

MidAMERICA NAZARENE UNIVERSITY

SELF-STUDY REPORT

Based on a 2005-2006 Academic Review of the Activities and Programs
of the
Division of Fine Arts

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. Criterion One: Mission and Integrity	3
2. Criterion Two: Preparing for the Future	12
3. Criterion Three: Student Learning and Effective Teaching.....	22
4. Criterion Four: Acquisition, Discovery, and Application of Knowledge	38
5. Criterion Five: Engagement and Service	45
6. Response to Previous Program Review Recommendations (applicable to all reviews subsequent to the first Self-Study review).....	54
7. Appendices.....	54

Academic Program Review

1. Criterion One: Mission and Integrity

Criterion Statement:

The division/program operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component – 1A. The division/program’s mission is clear and articulates publicly the division/program’s commitments.

Examples of Evidence

- Has the division/program adopted statements of mission, vision, values, goals, and division/program priorities that together clearly and broadly define the division/program’s mission?

See *Catalog* page 136 for the current division objectives. The division had discussion in the May 3, 2006 Outcomes Assessment meeting (see meeting minutes) regarding a change to this mission. The division met on August 23 and adopted a new mission statement that clearly defines its vision and mission (see *Appendix A*).

- Do the division/program’s mission, vision, values and goals statements define the varied internal and external constituencies the organization intends to serve?
 1. External constituencies are defined as “school, church and/or community.”
 2. Internal constituencies are defined as students.

- Do the division/program's mission statements include a strong commitment to high academic standards that sustain and advance excellence in higher learning?

(See *Appendix A*, Item 3): "To support the educational mission of MidAmerica Nazarene University by offering academically rigorous majors in Graphic Design, Music and Music Education."

- Do the division/program's mission statements state goals for the learning to be achieved by its students?

1. To acquaint the students with Western music and art.
2. To facilitate students' appreciation of ethnic music and the multicultural characteristics of national and world societies that contribute to these diverse genre.
3. To develop within students the knowledge and skills necessary to encourage creativity within school, church and/or community.
4. To encourage students to value artistic expression and the commitment required to obtain artistic skill.
5. To assist in the formation of critical standards in harmony with Christian ethics.

- Does the division/program regularly evaluate and, when appropriate, revise its mission statements.

Yes, the divisional mission statement has been evaluated and was revised on August 23, 2006. It is uncertain as to when the mission statement was previously revised.

- Does the division/program make its mission statements available to the public, particularly to prospective and enrolled students?

The current Fine Arts Division's objectives are published to the public on page 136 of the *2005-2006 Catalog*. Access is also available on the university's web site (see *Appendix B*). The new mission statement was adopted on August 23, 2006 (see *Appendix A*).

Core Component – 1B. In its mission statements, the division/program recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Examples of Evidence:

- Do the division/program’s mission statements address diversity within the community values and common purposes it considers fundamental to its mission?

(See *Appendix A*, Item 1): “Support the Christian mission of MidAmerica Nazarene University” by:

- a. fostering the development of knowledge and skills;
- b. encourage personal and professional creativity within school, church, community and the world;
- c. honoring the dignity and worth of all individuals;
- d. encouraging diversity within our faculty and student body.”
- e. to facilitate students’ appreciation of ethnic music and the multicultural characteristics of national and world societies that contribute to these diverse genre;
- f. to assist in the formation of critical standards in harmony with Christian ethics.

- Do the division/program’s mission statements present the division/program’s function in a multicultural society?

A part of this division’s mission is to facilitate students’ appreciation of ethnic music and the multicultural characteristics of national and world societies that contribute to these diverse genre.

- Do the division/program’s mission statements affirm the organization’s commitment to honor the dignity and worth of individuals?

The division’s mission statement affirms the organization’s commitment to honor the dignity and worth of individuals.

- Are the division/program’s required codes of belief or expected behavior congruent with its mission?

The *Faculty Handbook*, page 58 (see *Appendix C*) contains the required codes of belief or expected behavior for faculty. “As a Christian university of liberal arts, MidAmerica Nazarene University is committed to the view that in all relationships the faculty member should exemplify the spirit and fundamental principles of Jesus Christ, the Master Teacher. The University further asserts that when he/she shares this commitment, the relationships which exist between the faculty member and students, colleagues, and church will be on a high plane...” The Fine Arts Division endorses this code of ethics and reviews this expected behavior in performance evaluations and faculty annual reports.

In the classroom, faculty and students discuss the professional behavior code of the workplace and the importance of ethical conduct. These concepts are taught and modeled in the classroom and are consistent with the Division’s mission and the Christian mission of MidAmerica Nazarene University.

- Do the division/program’s mission statements provide a basis for the division/program’s basic strategies to address diversity?

A part of the division’s mission is to facilitate students’ appreciation of ethnic music and the multicultural characteristics of national and world societies that contribute to these diverse genre. Diversity of study is acknowledged, leading to an understanding of multicultural diversity.

Core Component – 1C. Understanding of and support for the mission pervade the division/program.

Examples of Evidence:

- Do the division/program’s faculty, staff, and students understand and support MNU’s mission?
 1. Each new faculty and staff member is vetted by the faculty, Division Chair, Associate Academic Dean, Vice-President for Academic Affairs and President to ensure that they embrace the mission of the university.
 2. Students sign a lifestyle covenant each year which is designed to guarantee that they understand and support MNU’s mission and the division’s mission. Academic and lifestyle covenant violations are handled through the university’s disciplinary process.

- Are your division/program's strategic decisions/goals congruent with the MNU's mission?

Yes. The Music Ministry emphasis is an example of the division's response to meeting the needs of students and constituents, and achieving consistency with the University mission.

- Do your division/program's planning and budgeting priorities flow from and support MNU's mission?

Planning and budgeting priorities directly support the educational mission of the university. For example, budget priorities include approving items which enhance student education (e.g. national standardized exams, classroom supplies, equipment, copies etc.), and for professional development of the faculty (conferences and continuing education). The Vice-President for Academic Affairs and the Associate Academic Dean for Undergraduate Studies review all expenditures to ensure support for MNU's mission.

- Does your division/program articulate the mission in a consistent manner with the University?

Current division objectives are consistent with the University Mission (see *Appendix A*).

Core Component – 1D. The division/program's governance and administrative structures promote effective leadership and support collaborative processes that enable the division/program to fulfill its mission.

Examples of Evidence:

- Do division/program policies and practices document the division/program's focus on the organization's mission?

(See *Appendix A*): At the beginning of the division's mission statement it reads: "The mission of the Fine Arts Division is to support the Christian mission of MidAmerica Nazarene University by..." It then lists the ways. Most of the division's policies and practices are included in the new Catalog after that phrase.

- How does the division/program distribute responsibilities and implement work through delegated authority?

The expectation is that all faculty will shoulder the workload of the division. For example, all faculty participated in the creation of this report. The Division Chair delegates responsibilities: Mary Jane Wilder-Hardee is responsible for outcomes assessment; Karen McClellan is responsible for General Education; Ron McClellan and Kathy Smith are responsible for Music Education and Ron works with the education department and KSDE. There are many other examples which could be provided to the committee if needed. Terry Baldrige is supervisor of our World Music ensembles.

- Are your division/program's administrators committed to the mission and appropriately qualified to carry out their defined responsibilities?

