



**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

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

The mission of the mals program is to provide students the opportunity to design an individual interdisciplinary master's degree program by drawing on the resources of three or more departments. Many students have academic interests that do not neatly align with any of our current graduate programs but which can be pursued by combining courses from three or more areas and working under the supervision of faculty in those areas. For example, WSU does not have a graduate program in Medieval & Renaissance Studies but students interested in the area can combine course work in the departments of History, English, Art History, Philosophy, and Modern and Classical Languages to create a curriculum that mirrors graduate programs in medieval and renaissance Studies at other institutions. Given the breadth and extent of WSU's existing graduate programs, the opportunities for serious interdisciplinary graduate work are extensive: Asian Studies, American Studies, Classical Studies, Hispanic Studies, History and Philosophy of Science, Museum Studies, etc.

The program retains graduates who would otherwise pursue graduate education elsewhere or terminate their formal education with the bachelor's degree.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The mals program contributes to the WSU mission of providing comprehensive educational opportunities by extending the opportunity for graduate work far beyond what is provided by the confines of existing departments and programs.

d. Has the mission of the Program (s) changed since last review?  Yes  No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes  No

e. If yes, describe the changes in a concise manner.

The mals program is administered by a part-time coordinator assisted by an advisory board comprised of six faculty members from LAS. As part of their application process students must submit a proposal outlining the nature of their interdisciplinary interest, specifying the three or more disciplines in which they propose to take courses, and demonstrating that they have a coherent, integrated, academically credible program of study. These proposals are reviewed by the advisory board to ensure that the proposed interdisciplinary program has academic merit and that the project can be supported by current WSU faculty. If the proposed area of study is judged to be academically sound and the candidate meets the other criteria the applicant is admitted to the program.

Once admitted to the program, students work closely with the mals coordinator and academic advisors from the appropriate departments in developing a detailed plan of study and integrated curriculum. Each student also works with a committee comprised of faculty from the appropriate academic departments to develop a thesis topic or final project. The thesis or final project is evaluated by a committee of at least three members of the graduate faculty, representing at least two of the student’s departments; usually these are the faculty members who served as the student’s academic advisors. Students also must pass an oral defense of the thesis or final project.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.**

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Year 1→	0	0	0	0	0		31	4
Year 2→	0	0	0	0	0		36	1
Year 3→	0	0	0	0	0		30	9
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE		FTE

There are no faculty assigned to the mals program. Students in the mals program take courses in various departments and the credit hours accrue to those departments.														FTE			
Year 1 →														0	0	0	0
Year 2 →														0	0	0	0
Year 3 →														0	0	0	0
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1	NA	NA	NA	NA	NA	NA	N A	N A	N A	NA	NA	NA	NA	NA	NA	NA	NA
Year 2																	
Year 3																	

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

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

Provide assessment here:

There are no faculty assigned to the mals program. The program co-ordinates graduate level interdisciplinary course work. Students in the mals program take courses in various disciplines across the university integrating study in three or more departments. The quality of the faculty involved is a function of the quality of the faculty in those departments. Departments in which students have elected to take courses include anthropology, art education, art history, biological sciences, criminal justice, communication, curriculum and instruction, English, history, public administration, modern and classical languages, philosophy, political science, psychology, religion, social work, sport management, studio arts, theatre, women's studies.

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

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1 →	NA	NA	NA
Year 2 →	NA	NA	NA
Year 3 →	NA	NA	NA

KBOR data minima for UG programs: ACT $\leq$ 20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.\*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with $\geq$ 54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1 →	21	3.49	3.48	3.52
Year 2 →	20	3.52	3.47	3.49
Year 3 →	15	3.53	3.47	3.49

\*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principal learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Acquisition of knowledge/expertise outlined in the initial proposal	Theses/final projects	<p>Year One: Four theses/final projects were reviewed. All demonstrated acquisition of the desired knowledge or expertise.</p> <p>Year Two: One thesis was reviewed and it demonstrated acquisition of the desired knowledge/expertise.</p> <p>Year Three: Nine theses/final projects were reviewed. All demonstrated acquisition of the desired knowledge or</p>

<p>Ability to conduct interdisciplinary research</p>	<p>Integration of research in thesis/final project</p>	<p>expertise.</p> <p>Year One: Four theses/final projects were reviewed. All demonstrated the successful integration of research from the various disciplines.</p> <p>Year Two: One thesis was reviewed and it demonstrated the integration of research from various disciplines.</p> <p>Year Three: Nine theses/final projects were reviewed. All demonstrated the successful integration of research from various disciplines.</p>
<p>Ability to present the results of original research in both a written and oral form</p>	<p>Thesis/final project and oral defense</p>	<p>Year One: Four theses/final projects were reviewed and all demonstrated the ability to present the results of independent research in written form. Four oral defenses demonstrated the ability to present the results of independent research orally.</p> <p>Year Two: One thesis was reviewed and demonstrated the ability to present the results of independent research in written form. The oral defense demonstrated the ability to present the results of independent research orally.</p> <p>Year Three: Nine theses/final projects were reviewed and all nine demonstrated the ability to present the results of independent research in written form. Nine oral defenses demonstrated the ability to present the results of</p>

