperCon convention panel was to get the word out to future college students interested in this area of study. This first convention experience has helped Dr. Hoffswell create new strategies to reach out to attendees of popular culture conventions. When WKU's Popular Culture Studies program has a real presence at cultural events such as SuperCon, its reach extends to tens of thousands of people who attend these events. Finally, as the word gets out around campus about the ease of double majoring in Popular Culture Studies, there is likely to be a steady increase in majors.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

A significant new market for students is found in the Louisville and Lexington SuperCon conferences. In the fall of 2018, WKU presented a panel on the major at the Louisville SuperCon. In the future, program promotional materials will be distributed at both Kentucky SuperCons. This is a brand new market that colleges generally do not tap. Dr. Hoffswell believes that many of the attendees of these fan conventions have no idea that they can go to college to learn more about the things that they love and cosplay. Tens of thousands of people attend these conferences every year.

One emerging trend that can be taken advantage of and shown to potential majors is that tech companies are now seeking out Popular Culture Studies majors and Communication majors because they want employees who bring diverse content and thinking to the table.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

Over the last 5 years tech companies have been hiring more and more humanities graduates to complement their STEM graduate employees. Newer tech companies are looking for better communicators and graduates who think outside of the

box. They have been recruiting humanities graduates to provide new perspectives to the problems they face. This puts Popular Culture Studies graduates in excellent positions for job opportunities. Understanding popular culture is important when looking at social trends with technology use. Pop culture is one of the first areas to integrate and welcome new technology. For years, science fiction movies have predicted the technologies that would become a part of our lives, and now popular culture studies majors can apply what they learned from analyzing those films to the real world due to our advances in technology.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The Popular Culture Studies program has been given resources that will allow it to grow. As of AY 19, the program has a coordinator, Dr. Hoffswell, who is located in a department that devotes resources of his time and the department's money to the program's success. That had not been the case previously.

Secondarily, the major requirements have been reduced to **31 credit hours**. This makes it easier for students to double major as opposed to doing a minor. Allowing students the opportunity to obtain a dual degree will open them up to more opportunities post-graduation.

Additionally, the program will add more Communication, Advertising and Public Relations courses to its electives now that it is part of the Communication department. This further expands the diversity of coursework afforded to students who join the major. Adding these courses will enhance degree completion because the courses are standard, offered yearly, which is not the case for many other courses counted in the major.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, the program will be offering more dedicated POP courses within the major. Ideally, there would be one POP course available to each of the three required categories that are a part of the major. The number of student majors will grow to a more robust number, predicted to be between 25-35, with the goal of graduating each of them. Dr. Hoffswell will continue to build the program's relationships with KY and TN fan conventions to the point where students may obtain internships with the organizations that plan them. In ten years, the goal is to enroll 50+ majors a year. The Department of Communication intends to promote and grow the program to the point that it is more well-known than the undergraduate program at Bowling Green State University.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------------|
| Department/School: | Communication |
| College: | Potter |

| | |
|--------------------------------------|-----------------------|
| Program Name: | Public Relations (PR) |
| Reference Number: | 763 |
| CIP Code: | 09.0902 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | None |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The goal of the PR (PR) program is to produce graduates with the skills, knowledge and acumen necessary for PR practitioners in a technology-driven, multicultural, and global profession so that they are fully employable upon graduation.

Pedagogical experiences in the PR program include a combination of lecture and lab classes with an understanding of application, study abroad opportunities, service learning projects and internships, both on- and off-campus, including online and on-demand.

The PR program requires a minimum of 36 semester hours and leads to a Bachelor of Arts Degree. In addition to general education requirements of the University and 36 hours in the major, students must select an appropriate minor or second major.

Effective Fall 2017, students wanting to enter the PR program initially are admitted as majors seeking admission. Prospective majors may take no more than 15 hours in the program before admission. Students must complete a minimum of 24 hours of coursework applicable to a baccalaureate degree; earn a minimum overall grade point average of 2.3; and complete COMM 200 with a grade of "C" or better.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 116 | 135 | 139 | 137 | 112 | 89 |
| Conferrals | 22 | 21 | 28 | 37 | 35 | 22 |
| SCHP | 273 | 850 | 882 | 948 | 950 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The PR program offers students many opportunities for off- and on-campus educational opportunities. One frequent on-campus internship opportunity available to PR students is Imagewest, a student-run advertising and public relations agency that provides real-world, agency experience in the acquiring and servicing of clients.</p> <p>Service learning opportunities are also a key component to the WKU PR student's classroom experience. Through service learning projects students interact with PR professionals as they apply and develop their PR skills.</p> <p>Classes within the major, PR 255 and PR 354, are open to students in other colleges and majors. PR 255 includes students from other majors in the Department of Communication as well as the colleges of Business, Health and Human Services, and Education and Behavioral Sciences.</p> <p>PR 255 is under review departmentally for Colonnade. PR 354 is an elective in International Business and Broadcasting.</p> <p>Public Relations is a program that complements many other areas of study on WKU's campus. Depending on a PR student's goals, he/she can match the major with varied areas of study including Marketing; Sales; Advertising; Communication; Political Science; Meeting, Convention, and Exposition Planning; Tourism; Environmental Science; Agriculture; English; and Creative Writing.</p> <p>The PR program faculty serve graduate education through teaching the Sport Media and Branding track in the Kinesiology, Recreation and Sport MA program.</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>The program is one of only two programs across the state that are credentialed by the Public Relations Society of America. The Certification in Public Relations, CEPR, "is 'the global standard in public relations education,' as close to 40 academic programs in Canada, Europe, New Zealand, South America and the U.S. have the distinction of PRSA endorsement" (http://apps.prsa.org/Learning/Calendar/display/5375/Certification_in_Education_for_Public_Relations_Be)</p> <p>For the past 15 years, just two faculty members have been providing most of the required PR classes with some support from adjunct faculty. Because there is limited opportunity to accommodate new classes while maintaining the major's current campus footprint, it is difficult to expand the academic offerings for majors and other students.</p> <p>However, all classes are reviewed annually to ensure that industry-specific needs are offered. And the program has exceeded the university's median graduation rate for the past three years.</p> | | | | | | |

. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 11 | 72.7% | 17 | 88.2% | 23 | 82.6% | 19 | 78.9% | 14 | 85.7% | 69.4% |
| Progression | 110 | 75.5% | 126 | 82.5% | 125 | 86.4% | 106 | 80.2% | 110 | 75.5% | 61.3% |
| 150% Graduation Rate | 19 | 78.9% | 17 | 58.8% | 12 | 58.3% | 20 | 65.0% | 10 | 60.0% | 54.1% |
| Time to Degree | 4.35 (N=22) | | 4.05 (N=20) | | 4.79 (N=27) | | 3.75 (N=35) | | 3.80 (N=35) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student learning outcomes of the PR program include:

- Develop skills required for entry-level positions in public relations
- Become ethical, critical and creative thinkers
- Foster positive multicultural relationships and communities
- Build a strong foundation in liberal arts and social sciences for lifelong learning

Learning outcomes are assessed in three ways – portfolio review, capstone classroom experience, and internship feedback.

PORTFOLIO REVIEW -- PR majors enrolled in capstone courses are required to present a portfolio representing the work they have accomplished while in the major. Portfolios have been used to evaluate writing and strategic thinking skills and technological acumen. PR faculty review portfolios to ensure a standard level of proficiency is achieved.

CAPSTONE CLASSROOM EXPERIENCE -- The specific output of the capstone course, PR 456, is completion of a service learning/community engagement project either on-campus or in the local community. The output of the class has been institutionalized in the PR program to represent the student’s progress toward achieving the curriculum cornerstones for the PR program. Faculty review the campaign experiences annually and recommendations to pedagogy are made. The 456 students often participate in the Public Relations Student Society of America’s (PRSSA’s) national Bateman Competition further described in 3c of this report. <http://prssa.prsa.org/scholarships-and-awards/bateman-competition/>.

INTERNSHIP FEEDBACK -- PR majors are strongly encouraged to participate in internships to help them prepare for the transition from college to career. PR interns maintain a written work log and must complete a debriefing with their faculty intern advisor. The intern advisor is provided an employer internship evaluation which offers preparedness information for the intern and the PR program.

RECENT EXAMPLES: Portfolio and Internship employer feedback have led directly to changes in the curriculum for PR 358, PR 356, and the choices made in the types of service learning projects. Also, to make the service learning experience more efficient and effective, the two senior classes – PR 454 and PR 456– are scheduled so that the same students work on the same project during two consecutive semesters.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The PR senior class outcomes are judged in national and regional student competitions.

Seniors’ PR campaigns are entered in the annual, national Bateman Competition sponsored by PRSSA. Bateman entries both are reviewed by public relations professionals and educators across the U.S. **In the past 5 years, the WKU PR seniors’ PR campaigns have earned four honorable mentions.**

The seniors’ campaigns are also judged in the annual Nashville Chapter of the Public Relations Society of America’s Parthenon Awards, open both to PR professionals and students affiliated with the chapter. Each year, entries are judged by PRSA members in other chapters across the U.S. **Fourteen entries have been submitted since 2013 earning nine Parthenon Awards (64.3%) and three certificates of merit (21.45) for 12 total awards (85.7% rate of success).**

Professional opportunities for PR graduates include PR or communication specialists and managers for corporate offices, PR agencies, non-profits, and government offering guidance on the process and application of effective strategic communications. They may specialize in employee relations, community relations, crisis communications, public affairs, media relations, or several other disciplines within the professional arena.

PR graduates also enter law school or enroll in graduate programs in communication-related disciplines.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Because of our **Certification in Education in Public Relations (CEPR) distinction**, further explained in 5d of this report, the PR faculty review updates provided by the **Commission on Public Relations Education (CPRE)** to direct changes and future initiatives in PR pedagogy. The Commission's most recent recommendations "Fast Forward: Foundations and Future State. Educators and Practitioners" were provided in Spring 2018. <http://www.commissionpred.org/commission-reports/fast-forward-foundations-future-state-educators-practitioners/>. Sixty Commission members conducted research and developed more than 80 recommendations to enhance PR education.

One key item led to changes in the WKU PR major. The Commission believes adding a required course in ethics is an essential change to all majors. Previously, the PR students relied on Journalism and Broadcast programs for access to their required law and ethics class. To provide a class focused on legal and ethical issues related to PR, the PR program launched its own class, PR 350 Law and Ethics in Strategic Communication, which was added to the PR curriculum effective Fall 2018 and will be first taught in Spring 2019.

The law and ethics class makes the program **stand out among all other PR programs**. In their fall certification visit (2018), reviewers said they knew of no other program that offers a stand-alone PR ethics course.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The PR program's early adoption of PR 350 will offer students an appropriate perspective of industry-related law and ethics, offered by few other universities, if any.

As numerical indicators show, we do an excellent job of retaining and graduating our majors. Also, we often have majors who transfer to PR in their second or third year at WKU.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|--------------------------------|---------------------------|
| Number of TE Faculty | | | | | 15 | 12 |
| Number of NTE Faculty | | | | | 8 | 4 |
| Cost per SCH | | | | | \$87 | \$128 |
| SCHP/FTF by Dept. | 364 | 363 | 432 | 447 | 400 | 375 |
| % SCH by FTF by Dept. | 63.3 | 65.5 | 65.1 | 69.3 | 65.7 | 75.8 |
| Median Class Size by Level | 24 | 19 | 24 | 24 | 20 | 19 |
| % Under-Enrolled Sections by Level | 27.3 | 35.1 | 29.6 | 26 | 33.8 | 36.3 |
| Public Relations (763) faculty --Credit hours generated --Cost per credit hour | | | | | 1.89 TE 950 \$117.71 | |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

DELO revenue has been a significant source of support for the PR program. Four classes in the program have been offered routinely through online formats. Because of the number of DELO points earned through online teaching, faculty members and students have benefited. In particular, because of DELO, the department routinely supports undergraduate enhanced experiences, such as studying abroad or competing in national competitions and routinely supports program faculty members and undergraduate students to conferences every year.

The Department of Communication and the PR program experiences modest donor support and students benefit through similar experiences as those named above under DELO.

The PR program has two long-standing endowed student scholarships awarded each spring. In 2017, donations made in memory of a PR graduate's death led to a third scholarship for PR majors and a paid internship with the Communication Office in the Bowling Green Independent Schools.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The PR classes are taught by two full-time faculty members. A Department of Communication instructor will launch the upcoming PR 350 class in law and ethics. The PR program occasionally hires adjuncts as needed when full-time faculty members also have graduate school teaching responsibilities as part of their teaching loads or when departmental administrative responsibilities have been assigned.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The PR program contributes directly to **WKU's strategic plan**.

1. Enhancing and recognizing **diversity** is important to all PR pedagogy, specifically PR 255, 354, 454 and 456, and is discussed as the basis for understanding target audiences for PR campaigns. **(Students/2)**,
2. Prepare students through the required class of PR 354 on the value of **global PR practices**.**(Students/2.4)**,
3. Facilitate student advising through a **program advisor dedicated just to the program** who meets with majors prior to registration. **PR faculty members support this need** on related areas of study, internship choices, best PR opportunities, and graduate programs. **(Students/3.8)**,
4. Prepare students for career through a focused curriculum that undergoes **annual assessment** (see 3.B.), integrates **high-impact practices** (see 3.E.), and allows students to tailor their academic and career interests **(Students/5.12 and 13)**,
5. Provide **up-to-date classroom technology and faculty training**, such as provided in PR 356, PR 358, PR 454, and PR 456 **(Hill/3)**,
6. Conduct annual reviews of faculty teaching and research/creative activity, offer travel funding for pedagogy training and research presentations, monitor scholarly activity in T&P reviews **(Hill/3.10, 4.15)**,
7. Integrate high-impact practices (see 3.E.), including **collaborative learning**, particularly in PR 454 and 456 where students participate in a two-semester-long **problem-solving group project** **(Hill/3.11)**,
8. Meet demand and maximize student progression/completion by **revising course offerings** (see 6.C.) **(Hill/4.12)** and offering four **online courses**, PR 255, 354, 356, and 358. **(Community/3.8)**,
9. Engage the community through service learning projects **(Community/1.1)** and alumni as guest speakers and internship supervisors **(Community/6.17 and 18)**. **Since 2011, PR majors have completed 28 service learning projects.**
10. **Align courses** with business and industry feedback and needs (see 3.D.) **(Community/1.2)**,
11. **Integrate** critical thinking, problem solving, effective writing, and organizational interactions throughout curriculum **(Community/1.4)**

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

1. Focus on **student advising through a dedicated advisor and support of faculty advisors**. **(SSA 6.1)**,
2. **Reduce time to degree** by reducing required hours and prerequisites and expanding elective options **(SSA 6.2)**,
3. Conduct regular program/course assessment and "close the loop" by **revising instruction, assignments, and/or curriculum** as needed (see 3.B.) **(SSA 8.1)**,
4. Support faculty travel to and participation in **pedagogical training** **(SSA 8.2)**,

5. Developing skills **required for entry-level positions in PR** is one of the student learning outcomes for the PR programs. **(SSA 9)**
6. Develop careers throughout the curriculum, particularly **working with employers** to provide internships **(SSA 9.1 and 9.3)**,
7. **Survey communication alumni** (Advisory Council) and Kentucky employers (internship supervisors) to assess the career readiness of current students and **submit our program for review by national certification organizations** (see 3.D.) **(SSA 9.2, 9.4 and 11.2)**,
8. PR students are offered in the skills classes the opportunity to **earn certifications in Cision and Hootsuite**, both industry-specific platforms. **(SSA 9.5)**
9. Increase **opportunities for undergraduate research** through the required research methods course (AD 300, COMM 300, SOCL 302 or PS 301), FUSE grants, and Honors projects/theses **(SSA 10.4)**.
10. PR students' participation in **Imagewest offers an applied PR and entrepreneurial skills** necessary for a successful, small business. **(SSA 10.5)**

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

As noted on **Kentucky Future Skills report**, most of the estimated public relations specialist positions in Kentucky are prevalent in **Louisville, Lexington and Northern Kentucky**. Many of our majors come to WKU from this part of the state and have plans to return upon graduation.

Networking opportunities (public relations agency tour to Louisville) and **service learning projects** (Louisville-based project Keep Louisville Working) are made **available to students in these markets** to build these connections as well as links to program alumni who currently work in those cities.

The PR program prepares students for seeking jobs in a variety of Kentucky markets, and the anticipated turnover rate is discussed with them.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU's PR program is one of 40 international undergraduate **programs and one of only two in Kentucky** reviewed and approved for **Certification in Education for Public Relations (CEPR)** <http://prssa.prsa.org/chapter-firm-resources/start-a-prssa-chapter/pr-program-certification/>. The PR program **has been certified in 2003, 2011 and is under review in AY 18-19**. CEPR offers academic programs the opportunity to have an outside evaluation team review and endorse undergraduate programs for meeting eight standards in curriculum, faculty, students, resources and facilities, assessment, professional affiliations, relationships with the total unit and the university, and diversity and global perspectives.

The PR program also was **re-accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) in 2016**. ACEJMC accredits programs in journalism and mass communications at colleges and universities in the United States, Puerto Rico and outside the country and currently has 111 programs with full accreditation status.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

According to our CEPR site reviewers (5d of this report), **PR 350 is one of the first PR-related law and ethics classes to be offered on a university campus. The site reviewers have suggested that this class may serve as a model for future classes on other campuses.**

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

According to the **U.S. Bureau of Labor Statistics**, "Employment of public relations managers is projected to **grow 10 percent** from 2016 to 2026, faster than the average for all occupations. As online social media increase the speed at which news travels, public relations managers will be needed to address good and bad news for their organization or client."

<https://www.bls.gov/ooh/management/public-relations-managers.htm#tab-6>

PR is continuing its growth track. To meet this increasing need in Kentucky, Tennessee, nationally and globally, we will need to expand our offerings in content and frequency. In addition to our Kentucky and Tennessee students, we have potential in increasing our student population from Illinois and the Greater Atlanta area, both geographic areas recently represented in our PR student population.

For emerging trends, the PR program is already **considering a new individual certification** for recent graduates now offered by PRSA <http://www.praccreditation.org/apply/certificate/>. This new certification now has recently released related research (summer 2018) tied to test markets, and it has proven to show success. The WKU PR program can offer test preparation with its current course offerings and is considering this addition to the program as another employment-ready distinction.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

While considered a social science, PR is a necessary complement to many business disciplines. These two categories were third and first, respectively, in the greatest-number-of-degrees-conferred categories provided by NCES.

The PR program tracks all trends as part of its ongoing class content review and curriculum changes. When social media and digital tactics, such as web content, infographics and podcasts, became more prevalent in the industry, this information was incorporated in our class content and eventually **led to creating PR 356, a digital tactics class now in its third year**. Changes in social media constantly bring new ideas to the classroom content by adding new platforms and updating our use of existing ones. As always, our PR program and class content are adjusted to meet these changing needs.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Effective Fall 2017, the PR program launched a revised major that reduced its overall credit hours from 45-46 to 36. The changes in the major reduced introductory classes from two to one and the same for a required elective as well as expanding the electives list to include more classes from Advertising, User Experience, Marketing and Communication.

This revised credit hour total will give PR majors as well as students outside the major more accessibility for **double majors, second minors and certificates** while preparing students for entry into the workforce.

As noted in 3d. of this report, **the PR program has also added a law and ethics class specific to its major. The first offering of this class will be Spring 2019.**

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The PR program has reviewed its curriculum offerings as needed to accommodate changes in its related industry as described in 6. C of this report. The result was a curriculum that complements many other WKU programs and mirrors current industry standards. **The PR program is expecting growth in student enrollment.**

The PR program has systems in place to stay on top of industry and academic changes as they occur and can then apply them to the program. **However, if we hope to keep pace with the potential student increase, we will need to increase our faculty resources.**

The PR program will need at least **one more faculty member now and possibly two in 10 years.** While we have taken advantage of two adjunct faculty members in the past, they teach only online.

If a replacement hire in Healthcare Communication comes about, and that person has **expertise in campaign development,** that would support the Public Relations program, too.

Resources to support recruitment, technological changes, and access to professional input will be required. Public Relations is a constantly evolving, technology-based industry. The WKU PR program will be prepared for the changes that are now in development and will be evident in the industry and related pedagogy in the very near future.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM
EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|-------------------------|
| Department/School: | Philosophy and Religion |
| College: | PCAL |

| | |
|--------------------------------------|----------|
| Program Name: | Religion |
| Reference Number: | 769 |
| CIP Code: | 38.0201 |
| Degree Type (AB, BS, etc.): | BA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 31 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|---|
| <p>a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)</p> |
| <p>The Religion major requires that students learn about a variety of religions, and related histories and cultures, preparing them for work in our diverse Commonwealth and the globalized economy. The Religion program requires 31 hours. Majors take an introductory world religion course, three courses focusing on different religious traditions, and a course that is comparative by nature. Our program is interdisciplinary in that required electives include courses in other departments, and majors must also have a second major/minor. As we are the only public university in the Commonwealth offering a religion major, we welcome several students each year who come here specifically for our program, along with many students us who discover us once they are Hilltoppers.</p> <p>Up to 25% of our coursework can be taken online, and between 15-20% of our students study abroad. Nearly all of our courses are part of Colonnade (offering 1000 Colonnade seats each academic year), making our program essential to WKU’s mission and strategic plan. Along with acquiring advanced knowledge in the study of religion, students in our program also gain crucial skills for the modern workplace including inquiry and analysis, critical and creative thinking, effective and compelling written and oral communication, intercultural knowledge, competence in ethical reasoning and action, and locating and interpreting complex sources, all of which align with LEAP outcomes as outlined in the CPE’s strategic plan.</p> |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 74 | 53 | 41 | 37 | 37 | 89 |
| Conferrals | 22 | 19 | 14 | 7 | 10 | 22 |
| SCHP | 657 | 444 | 345 | 340 | 350 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Religion major fosters interdisciplinarity by counting courses in Anthropology, Arabic, Art, Chinese, English, History, Japanese, Philosophy, Psychology, and Sociology toward our major. Arabic, Chinese, International Affairs, Philosophy, and Pop Culture all include Religion courses in their majors. Significantly, the Religion program is essential to the Asian Religions and Cultures program; without Religion there would be no ARC. Thus, if we consider their fundamental connection and the fact that the faculty in Religion simultaneously teach in ARC, the number of enrolled students increases to 69, conferrals to 21, SCHP to 455 (adding both programs together).</p> <p>During AYs 2013–2017, there was a JUMP component to our MA program. The JUMP/MA programs were conceived as a way to attract more undergraduates. Unfortunately, enrollments were consistently low, and undergraduate enrollments declined as a result of not offering enough undergraduate courses. Therefore, as noted in §4c below, the JUMP/MA programs were suspended as part of our transformation in AY 2017-18. Since then, the Religion program has seen an increase in majors and SCHP and we expect steeper upward trends in coming years.</p> <p>The Religion program has also been transformed by deeply integrating with Colonnade, especially Connections courses; for example, in AY 2018–2019 fulltime Religion faculty taught/will teach 369 SCH in Foundations, 792 SCH in Explorations, and 1,077 SCH in Connections.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>In 2018, faculty comprehensively revised the Religion program with approval from UCC. Since Religion majors comprise only one-third of our SCH, the Religion program has transformed by thoroughly integrating with Colonnade. Excepting a single one-credit-hour Senior Seminar, current fulltime Religion faculty can shepherd students through the major in as little as one academic year while exclusively teaching high-enrollment Colonnade courses. Commencing in AY 2018–2019, this recalibrated staffing and scheduling model optimizes the program’s productivity and we have since seen an increase in majors and productivity.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 6 | 50 | 4 | 100 | 2 | 100 | 5 | 40 | 4 | 100 | 2513/69.4% |
| Progression | | | 44 | 77.3 | 30 | 73.3 | 26 | 80.8 | 28 | 64.3 | 11514/61.3% |
| 150% Graduation Rate | 7 | 85.7 | 3 | 100 | 9 | 77.8 | 2 | 50 | 6 | 50 | 2128/54.1% |
| Time to Degree | 4.18 | | 4.7 | | 5.07 | | 4.17 | | 5.73 | | 4.39 |
| <p>b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)</p> <p>There are four SLOs for Religion: 1) communicate clearly and effectively in written work; 2) construct and effectively write a thesis for a research paper and defend it through relevant literature and resources; 3) locate the relevant literature or resources for research paper; 4) and utilize relevant literature or resources to defend research paper thesis.</p> <p>These SLOs are assessed in two ways. The first is using students' final grade in courses that require a research paper. Students receiving an A or B in these courses meet the learning outcomes.</p> <p>The second means of assessing the outcomes is through the senior seminar. For that course, students are required to write three mini-research papers in which students explore how religions affect and shape the lives of people today, examine one's responsibility in light of our multicultural and multireligious society, and to think about how best to understand religion through a comparative lens.</p> <p>To assess the students, there is a committee that meets at the end of each academic year using a 4 point scale: far exceeds expectations, exceeds expectations, meets expectations, and does not meet expectations. For the two past year, over 70% of the students met or exceeded expectations. We draw from LEAP value rubrics in our assessment, in particular the critical thinking, written communication, intercultural knowledge and competence, and global learning.</p> <p>The assessment committee discovered that a number of students were not able to critically evaluate the intersection of religion and contemporary society. To close the loop, many of our religious traditions courses have been revised to include a section on religion and society. Finally, as thinking through religion and society often happens through a comparative lens, the major was changed last year so that students are now required to take at least one course that examines religion comparatively.</p> | | | | | | | | | | | |
| <p>c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> <p>The religion program systematically gathers and incorporates feedback on graduate success through exit interviews and post-graduation surveys.</p> <p>We have found that 10-15% of our students pursue graduate school. We have been successful in placing students in top-rate programs, typically with excellent funding. Examples include Harvard, Duke, Yale, BU, University of Chicago, Princeton, UNC Chapel Hill, ASU, USC, FSU, Emory, and Syracuse.</p> <p>The most common fields in which our graduates are employed include: non-profit and social services (27%), education (15%), religious organizations (14%), business (12%), media (9%), and healthcare (5%). While we are excited to see our graduates serving these fields, we see increasing opportunity for future graduates to be employed in healthcare, business, and government, as the need for employees in these fields who are skilled at navigating complex religious issues in the global economy becomes urgent. We find that our graduates continue to serve our immediate region in diverse ways: as small business owners, camp directors, graphic designers, photographers, and pastors, just to name a few. Our alumni consistently report how valuable they find their Religion major both in terms of navigating the competitive workforce, as well as in terms of the long-term mentoring relationships they developed with our deeply engaged faculty who often continue to offer guidance even after graduation.</p> | | | | | | | | | | | |
| <p>d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)</p> <p>Currently the program does not have the staffing to conduct our own systematic studies with respect to the needs and satisfaction of employers, but we pay close attention to reports produced by the American Academy of Religion, Society of Biblical, AAC&U, AASCU, as well as the Council on Postsecondary Education, and the Bowling Green Chamber of Commerce. In addition to close attention to external reports and studies, the chair and several faculty have regular conversations with those in Bowling Green with respect to the needs of and satisfaction of employers who hire students with a major in religion or coursework in religion. In our 2018 program revision, for example, we were especially attentive to the expressed need of employers to hire students who can communicate clearly and effectively based on skillful research. As we face an era of "fake news," where it becomes difficult to sift through data toward accurate and meaningful analysis, we have</p> | | | | | | | | | | | |