Yes. Dennis Crocker has served in various administrative roles at the University for twenty years, including Chair of the Division of Fine Arts, Associate Academic Dean, and Chair of the General Education Committee.

- Do your faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes?

All curriculum decisions are made by the division's faculty during regularly scheduled meetings. These decisions are documented in meeting minutes and sent to academic council and faculty assembly. See *Appendix D* for division minutes reflecting shared governance regarding curriculum and processes. Faculty members are assigned to, and generate curriculum proposals, based upon their academic expertise.

- How does effective communication facilitate governance processes and activities within your division/program?

Agenda items are published prior to faculty meetings. Faculty add agenda items by speaking to the chair prior to meetings. Meeting minutes are published after each meeting on the division's shared drive. E-mail is an effective communication tool and is used to share ideas and remind faculty of upcoming responsibilities. (See *Appendix D* for examples of meeting agendas and minutes.) Informal meetings are ongoing throughout the academic year. Course evaluations and faculty evaluations are also communication tools employed by the division to facilitate governance processes and activities. (See *Appendix E* for copies of these documents).

- How does your division/program evaluate its structures and processes regularly and strengthen them as needed?

A number of systems are in place to encourage the division to evaluate its structures and processes regularly. 1) The division's outcomes assessment plan is a process that promotes the continuous improvement of curriculum and division structures. 2) The division is a fully accredited institutional member of the National Association of Schools of Music which requires a self-study and evaluative visit every ten years. 3) This report, the university's Academic Review Process, compels the division to evaluate its structures and processes. 4) Finally, the division relies upon the periodic use of focus groups, alumni surveys, course evaluations, environmental scanning, etc. to evaluate its structures and processes (see *Appendix E* for copies of these documents).

Core Component – 1E. The division/program upholds and protects its integrity.

Examples of Evidence:

- How are the activities of the division/program congruent with its mission?

All activities, both curricular and co-curricular, are designed to help accomplish the Christian and education missions of the university and division. All courses offered within the division are acquainting students with various aspects of Western music and art. Ensemble, concert and gallery experiences represent diverse cultures.

- Give examples of how the division/program understands and abides by local, state, and federal laws and regulations applicable to it (or by laws and regulations established by federally-recognized sovereign entities).

The division receives training from the university and complies with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act when dealing with student information. We abide by the Americans with Disabilities Act when assisting disabled students and comply with FERPA and HEPA for all students. When hiring we recognize the importance of Title VII of the Civil Rights Act.

- Does the division/program consistently implement clear and fair policies regarding the rights and responsibilities of each of its internal constituencies?

A faculty handbook is maintained by the university and distributed to each faculty member. Student policies are published in the Catalog and course syllabi. (An example syllabus is included in *Appendix F*). Each syllabus states that the student, if needing special accommodations, should communicate that fact to the professor on first day of class. Also, the academic integrity policy is also stated on each syllabus. Letters and e-mails are also used to communicate policies with students. For example, seniors receive letters regarding all aspects of the senior comprehensive exam (see *Appendix F*).

- How do the division/program's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities?

The division supports Music Teachers National Association, Kansas Music Teachers Association, Music Educators National Conference, Graphic Design Club and Guitar Club.

- How does the division/program deal fairly with its external constituents?
 1. The division provides referrals and letters of recommendation to graduate schools and employers are accurate and honest.
 2. The division lists job openings for employers when appropriate.
 3. Guest lecturers from the corporate community are vetted before speaking in the classroom.

4. Kathy Smith is pianist at College Church of the Nazarene
 5. Karen McClellan is active in teaching piano to community students; is student chapter advisor for Kansas Music Teachers Association, and adjudicator for KMTA Achievement auditions
 6. Ron McClellan is a member of College Church of the Nazarene Orchestra; adjudicator for local band festivals; works with our student teachers; is in charge of the MNU Jazz Ensemble which is comprised of local teachers as well as students
 7. Mary Jane Wilder-Hardee is an active vocal clinician/adjudicator, and is governor of the Missouri NATS
 8. Dennis Crocker - minister of music at the Broadway United Methodist Church; clinician/lecturer for Lillenas Church Music Workshop; active member of NASM
 9. Terry Baldrige is involved with community performances for World Music Ensembles.
 10. Brian Merriman speaks at career days for students from local high schools; hosted students from the Graphic Design Club from Mill Valley High School in Shawnee, KS and plan to have an ongoing program with that organization.
 11. Local music teachers use Richard Amen Auditorium for recitals.
 12. Students do summer internships at Nazarene Publishing House.
- Provide evidence that the organization presents itself accurately and honestly to the public.

Copies of the division's web pages and Catalog pages are included in the *Appendix G*. Other communications with the public can be found in *Appendix H*.

- How do you know that the division/program documents timely responses to complaints and grievances, particularly those of students?

The university maintains a formal grievance procedure which provides for a written record of complaints and grievances. This is detailed in the *Faculty Handbook*, pages 57-58 (see *Appendix C*). Formal grievances are very rare in the Fine Arts Division. Most issues are handled by the student speaking directly to the professor.

2. Criterion Two: Preparing for the Future

Criterion Statement:

The division/program's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component – 2A. The division/program realistically prepares for a future shaped by multiple societal and economic trends.

Examples of Evidence:

- How do the division/program's planning documents reflect a sound understanding of the division/program's current capacity?

We are consciously attempting to recruit new and transfer students that are intending to major in music or graphic design as well as those students that are non-majors but

still enjoy participation in music ensembles and the study of specific instruments. Limited scholarships are available and the amount designated for scholarships has been marginally increased. We have not approached maximum capacity in the majority of our classes, music ensembles and in our private applied (private lesson) studios. Graphic Design classes have reached their maximum enrollment upon occasion and will need to be carefully monitored.

- How do the division/program's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization?

A course titled Music Media and Technology has been implemented within the past four years as a concurrent course requirement with Music Theory III. Hardware and software have been obtained to enable our students to apply current technology to the field of music, both for their personal use and in the music classroom. Technology that is taught in this course is implemented within the curriculum in subsequent coursework.

Within the last four years we have developed a degree in Graphic Design, now with a full-time professor. This degree has implemented current technology in the field of computer graphics. Some sections are being taught by adjunct instructors who are employed full-time in the commercial sector. These instructors augment courses taught by the full-time professor, who came to MNU with a strong educational background and experience in commercial graphic design.

With the stated mission of the institution being an emphasis on cultural diversity, University music ensembles have toured in Europe and Russia consistently within the past several years. The Division of Fine Arts is committed to continue making similar cross-cultural opportunities available to our students.

- How do the division/program's planning documents show careful attention to the division/program's function in a multicultural society?

Major effort and expenditures in ethnomusic instruments and the development of ethnically diverse music ensembles by one of our professors provides diverse opportunities for students to experience and understand many musical cultures. This is unique for a department of our size.

- Provide an example of how the division/program's planning processes include effective environmental scanning.

All proposals which go to Academic Council require the division to provide evidence that "other schools have or endorse the proposed change." The development of the Graphic Design program illustrates the use of environmental scanning. Local businesses were contacted and curricula at other institutions were reviewed as we developed and revised our program.

- Is the division/program environment supportive of innovation and change?