		independent research orally.
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- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction)* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years			
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	Graduate School Exit Survey	Exit	
1		According to David Wright, the number of student responses to the Graduate School Exit Survey for any given year is too small to be statistically reliable. However, the composite of responses for the last five years is statistically reliable. In the graduate school survey of student satisfaction mals' five year average on overall student satisfaction is 4.62 on a scale of five. This corroborates the results of the exit interviews the coordinator conducts with students graduating from the program who affirm that they are "very" satisfied with the program.	1	4.62		
2			2	4.62		
3			3	4.62		

\*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± if available.

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

Goals/Skills Measurements of:	Results	
	Majors	Non-Majors
-Oral and written communication		
-Numerical literacy		
-Critical thinking and problem solving		
-Collaboration and teamwork		
-Library research skills		
-Diversity and globalization		
NA	NA	NA
NA	NA	NA
NA	NA	NA

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

- f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The overall quality of the program is excellent. The extent and breadth of existing graduate programs at WSU provides mals students practically unlimited opportunities to combine course work in various departments into a coherent, integrated interdisciplinary master’s level curriculum. The mals program attracts some of the best prepared students on campus; for the last two years the average GPA of entering mals students is slightly higher than both the college and university averages. Some of the most respected faculty on campus are working with these students and they are enjoying good success: some have gone on to law school or Ph.D programs, some have presented the results of their research at professional international meetings, some have become successful teachers, etc.

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

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

Majors						Employment of Majors*																
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**										
Year 1→	21	21			4							Current year only ↓										
Year 2→	22	20			1																	
Year 3→	17	15			9																	
Race/Ethnicity by Major***						Race/Ethnicity by Graduate***																
		NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK			
Year 1→			1		1	1		2			3											
Year 2→			1		1	5		2			4										2	
Year 3→		1	1	1	1	4		2													1	

\* May not be collected every year

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

\*\*\* NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.



Provide assessment here:

Given the diversity of programs created by mals students, there is no “most common” type of positions students can expect to find. Some students in the program are already teachers seeking to increase and expand their teaching competencies; some are pursuing interests in museum studies to prepare for careers in museums; some are working in social services and seeking to upgrade their expertise in new areas; some are interested in communications from a multi-disciplinary perspective; some are preparing to apply to Ph.D. programs or law schools; etc.

As long as there are students who have academic interests that do not neatly align with WSU’s current graduate departments, there will be a need for the mals program. This demand is underscored by the fact that we have admitted 12 highly qualified students to the program for fall 2011.

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

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	NA	NA	NA
Gr Majors	NA	NA	NA
Non-Majors	NA	NA	NA

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The cost of the mals program is miniscule: a \$5000 annual stipend to the coordinator. Courses taken by mals students are courses already being offered by other departments as part of their graduate programs and faculty receive no extra compensation for advising mals students or serving on their thesis/final project committees.

The mals program provides an important service to WSU by providing students an opportunity to pursue interdisciplinary study and to integrate course work and research from multiple disciplines rather than to follow a narrow specialization within a particular discipline.

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

The last review of the MALS program was conducted in the Spring of 2010 as a consequence of being triggered for low numbers of graduates. At that time the following goals were established for the next three years.

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Recruit 10 new students to the program each year	Admission statistics	We admitted 15 new students for FY 2010 and 18 for FY 2011. We have already admitted 12 students for the fall of 2011 so the number of admitted students for FY 2012 already exceeds the target.
	Maintain a minimum of 25 students in the program each year	Enrollment statistics	There were 36 students active in the mals program in the fall of 2009 and 30 students active in the fall of 2010.
	Graduate a minimum of 5 each year	Graduation statistics	We graduated 9 students during FY 2010 and have graduated 3 so far during FY 2011 and 2 are pending July 2011 graduations.

**7. Summary and Recommendations**

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The major strength of the mals program lies in its ability to draw on faculty from across the university, enabling students to create high quality, interdisciplinary, individually tailored programs of study. As mentioned above, given the extent and breadth of existing graduate programs, the opportunities for creating individually tailored interdisciplinary graduate programs is almost unlimited. The quality of those programs is a function of the quality of the general graduate faculty.

The only weakness in the program is the number of graduates. The program has graduated 14 students in the last three years, an average of 4.75 degrees a year. This is slightly under the target average of 5 a year. The three year goals adumbrated in section 6 above are: (1) recruit 10 new students to the program each year, (2) maintain a minimum of 25 students in the program each year, and (3) graduate, on average, a minimum of 5 students each year.