emphasized this for both our majors as well as the nearly one thousand Colonnade students we teach each year. The program faculty are enthusiastic about working with staff from the WKU Alumni Association to help think through ways in which more specialized and targeted regional and local data could be collected given the resources available.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Our students have been very successful, routinely winning awards, scholarships, national honors, and receiving full funding offers from top graduate programs. From 2013-2018, for instance, Religion majors submitted 9 separate applications for highly competitive national scholarships; of those, one received a Gilman, one received an EPA grant, two were finalists for Fulbright, and one was a finalist for a Gilman. Almost all Religion majors are at least double majors, and 15-20% spend at least one semester studying abroad. Given the small number of students who declare Religion in their first year, the retention rate listed above does not reflect anything meaningful about our program.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 4 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 104.00 | 128.00 |
| SCHP/FTF by Dept. | 389 | 434 | 336 | 390 | 358 | 375 |
| % SCH by FTF by Dept. | 64.9 | 59.8 | 62.1 | 77.6 | 75.7 | 75.8 |
| Median Class Size by Level | 12 | 13 | 14 | 10 | 17 | 19 |
| % Under-Enrolled Sections by Level | 52.4 | 52.8 | 55.6 | 57.1 | 47.4 | 36.3 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Religion faculty have won both university and national grants and demonstrate impressive external revenue potential, particularly for a small humanities faculty. Awards include National Endowment for the Humanities grants, a \$105K grant from Metanexus Institute, Asian Research Institute, DELO (average 7500.00), and The Kettering Foundation. These grants allowed for student researchers and buyout time. Our competitive faculty are actively engaged in scholarly communities and are highly likely to continue to receive grants, including those that engage students, fund innovative research, and buy out teaching time. Additionally, several Religion students have received FUSE grants and faculty have engaged program students in their own research here and abroad as a result of RCAP grants.</p> <p>Faculty have organized local conferences, events, and engagement initiatives that involve students and meaningful cross-sections of our region (business leaders, non-profit leaders, religious leaders, alumni). Examples include the Religion and Earth Care Conference, Interfaith Workshops on Religion and Climate Change, a Southeast Early China Roundtable, and a Symposium on Peace, Islam, and Counter-Narratives. Further, faculty routinely engage community organizations and alumni in their work, which, if more carefully leveraged, represent philanthropic potential (e.g., Muhammad Ali Center in Louisville) and are poised to contribute to a committed and engaged group of supporters for the program and department.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>The Department’s cost per SCH is cheaper than the WKU average, and the SCHP/FTF was in line with University median (a 381 five-year average in PHIL/RELS vs. 375 across WKU). Nonetheless, throughout AYs 2013–2018 the department evinced inefficiencies, which predominantly arose from the MA program in Religion. Offerings disproportionately served a small cohort that was costing, rather than generating, revenue for WKU. Accordingly, the suspension of the MA program is the strongest signal of the Department’s transformation. Additional gains in efficiency will be achieved via thoroughgoing integration with Colonnade (see §2c above).</p> <p>Since the MA affected the % of under-enrolled sections in Religion, eliminating it drops the percentage by half; if we consider lower-enrolled courses that were taught as an overload, that number drops by 75%.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| <p>Religion has a track record and commitment to <i>student completion and success</i>, graduating the majority of our majors in four years (the “time to degree” number in section 3 is higher as a result of a number of non-traditional students who have been taking one class a year with us for over a decade). We attribute this in large part to our emphasis on mentorship and meaningful faculty-student engagement in the classroom as well as collaborative student-faculty research (<i>research & creative activities</i>). Additionally, we offer an average 500 seats in the Colonnade program each semester, enabling students across the university to fulfill their requirements with a range of innovative courses that emphasize high impact practices and prepares them for the competitive global workforce (<i>preparation for the global stage & global learning by focusing on the Americas, Europe, Asia, and Africa</i>).</p> <p>A nuanced understanding of the ways that religion influences the current global and international contexts is essential for those working in nearly all fields from education to accounting; from diplomacy to the medical fields. No longer can anyone escape the need for fluency in how religious worldviews shape culture, markets, politics, and the everyday routines of all Americans. Finally, our revenue-earning program has and will continue to contribute to a <i>sustainable budget model</i>.</p> |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| <p>The program contributes to the statewide strategic agenda by promoting academic excellence through teaching, with a particular emphasis on LEAP outcomes related to knowledge of human cultures, information literacy, critical thinking, and intercultural knowledge (8.4). Our program contributes to an increase in persistence and timely completion for all students (6). We do this by intentional mentorship and advising with respect to coursework, but also with attention to students’ broader academic trajectory and holistic attention to their context, background, goals, and dreams (6.1). Further, we increase persistence and timely completion across the university by offering to access a range of Colonnade classes taught by faculty interested not only in their intellectual growth as scholars, but also as individuals and citizens (6.1, 6.2).</p> <p>Our program’s focus on high-impact educational practices (6.6) such as writing-intensive courses and collaborative assignments, along with faculty-student research collaboration (10.4), contributes both to persistence and to preparation for the workforce where employers repeatedly say they are interested in hiring graduates who are able to communicate well and work well in collaborative environments (Hart Report). Finally, our curriculum meaningfully contributes to increasing cultural competency among students such that they both understand and can work better with neighbors, colleagues, and fellow students who come from a diverse religious and cultural backgrounds (1.1).</p> |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| <p>Report after report (e.g. Bloomberg, 2015; NACE 216; AACU 2018; Hart) notes that one of the workforce challenges across the nation, including in Kentucky, is students’ weaknesses in oral and written communication, as well as ability to think creatively, work with others, and solve complex problems. The Religion program has made an explicit effort to take this into account in the past five years and, in particular, in our program revision in 2017-2018. In most Religion courses students will be asked to work with their peers to wrestle with complex practical, moral and ethical questions about how we understand ourselves, others, our world, and our communities. They are then asked to engage in intensive writing assignments that require critical engagement and creativity in thinking not only about important theoretical problems, but also about the practical challenges of living in a religiously pluralistic region, commonwealth, nation, and world. Our focus on our major/minors coupled with a strong emphasis on providing a range of Colonnade courses and electives that enables students in other majors/minors to persist and graduate in a timely manner prepares our students for work in diverse communities and to work more productively with colleagues, clients, and customers across the Commonwealth.</p> |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| <p>As a small program that is part of an interdisciplinary department, we are distinctive in our ability to provide our students with individualized mentorship and attention, but also in our efforts to collaborate with and support other programs and departments across the university. For instance, the course offerings in religion are essential to the Asian Religions and Culture major. In addition, during this academic year, we are providing over 1000 seats in Colonnade courses, and offer essential electives that support a wide range of other programs on campus including sociology, psychology, history, international affairs, Arabic, Chinese, and women and gender studies. Further, unlike our neighboring states, which have several religion programs, we are the only one of its kind in a public institution in the Commonwealth.</p> <p>Our faculty is diverse, including those with backgrounds from the Middle East and Africa, and our interests span the globe. Due to our wide range of interests, we are able to attract diverse students, representing Kentuckians, regional students, racial and ethnic minorities, and international students.</p> |

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Our program is distinctive in the ways that it invites students into consideration of some of the most fundamental questions about how people make sense of our world and universe. The course offerings and co-curricular activities invite students to consider the interplay of history, culture, beliefs, and practices, with attention to how this enables possibilities for students to make a good living and a good life for themselves, families, neighbors, and communities. Our contributions to the Strategic Plan are extensive, as outlined in this report, but it is the distinctiveness of the program that sets us apart from other programs.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Following our program revision in 2017-2018, we see two additional opportunities. The first is being more explicit to advisors, other departments, and students about the fundamental importance of considering religion in an increasingly globalized economy. From accountants working with a company in Japan to physicians working with Burmese patients, religious literacy/fluency provides our students with cutting edge advantages essential to career success. Currently, Arabic, Chinese, International Affairs, Philosophy, ARC, and Pop Culture all include Religion courses in their majors and we look forward to expanding the number of majors and minors where Religion Colonnade courses also fulfill major and minor elective requirements. This not only makes students more competitive for global workforce, but also decreases time to graduation.

Our second is being more explicit in our outreach and welcome to students who identify as religious or spiritual themselves. Even though we are a secular program, through conversations with alumni, employers, and students, we have identified an untapped market among more religious and spiritual students at WKU that are interested in deepening their knowledge of religious practices and texts. We have a plan to systematically reach out to and advise these students such that their religion major better enables WKU to meet our strategic goals, in particular increasing *student completion* and *preparation for the global stage & global learning*.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Program trends align relatively closely with national trends in religious studies over the last 5-10 years. We have seen a decline in majors, like religious studies nationally. The national decline is tied primarily to the return to more typical levels of religious studies majors after the extraordinary spike following 9/11 and the general trend of declining liberal arts majors more generally. We attribute our decline, however, less to national trends in the study of religion and liberal arts, but to our MA program, which led to a temporary and now remedied misallocation of resources.

With respect to national trends in higher education and liberal arts more generally, our program has been ahead of the curve in terms of a focus on designing our curriculum such that it requires students not only to master advanced content in religion, but also to develop skills related to inquiry and analysis, critical and creative thinking, effective and compelling written and oral communication, intercultural knowledge, competence in ethical reasoning and action, and locating and interpreting complex sources.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Last academic year, we completely revised the religious studies major, streamlining it to make it more accessible to students, allowing students to count more courses taught in other departments, and almost completely integrating the program with Colonnade. In that same year, the department evinced inefficiencies, which predominantly arose from the MA program in Religion, which disproportionately served a very small cohort that was costing, rather than generating, revenue for the University. Finally, for this current academic year, we did not renew a number of SIAs with our part-time instructors and revised the scheduling of our classes to increase enrollment. This current year we are also proposing to suspend both our Classical Studies minor and our Middle East Studies Certificate.

This current academic year, we improved the visibility of the department on social media and held more targeted recruitment events with students majoring in Arabic, Chinese, and International Affairs.

We have seen a dramatic improvement in productivity as a result of these changes. Since the fall 2018 census cut off, we have added four more students as majors. Most impressive, however, has been the increase in SCH: whereas in 2017-2018 our FTE faculty taught approximately 445 students, that number has increased to over 800 for this current academic year.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We are excited about the future of our program, our interdisciplinary department, and interdisciplinary collaborations that we are building across the university. In five years, we expect to see the number of majors increase by 100% to pre-MA program levels of 2013, and by 2029 to 100+ majors. Our faculty are pleased at the ways that we rose to meet our students' needs by offering a significant number of Colonnade courses and this will continue to be a defining feature of our program. In order to meet the growing demands of our program and to continue to develop a rich Colonnade offerings, within five years, we would like the Hebrew Bible line restored. When we and others have done the important work of making our programs more efficient and sustainable, we would like to grow our department to include faculty lines that meet the needs of our program *and* are strategically aligned with other programs with which we have built collaborative interdisciplinary partnerships. In ten years, we envision a larger department that is nationally recognized both for teaching and research. Through careful attention to strategic priorities, productivity, market trends, efficiency, collaborative partnerships across the university, external revenue opportunities, and cultivation of our alumni network and regional business and philanthropic connections, we are confident we can achieve this.

| e. What recommendation would you put forward for the program (check one)? | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|-------------------------------|
| Department/School: | Diversity & Community Studies |
| College: | PCAL |

| | |
|-------------------------------|---|
| Program Name: | Social Responsibility & Sustainable Communities |
| Reference Number: | 0448 |
| CIP Code: | 440201 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 33 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Master of Arts in Social Responsibility & Sustainable Communities is a fully online, interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses (18 hours) that provide interdisciplinary grounding in social justice, sustainability, social policy, community-building, and community-based research. Students may focus their elective courses (15 hours) on environmental sustainability, sociology/criminology, gender & women's studies, leadership, or other related topics in consultation with their advisor. Six hours of the 15 electives may be taken as thesis hours. Students in the SRSC master's program learn skills in community-based research that help them understand the challenges and interconnections of social justice and sustainability and to identify possible solutions. The master's program culminates with a week-long residency where students explore a community in Kentucky and then share their scholarly and activist learning with peers and faculty in a conference style symposium. This MA is a forward-thinking program that cultivates the skills and knowledge necessary to shape economic, political, and social change agents for more just and sustainable communities.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 31 | 31 | 28 | 27 | 20 | 31 |
| Conferrals | 9 | 7 | 11 | 8 | 10 | 12 |
| SCHP | 261 | 237 | 270 | 220 | 199 | 357 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The core curriculum of the MA in Social Responsibility & Sustainable Communities (SRSC) consists of six courses that address what it means to be "socially responsible citizen-leaders of a global society," whether that's our core course on "perspectives on social justice" (SRSC 510), "environmental justice and public spaces" (SUST 514), "social policy" (SWRK 530), or "community building for sustainability" (SRSC 540). The fact that the program is offered online has helped us reach "students of all backgrounds" from around the country, though a significant number of students come from Kentucky or the region. Many of our students are non-traditional; they come from a wide-range of backgrounds or places of work, from the military,

to community organizations, to business, and many of them take jobs in the fields of sustainability and social justice, broadly understood. The five electives are often drawn from other PCAL departments, especially Sociology/Criminology and History.

For the last several years, WKU has encouraged departments to reach cross disciplines to create courses and programs. The SRSC has answered call by incorporating principles and course from philosophy, business, sociology, social work, literary studies, and other fields.

Finally, as a way to share resources, two of our core courses are taught by faculty in other units.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

The SRSC is unique among MA degrees—it is fully online and interdisciplinary, addressing three key themes: environmental sustainability, social justice, and community studies.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|-------|------------|-------|-------------|-------|------------|-------|------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 9 | 55.6% | 11 | 54.5% | 8 | 62.5% | 8 | 87.5% | 4 | 75.0% | 9 |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | 16 | 50.0% | 9 | 44.4% | 11 | 45.5% | 8 | 37.5% | 8 | 75.0% | 16 |
| Time to Degree | 2.17 (N=8) | | 2.55 (N=3) | | 2.91 (N=11) | | 3.58 (N=4) | | 2.29 (N=8) | | 2.17 (N=8) |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

SLOS for the SRSC MA

Upon completion, students will be able to:

1. examine a range of disciplinary perspectives on social justice
2. analyze the interrelationships of issues and interlocking systems associated with social organization and community development
3. examine the practical and theoretical principles of sustainability and how to apply them to diverse situations and communities throughout the world
4. analyze the power relationships (gender, race, age, class) that historically surround social justice and how these may be changed or augmented to increase social equality and equity
5. apply the principles of community organizing and be able to effectively utilize them in a variety of communities

We have systematically assessed the program every year since its inception through surveys and questionnaires that collected self-reported information about satisfaction with the overall program and courses. Beginning in 2017, we collected data to assess the SLOs through analysis of written comprehensive exams using LEAP Value rubrics. We have consistently used all data to revamp course and the program. For example, relevant to improving students' performance, in 2013-14, we revamped the methodology courses (520: Community-based Research and 540: Community-building for Sustainability) to make the IRB process less time consuming and difficult. The following year, we dropped an economics class from the core and replaced it with a social policy course to address inadequacies in students' reported needs and performance on learning outcome #5. We also dropped LEAD 500: Effective Leadership Studies and replaced with SUST 514: Environmental Justice & Public Spaces to help students better understand principles of sustainability (learning outcome #3). Each year we have made adjustments to course outcome and assignments to better reflect the outcomes of the program in response to student needs and performance. Another example was the adjustment of the guidelines for "comps," which more accurately measures the existing SLOs.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The student employment outcomes scatterplot from Kentucky employment statistics, shows the 3-year employment outcomes (counting employed in Kentucky by median wages) for multi/interdisciplinary masters programs at \$40,000/year.

We have self-reported data suggesting student success based on current employment and/or promotion. In a recent survey ($n = 35$; 78% response rate) of all SRSC graduates (2012-2017), the following positions and promotions were noted:

- Senior Vice President
- Director of Education Sustainability
- Coordinator Graduate Teaching Assistant at BGSU & Adjunct Instructor at Lanier Technical College
- Director of High School Programs
- Planning & Projects Manager
- Recreation Therapist & Mental Health Counselor
- Executive Director, and Extension Specialist /Arts Extension Program Leader.

Comments to phone interviews similar to this one are also common: “My first job out of the [SRSC] program was a Public Administration Specialist. My employer was impressed with the many courses I had taken related to sustainability. I was promoted to Business Services Team Lead where I had a 12 person team under me working on job placements, training, and disability services for those without jobs. Again the SRSC program prepared me to do these jobs...!”

Several students are pursuing (or have completed) PhDs at other universities (University of Washington, Bowling Green State University).

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

We have no mechanism for surveying employers, in part because our students attend WKU from around the country, so there are no common feeders for our graduates. Our primary resource for collecting employment data is by asking students; however, maintaining contact with them is difficult except through social media, and that is only partially effective. Instruments used to collect employment data include questions about efficacy of programs and courses. For example, students indicated via surveys and phone interviews that they could have benefited from more instruction on community organizing. Changes were made to one of our core courses, SRSC 540: Community Building for Sustainability, to include an emphasis on the principles of collaborative community practices.

We also have collected self-reported data from graduates one year after graduation since the beginning of the program (2013-17). Many of the SRSC students are already employed when entering the program and are seeking degrees from personal reasons or promotions. This data gives us an idea of how many students have changed jobs, received promotions, and/or started other graduate programs. We also ask open-ended questions about specific course and how those course have been useful (or not) to them on the job.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

We have taken assessment of our program seriously and use results to enhance the program. We continually collect self-reported data in addition to assessment of learning outcomes from comprehensive exams. The program is unique in that it is fully online and targets a population of students who might not be able to relocate for graduate studies. The SRSC also is part of a national trend of creating interdisciplinary programs. Jacobs (2015)ⁱ notes that the number of interdisciplinary college degrees (the merging two or more traditional degrees) has risen significantly over the last 40 years.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 1.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$464 | \$167 |
| SCHP/FTF by Dept. | 169 | 190 | 167 | 171 | 199 | 375 |

| | | | | | | |
|--|-------|-------|-------|-------|-------|-------|
| % SCH by FTF by Dept. | 73.3% | 74.5% | 73.7% | 68.3% | 71.9% | 76.8% |
| Median Class Size by Level | 9 | 11 | 11 | 11 | 9 | 8 |
| % Under-Enrolled Sections by Level | 54.5% | 30.0% | 36.4% | 33.3% | 54.5% | 55.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| The SRSC was a DELO cohort program for two years, at which point funding for the program was transferred into the department's operating budget. Since then DELO has supported the SRSC with funding for marketing and for the capstone residency. The SRSC DELO distribution for 2013-2018 was \$22,041, with most years between (\$2,000-\$4,000) in 2012 the distribution was \$26,000 due to the transfer from the cohort program to operating. These funds covered a range of student and faculty opportunities (travel primarily). | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| SRSC students frequently seek complementary graduate certificates—Gender & Women's Studies, Leadership, and Non-profit are the most common. This means that SRSC students are supporting enrollment in other graduate programs, from 6-12 hours duplicated. | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| | |
|--|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) | |
| <p>Our students are a "a diverse body" including nontraditional students who have "access through a targeted attraction and recruitment plan." Online delivery attracts older students, many of whom are currently working but seek to enhance their career options. Second, in "preparation for the global stage," the SRSC MA uses the most current pedagogical techniques to offer a highly engaged online experience that addresses global problems (e.g., SRSC 530 Social Justice and Social Policy and SUST 514 Environmental Justice & Public Spaces). This point also speaks to the "culture of innovation" and the insistence that our teaching scholars be keen on learning "current teaching methodologies" and integrating "best practices."</p> <p>The SRSC master's aligns with WKU's mission in three ways. First, through the interdisciplinary examination of social justice, environmental studies, and community studies the influences of policies, programs and discourses, completion of the an advanced degree "prepares students of all backgrounds to be [...] socially responsible citizen-leaders of a global society." Second, as a fully online master's, the SRSC offers accessible "lifelong learning opportunities for its students, faculty, and other constituents." Third, the SRSC "enriches the quality of life for those within its reach" as it provides opportunity for professionals to enhance their areas of expertise.</p> | |
| b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words) | |
| <p>The SRSC master's aligns with the following objectives: 1.1 Increase culture competence, 8.4 strengthen learning outcomes (LEAP), and 9.1 Make career development a state and institutional priority and a key strategy for student success. The SRSC advances the above objectives from the statewide postsecondary education strategic implementation plan. The program enhances cultural competency through in-depth analyses of social justice and systemic oppression; global economic implications of environmental devastation; and community-based policies, actions, and discourses that maintain and challenge dominant ideologies (1.1, 8.4). The program's assessment plan uses features of the LEAP outcomes (8.4). The program is offered wholly online giving professionals the opportunity to pursue advanced specialization in asynchronous environment (9.1).</p> | |
| c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | |
| <p>According to the Pew Research Center 2017 report "The Future of Jobs and Job Training," "a focus on nurturing unique human skills that artificial intelligence (AI) and machines seem unable to replicate" will be important. These skills include the</p> | |

ability to network with others, manage public relations, display intercultural sensitivity, marketing, creativity, and enough critical thinking to move outside the box. The SRSC excels in developing these skills in students.

As noted above (3c) our graduates find jobs and receive raises that involve leadership in a wide range of occupations (they are “change agents”).

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The SRSC is fully online, drawing students from around the country (a few internationally). The program also culminates in a week-long Kentucky residency focusing on a particular area of the state that intersects community, environment, and social justice. For example, students have spent time in Eastern Kentucky’s coal mining areas to examine the cultural and environmental backlash from the decrease in availability and need of coal for fuel. We have also arranged for service-learning projects along the way as a means for giving back to the communities we visit. As noted in 4b, the SRSC was originally a DELO cohort program.