Yes, both in finances and scheduling, as much as is possible. New and updated software is implemented in Music Media and Technology and in all Graphic Design classes as it becomes available and the updating of hardware is a high priority.

- How does the division/program incorporate in its planning those aspects of its history and heritage that it wishes to preserve and continue?

As the yearly Divisional calendar is developed, band and choir tours in both the fall and spring semesters are carefully scheduled, ideally to avoid conflicts within the Division as well as the University. Traditionally, participation in certain events and at prescribed times within the year are given a high priority. For example, the performance of "The Messiah" the first Sunday in December is an event that has historical importance within the Division and the University and is considered a Divisional priority.

Hiring is one of the main planning tools to preserve history and heritage. New hires go through a vetting process which asks the candidates to provide their philosophy of the integration of faith and learning. The hiring process includes multiple interviews with faculty, administration and students. It includes background checks and teaching demonstrations. Performance expectations are included in annual performance reviews for faculty and staff and provide accountability for maintaining those aspects of MNU's heritage which the university deems important (e.g. chapel attendance, student involvement, etc.).

Core Component – 2B. The division/program’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Examples of Evidence:

- Are the division/program’s resources adequate for achievement of the educational quality it claims to provide?

There is obvious potential for the development of the quality program that we strive to achieve when the new Cultural Events Center facility is completed. Professional development funding is inadequate to provide total support for conferences and workshops that faculty members are attending.

With the move of the Music Department to the new Cultural Events Center, half of Dobson Hall will be devoted to Graphic Design and Art. The renovation of this building will allow for growth and improved “content-specific” facilities. At that time it will be necessary to make a determination as to the specific needs, both in the renovation and in the purchase of necessary classroom equipment and materials. The division will need to consider and budget for these expenditures that will need to be completed during the 2007-08 school year.

Resources are inadequate to provide for the growing needs in professional development funding and renovation of Fine Arts facilities. Budget increases have been nominal over the last ten (10) years.

- What division/program plans exist, if any, for resource development and allocation? Do these plans document the division/program’s commitment to supporting and strengthening the quality of the education it provides?

Scholarship assistance from sources outside of the University has been a part of the Division recruitment and retention effort for a number of years. This effort has primarily in the Department of Music. The effort to obtain and allocate resources will intensify as we move into the new facility and attempt to increase participation and scholarships within the Division. With the development of the degree in Graphic Design, effort must be forthcoming in acquisition of external funding for scholarships.

Although the number of credit hours generated per faculty member may appear to be relatively low, it should be noted that this reality is affected by the nature of the disciplines housed in the division. Personal attention and instruction is essential and the norm in the arts. Private lessons are by definition “one on one.” This fact influences the student/teacher ratio in the division.

The greatest value and contribution of the Fine Arts Division is not in the number of students majoring in programs housed in the division nor in the number of credit hours generated there. The greater value is in the impact made on campus, in the community, and across the region by students who have been prepared in the Graphic Design, Music Education, Music, and Music Ministry programs and through the division's performing ensembles that are comprised by students representing a variety of majors.

- o Provide evidence that the division/program uses its human resources effectively.

**Table 1 – Full-time Faculty
Number of Student Credit Hours taught by each qualification level**

Faculty Member	Fall Semester			Spring Semester			Qual Level (Undergraduate)		
	Student Contact Hours	# of Sections	# of Lessons	Student Contact Hours	# of Sections	# of Lessons	Doctoral Level	Assistant & Associate Professor	Adjunct
Baldrige, Terry	192	4		153	4		345		
Crocker, Dennis	183	3	12	160	3	3	343		
McClellan, Karen	87	3	10	38	2	10		125	
McClellan, Ron	175	5		143	4			318	
Merriman, Brian	75	3		60	3			135	
Smith, Kathy	54	4	10	38	3	8		92	
Wilder-Hardee, Mary Jane	35	1	33	26	1	25		61	
Sub Totals	801		55	618		46	688	731	

**Table 2 – Adjunct and Part-time Faculty
Number of Student Credit Hours taught by each qualification level**

Faculty Member	Fall Semester			Spring Semester			Qual Level (Undergraduate)		
	Student Contact Hours	# of Sections	# of Lessons	Student Contact Hours	# of Sections	# of Lessons	Doctoral Level	Assistant & Associate Professor	Adjunct
Cochran, Jim Jazz Ensemble	51	1		51	1				102
Craighead, Ray Computer Graphics	21	1							21
Cunningham, Jo Art (part-time)	213	3		96	2				309
Dix, Paula Music Ed.	4	1							4
Fuller, Susan String Ens. & Private Inst.	16	1	1	15	1	3			31
Harshbarger, Jeff Private Inst.	1		1						1
McKinley, Mike Private Inst.	3		3	3		3			6
Rice, Brittany Fine Arts	144	1		93	1				237
Schappaugh, Tony Computer Graphics				30	1				30
Sheppard, Cindy Music Ed.				4	1				4
Smart, David Fine Arts & Private Inst.	153	1	12	159	1	15			312
Van Sickle, Karen Class Piano & Private Inst.	4		4	13	1	1			17
Willimason, Kevin Computer Graphics	30	1							30
Sub Totals	640		21	464		22			1104

- How does your division/program intentionally develop its human resources to meet future changes?

Faculty members are encouraged to participate in state, national and international conferences and conventions. This participation allows the faculty to stay abreast of innovations in technology, pedagogy, curriculum development and educational trends.

- Does the division/program's history of financial resource development and investment document a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities)?

The new Cultural Events Center will be completed within one year. This long-awaited addition to the campus will provide previously unknown opportunities for the development of programming and educational opportunities. These opportunities will benefit the division, the entire campus, and the community at large. We will be writing an entire "history" of financial resource development and investment with the new facility. Planning is well under way to capitalize, both in the immediate and long-term time frame, in the development of financial stability in the operation of all aspects of the new building.

- How are your division/program's planning processes flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth?

Faculty have, in recent months, made necessary sacrifices to reduce expenses for MidAmerica Nazarene University. This was in direct response to a budget crisis and reflects that the division's planning processes are flexible enough to respond to unanticipated needs. The division participated in the mandate of the Board of Trustees to report on the feasibility of all majors on campus. With the new facility, we anticipate strong growth.

- How would you show that your division/program has a history of achieving its planning goals?

The Computer Graphics degree has shown continual growth from its' inception. Faculty development as well as hardware and software procurement for this new area of emphasis is one current example of the Division's dedication to the successful achievement of a curricular goal.

Core Component – 2C. The division/program’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Examples of Evidence:

- How does the division/program demonstrate that its evaluation processes provide evidence that its performance meets its stated expectations for division/program effectiveness?

We are a fully accredited institutional member of the National Association of Schools of Music and maintain the standards set forth by this organization for the Bachelor of Arts in Music with several areas of emphasis as well as the Bachelor of Music Education degrees. The Bachelor of Music Education degree is also approved by the Kansas State Department of Education for teacher licensure for General Music (vocal and instrumental) PK-12. Meeting the standards set forth by NCATE and KSDE for the Bachelor of Music Education degree and additionally NASM for the Bachelor of Music as well as the Bachelor of Music Education degrees provides an indication of meeting our stated goals and expectations. There have been alterations within various curricula within the past several years. Each change to the curriculum has been based on divisional assessments and demonstrated needs within the program and/or the necessity to address new or altered standards or identified weaknesses within the curriculum.

- Provide proof that the division/program maintains effective systems for collecting, analyzing, and using division/program information.

One example of extended assessment and data collection within the Department of Music is the piano proficiency. Data is collected from assessments in Class Piano I, II, III and IV as well as in juried assessments before a committee. This information is maintained for each student and strategies to address identified weaknesses are determined from the analysis of their skill development.

See *Appendix I* for outcomes assessment report.

- Provide proof that appropriate data and feedback loops available and used throughout the division/program to support continuous improvement. (e.g. Division/program minutes).

The division has two to three meetings per academic year dedicated to completing the feedback loop. Faculty review outcomes assessment data and look for deficiencies. Discussions and action plans for program improvement are created. See *Appendix I* for an example of meeting minutes related to outcomes assessment.

- Does the division/program have adequate support for its evaluation and assessment processes?

Current requests for assessments and sample work for accreditation (KSDE, NCATE and North Central) is a tremendous burden on both faculty and secretarial staff. I doubt any division would indicate a feeling of having adequate support, with the proliferation of forms, work samples, matrixes, and reports that flood us, particularly at the conclusion of the year. Teaching load credit should be given to this assignment in each division so that the responsibilities could be more easily facilitated.

Core Component – 2D. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Examples of Evidence:

- Coordinated planning processes center on the mission documents that define vision, values, goals and strategic priorities for the organization.

Divisional discussion of the mission documents and the implications regarding vision, values, goals, and strategic priorities has been ongoing. The division meeting in May, 2006 considered the mission of the institution and division specifically with the goal that a new divisional mission statement would be developed in the fall of 2006. That goal was achieved in the August 23rd meeting (see *Appendix A*). Existing, as well as new, courses will be considered and evaluated with this mission in mind.

- Planning processes link with budgeting processes.

Extensive budgetary planning has been ongoing with the development of the Cultural Events Center. The purchase of concert, studio and practice room pianos is a priority, for one example, and this consideration, along with all of the other needs for the new facility, have been consistently linked with the entire project.

Dobson Hall will undergo extensive renovation during the 2007-08 school year. Graphic Design and Art will be housed in the north half of both floors of the building, providing adequate space for expected growth. Budgeting for this project will need to be implemented in the 2007-08 budget process.

The division uses the findings from its outcomes assessment processes in its annual report to the Vice-President for Academic Affairs. This report to the Vice-President becomes a strategic planning document for the division which addresses the strengths and weaknesses of the division and lists the financial concerns and/or special needs that may have an impact on the next budget cycle. The annual budget report is also a strategic planning document which the outcomes assessment process is tied to and allows the division to request increases in resources based upon its findings.

- Implementation of the organization's planning is evident in its operations.

Development of the Graphic Design program is an example.

- Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Technology has brought about a shift in interest and demand from more traditional media to expressions within the area of graphic design. This environmental change led to the development of this new program.

- Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

The division's outcomes assessment plan and related planning documents are designed to ensure educational quality and student learning in a

diverse, complex, global and technological world (see *Appendices E & I* for relevant planning documents).

- Planning processes involve internal constituents and, where appropriate, external constituents.

External constituents: The division uses periodic focus groups comprised of local leaders to determine whether current curriculum is relevant. Alumni surveys are instrumental in driving change within the division (see *Appendix E*),

Internal constituents: Course evaluations and performance appraisals involve stakeholders within the organization (see *Appendix E*).

3. Criterion Three: Student Learning and Effective Teaching

Criterion Statement:

The Division/program provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component – 3A. The division/program’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Examples of Evidence:

- How does your division/program clearly differentiate its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each?

The Division of Fine Arts offers undergraduate programs only in the fields of Music, Music Education and Graphic Design. Bachelor of Arts in Music degrees have several optional areas of emphasis, General Music, Music Ministry, Applied Pedagogy and Performance, each with intended outcomes that support the stated emphasis. The Bachelor of Music Education degree must meet outcomes that will result in teacher licensure with the Kansas State Department of Education for the levels of Pre-Kindergarten through grade 12 in both vocal and instrumental music. MidAmerica Nazarene University is an accredited institutional member of the National Association of Schools of Music (NASM) and we meet outcomes as stated by that professional accrediting organization.

- Provide proof of assessment of student learning at multiple levels: course, program, and institutional.

Proof of assessment at the course level may be found in our course syllabi (see *Appendix F*) and in our course evaluations (see *Appendix E*).

Proof of assessment at the program and institutional level can be found in alumni surveys, the Data Mastery sheet, the University's outcomes assessment plan, the Division's annual outcomes assessment reports and meeting minutes. (See *Appendices D, E & I--Forms ABC*).

- How does your assessment of student learning include multiple direct and indirect measures of student learning?

Each student learning outcome has at least two means of assessment assigned to it (see Outcomes Assessment Report in *Appendix I*).

Direct measures of student learning are closely related to and provide confirmation that program learning objectives have been accomplished. For direct measures, the division relies upon national standardized testing, embedded assignments graded with rubrics, papers, and tests (see *Appendix I*).

- Show that the results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Students receive a letter and/or verbal communication of their senior comprehensive test results. Course grades are online.

Annual outcomes assessment reports are filed with the Vice-President for Academic Affairs and the Outcomes Assessment Facilitation Team. This data becomes part of his reporting to Dr. Robinson, the Board of Trustees and the Higher Learning Commission (see *Appendix I*).

Graduation rates are reported by the registrar's office to appropriate constituencies on an annual basis. (See *2005 MNU Data Book charts in Appendix J*)

- How does the division/program integrate into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates)?

Passing licensing exams (KSDE), graduate placement, career placement and promotions are tracked with information from alumni and incorporated into the Division's overall outcomes assessment process. The *MNU Data book* is also useful in tracking graduation rates. Results from these instruments are summarized and acted upon on an annual basis in division meetings. Any program improvements are reported in the Division's annual outcomes assessment report.

- How does the division/program's assessment of student learning extend to all educational offerings, including credit and non-credit certificate programs?

Not applicable. The Division of Fine Arts does not offer certificate programs.

- How does your division/program involve faculty in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved?

Recent university policy changes require one meeting in August and one meeting in May dedicated solely to outcomes assessment. Additionally, assessment is included in the agenda of every division meeting. The following is a list of scheduled Division meetings for 2005-2006.

Date of Division meeting	Was an outcomes discussion documented in the Division's meeting minutes?	Was the meeting dedicated solely to outcomes assessment?
August 22, 2005	Yes	No
September 14, 2005	No	No
October 12, 2005	Yes	No
November 10, 2005	No	No
December 7, 2005	Yes	No
December 19, 2005	Yes	Yes
January 27, 2006	Yes	No
February 27, 2006	No	No
April 20, 2006	Yes	No
May 3, 2006	Yes	Yes

- Provide evidence that faculty and administrators routinely review the effectiveness and uses of the division/program's programs to assess student learning.

See *Appendix I* for sample meeting minutes.

Core Component – 3B. The division/program values and supports effective teaching.

Examples of Evidence:

- Prove that qualified faculty determine curricular content and strategies for instruction.