Its uniqueness makes it hard to compare to other programs in order to determine that we have achieved a “quality comparable to the national average,” but a recent study conducted by the Association for Professional, Continuing, & Online Education (UPCEA) ranked the SRSC as 3rd out of 84 programs in the region including Kentucky and surrounding states (February 2018).

e. What else do evaluators need to know about the program’s strategic alignment and distinctiveness? (optional, maximum 100 words)

Jacobs’ (2015) research indicates employers “recognize the need to hire recent graduates who are equipped with sufficient competencies, skills, and an ability to adapt to change and diverse settings” (p. 3). Companies are increasingly looking for graduates who understand how systems are connected, how to work as a team, and how to analyze problems and critically think through solution. It is, therefore, increasingly valuable to be able to negotiate an ever-changing work environment. Students who graduate from the SRSC commonly make these claims. The SRSC:

- “teaches about sustainability, community building, food systems, and beyond which is invaluable in today's world.”
- “allows students the flexibility to take classes online, which provide a dynamic learning experience.”
- “provokes students to work on projects that interest them and that intersect with social responsibility, its meaning, and how to build and sustain community and prepares students for real world applications of course materials and for obtaining a job in our fields of study.”

AND:

- “I believe the greatest strength is in the interdisciplinary nature of the program. I loved being able to combine social sciences with earth sciences, etc.”
“This master's degree applies to so many different fields and disciplines and I feel that this was a good representation of that.”

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The SRSC will move to an unidentified new departmental. It remains to be seen whether or not such a relocation will help increase the demand for the master’s. With SRSC faculty scattered to different departments and those new home departments wanting to make use of the faculty for internal demands, WKU will face the challenge of supporting non-conforming, innovative, interdisciplinary, and/or progressive programs.

It is important to note that programs like the SRSC are on the rise across the country among universities that are experiencing growth rather than decline. Arizona State University (ASU) houses a School of Transdisciplinary studies, a plethora of online

programs, and boast that they are “creating the New American University—a place where knowledge informs decision-making, research and study transcends academic disciplines, students learn from the world around them, and local solutions have global impact” (<https://schoolofsustainability.asu.edu/about/school-of-sustainability/>). Since 2012, ASU enrollment has experience tremendous growth. The same is true for the University of Central Florida. The common denominators are their commitment to inter-multi-trans-disciplinary and their multifaceted delivery of instruction (online, hybrid, collaboration, face to face, weekend, etc.). It is imperative that we don’t sacrifice innovative interdisciplinary programs that don’t always fit as neatly as traditional, disciplinary ones.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

It is difficult to align national trends with the SRSC because there are very few programs like it in the United States. According to NCES data (linked above) the number of students receiving multi/interdisciplinary masters degrees is rising. It is also important to note that in our current political, economic, ecological, and social environment, jobs are constantly being created to help employers/companies navigate our changing world. For example, it is standard for organizations to have sustainability coordinators, diversity officers, community organizers, etc.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In order to provide greater flexibility in scheduling, we made the core requirement focuses on sustainability a choice between a summer course (SUST 512) and a fall one (SUST 514). Almost all our students take 6 hours a semester (and get financial aid), and with SUST 512 and other electives, many are able to finish in two years. Additional efficiencies include re-evaluating our SRSC 520/SRSC 540 sequence—perhaps eliminating one and giving students the option for an additional elective instead, or by requiring a course offered by another department.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

One way to grow the program is to have core courses taught by full-time faculty vested in the program, since several courses are taught by faculty in other departments and by adjuncts. One 2018 faculty member helped redesign the methodology courses, which should improve the satisfaction and learning in our next assessment, but that faculty member has now been moved to another department. The biggest impediments to the program are WKU’s state budget cuts, the dismantling of the department, and relocation of the faculty. It is difficult to predict where the program will be in five years, but with support we recommend “grow/enhance” because

- enrollment has been steady or has increased during a time when other graduate enrollments have plummeted; our core courses and electives (which serve other programs as well) are well-enrolled;
- there is some potential for collaboration with other departments;
- it is ranked 3rd out of 84 programs in the region including Kentucky and surrounding states (see 5d);
- and because our faculty will be spread around departments and will be tapped to teach other courses, so we’ll need to replace at least one lost hire. (Our most recent loss was last year when WKU unfilled positions were taken.)

e. What recommendation would you put forward for the program (check one)?

| | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |

ⁱ Jacob, W. (2015). Interdisciplinary trends in higher education.



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|---------|
| Department/School: | History |
| College: | PCAL |

| | |
|--------------------------------------|----------------|
| Program Name: | Social Studies |
| Reference Number: | 592 |
| CIP Code: | 450101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 60 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Social Studies program provides a strong, interdisciplinary major both for prospective secondary school teachers and for Liberal Arts students interested in a broad learning experience. The Social Studies curriculum totals 60 hours and requires students to study history (27 hrs), political science (9 hrs), economics (6 hrs), geography (9 hrs), anthropology (3 hrs), psychology (3 hrs), and sociology (3 hrs). Social Studies majors are not required to complete an accompanying program, but nearly all Social Studies students double-major in History (which requires 33 hrs). Most Social Studies majors complete the complementary Secondary Education curriculum in CEBS to become certified to teach social studies, and then take jobs as secondary school teachers in WKU's service area.

Social Studies' delivery costs are low, and its revenues generated high. Great strategic potential exists to grow the program. The Commonwealth identifies social studies teaching as a "Critical Shortage Instructional Area and Subject," and specifically identifies the WKU service area (and many other Kentucky regions) as critically short of certified teachers. Tennessee also cites social studies teaching as a critical shortage area, and emergency "out-of-field" teaching waivers for Social Studies teaching are on the rise there.

Social Studies program coursework is delivered to students in all available modes on all WKU campuses.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 154 | 138 | 133 | 119 | 121 | 89 |
| Conferrals | 38 | 25 | 24 | 27 | 17 | 22 |
| SCHP | 1,170 | 921 | 954 | 849 | 867 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Students who complete the program take jobs in Kentucky’s secondary schools. Thus, the program supports the Department’s mission to “mentor new generations of scholars and teachers who are prepared...to succeed in professional life.” The program advances WKU’s mission to be a professional “talent pipeline” of teachers regional secondary schools and to be a “regional lighthouse” that serves area educational institutions. Kentucky is facing a severe shortage of social studies teachers, and the program fulfills WKU’s strategic mission to provide trained professionals to meet critical professional needs in the Commonwealth.</p> <p>The Social Studies program’s inherent interdisciplinarity contributes to supporting enrollments in many departments across three colleges. Social Studies students are required to complete an interdisciplinary core of courses that spans across 7 departments in PCAL, GFCB, and OCSE/CEBS. Most students in the program also complete CEBS’ Secondary Education curriculum to become eligible for social studies teaching certification. Many Social Studies program alumni who are secondary school teachers return to WKU to take graduate coursework, and program alumni form a significant portion of the History department’s graduate student body.</p> <p>Productivity statistics indicate that Social Studies is a relatively large major. SCHP production has stabilized to an average close to the university median.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>Social Studies enrollments have stabilized over the past two years, and the program remains one of the ten largest programs in Potter College. The program’s enrollment trend over the past 10 years – an unprecedented spike after 2008 followed by an unprecedented decline – are in line with enrollment trends in other undergraduate teacher education programs at WKU and nation-wide.</p> <p>Due to staffing shortages, History cannot offer enough upper-level coursework to satisfy student demand. Because Social Studies majors must take 27 hours of history coursework, this trend has led to student course enrollment and graduation bottlenecks. The History department’s tenure-track faculty shrank from 20 to 17 members between 2016 and 2018.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 16 | 68.8% | 18 | 72.2% | 21 | 71.4% | 23 | 47.8% | 29 | 79.3% | 69.4% |
| Progression | | | 109 | 71.6% | 86 | 66.3% | 87 | 54.0% | 99 | 64.6% | 61.3% |
| 150% Graduation Rate | 10 | 50.0% | 33 | 48.5% | 20 | 55.0% | 31 | 35.5% | 15 | 73.3% | 54.1% |
| Time to Degree | 3.90 (N=36) | | 5.13 (N=23) | | 5.18 (N=23) | | 4.15 (N=27) | | 3.88 (N=17) | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

The History faculty systematically assesses the research papers in the program's capstone course, HIST 498: Senior Seminar, to evaluate the ability of Social Studies students to engage in advanced undergraduate historical analysis and argument, research, critical thinking, and writing. Social Studies students have performed well in HIST 498.

Social Studies students succeed academically. The five-year averages of students' first year retention rate, progression, graduation rate, and time to degree compare favorably to the university averages.

The History Department monitors the success rate of Social Studies students who take the PRAXIS II examination, the standardized test that Kentucky requires for teacher certification. Results of students taking the PRAXIS II examination in their subject area (*Social Studies: Content and Interpretation*) have been consistently high (100% pass rate three of the past four years), and higher than the state average.

To keep up with national trends in the field, the History Department changed the curriculum's core courses in 2014. Social Studies students must now complete two courses in World History instead of Western Civilization History. Department faculty members met regularly for two years during implementation to develop a common syllabus, refine the course structure, and develop teaching strategies.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

State employment statistics show that the large majority of WKU Social Studies graduates are employed as social studies teachers 3 years after graduation.

WKU should grow the Social Studies program to meet a critical workforce need. Kentucky and Tennessee are both critically short of social studies teachers. The CEBS 2017-2020 Strategic Plan cites Social Studies as a strategic growth opportunity field because of these shortages. According to state employment statistics, secondary school social studies teachers are in high demand. Public school teaching generally is the second-largest employment sector Kentucky graduates.

The department surveys the students who complete the capstone course and designed a survey of alumni that will launch in 2019. The department collects feedback from alumni through our ongoing professional interactions with them. The History faculty performs site visits to regional social studies classrooms to oversee dual credit offerings. The History Department hosts the History Contest every year, during which dozens of Social Studies

alumni-teachers from Kentucky and bordering states bring hundreds of their students to campus to compete. During the History Contest, the Department discusses curriculum and careers with its alumni. The feedback from graduating students and alumni remains very positive. Our alumni praise the academic preparation they received in the Social Studies program.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

In 2018, the department designed survey of alumni, many of whom are area school administrators, which will launch in 2019. The Social Studies curriculum aligns with state and national guidelines for social studies teacher training.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The successes of our award-winning alumni highlight how well the Social Studies program trains students for professional life. The Kentucky Department of Education named alumnus Ron Skillern the 2017 “Kentucky Teacher of the Year.”

In the past three years, three alumni, Jesse Brewer, Kendrick Bryan, and Claire Bellar, won James Madison Fellowships, nationally-competitive awards that fund graduate education for teachers who will teach US Constitutional History and Government in secondary-school classrooms. The James Madison Foundation awards only one fellowship per year per state.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 4.5 | 12 |
| Number of NTE Faculty | | | | | 0.2 | 4 |
| Cost per SCH (program) | | | | | 107 | 128 |
| Cost per SCH (department) | | | | | 96 | |
| SCHP/FTF by Dept. | 501 | 512 | 573 | 564 | 489 | 375 |
| % SCH by FTF by Dept. | 76.8% | 84.4% | 79.7% | 83.8% | 77.6% | 75.8% |
| Upper-Div. Median Class Size*** | 19 | 17 | 18 | 18 | 18 | 19 |
| % Upper-Div. Under-Enrolled Sections*** | 38.0% | 30.4% | 41.3% | 46.7% | 31.1% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Through online, winter term, and summer term teaching, the Social Studies program generates a significant volume of DELO revenue, approximately \$20-25K per year. The program also generates significant philanthropic interest from donors interested in supporting teachers and teacher education. The History Department awarded approximately \$10K in donor-supported scholarships to prospective teachers in 2017-18.

There is significant, but dormant, potential for the Social Studies program to generate external government and private grant revenue. From 2013-15, for example, the Social Studies program was one of the two programs in the \$500K Clinical Experiences and Practices in Teaching (CEPT) Program, sponsored by the Kentucky CPE. The CEPT Program placed Social Studies students into classrooms in Bowling Green High School and Franklin-Simpson High School for an entire year before their formal student teaching internships. CEPT focused on providing aspiring teachers with real-world experiences that improved their teacher preparation. Students and faculty members agree that CEPT was a tremendous success.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Social Studies' delivery costs are low, and its revenues generated high. The Social Studies program's curriculum is coherent, but entirely derived from courses embedded in its seven related departments/majors. Service teaching of the Social Studies core courses, HIST 101/102, accounts for around 70 percent (9,541) of the department's total SCHP (12,615).

To estimate costs, SCHP for the History and Social Studies majors were combined, since coursework offered by the History Department to support these majors is the same, with the only difference being the number of History credit hours each program requires. Also, non-program-related faculty effort (HIST 101/102 service teaching and MA program teaching) was taken out of the equation.

***** DATA NOTES: For the Social Studies program, the median class sizes are higher and the % upper-division sections under-enrolled are lower than the data indicate. WKU data erroneously count HEEC sections, ITV sections, and team-taught, interdisciplinary course sections as free-standing course sections, when they are not. Data also count internships and independent studies as "low enrollment" sections, when they are not.**

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Students who complete the program teach in area secondary schools. Thus, the program advances WKU's ongoing mission to be a professional "talent pipeline" of teachers from WKU to regional secondary schools and to be a "regional lighthouse" that serves area educational institutions. Kentucky defines social studies as a "critical shortage instructional area," and the program fulfills WKU's strategic mission to provide trained professionals to fill critical professional needs in the Commonwealth.

A large portion of the Social Studies curriculum is offered concurrently as part of the Colonnade Program's "Foundations" and "Connections." Thus, the program's students are by design tied deeply into the Colonnade's HIPs and with it, "preparation for career and life in a global context," as well as ensuring "that WKU students graduate with skills to think critically, solve problems, and engage effectively with others."

Our Social Studies alumni who teach in the regional schools are excellent "Alumni Ambassadors" and recruiters who send students to WKU all the time, thus advancing the strategy, "Incorporate alumni into undergraduate recruitment activities."

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The state strategic agenda describes state-supported colleges and universities as "primary providers of teacher education and training in the state," and asserts that a main strategic educational goal (Objective 4.1) must be to "attract, retain, and prepare highly effective adult educators." The Social Studies program meets these goals directly by training teachers for Kentucky schools.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

WKU should expand the Social Studies program, which would meet a critical workforce need in WKU's service area and throughout the Commonwealth.

As is explained earlier in this program evaluation, Kentucky and Tennessee are facing a critical shortage of social studies teachers. The Commonwealth cites WKU's service area specifically as critically short of social studies teachers. The CEBS 2017-2020 strategic plan points to Social Studies as a strategic growth opportunity because of this situation.

According to state employment statistics, secondary school teaching generally and social studies teaching specifically are high-demand professions, and public school teaching is the second-largest employment sector for college graduates in Kentucky.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Social Studies program requires classes in more disciplines, and is thus more interdisciplinary, than are other programs in the state.

The Social Studies curriculum provides its students with all of the interdisciplinary content knowledge and skills articulated in the National Council for the Social Studies' "National Standards for the Preparation of Social Studies Teachers." Assessment of student skills and experiences is embedded throughout the Social Studies curriculum. Student success is performance-based and all work is evaluated by authentic assessment devices, including essay exams, book reports, term papers, observation, journals, oral presentations, collaborative projects, and comprehensive written examinations. Our faculty also become mentors for their students and model various methods of superior teaching for them as well.

The History Department teaches the Social Studies curriculum almost entirely with full-time, tenure-eligible faculty, which makes the program distinctive, and higher-quality, compared to others in Kentucky.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The History Department's faculty prides itself in training WKU students – majors and non-majors – to be engaged citizens who understand the historical context of today's most difficult problems, and are equipped with the knowledge and skills to help solve them. WKU's historians are public intellectuals who model engaged citizenship for their students and the broader community. Our Social Studies graduates teach in Kentucky's schools and also carry out this mission as they work with students in secondary school classrooms.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

WKU should exploit the tremendous opportunities that could be realized by expanding the Social Studies program by devoting more resources to it. Expanding Social Studies would meet a critical workforce need in WKU's service area, throughout the Commonwealth, and in neighboring states.

Kentucky and Tennessee need many more social studies teachers. The Commonwealth identifies secondary-level (grades 7-12) social studies as a "Critical Shortage Instructional Area and Subject," and lists WKU's service area as one that is in dire need of more social studies teachers. Tennessee school districts are issuing more and more social studies "out-of-field" teaching waivers, which are issued to under-qualified teachers on an emergency basis when no qualified teachers are available to staff classrooms. State employment statistics indicate that social studies teaching is a high-demand profession and that teaching one of the largest employment sectors for college graduates in Kentucky. For these reasons, CEBS' 2017-2020 strategic plan indicates that social studies teaching is a strategic growth opportunity. The Social Studies faculty agrees.

The Social Studies program does not need to be revised. The program is already profoundly interdisciplinary in design and meets state and national guidelines for social studies teacher preparation. WKU needs to devote more resources to Social Studies (see below).

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Enrollments have been stable for the past two years. The Social Studies program's enrollment trends align with national trends. The program experienced a sharp, unprecedented, upward spike in enrollments in the wake of 2008's "Great Recession," followed by a precipitous drop that continued until 2016. Kentucky's identification of social studies teaching as a "critical need," high demand job mirrors national trends, as well.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

We have changed scheduling and mode of delivery for upper level History coursework to accommodate Social Studies majors and graduate them more quickly. Since 2017, History has shifted some of its upper-level courses to MWF schedules and offered more of them online. This allows Social Studies students completing required student teaching internships (which occur on a Tuesday-Thursday schedule) to enroll in History coursework more easily.

History has implemented two initiatives that will benefit the Social Studies program. First, the History faculty now facilitates pedagogical collaboration among HIST 101/102 instructors at any Kentucky institution, including high schools and community colleges that are unaffiliated with WKU but that offer the courses for WKU credit. We expect this initiative to improve HIST 101/102 pedagogy and build stronger bonds with Social Studies alumni, other teachers, and students in our region.

Second, the faculty is piloting a new pedagogy that will be implemented throughout Social Studies' history coursework and serve as a useful new "HIP" for HIST 101/102. The method, used at hundreds of colleges, immerses students in collaborative, scenario-based game playing revolving around turning point moments such as the French and American Revolutions. Students take on roles of historical characters and, in the process, engage

in “deep learning” about the subject matter and acquire critical thinking and other skills that they do not acquire in traditional classrooms.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The natural stable enrollment level for the Social Studies program appears to be 150-225 students, given the program’s historical enrollment trends (see past Academic Program Reviews for context) and the high demand for social studies teachers in the region.

The department remains short-staffed, and current Social Studies students are suffering from course registration and graduation bottlenecks. The department lost three permanent faculty lines in the most recent budget cut. It is not possible for the department to reassign remaining faculty members to teach more upper-level courses to meet the necessary demand for them. The department is obligated to offer a large number of Colonnade “Foundations” sections (*HIST 101/102*) and does not have a budget for additional staff.

The department could meet current demand and expand the Social Studies program with **three additional tenure-track faculty lines** and a permanent **budget for part-time instructors and graduate assistants**. These faculty lines and GAs would also serve the History program.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC
PROGRAM EVALUATION
PROGRAM SELF-**

STUDY WORKSHEET 19
October 2018

| | |
|--------------------------------------|------------------------------------|
| Department/School: | Department of Sociology |
| College: | Potter College of Arts and Letters |
| Program Name: | Sociology |
| Reference Number: | 105 |
| CIP Code: | 451101 |
| Degree Type (AB, BS, etc.): | MA |
| STEM+H Degree (Y/N) | Y |
| Minimum Hours Required: | 34-40 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The MA in Sociology is a face-to-face, stand-alone degree with core courses in theory, quantitative and qualitative research methods, and statistics. Our elective offerings are meant to provide students with a broad background in Sociology in areas such as Family, Demography, Advanced Social Interaction, Environmental Sociology, and Criminology. Many of our students enter the program not knowing what subdiscipline they want to study so the broad electives help them determine what area they find most interesting and applicable to their career path. Our coursework provides students with strong foundational skills and knowledge that allow them to go on for doctoral degrees in Sociology and related fields (4 students in the past 6 years, 3 students currently applying for the Fall) or into careers where they can apply their degree (6 students in 3 years). Most students choose the thesis track which allows them to get first-hand experience designing and conducting research in their areas of specialization. We do offer a non-thesis track that consists of 40 hours of coursework and a comprehensive exam.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 17 | 9 | 7 | 6 | 13 | 19 |
| Conferrals | 4 | 6 | 2 | 0 | 2 | 6 |
| SCHP | 219 | 145 | 112 | 109 | 159 | 212 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Sociology Department offers a JUMP in Sociology, which serves our Sociology and Criminology majors. This program allows undergraduate students to take Masters classes and count them toward both undergraduate and graduate degrees and finish their degrees in five years, which is both time and cost efficient for students. As for our MA classes, it is not uncommon for students in other Master's programs to take our classes as an elective. Specifically, Gender and Women's Studies and Organizational Leadership list SOCL MA courses as approved electives in their program of study. Occasionally, we offer G courses or crosslisted undergraduate/graduate courses. Typically these classes raise the bar for undergraduate students, giving them more of a graduate course experience, rather than lower the bar for graduate students.

c. What else should evaluators know about this program's productivity? (optional, maximum 100 words)

In the past five years, we have been more lenient in our admissions standards to increase the diversity of students in our program and encourage students who are place-bound to achieve a graduate degree. On occasion, students who have not completed their degree are those who we took a chance on but ultimately were not able to complete the degree due to circumstances beyond our program. Lack of assistantship funding and thus having to work full or part-time has been a barrier to a few of our students' success.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|-------|---------|-------|---------|-----|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 6 | 83.3 | 3 | 100.0 | 3 | 66.7 | 3 | 0.0 | 3 | 100.0 | 595 82.2 |
| Progression | 6 | 83.3 | 3 | 100 | 3 | 66.7 | 3 | 0 | 3 | 100 | |
| 150% Graduation Rate | 6 | 33.3 | 6 | 33.3 | 3 | 100.0 | 3 | 0.0 | 3 | 0.0 | 505 73.3 |
| Time to Degree | 3.11 | | 2.73 | | 2.84 | | | | 4.50 | | 2.56 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

- 1.) Students will be able to synthesize and analyze sociological theory.
- 2.) Students will be able to utilize quantitative and qualitative social science research methods to answer sociological questions.
- 3.) Students will be able to identify and evaluate sociological research findings.

These learning objectives are assessed within individual courses and are typically assessed through exams, papers/presentations, and class discussion. In addition, learning outcomes are assessed through the student's completion of a thesis or the comprehensive exam. Most students opt for the thesis option through which they develop their own original research questions, review literature and theory, develop their methodological research design and conduct analyses. This process gives them experience applying their skills and displaying their achievement of these learning outcomes in an independent research project. The structure of the comprehensive exam is a one day in-person exam with two questions, one to assess their knowledge of theory and the other to assess their knowledge of research methods. Then they complete a specialty question in their chosen area to answer over a 48 hour window at home. These three answers allow us to determine whether students have achieved the learning outcomes for the program.

While we had been more lenient in our admissions requirements in the past few years (discussed in 2c), we decided, upon reflection of student theses and comprehensive exams, that it is not in the best interest of students or faculty to accept students who have a lower chance of succeeding (similar to President Caboni's comments on undergraduate admission at Convocation). We think we will serve students better by being upfront about their chances of success in graduate school and accept only those who can perform at this level.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

We have not systematically gathered information from previous students, however, with the rapport and close mentoring relationships we build with students, we keep in touch with them and tend to know what they are doing in their career and how they are using their skills. We are considering doing an exit interview with students prior to graduation to get additional feedback.