**Table 1
Faculty Qualifications – Full-time Faculty**

Full-Time Faculty	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualifications
		Type	Discipline			
Baldrige, Terry	1982	Ph.D.	Musicology	Fine Arts, Music Theory, Music History		Professor
Crocker, Dennis	1986	D.M.A.	Conducting	Choir, Conducting		Professor
McClellan, Karen	1968	M.M.	Piano Performance	Music Theory, Private Piano	M.T.N.A. Nationally Certified Piano	Assistant Professor

					Teacher	
McClellan, Ron	1990	M.M.E	Music Education	Instrumental Music, Music Education		Assoc- iate Profes- sor
Merriman, Brian	2005	M.A.	Art	Graphic Design		Assis- tant Profes- sor
Smith, Kathy	1972	M.M.E .	Music Education	Class and Private Piano		Assis- tant Profes- sor
Wilder- Hardee, Mary Jane	1997	M.M.	Vocal Performance	Private Voice		Assoc- iate Profes- sor

Table 2
Faculty Qualifications – Adjunct and Part-time Faculty

Adjunct and Part-Time Faculty	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualifications
		Type	Discipline			
Cochran, Jim	2002	M.S.	Education	Jazz Ensemble	Licensed Kansas Teacher	Adjunct
Craighead, Ray	2000	B.A.	Art	Graphic Design		Adjunct
Cunningham, Jo	1979	M.F.A.	Art Teacher Education	Drawing, Painting, Design, Art History, Ceramics, Batik		Part-time Instructor
Dix, Paula	2005	M.S.	Music Education	Elementary Music Methods	Licensed Kansas Teacher	Adjunct
Fuller, Susan	2005	B.A.	Violin Performance	String Ensemble, Private Violin	Certified Suzuki Violin Teacher	Adjunct
Harshbarger, Jeff	2005	B.M.	Music Theory	Private Bass		Adjunct
McKinley, Mike	2002	B.M.E.	Instrumental Music	Private Percussion		Adjunct
Rice, Brittany	2005	M.M.	Vocal Performance	Fine Arts		Adjunct
Schappaugh, Tony	2005	B.F.A.	Art	Graphic Design		Adjunct
Sheppard, Cindy	2005	Ph.D	Curriculum & Instruction – Choral Music Ed.	Secondary Music Methods	Licensed Kansas Teacher	Adjunct
Smart, David	1996	M.A.	Music Composition	Fine Arts, Private Guitar		Adjunct
Van Sickle, Karen	1998	B.A.	Music Theory & Literature (secondary certificate in	Class and Private Piano		Adjunct

			Piano Pedagogy)			
Willimason, Kevin	2003	B.A.	Art	Graphic Design		Adjunct

- How does the division/program support professional development designed to facilitate teaching and suited to varied learning environments?
 1. MidAmerica Nazarene University pays for graduate school for faculty. In addition, the division plans its workload to accommodate professors in doctoral programs. Their work load is carefully monitored (committee assignments, etc.) to ensure that they have enough time to complete their degrees.
 2. The dean allocates \$1900 dollars for professional travel. The division supplements this amount. The amount that is supplemented comes from the division's operating budget and varies from year to year depending upon the number of people who attend conferences and the locations. At a minimum, the division spends \$2,000 per academic year in addition to the Vice-president's travel budget.
 3. The university covers professional licensing, and supplemental books and periodicals at about \$150 per professor per year. The division sometimes supplements this amount.
- Provide documents which show that the division/program evaluates teaching and recognizes effective teaching.

Course evaluations are completed for each teacher on a bi-annual basis and are reviewed by the professor and the Division Chair. This information then becomes part of the Annual performance evaluation process between faculty and the Division Chair. The division also participates in the faculty review process detailed in the *Faculty Handbook*, pages 50-51 (see *Appendix C*).

- How does the division/program provide services to support improved pedagogies?

The division encourages faculty members to attend professional workshops, conferences, and conventions. Faculty members have attended the KCOMTEP conference for schools providing music teacher education programs, the KMEA In-Service Workshop, the KMTA State Convention, the MTNA National Convention, the MidWest Band and Orchestra Clinic, the ACDA National Convention, NASM, and the NATS Collegiate Vocal Competition. Each of these events provide opportunities for faculty members to observe and learn new pedagogical approaches, techniques and strategies.

- How does the division/program demonstrate openness to innovative practices that enhance learning?

The University funds and faculty are encouraged to incorporate and model innovation in the classroom by taking advantage of Tablet PC, Team board and Blackboard technologies.

- How does the division/program support faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction?

The division supports faculty memberships in professional organizations and subscriptions to periodicals of \$150 per year. University funds are provided for professional conferences.

- What professional organizations do faculty participate in that are relevant to the disciplines they teach?

Music Teachers National Association (MTNA), Kansas Music Teachers Association (KMEA), Kansas City Music Teachers Association (KCMTA), Olathe Music Teachers Association (OMTA), Music Education National Conference (MENC), Kansas Music Education Association (KMEA), Kansas Bandmasters Association (KBA), National Band Association, (NBA) Christian Instrumentalists and Directors Association (CIDA), National Association of Teachers of Singing (NATS), American Choral Directors Association (ACDA), and Society for Ethnomusicology.

Core Component – 3C. The division/program creates effective learning environments.

Examples of Evidence:

- How do assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services?

The division meets regularly to complete the feedback loop and to make improvements to curriculum and student services. Student satisfaction surveys and annual performance reviews also become the basis for improvements in pedagogy and resources.

- How does the division/program provide an environment that supports all learners and respects the diversity they bring?

Our Fine Arts faculty and students are diverse in the following ways: religious denomination, age, gender, race, color, national origin, academic experience, and industry experience. We encourage and develop this environment through our admissions and hiring policies. We seek to provide a broad range of ideas in a Christian context to our students so that they can function effectively in the workplace.

World Music course and ensembles reinforce our commitment to diversity and our awareness of globalization.

The division also supports physically challenged learners by working closely with the services provided through the Kresge Center. Last year, for example, we had a visually impaired student. The division worked to secure special Braille textbooks from the publishers. The faculty worked with the student by providing enlarged PowerPoint slides and tests. Kresge center provided paid note takers, tutors and administered tests to the student. All division syllabi ask students to provide notice if disability related assistance is needed (see *Appendix F*).

- Provide evidence that your advising systems focus on student learning, including the mastery of skills required for academic success?
 1. All students are assigned to a faculty advisor. We match them to the faculty member who best matches their major and/or career interests.
 2. Students are required to meet periodically with their advisor to discuss the learning and skills necessary for academic success and for success in the student's chosen career field.
 3. Advising sheets are used within the division to keep track of each students' progress towards general education requirements, major requirements, career interests etc.. These are regularly updated and placed in the student's file.
 4. Progress regarding the Senior comprehensive is documented in each student's file. Copies of all student correspondence, Piano Proficiency checklists, jury rubrics for each semester of private applied, Junior and Senior Recital hearing and recital rubrics and graded Senior comprehensive tests are kept in each student's file. Students who lack the required proficiencies, juries, or recitals must complete remedial work (including additional coursework) or opt out of graduation.

5. Advisors are notified when an advisee is on academic warning and/or academic probation. This information is also placed in the student's file. Faculty use this information in order to intervene.
 6. Entrance into the Music Education program is by application through the Department of Education. Advisors go over requirements with their advisees. Completed applications are kept in the Education office.
 7. Degree audits (applications for graduation) are discussed with Juniors and Seniors and maintained in each student's file.
 8. Current transcripts are maintained for each student and are easily available on "webfor".
- Give examples of how your division/program has employed, when appropriate, new technologies that enhance effective learning environments for students.