Our graduates are typically employed in Social and Human Service positions such as counseling, social work, and community support service positions, research positions, or become educators. According to the Bureau of Labor Statistics, the median salary for Counselors, social workers, and other community and social support specialists is \$43,860 and projected job growth is expected to increase 16% by 2026 (19% in KY). Substance abuse counselors earn a median of \$43,300 per year are expected to see 23% growth in the next decade. Research Assistants earn a median income of \$45,020 in KY and are likely to grow by 3%. Employment teaching at community colleges would earn a median wage of approximately \$40-50,000 per year. Projections for the state of Kentucky are unavailable but nationally are 10%. These are some of the career paths for our graduates.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

We have not done this ourselves but we do look to sources such as the *Chronicle of Higher Education*, the American Sociological Association, and other organizations who do this on a larger scale and incorporate information as needed. We know that employers in fields that employ our students want people who are critical thinkers, who understand data and can make data-driven decisions, who are personable and can interact well with clients or community members, who are well-spoken and write professionally, who are passionate about helping people in their communities. We teach those skills to the best of our ability by requiring students lead class discussions and critically evaluate information, by formally presenting in classes and at their thesis proposal and defense, by writing literature reviews that synthesize empirical information and enhance their writing skills, by socializing them into the professional discipline through our SOCL 505: Proseminar in Sociology course, mentorship, and helping students travel to a conference, and by giving them a strong foundation in theory, research methods, and statistics. We try to model the soft skills and are not afraid to have uncomfortable conversations with students about professionalism and communication. All of our students in the past few cohorts have found employment.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

We are very proud that students who have graduated in the past two years are currently working in careers directly related to their degree and are performing at a high level because of the skills gaining in our program. From 2018 graduating cohort: Therapeutic Support Specialist for Benchmark Family Services; WRAP Facilitator/Social Worker at KVC Behavioral Health in Lexington; Research Associate at the UK Medical Center/Center for Health Services Research. We have also placed students in top Ph.D. programs, including SUNY Albany, Florida State University, and University of Illinois –Urbana Champagne (top ranked Family and Consumer Science doctoral program).

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 0.4 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 165 | 128 |
| SCHP/FTF by Dept. | 495 | 516 | 513 | 513 | 499 | 375 |
| % SCH by FTF by Dept. | 69.4 | 76.6 | 77.3 | 73.2 | 76.8 | 75.8 |
| Median Class Size by Level | 7 | 5 | 8 | 8 | 8 | 8 |
| % Under-Enrolled Sections by Level | 73.3 | 75.0 | 76.9 | 58.3 | 75.0 | 58.2 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporateuniversity partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| Our current program does not have any external revenue streams directly associated with the program. Within the past five years, one faculty member had a USDA grant which employed a graduate student for two semesters. | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| At present, the department devotes 0.411 faculty to teach courses in the sociology MA program, at a cost of \$165 per SCH (internal cost calculation document, Department of Sociology). | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|--|
| a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words) |
| We address a few aspects of the WKU strategic plan. Most specifically is that of "Research and Creative activities." Our SLOs (see 3b, this report) are all related to the training of students to able to independently conduct social science research. In the past six years, the vast majority of our students completed a thesis. Many of our students have gone to conferences to present research with faculty and/or have participated in the WKU Student Research Conference. |

We also attract a diverse body of students. In the past three cohorts, we have had two international students, nine women, two non-white students (not including the international students).

We do our best to ensure our students complete their degree. Faculty have worked to help students be successful, from offering unpaid independent studies, working with students over breaks, encouraging students who had been away from the university a while to finish before their time ran out, etc.

We are a regional lighthouse. We are the only terminal MA program in Sociology in the state and region. Many of our students have stayed in the state to work. Our faculty and graduate students engage with community partners in their research.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The Sociology MA best serves the statewide strategic agenda in the broad goal of “opportunity.” A large portion of our students choose our program because of the location of the program. Many students are “tied to place” due to economic concerns or family obligations. Our program provides the opportunity for those students to pursue a graduate degree. Objective 9: To improve career readiness and employability of postsecondary graduates is the mission of our program. As discussed in 3d above, we pride ourselves of the employability of our graduates, most of whom are employed in the state of Kentucky. Our student theses address Objective 10: Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth. They are learning how to create new knowledge, to conduct independent research, to critically evaluate the research of others and information they see in the news, and to find data-driven solutions to problems. Many of our students go on to be social workers or victim advocates or other community workers which addresses Objective 11: Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

In all workforce areas in KY, the demand for all community and social service workers is expected to increase. From a low of 163 in the Green river area to a high of 1,093 in the Kentuckiana work area. Students with an MA in Sociology often go into what are historically considered “social work” type positions. The Sociology MA at 34 hours is shorter and therefore less expensive than earning a Master’s in Social work (MSW) and can be an appropriate route to social work type employment, particularly those students who do not have a Bachelor’s in Social work or for those students who are not interested in the licensure potential of earning an MSW. Also see 3c above.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU provides the only terminal Master's degree in Sociology in Kentucky (UK and UofL have MA degrees but typically as part of their doctoral track). It is distinctive in its face to face format and its rigorous attention to instilling a strong research methods foundation in our students, as reported by those who go on to attend top tier PhD programs. Further we serve those students who may not have a strong enough academic background to immediately enroll in a PhD program. Our program serves to strengthen the skills of our students to better position their application to competitive PhD programs. Finally, we serve our region. Many of our students are "tied to place" in South Central KY and desire a face to face degree.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

A more aggressive marketing campaign will take place. We are working on updating our recruitment materials and website and will be engaging in communication with terminal BA/BS programs in the region. The department is a member of a regional and national professional association, which will allow for recruitment opportunities and visibility. Beyond marketing, we have discussed collaboration with the Masters in Public Administration in offering our Quantitative Research Methods courses on a rotating basis, with each program teaching the class once every other year and having students take the class in the other department in the off year. The classes are

very similar so this collaboration will reduce redundancy and free a faculty member to teach other course. We plan to put two of our elective courses OnDemand to give students options and potentially free a faculty member as needed to teach another class. In the next few years while we build our enrollment, we will offer at least one G course per semester so that we can be more efficient with our faculty resources and give our undergraduates more of a graduate experience. (Note: we will only offer G courses so long as 400-level and graduate courses are underenrolled).

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

The decline in MA student enrollment in sociology mirrors the national trend over the past 10 years (a 12.6% decline) (<http://www.asanet.org/sites/default/files/files/pdf/mastersinsociology.pdf>; https://nces.ed.gov/programs/digest/d17/tables/dt17_325.92.asp).

Despite this trend, the Bureau of Labor Statistics tells us that there will be an increasing need for employees with the skills students develop through our program (see 3c above).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

About three years ago, we redesigned the timing of our required course offerings to better prepare students for their thesis proposal defense in their third semester and their final defense in the fourth semester. Last year, we saw the results of that change in graduating everyone from that cohort. We graduated our first JUMP student, have progressed one fully into the MA program and have a new JUMP student. We expect that program to grow as we have examples of students who have been successful. We have also fully staffed our MA program. About five years ago, we were not offering enough electives and students were having to take independent studies to complete their degree. We have not had that problem in the past three years, which has made our program stronger.

In the fall of 2018 we worked with the GRE graduate school to use GRE database to send out a recruitment letter to 300 students who indicated the intention to pursue a degree in Sociology. While we did not seem an impact of this effort on enrollment for our fall 2018 cohort, it is possible that we could see an impact for our Fall 2019 cohort.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In five years, we would like to see our program have larger cohorts (of about 10-15 students) and a high graduation rate. Our program is a solid program. We are the only MA in the region at a mid-sized university (the only others are UK, U of L, and Vanderbilt – those are not attracting the same students since they also offer Ph.D.s). We just need to get more students in the door. We have lost assistantships recently and we currently only have 4 assistantships. That makes it difficult to attract students when we don't have funding for them or cannot guarantee funding for both years. We understand that asking for new funding at this time is not possible but as we build recruitment and the university gets to a better state financially, we would like to see some of those assistantships come back to the department. We are already placing students well, many of whom stay in KY and contribute to the Commonwealth. In ten years, we will see a turnover of senior faculty and hope to diversify the specializations of junior faculty recruits in emerging areas of interest (such as medical sociology, immigration, etc.) We hope that over the next decade, our program is flexible enough to serve market demand.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|---|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input checked="" type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|--------------------------------------|--|
| Department/School: | Department of Sociology |
| College: | Potter College of Arts and Letters |
| Program Name: | Sociology |
| Reference Number: | 775 |
| CIP Code: | 451101 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | Y |
| Minimum Hours Required: | 31 |
| List Concentrations (if any): | Inequality and Social Change (SISC), Community, Environment, and Development (SCED), Research Methods (SORM), Family, Gender and Sexuality (SFGS) |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Sociology applies the analytic rigor of science to the social world so that one might understand and improve the human condition. It is the Swiss Army knife of majors. The major requires a minimum of 31 hours. Students must have an additional major or minor. The Sociology major is available through face-to-face instruction as well as at a distance through a combination of Web and On Demand courses. The major's core courses include Introductory Sociology, Social Statistics, Research Methods, Sociological Theory and Senior Seminar. Majors may concentrate in one of four areas (Inequality and Social Change; Community, Environment, and Development; Research Methods; Family, Gender, and Sexuality) or they may take a general major. One additional core course is required for the major but varies depending on whether one chooses to concentrate or not and, if so, in which concentration. The rest of the credit hours are elective. Most students do not enter college seeking a sociology major; rather, they learn of the major through taking sociology classes, which are part of the general education curriculum, or through social networks.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 371 | 246 | 165 | 135 | 114 | 89 |
| Conferrals | 103 | 69 | 53 | 32 | 32 | 22 |
| SCHP | 4378 | 2470 | 1768 | 1491 | 1324 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Courses within the sociology major contribute to many WKU majors, minors and certificate programs across the university as well as the colonnade program. Core sociology courses (Intro, Stats, Theory, Methods) are either required, recommended, or elective courses for 15 majors, two minors, an A.S. degree, and pre-nursing advisement. The completion of the entire core is also required for students entering the Sociology JUMP program. Elective sociology courses are also either required or elective courses in an additional 16 majors, 8 minors and a certificate program. Sociology program also plays a key role in the Colonnade program where at least ten courses are included in the Explorations and Connections categories.</p> <p>The number of enrolled students declined over the past five years with the creation of the Criminology major. When first created students were not allowed to major in both sociology and criminology. Changed were made to allow for double majors in Spring 2018 and we have seen the major numbers begin to rebound accordingly.</p> | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| <p>Examination of the university and college percentage for first generation and underrepresented minorities reveals that during the 2017-2018 academic year first-generation students consisted of 32% of the University student body and 30% were in Potter College. This contrasts with 50% of Sociology majors who were first-generation students. Similarly, under-represented minority constituted 15% and 16% for University and College respectively, while 22% of Sociology majors were under-represented minorities. The Sociology program therefore plays a significant role in the education of these two distinct and important groups within the Commonwealth of Kentucky.</p> | | | | | | |

3.

SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 31 | 51.6 | 28 | 53.6 | 19 | 73.7 | 10 | 50.0 | 8 | 25.0 | 2513 69.4 |
| Progression | | | 241 | 56.4 | 149 | 53.0 | 126 | 52.4 | 102 | 53.9 | 11514 61.3 |
| 150% Graduation Rate | 13 | 38.5 | 20 | 25.0 | 13 | 15.4 | 32 | 40.6 | 30 | 30.0 | 2128 54.1 |
| Time to Degree | 4.78 | | 4.69 | | 4.40 | | 4.39 | | 5.66 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student Learning Outcomes were not articulated when the major was developed. The Social Science Research Council recently articulated the Sociological Literacy Framework of essential concepts and competencies along with associated SLOs. The 11 SLOs are:

Students will...

- Recognize key theoretical frameworks and assumptions on which the discipline is founded and differentiated from other social sciences.
- Articulate what sociologists mean by social structure and how structural forces affect human action and social life.
- Explain the relationship between self and society and how the self is socially constructed and maintained.
- Identify how social structures create and reproduce different forms of social inequality, and interpret patterns and effects of inequality.
- Comprehend how social structures reproduce themselves across generations as well as how social change occurs.
- Be able to identify how sociological concepts and theories relate to everyday life.
- Possess a critical lens for understanding human behavior and societies.
- Articulate the importance of evidence and scientific methods for explanations of social phenomena.
- Identify disciplinary standards for both quantitative and qualitative analysis.
- Be able to identify the characteristics of high-quality data and research methods in sociological research.
- Use their sociological knowledge and skills to engage and impact the world around them.

Assessment occurs in SOCL 499: Senior Seminar. The course draws on the core sociological courses to evaluate the knowledge and skills students have acquired in their studies. The department is in the

process of rethinking the Senior Seminar to better align its assessment processes with the Sociology Literacy Framework. Previous assessments data are shared with the faculty on a regular basis and discussed. Based on previous year's assessments, changes were made to the ways that tabular analysis was being taught in social statistics and discussion of ways to increase data presentation and analysis across the major were instigated.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The Sociology Department periodically conducts alumni surveys. According to the most recent survey, 61.2% of our 390 undergraduate respondents had gone on to graduate school. Nearly 80% percent reported that they were fully employed. Nearly 73% stated that their current position was either directly related or somewhat related to their degree.

According to the Kentucky Center for Education and Workforce Statistics, during the Federal Fiscal Years (FFY 11-15), students graduating with Sociology major were employed in Health Care and Social Assistance, Retail, Public Administration, Educational Services, and Manufacturing, among others. This mirrors American Sociological Association data as to what undergraduates do with their degree in sociology. According to the KCEWS data, the median wage of WKU sociology majors who remained in Kentucky 3 years after graduation was \$24,000. According to the most recent departmental alumni surveys, the mean annual income was slightly higher (in the \$30,000-\$39,999 range). This is due to the fact that alumni who do not live in Kentucky have significantly higher annual incomes on average.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Department leadership stays current on higher education and workforce development research (e.g., *The New Education; Robot-Proof; A Practical Education*; etc.) and uses it to update the Senior Seminar. In addition, the department has increased career panels, improving interaction between employers, faculty, and students. Beyond this, the Internship in Sociology places students in local/regional organizations. The department receives feedback from the organizations' internship supervisors about the quality of the students placed in their organizations. The department has discussed the creation of an advisory board, and will most likely implement the board after the next alumni survey. The department had planned to meet with the South Central Workforce Development Board; that organization has been in flux since 2016.

5.

The latest research suggests that having some familiarity with computer programming has improved job prospects for liberal arts and social science majors at some universities. This is not so much that they are expected to program, but that it improves their ability to work with programmers. With this in mind, the department is currently experimenting with using CS 146 Intro to Programming for the required Colonnade quantitative reasoning course instead of a math course as a lead in to Social Statistics.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Many students are now taking the major online. It is one of the few completely available online. These students often enter WKU with a significant number of student credit hours (sometimes due to their military service) that may or may not be useful for their matriculation. Often the credit hours they bring in are all lower-level credit, meaning that at least 14 courses will need to be taken at WKU besides other major, minor and Colonnade requirements.

6.

COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 4.8 | 12 |
| Number of NTE Faculty | | | | | 0.2 | 4 |
| Cost per SCH | | | | | 240 | 128 |
| SCHP/FTF by Dept. | 495 | 516 | 513 | 513 | 499 | 375 |
| % SCH by FTF by Dept. | 69.4 | 76.6 | 77.3 | 73.2 | 76.8 | 75.8 |
| Median Class Size by Level | 28 | 25 | 27 | 18 | 22 | 19 |
| % Under-Enrolled Sections by Level | 24.4 | 24.3 | 19.0 | 41.9 | 36.3 | 36.3 |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate/university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>Students have the option of earning their degree online through either Web and/or On Demand courses. Both modes of delivery generate DELO revenue. Furthermore, the Sociology program regularly offers Winter/Summer courses that contribute to DELO revenue stream as well. Over the past five fiscal years, the Sociology Department's portion of the DELO distribution averaged nearly \$40,467.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>Sociology major courses are also taken by students pursuing the sociology minor. In addition, most CRIM courses are also part of the SOCL major, meaning those classes may be taken by students finishing any of those programs. Since the sociology is the common denominator, it bears the brunt of the cost per SCH.</p> <p>During 2017-2018, median course size for FTF courses was 25 at semester's end. FTF courses were enrolled at 65.1% and 80.6% capacity (fall/spring). When regional campuses are excluded, FTF courses were enrolled at 82% and 89% capacity.</p> | | | | | | |

7.

PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of [WKU's strategic plan](#) are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The following demonstrate that the program “prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.”

- 50% of our majors are first generation students (PCAL-30%; Univ-32%)—**Goals accessibility & diversity.**
- 22% of our majors are under-represented minorities (PCAL-16%; Univ-15%)—**Goals accessibility & diversity.**
- We offer the degree both FTF and at a distance. In 2018 27% of our majors studied completely at a distance, 38.9% completely FTF and 33.6% a hybrid of the two—**Goals accessibility & diversity.**
- We overhauled recruitment, advising, and retention efforts in 2017. Most notably, we implemented a peer mentoring program and have worked closely with ACDC’s CAP (designating faculty mentors, co-sponsoring several career workshops, etc.) to enhance our strengths—**Goal completion & success.**
- We are involved in HIPs including study abroad opportunities, mentorship of undergraduate research, and service/community-based learning and coordination with regional employers to place an average of 12 students in internships annually—**Goals success, global context, & regional economy/quality of life.**

b. What aspects of the [statewide strategic agenda](#) are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

In addition, to the above discussion of **accessibility, diversity, affordability, completion, and success** achievements, the following demonstrate that the major ensures that the Commonwealth of Kentucky is strengthened.

- Enrollment in SOCL 100 dual credit has served an average of 150 students over the last five academic years enhancing capacity for citizens of the Commonwealth—**Goal opportunity.**
- 38.9% of our majors are nontraditional (compared with 8.6% of PCAL and 12.8% across the university); all but one of these nontraditional students is taking the major completely online—**Goal opportunity.**
- Research notes that employers look for the following skills that sociology majors acquire over the course of their degree: communication skills, interpersonal skills, leadership skills, analytical skills, statistical and research skills, computer literacy, and cross-cultural understanding—**Goal success.**

8.

- Besides being recognized as a STEM field itself by the NSF, sociology supports additional STEM/health programs (7 majors and 3 minors) through SOCL courses included in those programs.—**Goal impact.**

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Twenty-two general occupational codes are presented in the *Kentucky Future Skills Report* (KCEWS). Using the ASA's *Jobs, Careers & Sociological Skills* report, the following occupational categories were associated with the AB in sociology—Community & Social Service; Office and Administrative Support; Sales and Related; Education, Training and Library; Protective Services; and Life, Physical, and Social Science. More than 85% of the 2012 graduates with a bachelor's degree in sociology found employment in these sectors. Of the six, three were projected to be "fast growing" and three were described as "growing." Based on available information our students are pursuing a vibrant discipline with a transferable skill set to fit areas in which job growth is expected.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The AB in Sociology is one of the 14 degrees available online from WKU. In 2018, TheBestSchools.org ranked our bachelor's degree in Sociology as 12th best online program in the nation.

As noted above, the major serves a higher percentage of under-represented minority students compared with the college and the university. The department also has a higher percentage of minority faculty compared with the university overall (21.4% compared with 15%).

The Sociology program has had a longstanding, significant presence at our regional campuses, having instructors and part-time faculty at all campuses and full-time faculty at two of the branches up until last Fall. With the decline of enrollments at regional campuses, the department has pulled its full-time faculty from Glasgow.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

9.

The United Nations adopted 17 Sustainable Development Goals in 2015. Sociological coursework currently focuses on at least 13 of the 17 goals with special attention to goals concerning reducing poverty, hunger, and inequality; increasing gender equality; making cities and communities more sustainable; strengthening peace, justice and social institutions; and decreasing degradation of the environment and climate through responsible consumption and production.

PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Given the recent losses of personnel without replacement, the sociology department is hard-pressed to offer the courses it needs to its own majors and minors in the needed platforms (FTF, online) not to mention provide the courses that 44 other programs across the university depend on. Current personnel are locked in to their offerings. New personnel would allow the department to pivot to emerging/pressing areas of interest/need. Over the past eight years, the department has constantly and consistently advocated for hires that would increase our presence in the areas of medical/health, community/economic development; migration/immigration, and energy/natural resources/climate change. Not only would these strengthen the sociology department and draw students, but they would also have instant connections to other units on campus. These positions would also add to the skill and abilities of WKU faculty and students vis a vis workforce training and development.

b. How do program trends align with [national trends](#) over the last 5-10 years? (maximum 200 words)

Data from the National Center for Education Statistics (NCES) allow a ranking of degree fields, unfortunately the categories involved are overly broad. That caution aside, the “liberal arts & sciences, general studies, and humanities” category comprised the greatest portion of postsecondary degrees awarded in 2015-16 at 38%. More specifically, conferrals in “social science and history” were the third greatest at 8% of all bachelor degrees awarded and increased by 29% between 2000-01 & 2015-16.

These increases reflect the growing demand (as expressed in 5c) of professions related to these degrees and the desire for states to prioritize investment in revenue generating programs/occupations (as expressed in 5b).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students’ progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In 2014, the department began offering four concentrations with the idea that students might desire to specialize in particular areas of study. Three of those concentrations have seen success. The department will either redesign or cull the Research Methods concentration within the next year.

In 2015, we implemented a regular rotation of courses to provide students transparency of when courses would be taught and where (i.e., at a distance, at a regional campus, and on main campus). Since then, we have had some faculty changes and have added or deleted courses to reflect those changes.

In 2017 & 18, we turned our attention toward student recruitment and advising. Our new advising mission statement, “To help students develop individual competence and purpose while strengthening connection to the community of sociology and criminology,” contains four general goals (with at least two specific objectives in support of each) and a plan for implementation. The departmental website is being revised with the goal of increasing recruitment and retention.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Given demographic projections, the number of traditional students forecasted to attend Kentucky’s regional four-year universities will continue to decline until at least 2029 by somewhere between 7.5% and 15%. Despite this, within five years, the department will still be providing students a degree with the high-quality transferable skill set sought by employers and graduate schools (including our own MA program). It is hoped that the department would be provided positions and/or replacement lines to

pivot toward the areas of opportunity listed above, making the unit even more relevant in the face of impending social problems. Moreover, our online presence will most likely expand attracting more distant traditional students as well as nontraditional students. To get there, the department will need personnel to have and to train social media, mobile, analytic and cloud skills. This may be an area of new opportunity within 10 years. Currently, the biggest impediment is the continued struggle for resources against interdisciplinary ersatz social science programs with little or no empirical focus. Since these units do not teach courses in support of other majors, they can pivot quicker to flashy subjects of the day, drawing off majors and faculty lines.

e. What recommendation would you put forward for the program (check one)?

| | |
|---|---|
| <input checked="" type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018

| | |
|---------------------------|------------------------------------|
| Department/School: | History |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|------------------|
| Program Name: | Southern Studies |
| Reference Number: | 462 |
| CIP Code: | 050122 |
| Degree Type (AB, BS, etc.): | |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 21 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Southern Studies minor is an interdisciplinary program that provides a framework for understanding the American South in local, national and world contexts. By investigating the history, culture, and politics of the U.S. South, students will become familiar with the major themes and events that have shaped the region's development.

Most courses in the program are purposefully designed to be reading and writing intensive in order to train students in independent research methods and effective communication. They encourage students to think critically about the place in which they reside or intend to work.

The Southern Studies minor requires 21 credit hours and does not have any accompanying major or minor requirements. The majority of coursework is delivered face-to-face; however, online and study away opportunities are also integral.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 0 | 0 | 0 | 1 | 1 | 26 |
| Conferrals | 0 | 0 | 0 | 0 | 0 | 6 |
| SCHP | 0 | 0 | 0 | 9 | 12 | 187 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

The Southern Studies minor offers a range of courses at the 200, 300, and 400 levels. Departments that have either required or elective courses as part of the minor include: Anthropology and Folk Studies, English, History, Geography and Geology, Political Science and Philosophy and Religion. In addition to its wide range of course offerings, a fourth of which are listed in the Colonnade Program, it also encourages independent learning by allowing students to earn a three-credit serve-learning component in consultation with the director.

The program in Southern Studies furthers the University’s mission of fostering students who are socially responsible citizens and who appreciate diverse perspectives. Working in conjunction with student organizations such as the Association for the Study of African American Life and History and Phi Alpha Theta, Southern Studies has helped sponsor diverse programs such as “The Confederate Flag Debate,” “The N-Word Debate,” and the “Was Abraham Lincoln Racist Debate.”

Although Southern Studies has generated relatively low SCHP (12) compared to the University median (187), it has increased over the last three years and currently has two students enrolled.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

Over the last two years SCHP has increased. It is poised to continue this upward trend as enrollment also continues to grow.

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|---------|---|---------|---|---------|---|-----------|---|-----------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | (N=0) | | (N=0) | | (N=0) | | (N=1) N/A | | (N=1) N/A | | 4.20 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Student learning outcomes for History majors are also applicable for Southern Studies minors. These include:

- Critical thinking: prepare students to make informed decisions and ethical choices by examining historical examples
- Informed citizenship: develop knowledge of and concern for a multicultural world
- Historical perspective: increase awareness of how personal bias and opinion shape historical analysis
- Social engagement: encourage students to become actively engaged in issues affecting their lives and those others around the world

These outcomes are assessed by faculty through coursework assignments including but not limited to term papers, projects, and presentations. These types of assessments ensure students have sufficient time to develop extensive research on and understanding of a particular topic effecting the American South.