A course titled Music Media and Technology has been implemented within the past four years as a concurrent course requirement with Music Theory III. Hardware and software have been obtained to enable our students to apply current technology to the field of music, both for their personal use and in the music classroom. Internet access and projectors have been installed in four classrooms.

Within the last four years we have developed a Computer Graphic degree. This degree has implemented current technology in the field of computer graphics.

- How do the division/program's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning?

The division's overall outcomes assessment and strategic planning processes provide a regular review of the division's educational strategies, activities, processes and technologies. Main components include focus groups, alumni surveys, dialogue with community constituents, faculty performance plans and appraisals, course evaluations, senior comprehensive exams and embedded assignments. These tools alert the division to areas needing improvement and provide quality assurance (see *Appendices E & I*).

Core Component – 3D. The division/program’s learning resources support student learning and effective teaching.

Examples of Evidence:

- How does the division/program ensure access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching?

Each faculty member in the Division of Fine Arts (with one exception) has a new Macintosh computer for their use. The computers connect to the University network and internet. Each faculty has access to the division’s color laser jet printer and has access to scanners, a copier and a fax machine. Faculty are also able to copy and print directly to the Dobson copy room. Microsoft Office, Blackboard and Micrograde software is licensed for and available to the faculty.

The division has a library budget which ensures adequate library resources are available in Mabee library for Music and Graphic Design students. The division orders new books, videos, using this budget. In addition some resources are available in the division (e.g. professional periodicals and recordings).

Music Education students are assigned lab and student teaching experiences through the Education Division, in consultation with Music Education professors. Lab experiences are not currently supervised by music personnel, as required by NASM. Student Teaching is supervised by music personnel. Music Ministry and Applied Pedagogy Practicum experiences are assigned and supervised by their major professor.

Graphic Design internships are assigned and supervised by Professor Brian Merriman, who brings extensive commercial graphic design experience to the University.

- How does the division/program evaluate the use of its learning resources to enhance student learning and effective teaching?

Student learning and effective teaching are enhanced through outcomes assessment, alumni surveys, and focus group discussions with alumni. The latest alumni survey was taken in the fall of 2006 (see *Appendix E*)

- How does the division/program regularly assess the effectiveness of its learning resources to support learning and teaching?

Educational Lab, Student Teaching and Internship evaluations are required of both the student and the supervisor. Each professor reviews these to ensure adequate student learning takes place and to verify whether the location will be used again in the future.

Course evaluations also ask for student feedback regarding the effectiveness of resources required for the course.

- How does the division/program support students, staff, and faculty in using technology effectively?

Music Media and Technology is a required course which is taken concurrently with Music Theory III. Hardware and software taught in this class is utilized throughout the remainder of the student's coursework.

The majority of the Graphic Design curriculum is computer based, each subsequent course building on the previous one.

- Does the division/program have effective staffing and support for its learning resources?

The Division of Fine Arts uses Macintosh computers exclusively because of their perceived advantage in music and graphics applications. Because of this, there is some disconnect with the rest of the campus, which is almost entirely PC. MNU's Information Technology department is too small to adequately support Macintosh platforms as well as the prevalent PC platforms. Delays in remediation of interface problems or situations that are Mac specific are common. IT personnel are very helpful and strive to assist in every way possible. It is just that the job tends to be larger than their capacity.

MNU's Information Technology department is too small for the number of people that it attempts to serve. This can result in delays which impact

Fine Arts professors and students. Mabee Library is adequately staffed.
The Metz computer lab has an adequate number of lab assistants.

- How do the division/program's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness?

Music education labs, student teaching, music ministry practicums and private applied practicums, as well as graphic design internships, all facilitate the development of partnerships in the community, enhance student learning, and strengthen teaching.

- Do budgeting priorities reflect that improvement in teaching and learning is a core value of the organization?

The academic budget is the largest budget of any of the functional areas on campus and accounts for the lion's share of MNU's \$25 million dollar budget (Source: Dr. Frank Moore). This reflects that teaching and learning are core values of the organization in general.

4. Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Statement:

The division/program promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component – 4A. The division/program demonstrates, through the actions of its administrators, students, faculty, and staff, that it values a life of learning.

Examples of Evidence:

- How do the division/program's planning and pattern of financial allocation demonstrate that it values and promotes as life of learning for its students, faculty, and staff?

Division funds are made available to faculty, staff, and students to participate in professional development activities. Division funds are also used to subsidize membership in professional organizations. Off-campus trips, tours, and other learning experiences are sponsored by the Division locally, regionally, and internationally.

The Fine Arts Division is planning a major expansion of art and graphic design facilities that will include a second large art studio, expanded computer lab space and a dedicated classroom.

Graphic design is finalizing plans for internships and other learning opportunities with major corporations in the Kansas City area.

Graphic design classes have visited design, video production and printing facilities in the Kansas City area.

Graphic design faculty sponsored two internships in the Spring of 2006 and two internships in the Summer of 2006.

- Provide evidence that the division/program supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Regular opportunities for professional development are scheduled throughout the academic year by the University.

1. Mary Jane Wilder-Hardee is in a doctoral program at UMKC funded by the university.
 2. A sample invoice for professional licensure and continuing education reimbursement are attached in *Appendix K*.
 3. Merry Clegg has participated in training sessions provided by the university (e.g. Banner training), W.O.W. luncheons.
- How does the division/program publicly acknowledge the achievements of students and faculty in acquiring, discovering, and applying knowledge?

Student accomplishments are recognized in an annual Honor's Recital and Honors Chapel. Student recitals and studio classes provide opportunities for students to perform for their peers and faculty. Outstanding jury awards also recognize outstanding student accomplishments. Several other performance-based scholarships are also awarded each year.

Faculty accomplishments are acknowledged in Division meetings and cited in the faculty accomplishments publication.

Art students participate in the annual Pickers & Painters program, a public event which features live demonstrations by art students, exhibits of artwork by students and faculty and live music provided by Music faculty and students

Seniors in the Graphic Design program are required to participate in the Senior Exhibit, a public event that showcases their design portfolios.

Advanced graphic design students are given the opportunity to join AIGA, a national professional organization. Each year, one outstanding student is given one-year membership at no charge.

- How does the faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research?

The phrase "in keeping with the organization's mission" is significant here. MidAmerica Nazarene University is a teaching institution rather than a research institution. Therefore, the scholarship of teaching and

the scholarship of service are given more emphasis than the scholarship of discovery and integration.

- How does the division/program use scholarship and research to stimulate organizational and educational improvements?

Art faculty are involved in reviewing a marketing research report and will participate in discussions about the possible development of a Web Design major. The graphic design program would be one of several participants in that multi-disciplinary program.

Graphic design curriculum and programming is continually being reviewed by independent industry professionals.

Core Component – 4B. The division/program demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Examples of Evidence:

- Show how the division/program integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society?

All degrees offered by the Division contain a general core component of approximately forty percent. In a few instances general education courses are required as prerequisites for courses in the major program.

According to outside accrediting bodies, general education should comprise a significant portion (usually at least 40 percent) of the credits required for the undergraduate degree.

The total number of semester credit hours required for all B.A. degrees at MidAmerica Nazarene University is 126. The University requires 43-56 hours of general education.

- How does the division/program regularly review the relationship between its mission and values and the effectiveness of its general education?

Regular program reviews for the University as well as self-studies for NASM and KSDE are conducted insuring that all aspects of the program are re-evaluated and kept current.

The Department of Art participates in the University's general education program by offering two classes: Beginning Drawing and Ceramics.

- Provide evidence that you assess how effectively your graduate programs are in establishing a knowledge base on which students develop depth of expertise?

Not applicable. This is an undergraduate program only.

- How does the division/program demonstrate the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility?

All music students are required to participate in at least one ensemble every semester. Many participate in multiple ensembles. These co-curricular activities clearly support inquiry and creativity. The fact that many performances are given for disadvantaged audiences evidences socially responsible activity. (See list of performances in *Appendix L*).

- Show how your division/program's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

The division has an outcomes assessment plan and process which demonstrates that graduates have achieved a breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Means of assessment include the Senior Comprehensive Exam, alumni surveys, and embedded projects. In addition, the Praxis test is given to music education students.

- How do the division/program's learning outcomes demonstrate effective preparation for continued learning?

Several recent graduates of the program have been successful in graduate school:

Julie Richards, Wichita State University
Kimberly Michaelis, UMKC
Paul Aubrey, Northwestern University
Julie Baylor, KU
Britney Rice, UMKC
Christina Walker, UMKC

Core Component – 4C. The division/program assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Examples of Evidence:

- How do the division/program's regular academic program reviews include attention to currency and relevance of courses and programs?

In meeting KSDE and NASM standards the Division is required to meet the most current standards set by these professional organizations in the field of music.

The graphic design program has gone through an extensive research and development process that resulted in a complete redesign of the curriculum.

The graphic design program has an independent board of advisors that meets two times a year to discuss, evaluate and provide feedback on the program.

The graphic design program has memberships in American Institute of Graphic Arts (AIGA), Kansas City Advertising Club and National Association of Schools of Art and Design. These organizations provide resources for improvement of instruction and programming.

- In keeping with its mission, how do the division/program's learning goals and outcomes include skills and professional competence essential to a diverse workforce?

Graphic Design core and emphasis area curriculum includes classes from five areas of study in three different University divisions. Diversity and exposure to globalization is relevant through world music and international trips.

- How do your learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies?

Learning outcomes focusing on diverse and other-cultural musics emphasize the need for students to become familiar with the variety of styles available in today's world.

Internship reports are developed that are based on interviews with employers. From these reports we are able to identify areas in which the program is functioning well and areas where there is room for improvement.

- Give examples of how curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Student feedback received through alumni surveys provide the division with needed information regarding the currency and relevance of courses and programs (see *Appendix E*).

Professional advisory board is given the continued opportunity to evaluate and give feedback on graphic design curriculum and programming.

Finally focus groups comprised of music education and non-music education alumni will provide advice to division regarding its curriculum and any deficiencies which might exist.

- How does the division/program support creation and use of scholarship by students in keeping with its mission?

Students are required to use industry standard research tools and write creative briefs that serve as a foundation for creative concepts.

In Corporate Identity, students work on projects for real clients. They use research tools to gather information, present work and receive feedback from industry professionals.

- Show that Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Standards for outcomes assessment insure that students will demonstrate competence in skills necessary for success in their chosen program of study.

- What curricular and co-curricular opportunities does the division/program provide that promote social responsibility?

Divisional ensembles provide many opportunities for socially responsible activity (see *Appendix L*).

Core Component – 4D. The division/program provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Examples of Evidence:

- What division/program academic and student support programs exist which contribute to the development of student skills and attitudes fundamental to responsible use of knowledge?

Teaching methods courses as well as observation labs, practicums, and internships help prepare students for use of knowledge, skills, and attitudes in the workplace following program completion.

- How does the division/program follow explicit policies and procedures to ensure ethical conduct in its research and instructional activities?

Statements regarding academic integrity are included in course syllabi and violations of these policies are reported.

- How does the division/program provide effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students?

Reference is made to academic integrity policies in the division's course syllabi (see *Appendix F*). In addition, professors use tools such as the internet and "turn it in.com" as a procedure to ensure ethical academic conduct. The division follows MNU's guidelines for dealing with academic integrity violations once they become apparent. Students are trained in the correct methods and uses of research.

- How does the division/program create, disseminate, and enforce clear policies on practices involving intellectual property rights?

The university has strict guiding principles regarding the intellectual property rights of others which are available in the MNU Catalog and Student Handbook. The division notifies students about these policies by referring to them in the division's course syllabi (see *Appendix F*). The division enforces these policies by looking for violations during grading and by providing appropriate consequences for infringements.

5. Criterion Five: Engagement and Service

Criterion Statement:

As called for by its mission, the division/program identifies its constituencies and serves them in ways both value.

Core Component – 5A. The division/program learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Examples of Evidence:

- How are the division/program's commitments shaped by its mission and its capacity to support those commitments?

Two internal constituents are parents and students. Our commitment to them is shaped by the Christian mission of the university. Although this contact would be similar, everything is taught through the lens of faith.

External constituents include the Olathe community and regional churches. Our commitment the community is shaped by the Christian mission of the university.

Our program commitments include responsibility to our students, internal constituents, and our community and supporting denomination, external constituents. Curriculum offerings have been designed and periodically reviewed from the perspective that a Christian education should nurture academic excellence and prepare and equip students for service. Our Music Education program follows carefully guidelines for Teacher Education licensure. Music Ministry is crafted to develop music leaders to serve in the church, and Applied Music Pedagogy prepares private studio teachers.

Music performance prepares students for graduate study in performance as well as teaching. Graphic design prepares the graduate for the workplace.

- Give examples of how the division/program practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Students make their needs and expectations known through formal and informal conversations with the faculty and/or the Division Chair.

The Division monitors the websites and academic catalogs of other universities to better understand the changing needs of its constituencies.

The performance aspect of our program in churches, schools, and community settings (Rotary, etc.) gives us ongoing opportunity for feedback. The churches our alumni serve are indicators of levels of satisfaction, and our alumni are resource for how well they were prepared for their assignment.

Interest expressed by our students and others in music business/industry has given us cause to pursue including that in our curriculum. The Graphic Design program is in part the result of needs expressed by students.

- How does the division/program demonstrate attention to the diversity of the constituencies it serves?

Several different accrediting agencies provide direction for our programs. In addition to being accredited by the North Central Association of Colleges and Schools, the Kansas State Board of Education and National Council for Accreditation of Teacher Education (NCATE) give approval to our Music Education program. MNU is also an accredited institutional member of National Association of Schools of Music (NASM). We receive advice from churches as to how we can better serve the needs of the local church. We strive to

maintain an open relationship with area schools, supervising and cooperating teachers, to know how well we are preparing future music educators for the classroom setting.

- How do the organization's outreach programs respond to identified community needs?

The most visible evidence of effectiveness of the division's outreach in responding to identified community needs is seen in the performances and presentations for community groups and organizations (see *Appendix L*).

- How is the division/program well-served by its outreach programs such as continuing education, customized training, and extension services?