In recent years the Southern Studies minor has worked to incorporate these SLOs by revising its curriculum. These changes include the addition of several courses: ENG 394: Kentucky Literature, HIST 456: Kentucky History, HIST 390: Blacks in the American South, PS 377: Southern Politics, PS 412: Kentucky Government and Politics, and a three-credit service-learning component in consultation with program director.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant [employment statistics](#) and/or provide supplemental data to the extent possible. (maximum 200 words)

A minor in Southern Studies prepares students to pursue studies in master, doctoral or professional programs in a related field. Such fields may potentially include American Studies, History, Literature, Political Science, Art, Music, Anthropology, Folklore and Religion. Students can use skills learned in the Southern Studies minor for future careers in law, education, public history, public policy, social work, digital humanities, and library, curatorial and archival management.

The program in Southern Studies encourages its minors to take advantage of career and professional development opportunities. To this end, faculty have sponsored career development workshops that educate students on how the skills that they have learned as a Southern Studies minor can be utilized in many occupations.

Southern Studies minors do not follow a narrowly focused career path, therefore have a wide range of career options upon graduation. Extensive coursework in the liberal arts provides them with transferable skills that are highly marketable. These include top skills identified by employers in the areas of effective written and oral communication, facilitating discussion, persuasion, appreciation of cultural diversity, critical analysis based upon evidence, independent researching, and the ability to evaluate how ideas change over time.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

The program in Southern Studies does not systematically gather feedback from employers regarding the minor curriculum.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Since revisions to the curriculum and regularly schedule programing have been implemented, increasingly students have started to declare it as a minor. None of these students, however, have been active in the program long enough to graduate and receive their certificate. Expected graduation dates range from the fall of 2019 to fall 2021. Once graduation data has been obtained, it will undoubtedly demonstrate that Southern Studies minors gain the critical skills necessary to prepare them for future employment.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 0 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | \$0.00 | \$167 |
| SCHP/FTF by Dept. | 501 | 512 | 573 | 564 | 489 | 375 |
| % SCH by FTF by Dept. | 76.8% | 84.4% | 79.7% | 83.8% | 77.6% | 75.8% |
| Upper-Div. Median Class Size*** | 19 | 17 | 18 | 18 | 18 | 19 |
| % Upper-Div. Under-Enrolled Sections*** | 38.0% | 30.4% | 41.3% | 46.7% | 31.1% | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

The Southern Studies minor does not independently generate external revenue streams. However, its faculty has received substantial research grants and funding in addition to generating income from study away and DELO courses.

Southern Studies faculty have published widely and received both internal and external grants in support of their research. Internal funding sources include the: Potter College Research Grant, Research and Creative Activities Grant and the Quick Turn-Around Grant. The Library Company of Philadelphia, The Gilder Lehrman Center for the Study of Slavery, Abolition and Resistance, and Western Michigan University are some of the external funding sources which have granted financial assistance to Southern Studies faculty research projects. Additionally, faculty member Glenn LaFantasie received a generous endowment resulting in the creation of the Center for Civil War Studies in the West. The Center facilitates the acquisition of Civil War-related secondary works as well as archival materials.

Southern Studies faculty members also generate income by teaching study away and DELO courses. Faculty have taken students to diverse locals throughout the state. Associated history faculty have been particularly effective in regularly offering electives in the minor as web courses.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

The Southern Studies minor provides unique course offerings at zero cost to WKU. It is an intellectually coherent and interdisciplinary approach that promotes synergy with other University departments by expanding existing resources to benefit faculty research, cultivate public engagement, and progress student learning by offering a combination of courses not replicated at any other institution of higher learning in Kentucky. No faculty effort is committed directly to support the program or its curriculum. Rather, it relies on committed faculty from existing departments whose research and teaching cover related fields. Eliminating Southern Studies would undoubtedly harm the University by decreasing the variety of its minor programs. However, maintaining it would require minimal effort and reap significant benefits without requiring the allocation of any additional or substantial resources.

***** DATA NOTES:** Because of its association with the History Department, the Southern Studies minor has used data compiled from the History program for its CAPE calculations. The median class sizes are higher and the % upper-division sections under-enrolled, however, are lower than the data indicate. WKU data erroneously count HEEC sections, ITV sections, and team-taught, interdisciplinary course sections as free-standing course sections, when they are not. Data also count internships and independent studies as "low enrollment" sections, when they are not.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Southern Studies contributes substantial coursework and credit hour production to the Colonnade "Connections" category.. Courses attempt to further the University goal to create, "responsible citizens and good stewards of place," in part by designing curriculum that fosters understanding of Southern society, human behavior, and cultural awareness.

Southern Studies also address WKU's strategic plan to establish WKU as a "regional lighthouse to provide resources, attract talent, and nurture intellectual capital in the communities we serve." For students, the program helps them "graduate with skills to think critically, solve problems, and engage effectively with others." WKU is the only institution in Kentucky that has an active Southern Studies program. If it continues to regularly offer courses in Southern Studies, it will maintain its regional presence and attraction to students who desire to learn about the region in which they intend to live and work.

Southern Studies supports faculty who, "engage with the communities we serve to be a resource and partner in finding innovative solutions to social, economic, and other challenges." By working with community organizations such as the West Kentucky African American Heritage Center, the Hobson House at Riverview and media projects including documentaries that depict the resistance of local black residents, the program's collaborative initiatives will ultimately serve to link students with opportunities to pursue local internships, service learning, and research projects.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Southern Studies contributes to Objective 10 of the statewide strategic agenda, which calls for the increase of basic, applied, and translational research to create new knowledge, acceleration of innovation, and promotion of economic growth. To this end, faculty are committed to strategy 10.5, fostering a more innovative, creative, and entrepreneurial culture within the postsecondary community, and strategy 10.4, increasing opportunities for undergraduate students to conduct or assist in research. Interdisciplinary course offerings inspire students to cultivate innovative responses to problem solving in whatever field they are employed, while the strong curricular emphasis on regional development equips them with knowledge particular applicable to the South and Kentucky.

Southern Studies also directly addresses Objective 11 which seeks to expand regional partnerships, outreach and public services that improve the health and quality of life of Kentucky communities. With an emphasis on understanding the needs of the American South, most notably Kentucky, it seeks to implement strategy 11.2, strengthening communication and planning between higher education and regional/community leaders.

Southern Studies has added a quarter of its curriculum to the WKU Colonnade Program, WKU's response to Objective 4.8 Strategic Agenda Objective, to promote the use of authentic assessments to evaluate student learning and provide data for pedagogical and curriculum review.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

Aside from the transferable technical skills acquired by students completing the Southern Studies minor, students also receive significant training in job skills related to cultural competency or the ability to interact with others of varying cultural and community norms. Employers who are aware and appreciative of diversity can expand their

clientele by providing goods and/or services in a way that effectively address the specific needs of a particular group or cohort. Empathy, active listening, and respectfulness are invaluable assets as businesses and government programs expand to service global and increasingly heterogeneous populations.

Kentucky is projected to experience substantial employment growth totaling anywhere from twenty to fifty thousand new jobs in the areas of management, education, and office administration over the next five years. Southern Studies minors will be poised to take advantage of these opportunities because of the transferable skills they acquired while completing the program's curriculum at WKU. Attesting to the high level of preparation of recent graduates who join the workforce is the fact that nearly seventy percent of students whose concentrations are centered in the liberal arts are employed one year after graduation. Research also indicates that as the graduates in Southern Studies or other liberal arts concentrations move from the entry level positions, which they may initially be offered, to receiving in house promotions after acquiring specific job related work experience, most will also see their salaries increase by nearly 1/3 over the next five years.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The Southern Studies minor at WKU is unique in that no other Kentucky college or university offers it as a concentration. Although Southern Studies is offered as a major, minor or concentration in over a dozen institutions of higher learning in the Southeast, the program at WKU is the only one of its kind in the state where students can investigate specifically southern history, society and culture.

The Southern Studies program serves as an intellectual hub for faculty in many disciplines, and the program faculty's work is raising WKU's scholarly profile in this field. Over a dozen faculty, 75% of whom are full-time and tenure-track, contribute to the Southern Studies program. Over the past five years, these faculty have published over a dozen monographs, edited books, journal articles and book chapters. They have appeared on television, radio and in film to discuss issues effecting the American South such as Confederate memorials, Bluegrass music, local foodways and racial violence.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

In a recent national survey, employers identified the top five critical skills that they sought in new employees which included the ability to clearly communicate, use interpersonal skills, demonstrate problem-solving abilities, process information, and organize projects. Students who minor in Southern Studies receive training in all of these areas through their interdisciplinary coursework. Because the program does not have an established occupational trajectory that is recommended for its graduates, they emerge with a broad foundation of marketable skills applicable to a range of employment fields in areas such as business, communications, criminal justice, government service, education, and social work.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

The liberal arts majors affiliated with the Southern Studies minor seek to diversify their student bodies. Southern Studies classes attract diverse students and can help liberal arts programs achieve this goal. Courses in Southern Studies accentuate the region's demographic diversity and in doing so advance missions. So far in working towards this goal, numerous courses in black southern history have been added to the program. These changes speak to the University's commitment to inclusiveness as well as the growing recognition of the contributions of southerners from underrepresented or minority backgrounds.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National statistics confirm that the second largest number of degrees conferred in the last five years were in the areas of social sciences and history. These fields make up the core disciplines in the Southern Studies minor. Furthermore, Southern Studies programs continue to find academic homes in some of the region's top public and private institutions. Small to mid-size colleges and universities such as Mercer University, the College of Charleston, and Appalachian State University have programs in Southern Studies that feed into regional leaders in the discipline including the University of North Carolina, Vanderbilt University, and the University of Mississippi, all of which house impressive graduate programs. Continuing the Southern Studies minor at WKU will help maintain the University's place as the state's sole provider of a Southern Studies concentration and maintain the research and intellectual momentum of the program's highly-productive, committed faculty.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

In the last few years, in order to increase productivity, the Southern Studies program has expanded its public outreach programs to address the contemporary issues that affect both the South and larger American society. Such issues include the rise of white supremacist organizations, racial sensitivity and collective memory and symbolism surrounding the Civil War.

In addition, the program has also approved for credit several special topic courses related to the study of the South, yet not regularly offered by the University, in order to facilitate students' progress toward degree completion.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

In the next five years, the goal of Southern Studies is to increase the number of students in the program to five per academic year. In ten years, the program expects to consistently maintain this projected enrollment and growth. In order to obtain this goal, minor course revisions are needed mostly in the area of expanded course offerings. Adding new courses such as HIST 325 Blacks in the Civil War and Reconstruction and HIST 308 The Civil War in Film that align with Southern Studies is one strategy. Other applicable courses such as those previously forming part of the now suspended Kentucky Studies Certificate program, will likewise, attract new students.

Another tactic is the creation of a 100 or 200 level introductory Southern Studies course, which combines interdisciplinary scholarship from related fields. Having a lower level required course that familiarizes students with the study of the South will consequently increase enrollment and progression in the program by offering opportunities to take required courses earlier in their collegiate careers.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|------------------------------------|
| Department/School: | Modern Languages |
| College: | Potter College of Arts and Letters |

| | |
|--------------------------------------|---------|
| Program Name: | Spanish |
| Reference Number: | 038 |
| CIP Code: | n/a |
| Degree Type (AB, BS, etc.): | n.a |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

| |
|--|
| a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words) |
| |

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | | | | | | |
| Conferrals | | | | | | |
| SCHP | | | | | | |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about this program's productivity? (optional, maximum 100 words) | | | | | | |
| | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|---------|---|---------|---|---------|---|---------|---|---------|---|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | | | | | | | | | | | |
| Progression | | | | | | | | | | | |
| 150% Graduation Rate | | | | | | | | | | | |
| Time to Degree | | | | | | | | | | | |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant <u>employment statistics</u> and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| | | | | | | | | | | | |
| e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words) | | | | | | | | | | | |
| | | | | | | | | | | | |

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|-----------------------|
| Number of TE Faculty | | | | | | |
| Number of NTE Faculty | | | | | | |
| Cost per SCH | | | | | | |
| SCHP/FTF by Dept. | | | | | | |
| % SCH by FTF by Dept. | | | | | | |
| Median Class Size by Level | | | | | | |
| % Under-Enrolled Sections by Level | | | | | | |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

| |
|---|
| <p>a. What aspects of <u>WKU's strategic plan</u> are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)</p> |
| |
| <p>b. What aspects of the <u>statewide strategic agenda</u> are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)</p> |
| |
| <p>c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant <u>workforce</u> and/or provide supplemental data to the extent possible. (maximum 200 words)</p> |
| |
| <p>d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)</p> |
| |
| <p>e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)</p> |
| |

6. PROSPECTUS

| | |
|--|---|
| a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words) | |
| | |
| b. How do program trends align with <u>national trends</u> over the last 5-10 years? (maximum 200 words) | |
| | |
| c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words) | |
| | |
| d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words) | |
| | |
| e. What recommendation would you put forward for the program (check one)? | |
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input checked="" type="checkbox"/> Suspend (Teach-out may be required) |



COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
4 January 2019

| | |
|--------------------|-----------------------------------|
| Department/School: | Modern Languages/ Spanish Program |
| College: | Potter College |

| | |
|-------------------------------|---------|
| Program Name: | Spanish |
| Reference Number: | 778 |
| CIP Code: | 160905 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 36 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Spanish Program offers a major and Teacher Certification in Spanish, and an MAT in Education with an emphasis in Spanish. A second major or minor is required. A regular rotation of courses is offered on the WKU Main Campus in Bowling Green in addition to on-line and On Demand courses. Many students of Spanish study abroad. With an increasing Hispanic population in the region, native and Heritage speakers of Spanish who major in Spanish can place into intermediate and advanced courses and thus are able to complete the program in less time.

The Spanish program offers students many opportunities to apply their language skills beyond the classroom, primarily in service learning contexts, both here and abroad. In the advanced translation course students translate materials for a variety of groups, including state and community agencies and local non-profits. Students also interpret at health clinics and other informative events. They tutor non-English speakers in churches and after-school programs. Although these activities are sponsored by other groups, in some cases we have collaborated and Spanish faculty inform students about events and encourage them to take advantage of these opportunities to further develop their language skills and contribute to the community.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 125 | 114 | 123 | 122 | 111 | 89 |
| Conferrals | 24 | 31 | 20 | 20 | 27 | 22 |
| SCHP | 947 | 801 | 1031 | 962 | 876 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>Due to the nature of the Spanish Bachelor’s Degree, students need to have a minor or double major. The majority of our students tend to get double majors in Communication Disorders, Journalism, International Affairs, and International Business. The International Affairs major requires students to complete through a 202 language course and International Business requires students to complete through a 201 language course.</p> <p>During the review period, 159 Spanish majors studied abroad in one of our numerous options of Spanish-speaking countries. Further, 45 studied abroad multiple times and in different locations. In addition, 220 university students studied abroad on KIIS programs around the world, regardless of their majors. Our faculty involvement in running those programs, promoting them, and serving on the board of directors is essential. The majority of those students had majors in Biology, Photojournalism, International Affairs, as well as other majors across colleges.</p> <p>Dual credit offerings are extensive in different counties in our service region, allowing students to earn college credits and then enter Spanish at a more advanced level.</p> <p>The Web and On Demand courses provide support to the completely online degrees as well as to working and non-traditional students.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| We are well above the university median for enrolled students throughout the report period and during 3 years above the median for conferrals. | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 11 | 100 | 18 | 72.2 | 16 | 87.5 | 25 | 84 | 21 | 85.7 | 69.4 |
| Progression | | | 88 | 80.7 | 88 | 85.2 | 94 | 87.2 | 89 | 85.4 | 61.3 |
| 150% Graduation Rate | 11 | 72.7 | 8 | 87.5 | 13 | 92.3 | 15 | 66.7 | 11 | 81.8 | 54.1 |
| Time to Degree | 4.57 (N=24) | | 4.32 (N=31) | | 4.22 (N=20) | | 3.79 (N=20) | | 4.90 (N=27) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Students are asked to demonstrate proficiency by interpreting authentic materials and/or performing tasks, thereby providing direct evidence of what they can do with the language at each course level, as per ACTFL proficiency levels (101:NM, 102: NH, 201-202 IL-IM).</p> <p>Spanish program assessments are given as exit exams to graduating seniors, in both oral and written form at the end the Fall and Spring semesters. The intended outcomes of the exit exams are:</p> <ul style="list-style-type: none"> • Students will demonstrate an ability to analyze a literary text. • Students will demonstrate oral and written competence in the language, applying knowledge and training to address relevant concerns in the community. • Students will demonstrate an ability to express their ideas about relevant cultural topics in the Hispanic world. <p>Analyzing the results of the written portion of the exit exams in order to improve program quality, the Spanish program implemented individual oral proficiency interviews with Spanish majors and minors during the third and last year of their Spanish studies. The goal of this assessment was to assist students in determining their level of proficiency in Spanish at two different points of their Spanish studies in order to identify their oral communication strengths and weaknesses, and then guide them in the use of specific communication strategies in order to reach higher proficiency levels. Also, Teacher Education students have the goal of reaching Advanced Low (ACTFL).</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>The program fosters rapport between instructors and students, such that oral interviews conducted before graduation to assess the program and informal communication through email and social media with alumni allow faculty to incorporate this feedback as we revise established courses and plan new offerings and certificates. The 36-credit-hour requirement for a major in Spanish, into which 3 to 9 credit-hours can be transferred from high school Spanish instruction, encourages our students to pursue an even more well-rounded education by earning a double or even triple major without postponing their graduation date. Furthermore, their demonstrated proficiency in Spanish and their understanding of Hispanic cultures qualify them to work for and with the local Hispanic population and to be better positioned for graduate studies or for the job market. The International Liaison for the City of Bowling Green, the WKU alumni database, and conversations with companies in the area indicate that our alumni work in many different fields, some of the most important being: 1) Education, Teaching, and Administration, 2) Business Administration/Management & Marketing, 3) Medicine/Health & Nursing, 4) Communication, Public Relations, Publishing/Journalism/Writing, Radio/TV/Film, 5) Law, and 6) Government & Public Services.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>In response to feedback on employability, we have elevated the proficiency level of our students for all our majors and for those planning careers in education, focusing on producing higher learning outcomes in interpersonal, presentational, interpretative, and intercultural communication in both oral and written modes. We have also provided more exposure to</p> | | | | | | | | | | | |

the accents and cultural manifestations of different areas of the Hispanic world. As a result of conversations with professionals and executives from different companies in the area--particularly Fruit of the Loom, the largest employer in the area, with manufacturing factories in three Spanish-speaking countries--we have created a Spanish Business course covering how to write business letters, apply for a job, ace an interview, and identify cultural differences in the workplace. We have also created experiential learning courses that provide students with opportunities to serve their community while working with and learning from the Hispanic community and partnering with professionals to develop creative problem-solving, teamwork, and leadership skills. In response to requests from our students, alumni, educators, health and service providers, and businesses, we are developing a Certificate in Translation and Interpreting that will further strengthen our students' linguistic and cultural competency in their future professional practice.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Combining their Spanish major with other fields of study has helped them to receive a number of awards and/or positions including:

- 5 English Teaching Assistants in the program at the Universidad Castilla La Mancha (Spain).
- 2 Spanish consulate's English Teaching Assistant Program in Spain.
- 1 Princeton in Latin America (PiLA) Fellowship
- 1 Rotary Foundation Global Scholarship to pursue a Master's degree
- 1 Jane Jacobs Fellow to develop civically-engaged young women who lead local and global action
- 2 Freeman-Asia scholarships to study abroad in China
- 1 U.S. Foreign Service Internship
- 2 David L. Boren Scholarships
- 3 Lifetime Experience Grants
- 3 Fulbright English Teaching Assistantships
- Nearly 40% of Spanish majors are Honors students and have completed Honors augmentations in Spanish. Several have written Honors theses on topics related to the study of Spanish.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 5 | 12 |
| Number of NTE Faculty | | | | | 4 | 4 |
| Cost per SCH | | | | | \$172 | \$128 |
| SCHP/FTF by Dept. | 421 | 359 | 361 | 343 | 265 | 375 |
| % SCH by FTF by Dept. | 43.3% | 77.6% | 80.2% | 81.2% | 81.5% | 75.8% |
| Median Class Size by Level | 8 | 9 | 10 | 10 | 11 | 19 |
| % Under-Enrolled Sections by Level | 78.3% | 80.8% | 76.8% | 80% | 74.2% | 36.3% |
| b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words) | | | | | | |
| <p>During the evaluation period, our program did not have any outside grants or contracts. However, the department did receive extra revenue from DELO for the On Demand SPAN 101 and SPAN 102, web courses SPAN 101 and SPAN 102, winter and summer term classes SPAN 101 and SPAN 102 (both face-to-face and web), as well as Dual Credit classes SPAN 101, 102, 201. Previous to the change in the Foreign Language requirement, winter and summer classes were always offered and filled. Our On Demand SPAN 101 and SPAN 102 enrolled between 25-40 students per class per semester.</p> <p>The requirement of demonstrating proficiency in a language at the novice high level in the Colonnade Plan had meant that annually hundreds of students have taken SPAN 102 throughout the majority of the review period, as it has been by far the most popular language. Therefore, it was easy to fill our classes and accrue DELO revenue. Now that the requirement has changed, it will adversely affect that stream of extra revenue.</p> | | | | | | |
| c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words) | | | | | | |
| <p>The Spanish Program generated nearly 3000 SCH in 2017-18. A large proportion of the teaching staff were instructors. The high number of SCHP in service to the language requirement provided largely by instructors yielded a cost per SCH of \$172. In December 2017, the language requirement was changed, and in spring 2018, the department lost two instructor positions. It now has 5 FTEF and 2 NTE.</p> | | | | | | |

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

Goal 2:

Strategy 7: The requirement of demonstrating proficiency in a language at the novice high level in the Colonnade Plan has meant that annually hundreds of students have taken Spanish 102 throughout the review period. Since all of our classes have cultural content and emphasize learning about and appreciating other groups, students from 101 on up have been increasing cultural competence. International issues are intentionally incorporated into all Spanish classes.

Goal 3:

Strategy 11: We engage in a number of high impact practices daily, as collaborative learning is central to building language production skills. Study abroad is central to our program, with the majority of majors taking advantage of these opportunities. We offer students opportunities to apply their language skills interacting with the community by translating materials for community agencies and local non-profits and interviewing Hispanic business professionals.

Strategy 12: Courses required for Teacher Education students are scheduled in conjunction with their other requirements, including student teaching.

Goal 3:

Strategy 9: We collaborate with the MAT program to select students and offer the Spanish courses they require.

Goal 6:

Strategy 18: Our alumni return to campus to share their knowledge and experiences with work opportunities and travel in other countries.

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

This program contributed to College Readiness by adding LTCY 421 to its teacher certification program, enhancing future teachers' skills in teaching reading and it addresses Goal 1 of a "seamless, integrated" system by aligning learning outcomes to the American Council on the Teaching of Foreign Languages proficiency standards and conducting outreach to K-12 faculty on implementing these standards. It supports Goals 4 and 6 by proficiency assessment at all levels.

The Spanish program serves strategic objectives 1.1, 2.5, and 8.2:

- All of our classes have significant cultural content and emphasize learning about and appreciating other groups.
- 2.5. Dual credit offerings are extensive in different counties, allowing students to earn college credits and then enter a language program at a more advanced level, working with 7 schools.
- 8.1. Students are asked to demonstrate proficiency by interpreting authentic materials and/or performing tasks, thereby providing direct evidence of what they can do with the language at each course level, as per ACTFL proficiency levels.
- 8.2. offers training and professional development to faculty on pedagogical topics and new uses of technology throughout the year, organizing workshops. Also, faculty participates and presents in regional, national and international workshops and conferences.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

According to the Pew Research Center, Hispanic population growth in the U.S. reached 56.6 million in 2015, with 6 out of 10 being 35 years or younger. This is reflected at the local level, where 16+% of the students at our Bowling Green City Schools are Hispanics. In general, 87% of Hispanics often or sometimes speak Spanish at home, making it the country's second-most spoken language. Language proficiency, communication skills, and cross-cultural competence are ranked as extremely valuable skills for jobs in the state of Kentucky and throughout the country, particularly those in agriculture, manufacturing/businesses, services, health, and the military. Our Spanish majors gain these skills in the classroom and through internships, service learning activities, workshops, and study abroad, as they interact with Hispanics and learn both about them and from them. Confident in their linguistic and academic skills, they are able to enhance their résumé and get a foot in the door with a potential employer to "test drive" a career. The discipline, the nature of our field, and our curriculum all foster the soft skills cited as most sought after by Kentucky's employers: strong work ethic, creative problem solving, team work, and leadership.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

One of the strengths of our program in comparison with UK and UofL, is that our beginning through conversation classes are taught by full-time faculty instead of graduate students, giving our students the opportunity to work directly with their professors starting in the introductory levels. Being able to foster strong academic relationships between the beginning students and the professors builds a strong community and helps retain quality students. Faculty mentor majors and minors actively, providing information on scholarships, internships, opportunities to teach abroad, and graduate school.