Through Learning and Teaching Innovations which operates within the Division of Graduate Studies at MNU, we have provided Summer Workshops in Music. These have included offerings such as "Introduction to Orff," "Introduction to Kodaly," "Assessment in the Music Classroom," and "A Musical Answer to NCLB, (No Child Left Behind)." These have been well received by area public school music educators.

Members of our music faculty are requested to adjudicate vocal, choral, keyboard, and instrumental competitions. Faculty persons are also invited to provide choral workshops and/or work with local church choirs. Keyboard faculty have worked with area high school accompanists in preparation for choral contests. Faculty are asked to serve as clinicians for the annual Lillenas Music Conference, which draws church musicians from many denominations and congregations throughout America.

Core Component – 5B. The division/program has the capacity and the commitment to engage with its identified constituencies and communities.

Examples of Evidence:

- How do the division/program's structures and processes enable effective connections with its communities?

Two examples of the facilitation of effective connections within the community are the Business/Fine Arts chapels that were held with local businessmen who were speakers—Don Bell in the fall of 2003, and Gerald Smith in the spring of 2005 in which he shared his journey in founding and developing Premier Studios, a local music media and recording business.

- How do the division/program's co-curricular activities engage students, staff, administrators, and faculty with external communities?

The annual presentation of Handel's Messiah includes participation of MNU choral ensemble and orchestral students, but also is open to participation by community members and interested persons from the area. It is typically performed for an audience of 1500-2000.

Division ensembles have numerous occasions to perform in churches, for civic groups, for community happenings (such as Christmas tree lighting ceremony), and for denominational events, such as quadrennial General Assembly. The number of performances by division ensembles during 2005-2006 were sixty-six (see *Appendix L*),

Staff personnel and area music educators join students to play in MNU's Jazz Ensemble, which performs in many area settings and churches, as well as every-other-year international tours.

Multi-cultural ensembles including steel-drums, marimbas, and Taiko groups perform in on-campus settings but respond to invitations throughout the school year to perform for schools, etc.

A recent recital featured guitar students performing while art students painted and was well attended by faculty, staff and administrators, as well as interested community persons.

- How do the division/program's educational programs connect students with external communities?

Music Division ensembles perform in local churches and churches across the North Central region, for area schools, for civic groups, etc. Our music education students complete 100 hours of labs/observation in public school settings before student teaching. The Music Ministry program includes a practicum component which places a student in a local church,

being mentored by a music/worship leader. The Applied Pedagogy program has a practicum requirement that requires students to teach various age groups. Intro to Fine Arts requires students to visit Kansas City's Nelson Art Gallery and attend symphonies.

- Do the division/program's resources-physical, financial and human-support effective programs of engagement and service?

Most of the Division's budget supports its educational mission. Faculty may use office hours to help complete community service projects (e.g. freshmen seminar). Small token gifts are provided for guest lecturers. We typically refer to them as honorariums, e.g. master class teachers; also guest recitalists, accompanists, etc.

- How do the division/program's planning processes project ongoing engagement and service?

Engagement and service are part of the Christian mission of MidAmerica Nazarene University. Service opportunities are requested by the Olathe community.

We anticipate our ensembles to continue to respond to invitations to represent MNU and provide music locally, across our educational region, and with international tours. The new Cultural Events Center will provide many opportunities for the division to serve our campus, our communities, area churches, our educational region constituents (e.g. MAX), Lillenas, site for recitals for area teachers and professional organizations.

Core Component – 5C. The division/program demonstrates its responsiveness to those constituencies that depend on it for service.

Examples of Evidence:

- Describe any collaborative ventures that exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).

The Fine Arts Division has been a fully accredited institutional member of the National Association of Schools of Music since 1990.

- How do the division/program's transfer policies and practices create an environment supportive of the mobility of learners?

Most transfer credits are accepted from other accredited colleges and universities. The student must present a course description and transient student form to the Division Chair to accomplish this.

- Give examples of community leaders who testify to the usefulness of the organization's programs of engagement.

See *Appendix M*.

- How do the division/program's programs of engagement give evidence of building effective bridges among diverse communities?

Freshman Seminar places our students and faculty in service projects throughout the community. Student teachers, etc. Our multi-cultural ensembles represent the program in diverse settings (Spanish church, Japanese program, etc.). Heritage Choir has sung in churches of several denominations as well as European cathedrals. Jazz Ensemble has made trips to Russia, Germany, etc. Cultural Events Series has featured music of different cultures, e.g. India.

- How does the division/program participate in partnerships focused on shared educational, economic, and social goals?

The division sought to align itself with the National Association of Schools of Music and in so doing met criteria established by the accrediting body to be appropriate for a school in membership with the organization. MNU's accredited institutional membership in NASM is verification of the program's sharing those goals.

The Graphic Design department is working to pursue accreditation with NASAD—National Association of Schools of Art and Design.

- Do the division/program's partnerships and contractual arrangements uphold the division/program's integrity?

Yes, the division is a member of the following organizations which validate the program's integrity: National Association of Schools of Music, Kansas State Department of Education, National Council for Accreditation of Teacher Education, and National Association of Schools of Art and Design.

Core Component – 5D. Internal and external constituencies value the services the division/program provides.

Examples of Evidence:

- How do the division/program's evaluation of services involve the constituencies served?

Feedback/response from teachers supervising students in lab settings, student teachers' cooperating teachers, persons supervising students in music ministry internships, responses from pastors and church constituents regarding division ensembles (choirs, bands) having been in their local church, alumni responses

- Provide proof that service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

See Appendix N for substantiation.

- Provide evidence that the division/program's economic and workforce development activities are sought after and valued by civic and business leaders?

We have had 15 music education graduates in the past five years. Of this number, all 15 either previously, or currently, are teaching in the public schools (see *Appendix O*).

- How do your external constituents participate in the division/program's activities and co-curricular programs open to the public?

Participating in Messiah (choir, orchestra, soloists), participate in Jazz Ensemble, guest lecturers/presenters (e.g. music engraver from Lillenas sharing in piano studio class regarding chord charts, symbols, etc.).

- How are the division/program's facilities available to and used by the community?

The auditorium is frequently scheduled by local piano teachers for recitals, Olathe Music Teachers Association uses our facility for piano clinics/adjudications, student chapters of KMTA and MTNA used last year our building for a joint session, a local congregation that does not have a building used our building for a period of time for a week-night music practice, church/zone related activities (MAX judging). It is expected that the Cultural Events Center we anticipate occupying mid '07 will be scheduled and used considerably by the Olathe community and surrounding areas.

- What programs does the division/program provide to meet the continuing education needs of licensed professionals in its community?

Through Learning and Teaching Innovations which operates within the Division of Graduate Studies at MNU, we have provided Summer Workshops in Music. These have included offerings such as “Introduction to Orff,” “Introduction to Kodaly,” “Assessment in the Music Classroom,” and “A Musical Answer to NCLB, (No Child Left Behind).” These have been well received by area public school music educators.

**6. Response to Previous Program Review Recommendations
(applicable to all reviews subsequent to the first Self-Study review).**

There have been no previous reviews or self-studies where recommendations of the Vice President for Academic Affairs were presented to the Division.

7. Appendices

The Office of Institutional Research provided the Division with available factual and descriptive data which is included in *Appendix J* of the report