The curricula of other state universities are comparable to ours. However, we require a minimum grade of C in all the courses, which ensures that our majors and minors are better prepared for advanced courses.

Ours is the only program in the state to also offer the ARTC/MAT program, which provides opportunities for teachers already in the field with preparation in Spanish to complete their qualifications to teach Spanish and fill a need at schools around the state. To this end, a number of upper-level Spanish classes are offered as graduate courses, with additional requirements for graduate students. These participants in the graduate program enrich the experience for undergraduates.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

Faculty are engaged in recruiting events of all types, networking with Spanish teachers across the state, and inviting prospective students to classes. The department enhanced cultural awareness through the annual Hatcher lecture series, Tracing the Unexplored, and Fulbright series, which presented over 15 free lectures on international cultures and communications.

All of our classes in the Spanish Program have significant cultural content and emphasize learning about and appreciating other groups. We participate in or sponsor discussion forums of international films, presentations by national and international speakers, and other intercultural activities for students, faculty, and staff to learn more about different populations.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

We are currently developing a certificate in Spanish/English translation, and investigating possible collaboration with other programs on certificates in Journalism, Legal Studies, Health Care, capitalizing on the varied other majors students pursue. These are all areas with a great deal of potential. We would like to increase opportunities for experiential learning through service learning courses or activities and internship opportunities. Students request and the job market requires more community engagement and internship experiences. Another addition to recognize language skills under consideration is granting a Language Certificate in Spanish (3 courses at the 200 and the 300 level to be determined). The development of other curricular options such as hybrid and online upper-division courses is a possible area for future efforts, as well as sections restricted for Heritage and native speakers. Development of more effective placement options to meet the needs of this growing population is also desirable.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Our program is in line with our benchmark institutions in terms of number of hours and types of courses, including upper-division special topics courses that focus on or emphasize such areas as translation, cultural studies and the media. Our offerings in study abroad and strong student participation are in keeping with national trends. At all levels of language courses we have integrated assessments that are evaluated using rubrics based on our national organization's proficiency levels and descriptors. Students actively participate in articulating what they are able to do in the language at their level and identify how they can improve.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Growth in dual credit offerings makes it attractive for students to major in Spanish at WKU, as they enter the program at a more advanced level, having already received credit for Spanish 102 or 201. Teachers at 7 schools have offered 69 sections of these classes. Four upper-division courses have been added to our offerings in the last 2 years, giving students a wider variety of selections and facilitating their completing the major or minor in a timely fashion. Phonetics, in addition to proving popular with students, will provide further preparation in oral production. Spanish 381 is now offered regularly as a bridge course to better prepare students for upper-division courses and it appears to be contributing to student success. The faculty's active engagement in and support of study abroad also aids students in making timely progress toward the degree. Often short-term summer or winter options make it possible for students to complete Spanish courses that may be difficult to fit in with other major requirements during a regular semester while semester options allow them to concentrate on Spanish courses and make considerable progress. Faculty have directed and taught on several programs in the past 3 years.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We would expect the number of majors to continue to grow, as it has in the last 5 years. The majority of our students enter with dual credit, AP, CLEP credits, thus allowing them to enter the program at a more advanced level. As we develop relationships with other programs, we will attract students with certificates in some of the areas listed above, as these opportunities will enhance students' abilities to apply their Spanish skills in a variety of work settings. We anticipate continuing to have Teacher Education students who will fill the critical need for instructors in the region.

We are always working to increase study abroad, as it is a vital part of our program, and we would like to see a 15% increase in student participation. Funding is an impediment, as our departmental scholarship resources are minimal.

In order to offer more internships, the department would need to provide a course release to establish and sustain the connections in the community; create the academic curriculum; supervise and work with the partner organizations or businesses and the students.

Additional training in the most effective pedagogy for courses for Heritage speakers would be needed to develop the appropriate curriculum. The same is true for the possibility of on-line upper-division courses mentioned above.

| e. What recommendation would you put forward for the program (check one)? | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|----------------------------------|
| Department/School: | ENGLISH |
| College: | Potter College of Arts & Letters |

| | |
|-------------------------------|--|
| Program Name: | Teaching English to Speakers of Other Languages, CER |
| Reference Number: | 0416 |
| CIP Code: | 131499 |
| Degree Type (AB, BS, etc.): | Certificate |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 16 - 22 |
| List Concentrations (if any): | N/A |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The Graduate Certificate in TESOL is unique because it trains future public school teachers and adult educators to understand the process of second language acquisition and the needs of English language learners; delivers evidence-based, quality instruction in both academic and non-academic English; assesses students' progress and their own instructional approaches; assists students' adaptation to the various cultures of the United States and abroad; and engages in state, regional, and national professional development.

The mix of delivery methods (i.e., face-to-face day and evening courses, IVS, and online) demonstrates our flexibility for students pursuing degrees that require extensive and intensive field placements, as well as those who work off-campus jobs.

All students must maintain a 3.0 GPA to enter and complete the program. Those holding undergraduate degrees in any subject are eligible to apply. Students typically pursue the certificate while they are completing another graduate program. Those holding public school certification in any subject are eligible for the Kentucky P-12 ESL Endorsement upon successful completion of the certificate and the TESOL Praxis.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Enrolled Students | 4 | 4 | 4 | 3 | 1 | 17 |
| Conferrals | 1 | 1 | 3 | 1 | 0 | 8 |
| SCHP | 27 | 28 | 35 | 10 | 30 | 125 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The majority of ESL teachers in Warren County and Bowling Green public schools graduated from our program. Over 10% of Warren County is foreign-born, and many of their American-born children are English learners (ELs). In 2018, the EL population in Kentucky’s public schools increased to almost 30,000. There are 4 million ELs in schools nationwide.</p> <p>Our graduates also include several ESLI teachers, and ESL teachers at Southcentral Kentucky Community and Technical College.</p> <p>Students from several different graduate programs participate in the certificate and/or take courses in this program. Individuals from adult education, English, elementary education, secondary education, and the doctorate in educational leadership are some of the programs from which we have received students. In addition, one course—English 565 Integrated TESL—is required for graduate students in the English Department, and students from a number of departments take our courses are electives. Most significantly, the same courses are required for those pursuing the ESL Endorsement at the graduate level.</p> <p>Thus, the enrollment numbers above do not reflect the number of students in our courses. For example: In spring 2018, English 565 had 10 students, one of whom was enrolled in the Graduate Certificate in TESOL.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>This program also contributes to training in WKU offices and the wider Bowling Green community. Dr. Alison Youngblood received two PROYECTA grants, which paid for STEM majors from Mexican universities to receive English language instruction at WKU. Dr. Youngblood is the liaison to the Japanese Consulate for the JET Program, and organized workshops for the Franklin-Simpson Literacy Center. Dr. Trini Stickle works with DELO to develop autism and dementia workshops for faculty. Dr. Alex Poole carries out trainings with the Onyx Job Corps to equip teachers to help second language learners. Dr. Elizabeth Winkler supervises the Honors Major in Linguistics.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|--|---------|-----|-------------|-----|------------|-----|---------|------|---------|-----|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 100% | 0 | 0 | 15.8% |
| Progression | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 150% Graduation Rate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Time to Degree | N/A | | 11.33 (N=1) | | 2.00 (N=3) | | N/A | | N/A | | 3.73 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>Our learning outcomes are primarily based on the teaching standards developed by TESOL, the flagship organization for Teaching English as a Second Language. Specific areas assessed include (1) <i>Language</i>: Students understand language structures and apply them to the classroom; (2) <i>Instruction: Planning and Implementation</i>: Students use standards, methods, materials, and technology to meet students' content and language needs; (3) <i>Culture</i>: Students show awareness of culturally appropriate instruction; (4) <i>Assessment</i>: Students understand, implement, and reflect appropriate types of assessment; (5) <i>Professionalism and Leadership</i>: Students reflect on themselves as teachers and their effectiveness and consider professional development plans.</p> <p>Three pieces of information are used to obtain this information in ENG 471G (TESL Practicum), which is also the final and culminating experience within the minor: (1) <i>Research paper</i>: Students write, expand, and revise one paper started in another class (English 565 or 407G). (2) <i>Teaching Observation</i>: During one period, students present a lesson in their respective classrooms. In order to ensure that they are aware of the importance of the standards to cover, strive to do so, and reflect on their use of those standards, we have them first turn in a lesson. We then ask them to carry out the lesson, after which they complete a reflection on the experience. (3) <i>Critical Reflection</i>: Students reflect on the success with which they have carried out instruction, assessed their students, and generally met their students' needs. Students also discuss professional development plans.</p> <p>The development of this multi-class paper and the associated rubric significantly improved professional expectations of academic writing. During the 2015-2016, we developed a rubric based on thick descriptions of previous research papers. This process involved discussing expectations, resolving differences, clarifying definitions, and differentiating realistic vs. unrealistic expectations. The resulting rubric has helped guide our principles and parameters for papers in coursework.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>First, we assess our yearly Praxis II (TESOL) results. Our pass rate has been 100% for close to a decade, which is exceptional given that (a) Kentucky has the highest minimum passing score in the country and (b) we don't have a full degree in the subject. Second, we discuss students' performance with supervisors (e.g., public school teachers and program coordinators). Finally, we keep in contact with individual students. Those qualified to teach in Kentucky public schools always find employment. This is not only because there is a critical shortage of ESL teachers in Kentucky (and in Warren County, in particular), but also because our students can pass the Praxis II and because we have the most hour-intensive program for public school teachers in the state. Other students have gained employment at ESLI on campus, SKYCTC, and abroad. Reviewers should note that graduates also often pursue careers in their majors, such as secondary foreign language and English, middle grades language arts, and elementary education, among others.</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |

We look at Praxis II (TESOL) results to ensure our students have met requirements for teaching in public schools. Fortunately, our pass rate has been 100% for close to a decade. We have used the students' results on specific sub-scores to make curricular improvements. For example: The most numerically significant portion of the exam consists of theoretical and applied linguistics, both of which require knowledge of phonology, morphology, and syntax. Several years ago, some students' scores reflected difficulties with these areas. As a result, we decided to require a basic grammar and/or linguistics class as a prerequisite to our core linguistics course, English 407G Linguistic Analysis. Doing so allows us to assume a certain baseline level of disciplinary knowledge and to cover Praxis-related topics more in depth.

We also discuss current and future students' performance with supervisors (e.g., public school teachers and program coordinators). LoriAnn Martin, current ESL coordinator at Warren County Public Schools, informed us that incoming teachers need to be more knowledgeable about a battery of placement and progress tests called the WIDA. They also need to know more about embedded instruction. As a result, we have incorporated units relating to both in English 471G TESL Practicum.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

We cannot stress enough how remarkable our graduates are. As stated before, many students acquire jobs in public schools and adult education programs. We want to reiterate that the classes in our program are taken by many students in other programs, thus the enrollment numbers don't reflect actual course enrollments.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------------|
| Number of TE Faculty | | | | | 1.25 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH* | | | | | \$290* | \$128 |
| SCHP/FTF by Dept. | 360 | 371 | 351 | 367 | 353 | 375 |
| % SCH by FTF by Dept. | 55.6% | 54.2% | 58.7% | 60.0% | 63.7% | 75.8% |
| Median Class Size by Level | 8 | 9 | 8 | 8 | 7 | 8 |
| % Under-Enrolled Sections by Level** | 58.3% | 63.6% | 66.7% | 81.3% | 62.5% | 58.2% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

DELO revenue has been generated by creating online sections of English 565 (Integrated TESL) and English 566 (Teaching and Testing ESL Grammar). We have brought revenue to the university through the PROYECTA grant (see 2 PROGRAM PRODUCTIVITY for more information). Our students have interned and later worked for Warren County Public Schools, Bowling Green City Schools, the International Center of Bowling Green, ESLI at WKU, and Southcentral Kentucky Community and Technical College. We have also hosted several experts to assist current students and teachers in the community become better educators. These include Dr. Kathleen Bardovi-Harlig (Indiana University: Pragmatics); Dr. Kouider Mokhtari (Miami University of Ohio: Literacy); and Dr. Catherine Collier (Western Washington University: Special Education and ESL).

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

*To estimate costs, we combined SCHP for the MA program and the TESL Certificate since coursework supporting the programs is basically the same, with the number of credit hours for each program being the primary difference.

**We disagree with data for median class size and under-enrolled sections because combined graduate and undergraduate courses don't appear to have been considered and WKU had been operating at a significantly lower graduate course cap before the new number was retroactively put into place.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of WKU's strategic plan are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

The TESL program exceeds WKU's strategic plan by preparing our students for the global stage and promoting diversity, equity, and inclusion. First, we train current public school teachers seeking endorsement in TESL and every future teachers attending WKU in methods of language instruction or English as a second language pedagogy. Doing so, our graduates are competitive for numerous employment opportunities, both nationwide and globally ("Preparation Students for the Global Stage" 7). Secondly, our students become well-educated citizenry by acquiring linguistic methods which promote diversity and equity since the TESL curriculum is built upon the premise that all language varieties and the speakers of those languages are equal ("Diversity, Equity, and Inclusion" 7). Such training allows our graduates to perpetuate these perspectives within their own classrooms. As a result, the quality of life in South Central Kentucky for all residents—natural born, immigrants, refugee--is elevated ("Quality of Life" 15). In turn, our students are prepared and prepare their students to 1) continue learning, 2) invest in the future, 3) advance partnerships locally and beyond, and 4) cultivate new ideas and businesses that benefit our state, nation, and globe ("Continuing Education" 15; Investing in the Future 16).

b. What aspects of the statewide strategic agenda are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

The English Department's TESL minor serves the five objectives of WKU's Strategic Agenda well. First, TESL courses promote diversity and foster inclusive climates within and outside our campus by introducing students to empirically-based research supporting the equality of languages, language users, and the culture of all language speakers (Goal 1, 1.1-1.4). Secondly, the TESL minor is completed, most often, by prospective teachers or current teachers seeking the TESL endorsement, so we are an integral part of Kentucky's P-12 teacher training program at the baccalaureate and Master's degree levels (Goal 2, 2.1-2.8). With the training we provide, we, in effect, contribute to the postsecondary education of our students' students, creating appreciation for and advocacy of equality (Goals 1.1, 1.3). Likewise, many of our students are members of underserved populations: minorities, immigrants and refugees, first generation college students, of lower socioeconomic status. Our course content validates the language and cultural differences that set the members of underserved populations apart from the mainstream (Goal 3, 3.1-3.5). Lastly, the TESL minor and its courses afford viable careers (e.g., teaching, translating, social and health professions serving non-native populations) which, in turn, better secure our graduates the ability to afford postsecondary education (Goals 4 and 5).

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

As has been mentioned several times in this document, we are the primary supplier of English language teachers in the area. The Kentucky Department of Education has documented that there is a critical shortage of English language teachers in the following Local Workforce Areas (LWAs): Barren, Bluegrass, Green River, Kentuckian Works, Lincoln Trail, and Northern Kentucky. According to the Migration Policy Institute (MPI), there were 154, 172 foreign born Kentuckians in 2016 compared to 78, 432 in 2000. The website Coloring Colorado reports that Kentucky public schools have experienced a tremendous increase in the population of English language learners: "As of the 2012-13 school year, Kentucky's schools were home to more than 20,000 English language learners (ELLs), which marks a 219% increase from the 2002-2003 school year (Migration Policy Institute, 2015). Currently, the most common five languages spoken by ELLs in Kentucky are Spanish, Arabic, Somali, Chinese, and Japanese." In Warren County Public Schools and Bowling Green City Schools, over 50 languages are spoken. It is clear that the skills we impart and the careers for which we prepare our students are in great demand locally and across the state.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The mix of delivery methods (i.e., face-to-face day and evening courses, IVS, online, traveling to regional campuses) demonstrates our flexibility for students pursuing degrees that require extensive and intensive field placements, as well as those who work off-campus jobs. In terms of reputation, our program is known throughout the state, as is WKU, for turning out the best teachers. The program coordinator regularly receives phone calls and emails from principals and curriculum coordinators requesting graduates to fill teaching positions. Our faculty are also regularly asked to serve on Fulbright committees, doctoral dissertations, and editorial boards significant to our fields. We also visit area schools and community groups to talk about the needs of English language learners. For example: Dr. Alex Poole has given talks to Latino students at Greenwood High School about the importance of maintaining one's Spanish language proficiency while also learning English. He is also in the process of personally helping the child of Albanian refugees apply to WKU and seek the Cherry Presidential Scholarship. This individual has an unusually strong high school record, yet cannot receive help from his non-English speaking parents. Without Dr. Poole's help, he most likely would have gone to community college or immediately started working for his father following graduation.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

As said above, the ESL program is extremely cost efficient because of the overlap with several programs. Students from several different graduate programs participate in the certificate and/or take some of our courses. Most significantly, the same courses are required for those pursuing the ESL Endorsement at the graduate level. Faculty also teach all general education courses in the Department of English, various courses in the undergraduate English program, and in the undergraduate TESL program. The faculty regularly publish in peer-reviewed journals and present at international conferences. Several faculty members have already published books and another has one under contract.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

During the last two years, we have reached out to colleagues in various fields (e.g., business, criminology, nursing, social work) in order to recruit students. While these areas are not teaching per se, they can benefit from the skills gained in our program (e.g., intercultural competence, knowledge of immigrant communities, awareness of globalization). Typically, these students are undergraduates, yet we stress that they may pursue the Graduate Certificate in TESOL following completion of their undergraduate program. We intend to continue these outreach efforts.

We would like to initiate outreach efforts to specific graduate programs, as well.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

Directly comparing enrollment trends to our program enrollment is misleading for two reasons. First, our program has always had small numbers. Second, the vast majority of students who take courses required for the Graduate Certificate in TESOL program are enrolled in other programs (e.g., ESL Endorsement, MA-English).

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Our assessment has revealed that we need a standalone assessment course. While we integrate assessment into our courses, the weight of placement tests and other standardized tests, in addition to the large number of assessment questions on the Praxis II, necessitate an entire course. Due to curricular freezes, we have not taken a proposal through the curricular process.

Finally, we have become active speakers on linguistics and ESL at WKU and within the wider community. For example: Dr. Trini Stickle has spoken to religion classes about the role of linguistics in textual analysis. She has also visited sociology classes to talk about various issues related to linguistics and sexuality and sexual abuse. These are in addition to the recruitment talks we engage in each semester discussed in 6a.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

We would like to double the number of TESOL students. We need more opportunities to talk to incoming graduate students to attract them to our program. Many are simply not aware we exist until it is too late to complete the program.

We need affordable tuition rates and financial aid which allows students the time to devote to study. When students have to work 30-40 hours weekly, they lack sufficient time for study. In addition, students have few opportunities for graduate and teaching assistantships. This lack of financial support makes our program less competitive.

Another impediment is WKU's lack of focus in mission, which hopefully this CAPE process will help us address. This lack creates a situation in which faculty are obligated to teach 4 classes per semester, engage in many hours of service, take on administrative tasks, advise, and research. This fosters a culture based on fulfilling short-term goals and within which makes generating a long-term vision impossible. It likewise creates a sense of being constantly overwhelmed and behind, yet always asked to do more. Coupled with lack of raises and the reduction of benefits, this state of affairs breeds mistrust, resentment, and a sense of unpredictability that stymies necessary risks and innovation, both of which cannot come from an increasingly small budget.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION
PROGRAM SELF-STUDY WORKSHEET
19 October 2018**

| | |
|---------------------------|----------------------------------|
| Department/School: | Theatre & Dance |
| College: | Potter College of Arts & Letters |

| | |
|--------------------------------------|---------------|
| Program Name: | AB in Theatre |
| Reference Number: | 798 |
| CIP Code: | 50.0501 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | No |
| Minimum Hours Required: | 45 |
| List Concentrations (if any): | |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

The AB in Theatre is designed to provide students with a flexible, comprehensive overview of theatre practice. Students receive a solid grounding in script analysis, performance, technical theatre and design, and theatrical history and literature. They may use their elective hours to pursue in-depth study in one or more of these areas. Classes combine up-to-date scholarship in the field with direct hands-on practice, and most culminate in showcases or portfolio presentations that concretely demonstrate the skills learned. Students also take at least four hours of performance and production labs earned working directly on departmental productions. The degree requires 45 credit hours and does not have selective criteria for admission, although all majors participate in regular juries to assess their overall progress in the program. Departmental advisors also work closely with each student to help them craft a course of study that will best meet their individual career aspirations. WKU is an accredited member of the National Association of Schools of Theatre (NAST) and the BA is fully compatible with its standards. This degree requires a minor or second major, making it an ideal path for students wanting to explore multiple academic fields.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 72 | 70 | 72 | 78 | 68 | 89 |
| Conferrals | 13 | 11 | 5 | 11 | 11 | 22 |
| SCHP | 875 | 936 | 911 | 1,091 | 836 | 991 |
| b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words) | | | | | | |
| <p>The Theatre AB is an important part of the cultural environment of the campus and community. Last year, Theatre & Dance provided 90 individual performances of 32 different works, serving an audience of around 11,000. The department produces a very wide range of material including Shakespeare, musicals, children’s theatre, new works, and plays. This includes on-campus performances for school groups, and a show which tours to elementary schools. Any WKU student may audition.</p> <p>All courses offered in this Theatre AB program are also offered as part of the BFA in Performing Arts Program, the Theatre Minor, and the Musical Theatre Minor. Acting (PERF 101) and Acting for the Camera (THEA 303) serve the Film BA, and Film Studies Minor. Theatre in Education (THEA 325) and Play Production in the Schools (THEA 425) support the BA in English and Allied Language Arts degree. Theatre in Diversion (PERF 362) was created in partnership with the Sociology department, and provides Theatre and Criminology students the opportunity to work with juvenile offenders, conduct original research, and lead creative projects.</p> <p>This fall, the Theatre Program offered 12 sections of Colonnade classes, with a total of 444 students, including over 50 in Connections courses.</p> | | | | | | |
| c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words) | | | | | | |
| <p>The Theatre AB complies with all NAST standards. Faculty and students are also active in the Southeastern Theatre Conference, the Kentucky Theatre Association, the Midwest Theatre Auditions, the Unified Professional Theatre Auditions, where student work is adjudicated, and students have the opportunity to seek professional internships. Program students may also participate in a showcase for graduating seniors each year in New York where they audition for a panel of agents, managers, and casting directors. The program has a very strong track-record of success through these events. Dozens of students are engaged in internships each summer and many graduates go directly into professional theatre employment.</p> | | | | | | |

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---|-------------|-------|-------------|-------|------------|-------|-------------|-------|-------------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 7 | 57.1% | 23 | 73.9% | 13 | 92.3% | 13 | 69.2% | 20 | 75.0% | 69.4% |
| Progression | 62 | 62.9% | 55 | 61.8% | 72 | 66.7% | 64 | 68.8% | 62 | 62.9% | 61.3% |
| 150% Graduation Rate | 16 | 68.8% | 21 | 61.9% | 11 | 36.4% | 7 | 42.9% | 7 | 28.6% | 54.1% |
| Time to Degree | 4.49 (N=13) | | 4.73 (N=11) | | 3.80 (N=5) | | 3.79 (N=11) | | 4.03 (N=11) | | 4.39 |
| b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words) | | | | | | | | | | | |
| <p>The Theatre AB meets all NAST standards for student learning outcome assessment and periodic program review. Department-specific Student Learning Outcomes can be found here. Routine departmental program-level assessment of this degree program is conducted through a Jury/Portfolio Review (JPR) process, and department level review of production work, coursework, and adjudication results. Theatre AB students meet with all members of the Theatre faculty at three points during their time at WKU, where they are provided constructive, individualized feedback aimed at maximizing their full potential for success after graduation. The results of these assessments are also compiled and used to monitor the effectiveness of the program and identify areas for program improvement. Student scholarly and creative work are regularly adjudicated by program faculty and are also frequently presented for adjudication at regional and national professional conferences. Results of this adjudication process are also used to maintain the quality and effectiveness of the program.</p> <p>This most recent JPR, conducted during finals week in December 2018, suggests that despite a shortage of faculty, we are continuing to meet our program student learning outcomes. Feedback generated through JPR in past semesters, along with feedback from theatre professionals reporting on emerging trends in theatre practice, has suggested we incorporate more opportunities to create new works as part of the program. As a result, we have added a bi-annual <i>New Works Festival</i> to our mainstage series, and are now offering a <i>Plays in a Day</i> event every semester. We are also producing a new play, <i>Aglaonike's Tiger</i>, as part of our spring 2019 mainstage series and have invited the playwright to campus as a visiting guest artist.</p> | | | | | | | | | | | |
| c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words) | | | | | | | | | | | |
| <p>As a smaller program where students work closely with faculty for long hours in the studio and classroom, it is common for faculty and students to stay in close contact for many years after graduation. The Theatre AB program utilizes a number of methods to informally gather feedback from alumni, including several Theatre & Dance Alumni Facebook groups, an annual alumni reunion in New York, an on-campus alumni reunion every five years. Faculty also regularly communicate with alumni via email. In a field where most jobs are short-term, it is difficult to generate employment data comparable to other fields. AB in Theatre graduates follow a number of different paths after graduation. Some choose to pursue professional work in theatre, film, or television. Some go on to graduate training, and some go into other fields. Examples of AB Theatre alumni activities since 2013 include: Nate Hovee (Flight Attendant, Qatar Airways), Susan Creech (Development Officer, Actors Theatre of Louisville), Jessica Graham (Public Relations Specialist, University of Texas Theatre), Eric Mattingly (Stage Manager, New York City), Samya Monem (Graduate degree in Library Science), Chandler Smith (Associate Producer, Eugene O'Neill Theatre Center), Kelly McGee (Stage Manager, Seattle), Colin Waters (Actor, Charleston Stage Company).</p> | | | | | | | | | | | |
| d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words) | | | | | | | | | | | |
| <p>Theatre faculty stay in close contact with entertainment industry professionals and are continually adapting the AB Theatre program to changes in the field. This feedback is gathered at profession conferences such as SETC and UPTA where student work is adjudicated by employers, and at events organized by the department such as our New York Showcase. Most of the program faculty continue to work professionally themselves, and maintain a close relationship with employers. A good</p> | | | | | | | | | | | |

example of this process was at our most recent New York Showcase on 1/5/19 where 8 graduating seniors (3 AB Theatre, 4 BFA Performing Arts, 1 Theatre minor) performed before a panel of six major New York agents and casting directors. After the performance, the panelists provided an hour of detailed feedback. Casting Director [Michael Cassara](#) provided an additional hour of audition workshop with the students. Program faculty took detailed notes that will be used to fine tune training in future years. While feedback was overwhelmingly positive, faculty noted the need for additional coursework in film and television acting as career opportunities continue to grow in this area, as emphasized by industry professional at the showcase. The program will now pursue additional faculty in this area to respond to this need.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

The Theatre program makes a very concerted effort to keep retention high and boost the success of incoming students. These efforts include a University Experience class required of all department majors and team taught by department faculty. Each freshman is also assigned a student mentor from their program. Each freshman student also meets with the full department faculty at the end of their fall semester. At that time faculty makes sure they are on track with coursework, answer any questions they have, and discuss solutions for any challenges they are facing.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------------------|---------|---------|---------|---------|---------|--------------------|
| Number of TE Faculty | | | | | 2.5 | 12 |
| Number of NTE Faculty | | | | | .6 | 4 |
| Dept. Cost per SCH* | | | | | \$108 | \$128 |
| SCHP/FTF by Dept. | 231 | 244 | 220 | 229 | 235 | 373.0 |
| % SCH by FTF by Dept. | 42.0% | 45.5% | 42.3% | 44.9% | 46.0% | 75.8% |
| Median Class Size by Level | 9 | 10 | 7 | 9 | 6 | 18.5 |
| % Under-Enrolled Sections by Level | 81.7% | 72.2% | 81.3% | 77.9% | 80.0% | 37.3% |

* On the advice of Academic Affairs, we are reporting the department average cost per SCHP. This is due to the fact that curriculum between all Theatre and Dance degrees is so tightly interwoven.

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

Theatre & Dance funds its extensive production series entirely through ticket sales. WKU provides no funding to support our shows, typically budgeted at around \$55,000 annually. The department operates the Fine Arts Box Office in order to do this. Our annual budget is well below the average of benchmark programs of a similar size. It is also highly unusual for a program of our size to be unsubsidized by their institution. Significant department resources must be dedicated to marketing department productions, straining personnel. Program faculty and students are frequent recipients of RCAP, QTAG FUSE, and student travel grants. The department also generates production revenue through individual and corporate sponsorships. The Theatre program has been fortunate to have recently received two significant philanthropic gifts. The Theatre Program is one of five to be supported annually from the \$10 million Jerry Baker Endowment. We are also scheduled to receive a future estate gift from Dick Frockt of an endowed professorship. The Theatre in Diversion program has been completely grant funded for the past seven years, and received a \$15,000 grant from the WKU Sisterhood in addition to receiving \$1000 through the Wal-Mart Community Foundation.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

Please note, the department typically offers 25 practicums (production labs, performance labs, ensemble performance courses) every semester, comprising roughly 29% of the total number of courses. These practicums are not included in teaching loads and are taken by students as part of their participation in productions. Enrollments in these are typically quite small, 1 to 5 students, and significantly skew the median class size and under-enrolled sections data above. NAST guidelines range from 12 to 20. After removing practicums from the equation, the average size of upper level courses in the Theatre Program is 15.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

A sample of Strategic Plan objectives addressed by the Theatre AB Program:

"Provide opportunities for people of the region to be educated, entertained, assisted, and inspired outside the classroom."

- The Theatre Program is a significant part of the cultural landscape, providing entertainment and educational opportunities for a total audience of around 11,000 every year.

"Work with regional K-12 and Community College educational systems to provide educational opportunities through outreach"

- The Theatre Program provides performances and workshops to local schools, typically serving around 20 schools and over 3,000 K-12 students per year.

"Facilitate high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning and instructional opportunities."

- The Theatre Program utilizes best practices to provide immersive, process-learning practices. Much of the learning takes place in the studio and on the stage. Students develop extensive resumes, supported by instruction from professors and guest artists.

"continue to expand off-campus and on-campus educational opportunities."

- The Theatre Program offers an annual study away program in New York City and/or London. This year, over thirty students and alumni are participating.

"Through the Colonnade Program . . . provide common intellectual experiences and high-impact practices to develop hard and soft skills as well as to cultivate good, productive citizens."

- The Theatre Department offers the Connections courses Culture and Performance, Period Styles of Design, and Theatre Appreciation.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

Strategy 1.1., The Theatre Program increases cultural competence among students, staff, and faculty at WKU through its many productions which focus on diversity and inclusion.

Strategy 8.1, The Theatre AB Program has developed an intensive and effective advising and jury process to ensure the steady progress of its majors toward graduation, and to continually measure the effectiveness of the program's learning outcomes, curriculum, and preparation of its majors for graduate training or work in the field.

Strategy 8.2, The Theatre AB faculty are actively engaged in continual training as well as scholarly and professional work to ensure their teaching is effective, timely, and of the highest professional standards.

Strategy 10.5., The Theatre AB helps foster an innovative, creative and entrepreneurial culture at WKU and in the region through its many theatre productions, workshops, scholarly presentations, and Colonnade courses.

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant **workforce** and/or provide supplemental data to the extent possible. (maximum 200 words)

KY Workforce data suggests a 23% increase in demand for "arts, design, entertainment" professionals over the next five years in the 27-county service area. National data from the Bureau of Statistics forecasts a 12% increase in demand for actors, directors and producers nationally over the next decade. Multimedia artist demand should rise by 8% over the decade. Clearly, most employment opportunities in these fields are not in the WKU service area, and a significant percentage of AB Theatre graduates go on to careers in a wide array of fields. Those who stay within the service region typically go into education, tourism, or arts administration. Beyond theatre specifically, the skills we emphasize – including collaboration,

creative problem solving, effective deadline management, and communication skills – prepare students to work in a wide range of sectors anticipating future demand in Kentucky.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

WKU is one of only 36 universities in the nation accredited in all four arts areas: theatre, dance, music, and art and design. The WKU Theatre Program has a strong regional and national reputation. For example, in 2015, [Onstage Blog](#) ranked WKU #6 in a list of the 10 most underrated theatre colleges in the Midwest. When polled, incoming program freshmen report choosing WKU over institutions such as Point Park, Elon, Savannah School of Art and Design, NKU, University of Cincinnati, U of L, UK, MTSU, Belmont, University of Michigan, Ball State, Hofstra, and the American Academy of Music and Drama. The average incoming ACT is 25.

The program is unique in the number of hands-on learning experiences it offers. In 2017-2018, we produced 90 total performances of 32 individual works, creating 797 onstage roles and 1040 backstage jobs for students.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

The Theatre Program very actively recruits. Faculty not only participate in all WKU recruitment events such as Head for the Hill, but they also travel to events such as the Governor's School for the Arts /Youth Performing Arts High School College and career Day Audition/Interviews, the Kentucky Thespian Festival College Day and Auditions, the Southeastern Theatre Conference Auditions/Interviews, and the summer GSA College Fair. The department also holds an audition/interview day every spring which brings dozens of prospective students to campus.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

While interdisciplinary connections currently exist with film, music, and pop culture, those could certainly be strengthened and developed further. These areas connect to the emphasis on performance that is obviously key to our Theatre program. As performers and technicians increasingly move between fields, this will be increasingly beneficial not only to our students but to students in those other majors as well. Further interdisciplinary connections could be made with community and diversity studies. Theatre is known for helping audiences empathize across categories of difference, and cultural competency is key to the work we do. There are efficiencies to be gained working with these other programs sharing curriculum, faculty, resources, and marketing. Looking at national trends and benchmark programs, there is evidence that a strong relationship between theatre and film would enhance the attractiveness of both programs, increasing enrollment.

The major impediment to the continued growth is lack of commensurate growth in faculty and staff to match past increases in student enrollments. Lack of funding to support production activities is also a major concern.

The program has recently begun offering students work as standardized patients for the new UK Medical School. This effort is being supervised by a faculty member receiving no additional compensation or load reduction.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

National enrollment trends in the visual and performing arts have fallen somewhat over the last 5 years, after rising to a peak around 2012. Theatre AB Program enrollments dipped in 2017/2018. This is not unexpected and aligns with WKU enrollment trends and statistics regarding high school graduates in Kentucky. However, indications of future recruitment opportunities are good. Continued interest from prospective students during the fall 2018 semester brought an average of two students and their families to campus per week to visit the program. Overall, the department is quite healthy. In fact, the WKU Theatre Program is the 14th largest accredited, public, undergraduate-only theatre program in the US.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

The Theatre AB Program made a number of curricular revisions over the past three years to ensure the coursework best meets the needs of our students:

- Ensemble and practicum credits are now offered in both 1 credit and .5 credit versions to better suit the needs of particular shows. This is now beginning to increase the overall SCHP of our department.
- Menu options in the area of Theatre History and Theory were broadened to avoid enrollment bottlenecks and ensure students could progress through the degree in a timely fashion.
- Connections courses Period Styles in Design (THEA 323) and Culture and Performance (THEA 341) were added as electives in the major.

The department has increased recruitment efforts in recent years. The Potter College Creative Arts Scholarship has become an increasingly important element of the recruitment process, providing scholarship support to 27 incoming students in the most recent year. The faculty are increasingly using email and social media to communicate with prospective students.

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

The program has strong prospects for continued growth in prestige and enrollment, should resources be made available to support such efforts. The department recently lost an instructor/costume shop manager position (nonetheless incorporated in data above) which must be restored in order to maintain our production series. We are also short faculty in the areas of acting and history/theory/dramaturgy. A new acting instructor would allow us to solidify our relationship with the Film Program. Current faculty are regularly teaching overloads to support the acting curriculum. In fact, reliance on part-time

instructors to teach lower level courses significantly skews the data regarding FTF SChP production here. Our sole theatre history and theory faculty member is also regularly teaching overloads. A second faculty member in this area would be necessary to support any enrollment increase. The department also lost an instructor line in technical theatre several years ago and this position needs replacement to support enrollment in the technical theatre programs.

e. What recommendation would you put forward for the program (check one)?

Grow/Enhance (Significant strategic potential exists)

Maintain (Core or important complementary program)

Transform (Redesign/combine/reorient)

Suspend (Teach-out may be required)



| | |
|--------------------|------|
| Department/School: | Art |
| College: | PCAL |

| | |
|-------------------------------|--|
| Program Name: | Visual Arts |
| Reference Number: | |
| CIP Code: | 514 |
| Degree Type (AB, BS, etc.): | BFA (Bachelor of Fine Arts) |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 73 (studio concentration); 79 (graphic design concentration) |
| List Concentrations (if any): | Studio; Graphic Design |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Accredited by NASAD, the **BFA in Visual Arts (514)** is a professional degree, with concentrations in Graphic Design and Studio. Students are prepared for professional employment in the visual communication, design, and fine arts industries; for further study at the graduate level in visual art or graphic design; and for developing an individual, professional, design or studio practice.

Course requirements include lab-based studio courses with 5:20 contact hours per week (80%), lectures and seminars in art history (20%), and a Capstone course. No additional specific courses outside the department are required. The degree is geared towards full and part time students on the main campus.

Based on pedagogical best practices, studio courses are delivered face-to-face. Art history courses are delivered face-to-face and online. To assist with timely degree progression, studio and art history courses are offered in every DELO-administered term. Faculty regularly lead study-abroad courses, and students often take advantage of study abroad opportunities originating outside of the Department.

The program has selective admission. Students may enter the 514 by earning a minimum GPA in introductory art courses or via portfolio review. Students not meeting these requirements have the option of pursuing the department's 509 degree, a path which most in this situation choose.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 185 | 151 | 146 | 150 | 142 | 89 |
| Conferrals | 36 | 18 | 26 | 17 | 19 | 22 |
| SCHP | 2555 | 2537 | 2248 | 2347 | 2491 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

All faculty in Art teach courses necessary for all three majors. All courses comprising the 509 studio concentration (49 hours) are a subset of the larger and more focused 514 BFA Visual Arts degree (73 or 79 hours depending upon concentration), making the department both efficient and productive. One studio course from 509/ 514 is required for the 613 (Art History).

514 courses comprise 100% of the Computer Animation minor, 75% of the Graphic Design minor, and 100% of the studio art minor. **86% of students in these minors have a major outside of the Art Department**, illustrating the department’s curricular support to non-art majors across campus.

Program foundations courses are often taken by Interior Design and Fashion Merchandising majors to cover a core requirement of their program, and by Architectural Manufacturing Sciences students as an approved elective. IDFM majors routinely take art history survey courses as a component of their studies. Four program courses are part of the Colonnade, two in the Explorations and two in the Connections category.

As the 514 program is large (73 or 79 hours), **the SCHP produced by this program alone is 2.5 times the university median.**

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

To assist students with progression towards degree, the department officially revised the BFA curriculum (effective Fall 2018) to reduce program requirements from 81 credits to 73 or 79, depending on concentration, a change falling within accreditation guidelines.

Studio classes are intensive, meeting for twice the number of standard contact hours (5:20 hours per week). Their smaller class sizes, mandated by NASAD and based on safety and appropriate pedagogy, are balanced by larger SCHP art history and art appreciation lecture courses. **Art appreciation is a service course, therefore its SCHP is not captured in program cost / SCH (Q 4).**

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|------------|---------|------|---------|------|---------|------|---------|------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 33 | 66.7 | 41 | 78 | 28 | 71.4 | 27 | 81.5 | 33 | 66.7 | 69.4 |
| Progression | Not listed | Not listed | 120 | 61.7 | 126 | 65.9 | 107 | 67.3 | 112 | 68.8 | 61.3 |
| 150% Graduation Rate | 39 | 47.4 | 47 | 46.8 | 35 | 62.9 | 27 | 37 | 32 | 56.3 | 54.1 |
| Time to Degree | 4.35 | | 4.41 | | 4.38 | | 4.49 | | 4.16 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

SLOs for Art's professional degree, the BFA. Students will:

1. Develop a broad understanding of visual arts history and an individual art or design practice focused in one or more specific media.
2. Be competitive candidates for employment in the visual communication, design and arts industries and/ or for further study at the graduate level in visual arts/ graphic design; create a professional, active, studio/ design practice.
3. Develop a robust individual artistic voice evidenced through the creation of a cohesive body of work.
4. Learn and demonstrate appropriate professional practices.
5. Develop the ability to effectively communicate through visual, oral and written means.

In their final semester, students in 514 (both concentrations) create a portfolio of their art / design work and writing. For program assessment, department faculty and outside experts evaluate portfolios on design competency, technique, creativity, level of craft, and writing ability.

The department noted in a previous APR that students fell short of goals measuring writing ability, with fewer than 70% achieving a score of "3" on a 5-point scale. The department developed a Capstone course to provide more focus on writing. Recent reviews of writing samples have illustrated a marked rise in achievement.

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

The department has recently formalized what has been a successful informal method of maintaining contact with alumni. Because of our predominantly mentorship-based instruction (intensive lab-based classes), faculty develop and maintain close connections with students in their courses, continuing to serve as mentors for, and remain connected to, former students long after they graduate. Most faculty maintain professional networks on Facebook and LinkedIn, and routinely add new department alumni. The Department maintains an active Facebook page, Instagram account, and several discipline-specific Facebook groups with which to maintain connections and communicate with alumni. The department has recently begun conducting exit interviews with all graduating seniors for program assessment and self-reporting on employment success.

The department consolidated our individual faculty data into one alumni spreadsheet, tracking the large majority of our alumni over the past five years and developed an online alumni survey hosted on our wku/art website. Results indicate that 80% of BFA students who graduated within this report's focus period are currently employed or in graduate school in arts and design fields. Based on the KYSTATS report, 52% of arts and humanities majors were employed in **Kentucky** five years post-graduation. Departmental data also correlate to the state-level data.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Many of our alumni are in industries that employ our graduates; **based on feedback from alumni recently transitioned to the workforce, we have added practical business elements to our courses.**

Over the timespan of this review, we have engaged dozens of employers to talk with students about art and design careers, give programmatic feedback on the relevance of our course content, arrange internships and career placement. Every semester for multiple courses we bring professionals in various stages of their careers to campus to present information about their work and employment sector; discuss agency careers and freelance entrepreneurship; provide formal portfolio feedback to our students; and provide program feedback to faculty. Each semester we also take students into the field, for experiences ranging from introductory industry field trips to formal mock interviews. We have a close, collegial relationship with many industries in our field in the area, and regularly tap this network for input.

Our department has also recently evaluated and restructured our internship program and now routinely solicits feedback from students' internship hosts, all of whom are in fields of potential employment for our graduates. We use all information garnered to ensure our curriculum is aligned with necessary employability skills.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

Graduates from this program are employed in design positions at all levels throughout the area stretching from WKU to Nashville, Louisville, Lexington and Cincinnati. Our alumni are working on both coasts, in countries such as Korea, Japan, and the Netherlands, and have design positions at companies including Apple, Google, and Starbucks. Many have created their own successful businesses in design or print and many have profitable individual freelance careers. A good percentage have attended prestigious graduate schools. **Most – despite the statistic that 90% of those with art degrees stop producing – are still active artists and designers.**

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|--|--------------------|
| Number of TE Faculty | | | | | 12.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 163 | 128 |
| SCHP/FTF by Dept. | 294 | 293 | 233 | 305 | 283 | 375 |
| % SCH by FTF by Dept. | 48.3 | 48 | 46.5 | 58 | 57.7 | 75.8 |
| Median Class Size by Level (Upper Division) | 16 | 13 | 11 | 14 | 14 | 19 |
| % Under-Enrolled Sections by Level (Upper Division) | 42.2% | 58.9% | 64.0% | 54.9% | 53.8%* for more accurate data, see 4c | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

We will soon receive more than \$80,000 in scholarship funds yearly from the Baker Foundation, a gift that will transform the Art Department. The student support made possible by this gift and the publicity that will flow from it will tremendously enhance our ability to recruit and retain students.

Program revenue connected to course fees (which must be spent on supplies and equipment that directly benefit students in specific classes) approximated \$96,000 last year. A major percentage of these fees fund the department's 55 Mac student lab computers and Adobe Cloud subscriptions.

The department has collected an average of \$7,600 per year over the past 7 years from DELO revenue, with this number trending sharply upwards over the past three years.

This past semester, the department launched a "fund and friend-raising" initiative through the Foundation, using a student-designed t-shirt as a reward for giving, and developed a social media marketing strategy to target alumni and the area community. This project is still in its infancy, but has seen an uptick in departmental giving and a huge surge in social media traffic. As a creative department of people that make and market stuff, we anticipate seeing growing returns from this initiative.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

- Studio-class sizes are mandated by NASAD based on safety and appropriate pedagogy.
- All Department programs share a largely-common set of courses, faculty, and students; costs cannot be effectively separated. Cost/ SCH has been calculated using total SCHP generated by all majors and minors and 100% FTF effort of non-service courses.
- **53.8% reported underenrolled courses does not accurately capture data, or faculty workload.**
198 identified underenrolled include
 - 45 independent study/ internships (faculty member receives no load credit)
 - 33 mis-assigned stacked classes (no additional load credit assigned)
 - 17 regional-campus classes
 With above classes removed from calculation, **28.7%** of classes on Bowling Green campus are

underenrolled.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- *Prepare(s) students for career and life in a global context, providing high-impact practices to develop hard and soft skills;*
- Embraces **A Culture of Innovation**, including **Facilitat(ing) high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning;**
- Promotes **Quality of Life.**

Global practices include: art history courses emphasizing non-Western perspectives; regular faculty-led study abroad experiences throughout Asia and Europe; at-least-yearly international FAC Gallery exhibitions and/or visiting artists.

Additional high-impact practices include: courses regularly integrate service-learning projects with professional and community partners; a growing internship program; faculty-designed-and-led field trips (ranging from industry and museum visits to multi-day regional excursions); students accompanying faculty to and presenting at professional conferences.

Critical thinking, problem solving, and engaging effectively with others are learned in a project-based studio curriculum in which *every studio course* requires students to imagine and physically make creative solutions to presented problems, working both individually and in small groups, and to publicly present and defend this information in written and oral formats on a regular basis.

Quality of life in the region is enhanced through regular public lectures, workshops, and exhibitions provided by the program on campus, and through faculty and students regularly exhibiting their art locally.

b. What aspects of the **statewide strategic agenda** are directly addressed by the program? Reference specific goals, policy objectives, strategies, and metrics. (maximum 200 words)

This program **2) Partner(s) with Kentucky's P-12 system; 6) Increase(s) persistence and timely completion; 9) Improve(s) career readiness and employability; 10) Increase(s) basic, applied, and translational research (creative activity); and 11) Expand(s) regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities** through:

- Providing regular tours for high school art classes and clubs, creating and participating in recruiting events on campus and throughout the state
- Providing design work and art education for, and connecting our students to, community organizations too numerous to count but including: the BG International Festival, VSA Kentucky, The L&N Train Depot, Mammoth Cave, The Shaker Museum, The Kentucky Museum, Lost River Sessions
- Re-organizing curriculum and advising strategies to assist with student retention and timely program completion
 - Reducing required credit-hours where possible
 - Embracing 'intrusive advising,' training all faculty as advisors, establishing a 12:1 student:advisor ratio
- Connecting with employers to ensure industry standards are met through our curriculum and to facilitate student employment upon graduation
- Faculty and students universally engaging in research and publishing (creating and exhibiting artwork); students regularly presenting at Student Research Conference
- Providing regular public exhibits, lectures, and workshops targeted to students and the community

c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

There is **projected growth** in Arts, Design, Entertainment, Sports, and Media Occupations, the sector most likely to hire graduates from this program, over the next five years, with an anticipated addition of more than 5,000 positions with a mean salary over \$45,000. The Kentucky Future Skills Report predicts more than 1,000 jobs will be added in graphic design-related positions alone, with salaries as high as \$60,000. There are over 1,000 print-related jobs in Kentucky, just *one* profession that is an offshoot of graphic design, currently posted on Indeed.com.

Additionally, with a curriculum that requires progressively independent-level critical thinking and creative problem-solving skills, a disciplined work ethic and the ability to realize effective progress on multiple simultaneous projects, this program develops the hard and soft skills needed to be effective in any position. Students develop strategies to effectively set and meet short and long-term goals and the skills to excel in a workforce position that demands creativity, attentiveness to detail, time and material management, hand and organizational skills, and the ability to research and synthesize multidisciplinary knowledge to create production-oriented solutions.

d. In what ways is the program distinctive in design/delivery, reputation, and impact? Reference unique aspects of the program relative to similar programs, and point to indicators of reputation in Kentucky and/or the nation. Discuss contribution to student/faculty/staff diversity, DELO cohort component, regional campus impact, and other factors as appropriate. (maximum 200 words)

The **WKU Department of Art's** mission is to *offer paths to explore, experience, and expand the possibilities of artistic expression, an indispensable part of human society*. WKU has been accredited by the National Association of Schools of Art & Design since 1989, and was recently re-certified in 2016. NASAD, with over 360 member institutions, is the primary agency establishing, evaluating and certifying high-quality professional standards for education in the field. **All departmental resources are available to all major and minor programs.** We:

- Are one of only four NASAD accredited art programs in the state.
- Have the only computer animation program in the state.
- Are the third largest art program in the state.
- Have a celebrated art education program.
- Are known for producing high-quality graduates that combine art and design practices and aesthetics
- Have on faculty one of the primary fresco experts in the nation (Mike Nichols), who is invited for educational workshops across the country.
- Have a majority of faculty regularly invited to exhibit, speak about their work, and provide workshops in their fields at a regional or national level.
- Attract world-class artists and programming to campus, reinforcing connections between south-central Kentucky and the global art community.

e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

All Art Department programs are taught by a committed, collegial faculty who are all active artists, designers, and scholars. We promote and celebrate student success and actively serve our campus, Bowling Green, and disciplinary communities. Since 2013, our faculty have won two University-level Awards for Research and Creative

Activity (2013 and 2015), two PCAL Public Service Awards (2014 and 2015), and one PCAL Award for Research and Creative Activity (2018).

WKU is one of only 36 universities in the nation with all four (art, music, theatre, and dance) of its visual and performing arts programs accredited.

6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

Our program has always boasted the ability to teach students to connect analog and digital skills, encouraging them to work interdisciplinarily throughout our curriculum. Further embedding emerging technological trends in both fine and graphic arts has the capacity to make our program more attractive in recruiting students.

Our computer animation minor, the only program in the state in this trending field, has the capacity to grow into a concentration within this major within the next few years and serve to recruit students to the program.

More fully embracing the trend in art and design education towards providing hands-on, community-based experiential student-learning opportunities will allow further development of robust partnerships with area organizations, giving students at all levels necessary 'real world' experience and aligning and connecting our department more intentionally with employers.

The program recently developed a new recruitment strategy to augment our current efforts aimed at our natural audience. Using our robust P-12 network, we are inviting area high school art teachers and their students to participate in a half-day "#WKUart intensive" on campus and are making plans to take 'pop-up' workshops on the road to area high schools. We recently received grants and purchased two mobile printing presses for this activity.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

After a drop in 2014, this program's enrollment and conferrals have remained relatively stable. A slight downward trend reflects both the state and national patterns. The most recent data from the CPE shows enrollment in art departments is down across the state, with four of the seven programs in Kentucky seeing larger drops than ours. Our decline is less than that of NKU (7.69%) and significantly less than Murray (15%), Morehead (24%), and UK (42%). Data from the NCES also indicates that while degrees conferred in the visual and performing arts rose at the beginning of the decade, they have also been on the decline since 2014.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Last year, the department revised our curriculum and course scheduling practices to assist students with timeliness towards graduation. This year, the department is in the process of developing and implementing a number of strategies to assist with recruitment, retention, and student progression towards degree. Changes are recent and ongoing, but we hope to see positive results in the data emerging soon. Changes include:

- restructured curriculum to reduce number of required hours and assist with timeliness towards graduation
- introduced block scheduling for first-year students, effective 2018-2019
- in process of developing more robust recruiting and marketing strategies
- recently re-evaluated implementation and structure of internship program to assist with retention, degree progression
- offered more January and summer classes to assist students with progression towards degree
- developed more robust and effective departmental advising to assist with student retention and progress

towards degree

- instituted more streamlined and student-friendly course sequencing including developing projected 2-3 year course offerings/ rotations to assist students with scheduling
- experimenting with innovative course formats to provide more opportunities for students to take double-length studio courses, including all-day Friday courses; one day a week 5:20 hour studio night class; late-night class (twice weekly from 7:00 – 9:20 pm)

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Both concentrations in this major serve to benefit from incorporating rapidly-advancing technological innovations, ranging from using 3D-printers and laser cutters in studio, to more aggressively transitioning from print to digital and web-based media in graphic design, to fostering growth in the new computer animation program – a field that bridges both areas. The computer animation minor, as it is the only one of any level in the state, has grown to 28 students in less than a year, and is the most-inquired-about program in the department, has real potential to soon evolve into a concentration within this major, driving program numbers upwards. The majority of the computer animation courses are taught by one faculty member who spends half of his effort teaching design courses.

Additionally, as more and more information moves to the web, every sector, spanning profit, non-profit, and government, will need people who can create content; social and economic transitions that will likely also create demand for our program. We anticipate additional growth based on the integrated, targeted recruiting strategy we are currently implementing. With program growth, spurred by and following national trends, we anticipate soon needing an additional faculty member to support the design and computer animation areas.

e. What recommendation would you put forward for the program (check one)?

| | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |



| | |
|--------------------|------|
| Department/School: | Art |
| College: | PCAL |

| | |
|-------------------------------|---|
| Program Name: | Visual Studies |
| Reference Number: | |
| CIP Code: | 509 |
| Degree Type (AB, BS, etc.): | AB |
| STEM+H Degree (Y/N) | N |
| Minimum Hours Required: | 49 (studio concentration); 88 (art education concentration) |
| List Concentrations (if any): | Studio; Art Education |

1. PROGRAM SUMMARY

a. Please provide a brief summary of your program to assist evaluators. Include factors such as delivery mode(s), whether an accompanying program is required (e.g., second major, minor, or certificate), supporting course requirements, and/or criteria for selective admission. (maximum 200 words)

Accredited by NASAD, the **AB in Visual Studies (509)** is a liberal arts degree with a broad program of study in the visual arts. Students develop an understanding of visual arts history and practice across various art media, and graduate prepared to succeed in diverse careers that integrate the visual arts with other disciplines; the longer art education concentration (aligned with KEPSB and National Core Arts Standards, accredited by both NASAD and CAEP) further leads to P-12 teacher certification.

Course requirements include lab-based studio classes with 5:20 contact hours per week (75%), lectures and seminars in art history (25%), a Capstone course, and 15 hours of methods courses (art education only). For the studio concentration, no additional specific courses outside the department are required; art education requires 25 additional hours within the School of Teacher Education. The degree is geared towards full and part-time main campus students.

Based on pedagogical best practices, studio and methods courses are delivered face-to-face. Art history courses are delivered face-to-face and online. To assist with timely degree progression, studio and art history courses are offered in every DELO-administered term. Faculty regularly lead study-abroad courses, and students often take advantage of study abroad opportunities originating outside of the Department.

2. PROGRAM PRODUCTIVITY

| a. Data Provided by IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|------------------------|---------|---------|---------|---------|---------|--------------------|
| Enrolled Students | 75 | 72 | 92 | 80 | 69 | 89 |
| Conferrals | 18 | 20 | 29 | 22 | 22 | 22 |
| SCHP | 1,044 | 1,053 | 1,319 | 1,195 | 1,137 | 991 |

b. In what ways does the program contribute to other programs or areas of the departmental/college/university mission and priorities? For example, you might consider factors such as courses delivered in support of other major programs, involvement in a JUMP program, and interaction between undergraduate and graduate programs. Provide a brief summary and quantitative breakdown to the extent possible. (maximum 200 words)

All faculty in Art teach courses necessary for all three majors. All courses comprising the 509 studio concentration (49 hours) are a subset of courses constituting the more specific 509 art education concentration (88 hours) and the larger and more focused 514 BFA Visual Arts degree (73 or 79 hours depending upon concentration), making the department both efficient and productive. One studio course from 509/ 514 is required for the 613 (Art History).

509 courses comprise 100% of the Computer Animation minor, 75% of the Graphic Design minor, and 100% of the studio art minor. **86% of students in these minors have a major outside of the Art Department**, illustrating the department’s curricular support to non-art majors across campus.

Program foundations courses are often taken by Interior Design and Fashion Merchandising majors to cover a core requirement of their program, and by Architectural Manufacturing Sciences students as an approved elective. IDFM majors routinely take art history survey courses as a component of their studies. Four program courses are part of the Colonnade, two in the Explorations and two in the Connections category.

As a large program, the 509’s SCHP is significantly higher than the university median.

c. What else should evaluators know about this program’s productivity? (optional, maximum 100 words)

509 coursework was adjusted to provide greater breadth and options. The change assists students with progression towards degree, preparing them more intentionally for employment and with an understanding of the way the arts integrate with other disciplines to provide diverse career paths.

Studio classes are intensive, meeting for twice the number of standard contact hours (5:20 hours/ week). Their smaller class sizes, mandated by NASAD and based on safety and appropriate pedagogy, are balanced by larger art history and art appreciation courses. **Art appreciation is a service course, therefore SCHP is not captured in program cost / SCH (Q 4).**

3. SUCCESS OF STUDENTS

| a. Data Provided by IR | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 17/18 Univ. Values |
|---------------------------|------------|------------|---------|-------|---------|-------|---------|-------|---------|-------|--------------------|
| | N | % | N | % | N | % | N | % | N | % | |
| First-Year Retention Rate | 8 | 75.0% | 5 | 20.0% | 8 | 87.5% | 8 | 50.0% | 5 | 80.0% | 69.4 |
| Progression | Not listed | Not listed | 54 | 77.8% | 63 | 82.5% | 60 | 66.7% | 58 | 67.2% | 61.3 |
| 150% Graduation Rate | 6 | 83.3% | 2 | 50.0% | 5 | 60.0% | 6 | 33.3% | 8 | 62.5% | 54.1 |
| Time to Degree | 4.23 | | 4.50 | | 4.87 | | 4.25 | | 3.67 | | 4.39 |

b. List program student learning outcomes and means of assessment. Minors and certificates may or may not have SLOs that differ from those of a major; if they do not, use the SLOs for the major. Describe one best example of how findings from a recent round of assessment were used to improve the program (i.e., closing-the-loop). (maximum 300 words)

Abbreviated SLOs for studio:

1. Develop a broad understanding of visual arts history and practice.
2. Understand the way visual arts can integrate with other disciplines to provide diverse career paths.
3. Develop the ability to effectively communicate through visual, oral and written means.

In their final semester, students in 509 studio create a portfolio of their artwork and writing. For program assessment, department faculty and outside experts evaluate portfolios on design competency, technique, creativity, level of craft, and writing ability. The department noted in a previous APR that students fell short of goals measuring writing ability, with fewer than 70% achieving a score of “3” on a 5-point scale. The department developed a Capstone course to provide more focus on writing. Recent reviews of writing samples have illustrated a marked rise in achievement.

Abbreviated SLOs for art education:

1. Achieve studio concentration SLOs.
2. Acquire critical knowledge and understanding of visual arts content to advance P-12 student learning.
3. Meet all of the KEPSB core requirements, professional dispositions, and instructional standards for KY P-12 visual arts certification.

Within their capstone course, students are evaluated by internal and external experts based on a rigorous state-mandated rubric and must meet all program and KEPSB state requirements to receive P-12 visual arts certification. The goal is a rate of 90-100%. Findings from recent program assessments have been used to improve certification rates by revising studio experiences to better align with area content mastery requirements; specifically studio requirements for this concentration shifted from 6 lower-level and 3 upper-level courses to 4 lower-level and 5 upper-level. Certification rates are now in target range. As a side benefit, students completing the art education concentration will additionally complete the requirements for the studio concentration, enabling them to graduate with a double concentration (effectively a double major).

c. In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school (e.g., pass rates on national exams, alumni feedback, graduate/professional school acceptances)? What are the key areas of professional opportunity for students graduating from the program? Reference relevant employment statistics and/or provide supplemental data to the extent possible. (maximum 200 words)

Art education faculty **track all alumni via regular communication** through email and site-visits, boasting near-100% employment in the field.

The department has recently formalized what has been a successful informal method of maintaining contact with all alumni. Because of our predominantly mentorship-based instruction (intensive lab-based classes), faculty develop and maintain connections to students long after graduation. Most faculty maintain professional networks

on Facebook and LinkedIn, routinely adding new alumni. The Department maintains an active Facebook page, Instagram account, and several discipline-specific Facebook groups with which to maintain connections and communicate with alumni. We have recently begun conducting exit interviews with all graduating seniors for program assessment and self-reporting on employment success.

Through consolidating individual faculty data, we tracked 83% of our alumni over the past five years. Everyone in this cohort is employed minus one graduate who is a full-time parent. 53% are employed in arts/ design fields with the remainder in fields including corporate, financial, and office management, military service, and building trades.

Based on the KYSTATS postsecondary feedback report, 52% of arts and humanities majors were employed in Kentucky five years post-graduation. Departmental data exceed state-level data as a large majority of art educators remain in the Commonwealth.

d. In what ways does the program try to systematically gather and incorporate feedback regarding needs and/or satisfaction of employers in order to ensure the curriculum is aligned with the necessary employability skills (e.g., employer surveys, advisory boards, national data)? Provide one best example where the information gained was used to improve the program. (maximum 200 words)

Many of our alumni are in industries that employ our graduates; **based on feedback from alumni recently transitioned to the workforce, we have added practical business elements to our courses.** We have engaged dozens of employers to talk with students about art and design careers (through visits to campus and student field trips), give feedback on the relevance of our course content, and arrange internships and career placement.

Art education faculty routinely receive employment feedback from their robust P-12 network of curriculum coordinators, principals, alumni, and classroom teachers, created in part by 16 years of ongoing school visits and consultations.

Our department has recently evaluated and restructured our internship program and now routinely solicits feedback from students' internship hosts, all of whom are in fields of potential employment for our graduates. We use all information garnered to ensure our curriculum is aligned with necessary employability skills.

Moreover, the most common "skills gap" with which employers grapple, according to a 2017 study in the *MIT Technology Review*, are deficiencies in reading and writing—precisely the skills that our liberal arts 509 program is well equipped to endow. Our students are adaptable to changing economic realities and are successful in many fields.

e. What else should evaluators know about the success of students in this program? (optional, maximum 100 words)

A defining feature of this program is its versatility, which can be individualized and paired with other disciplines for a **wide range of career opportunities in and beyond the visual arts.** Interdisciplinary pursuits are encouraged. The studio concentration is often paired with majors/ minors including Art History (museum careers), Biology (medical and scientific illustration), Chemistry (art conservation), Psychology or Psychological Sciences (art therapy), and Advertising, to provide career paths in hybrid fields.

A defining feature of the 509 art education concentration is near-100% employment in the field; it provided 24 new teachers to the region in the past five years.

4. COSTS, REVENUE AND EFFICIENCY

| a. Data Provided by AA/IR | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 17/18 Univ. Median |
|---|---------|---------|---------|---------|--|--------------------|
| Number of TE Faculty | | | | | 12.5 | 12 |
| Number of NTE Faculty | | | | | 0 | 4 |
| Cost per SCH | | | | | 163 | 128 |
| SCHP/FTF by Dept. | 294 | 293 | 233 | 305 | 283 | 375 |
| % SCH by FTF by Dept. | 48.3 | 48 | 46.5 | 58 | 57.7 | 75.8 |
| Median Class Size by Level (Upper Division) | 16 | 13 | 11 | 14 | 14 | 19 |
| % Under-Enrolled Sections by Level (Upper Division) | 42.2% | 58.9% | 64.0% | 54.9% | 53.8%* for more accurate data, see 4c | 36.3% |

b. What external revenue streams are directly associated with the program? For example, consider research grants that require/engage program students and/or provide faculty buy-out time, philanthropic potential, DELO revenue, corporate-university partnerships, and economic development relationships with communities that generate additional support for the program, department, college, and/or university. (maximum 200 words)

We will soon receive more than \$80,000 in scholarship funds yearly from the Baker Foundation, a gift that will transform the Art Department. The student support made possible by this gift and the publicity that will flow from it will tremendously enhance our ability to recruit and retain students.

Program revenue connected to course fees (which must be spent on supplies and equipment that directly benefit students in specific classes) approximated \$96,000 last year. A major percentage of these fees fund the department's 55 Mac student lab computers and Adobe Cloud subscriptions.

The department has collected an average of \$7,600 per year over the past 7 years from DELO revenue, with this number trending sharply upwards over the past three years.

This past semester, the department launched a "fund and friend-raising" initiative through the Foundation, using a student-designed t-shirt as a reward for giving, and developed a social media marketing strategy to target alumni and the area community. This project is still in its infancy, but has seen an uptick in departmental giving and a huge surge in social media traffic. As a creative department of people that make and market stuff, we anticipate seeing growing returns from this initiative.

c. What else should evaluators know about program costs, revenue, and efficiency? For example, if the data provided for the department as a whole differ substantially from that of the program, please address. (optional, maximum 100 words)

- Studio-class sizes are mandated by NASAD based on safety and appropriate pedagogy.
- All Department programs share a largely-common set of courses, faculty, and students; costs cannot be effectively separated. Cost/ SCH has been calculated using total SCHP generated by all majors and minors and 100% FTF effort of non-service courses.
- ***53.8% reported underenrolled courses does not accurately capture data, or faculty workload.**
198 identified underenrolled include
 - 45 independent study/ internships (faculty member **receives no load credit**)
 - 33 mis-assigned stacked classes (**no additional load credit assigned**)
 - 17 regional-campus classes

With above classes removed from calculation, **28.7%** of classes on Bowling Green campus are underenrolled.

5. PROGRAM ALIGNMENT AND DISTINCTIVENESS

a. What aspects of **WKU's strategic plan** are directly addressed by this program? Reference specific goals, objectives, strategies and metrics. (maximum 200 words)

- *Prepare(s) students for career and life in a global context, providing **high-impact practices to develop hard and soft skills**;*
- Embraces **A Culture of Innovation**, including **Facilitat(ing) high impact practices, immersive learning in different cultures, process-learning practices, and collaborative learning**;
- Promotes **Quality of Life**.

Global practices include: art history courses emphasizing non-Western perspectives; regular faculty-led study abroad experiences throughout Asia and Europe; at-least-yearly international FAC Gallery exhibitions and/or visiting artists.

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- Providing regular tours for high school art classes and clubs, creating and participating in recruiting events on campus and throughout the state
- Providing design work and art education for, and connecting our students to, area service agencies including the Kentucky Foundation for Women, VSA Kentucky, Warren County Migrant Education Program, Warren Regional Juvenile Detention Center, and dozens of P-12 art teachers in surrounding counties
- Re-organizing curriculum and advising strategies to assist with student retention and timely program completion
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c. How and to what extent does the program directly address workforce needs in Kentucky and/or demand in the profession? Reference relevant workforce and/or provide supplemental data to the extent possible. (maximum 200 words)

This program **directly address workforce needs in Kentucky by** providing needed P-12 art teachers for the schools. A defining feature of the 509 art education concentration is near-100% employment in the field; the program provided 24 new teachers to the region in the past five years.

There is **projected growth** in Arts, Design, Entertainment, Sports, and Media Occupations, the sector most likely to hire graduates from this program, over the next five years.

Estimated Current Employment: 30,579

Total Projected 5 year Demand: 5090

Projected wage (weighted Mean): \$45.066

Additionally, with a curriculum that requires progressively independent-level critical thinking and creative problem-solving skills, a disciplined work ethic and the ability to realize effective progress on multiple simultaneous projects, this program develops the hard and soft skills needed to be effective in any position. Students develop strategies to effectively set and meet short and long-term goals and develop the skills to excel in a workforce position that demands creativity, attentiveness to detail, time and material management, hand and organizational skills, and the ability to research and synthesize multidisciplinary knowledge to create production-oriented solutions.

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e. What else do evaluators need to know about the program's strategic alignment and distinctiveness? (optional, maximum 100 words)

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6. PROSPECTUS

a. What opportunities do you see for the program going forward? For example, where are potential new markets for students, how might the program be revised to take advantage of emerging trends in the discipline, how could new interdisciplinary connections be made to increase the demand and quality of the program? (maximum 200 words)

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Our computer animation minor, the only program in the state in this trending field, has the capacity to grow into a major within the next few years and serve to recruit students to the program.

More fully embracing the trend in art and design education towards providing hands-on, community-based experiential student-learning opportunities will allow further development of robust partnerships with area organizations, giving students at all levels necessary 'real world' experience and aligning and connecting our department more intentionally with employers.

The program recently developed a new recruitment strategy to augment our current efforts aimed at our natural audience. Using our robust P-12 network, we are inviting area high school art teachers and their students to participate in a half-day "#WKUart intensive" on campus and are making plans to take 'pop-up' workshops on the road to area high schools. We recently received grants and purchased two mobile printing presses for this activity.

b. How do program trends align with national trends over the last 5-10 years? (maximum 200 words)

While our departmental enrollment has declined somewhat (7%), enrollment in and conferrals for this program have remained relatively steady over the last five years. A downward trend reflects both the state and national patterns. The most recent data from the CPE shows enrollment in art departments is down across Kentucky, with four of the seven programs in Kentucky seeing larger drops than ours. Our decline is less than that of NKU (7.69%) and significantly less than Murray (15%), Morehead (24%), and UK (42%). Data from the NCES also indicates that while degrees conferred in the visual and performing arts rose at the beginning of the decade, they have also been on the decline since 2014.

c. What if any significant changes has your program instituted within the past three years to increase productivity, success of students, and/or efficiency that may not yet be evident in the data provided? Examples might include revised course sequencing/scheduling designed to enhance students' progress towards degree, implementation of a comprehensive recruiting and marketing plan, or reallocation of faculty resources to better align with demand. (maximum 200 words)

Last year, the department revised our curriculum and course scheduling practices to assist students with timeliness towards graduation. This year, the department is in the process of developing and implementing a number of strategies to assist with recruitment, retention, and student progression towards degree. Changes are recent and ongoing, but we hope to see positive results in the data emerging soon. Changes include:

- restructured curriculum to reduce number of required hours (art ed) and introduce flexibility (studio)
- introduced block scheduling for first-year students, effective 2018-2019
- in process of developing more robust recruiting and marketing strategies
- recently re-evaluated implementation and structure of internship program to assist with retention, degree progression
- offered more January and summer classes to assist students with progression towards degree
- developed more robust and effective departmental advising to assist with student retention and progress

towards degree

- instituted more streamlined and student-friendly course sequencing including developing projected 2-3 year course offerings/ rotations to assist students with scheduling
- experimenting with innovative course formats to provide more opportunities for students to take double-length studio courses, including all-day Friday courses; one day a week 5:20 hour studio night class; late-night class (twice weekly from 7:00 – 9:20 pm)

d. Where do you see the program in five years? In ten years? What would it reasonably take to get there? What impediments currently exist? (maximum 200 words)

Though it is an important and discrete degree in its own right, currently the 509 AB has less of an established identity than its departmental older sibling, the 514 BFA. Over the past two years, we have been intentionally re-defining this degree away from that of a “BFA lite,” a process that still needs more attention to re-frame the 509 into what it should be – a broad, interdisciplinary liberal arts degree with many options for individualization depending upon a student’s interests, career and life goals.

In line with the interdisciplinary liberal arts nature of the 509, there is potential for intentionally developing cross-department major/ minor, double-major, or certificate partnerships, pairing with programs like Psychology or Psychological Sciences (art therapy), Biology (scientific illustration), Entrepreneurship/ Marketing (freelance art or design), Chemistry (art conservation), Anthropology/ Art History (museum careers). These partnerships could be as simple as pairing up across departments to advertise career possibilities that bridge fields and curricular paths to get there; to developing specific courses, minors, or certificates to serve another department; to creating inter-departmental curricular options such as inter-disciplinary certificates.

Giving students specific career-track options would assist with both recruiting students for the program and the employability of graduates.

e. What recommendation would you put forward for the program (check one)?

- | | |
|--|--|
| <input type="checkbox"/> Grow/Enhance (Significant strategic potential exists) | <input checked="" type="checkbox"/> Maintain (Core or important complementary program) |
| <input type="checkbox"/> Transform (Redesign/combine/reorient) | <input type="checkbox"/> Suspend (Teach-out may be required) |