

**REVIEW OF THE DIVISION OF FINE ARTS
SELF-STUDY REPORT**

**Internal Review Committee
MidAmerica Nazarene University
March 15, 2007**

Submitted to:

**Dr. Dennis Crocker
Chair, Division of Fine Arts**

Submitted by:

**Dr. Ray L. Morrison, Chair
Prof. Brad King
Prof. Scott Laird
Prof. Bill Morrison
Prof. Dan Partrich**

Introduction

The Internal Review Committee for the Self-Study Report of the Division of Fine Arts met on 11/16/06 to discuss the assignment and establish a plan of attack. After receiving copies of the *Self-Study Report*, the Review Committee then met on 2/1/07 to review the *Report* which was provided by the Fine Arts Division. The report and evaluation criteria were reviewed at this time and criterion assignments given.

The Review Committee met on 2/15/07 and continued discussing the *Report*. Upon conclusion of that meeting, the Review Committee needed additional information to accomplish its evaluation task. This request was made to Dr. Dennis Crocker, the Chairman of the Fine Arts Division, and a week later, he sent a letter back with responses to questions made by the Review Committee.

Members of the Review Committee sent their written responses evaluating one of the criteria to Dr. Ray Morrison, Chairman of the Review Committee and he compiled the submissions into a document. The Review Committee then met on 3/1/07 to “tweak” that document. The final copy of the document consists of an evaluation for each criterion as well as Departmental strengths and opportunities for improvement. This document was then sent to Dr. Mark Ford, Director of Outcomes Assessment on March 15, 2007.

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.

Overall, the Division of Fine Arts has presented good evidence that they have met Criterion One: Mission and Integrity. There is an abundance of evidence presented in the report to show that the Division indeed meets the criterion. In many ways, the Division of Fine Arts is a leader in showing how this criterion can and should be met by other units at MidAmerica Nazarene University. It would be hard to imagine the successful attainment of the “Christian mission of MidAmerica Nazarene University”, the “fostering of personal and professional creativity” or the General Education program at MNU, without the contribution of the Division of Fine Arts. Furthermore, they have performed their job well for many years under quite challenging conditions and with minimal facilities.

One area where there seems to be little, if any evidence of meeting the criterion, would be the issue of involvement of “the board”, which at MidAmerica Nazarene University would mean the Board of Trustees. Perhaps this is not as important as the evidence provided that the administration, faculty, staff, students (and also the constituents) are involved in fulfillment of the mission with integrity. However, if there is any information about the Board of Trustees involvement in this criterion, it is suggested it could be included in the report.

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

The Division’s report clearly presents its “Statement of Mission”. It should also be noted that the Division has recently reviewed and revised its mission statement. The new mission statement given in Appendix A is different from the “Divisional Objectives” referenced on page 136 of the *2005-2006 MNU Catalog* or appearing on page 136 of the *2006-2007 MNU Catalog*. Also, the MNU website which is referenced gives these “Divisional Objectives”, but not the new mission statement. It is not clear as to whether there are two different lists or whether the new Statement of Mission was just adopted too late to be in the current catalog or changed on the web site. If the former is true, then perhaps the Division needs to more clearly “articulate publicly” its mission statement by placing it in future catalogs and revising its website.

On page 2, it is stated that “academically rigorous majors” are offered by the Division. This statement is perhaps very true, but it is unsupported. Further evidence could be provided that these majors are in fact “academically rigorous”. The Division of Fine Arts is not the only unit at MNU that makes statements such as this from time to time. They are no doubt heartfelt, and hopefully, even accurate reflections of our work, but would benefit from some hard-supporting evidence.

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

The Division is to be commended for its emphasis on ethnic music and multicultural characteristics as a reflection of diversity. The opportunity provided for

students to participate in several ethnic music ensembles and the requirement that music majors participate is exemplary for a Division of its size.

The issue of whether or not the Division's mission statements addresses diversity is confused by the reference to Appendix A, which is part of the answer given on pages 4-5, but to which several other items from the Catalog's "Divisional Objectives" are added.

It is stated on page 4, that "diversity of study is acknowledged". What exactly does this mean and what evidence could be supplied to support the statement?

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

Division constituents are informed of MNU's mission and indicate their support for it in appropriate ways.

On page 5, it should be stated more strongly how the music ministry emphasis ties in to specific aspects of the University mission, such as service. It is also noted on the same page that "current division objectives are consistent with the University mission". There is a reference to Appendix A, but that Appendix does not contain the University mission statement, only the Division's mission statement. It would be good to see specific examples and a more specific correlation of the Division of Fine Arts objectives with the University mission statement.

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.

The evidence indicates that the Division is under capable leadership and that responsibility for accomplishing work in the Division is delegated to all faculty members.

A number of methods are listed on page 7 as to how the Division evaluates its structures and processes and in copies of the documents used found in Appendix A.

These are good. But how does the Division actually use these instruments to “strengthen” its structures and processes? Can any specific examples be cited, or can it be shown how this will be done in the future?

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

The Division proves many excellent examples of how it upholds and protects its integrity. In regards to how the Division ensures the integrity of its co-curricular and auxiliary activities, it might be good to mention the role of faculty planning and supervision of field trips, club events, etc.

The list of examples of how the Division deals fairly with its external constituents is quite impressive. Even so, it leaves out examples that came quickly to this reviewer’s mind: the annual Messiah performance with the Olathe community and the numerous ensemble appearances in both churches on the entire educational region as well as local events (Chamber of Commerce, etc.)

Even though formal grievances are “rare” within the Division, the Division could provide some specific examples of how recent grievances have been handled. This would demonstrate more clearly how the Division “documents timely responses to complaints and grievances, particularly those of students”.

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.

The Division provides adequate rationale connecting the appropriate criteria for current operations and future expectations. Time and again, the Division of Fine Arts has demonstrated its vital contribution to the liberal arts heritage. This committee recognizes the tremendous potential for growth and expansion as the new Cultural Events Center CEC becomes a reality. The prospect for growth will impact both on-campus and off-campus communities. Excellent and devoted faculty and support staff strengthen the notion of an exciting future for the Division.

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

The Division appears to satisfy the objectives in this core component. As an example, the Division continuously attempts to recruit new and transfer students intending to major in music or graphic design.

A notable strength is the deliberate effort on the part of the Division to recruit new and transfer students. Along with recruitment efforts are activities for expansion of existing course offerings as well as development of new curriculum (e.g. graphic design). An example is reflected in the Division's adoption of a new course: Music Media and Technology.

Another significant asset is the calendar of events for various music activities. The Division has identified these presentations as a major priority for both on-campus and off-campus communities. Examples include music ensembles traveling to Europe and Russia, as well as touring churches on the MNU educational zone. With the addition of the Cultural Events Center, the possibilities are seemingly endless.

It appears that the graphic design program is lacking promotional support. The *Self-Study Report* does not specify particular recruiting techniques or promotional materials for this program. With the new Cultural Events Center providing space for graphic design expansion, there is an opportunity to further endorse the program. The committee also recognizes that additional resources must be allocated to keep pace with the changing technology in this discipline. Included in resource allocation should be additional faculty to support the anticipated growth. Obtaining external funding in the form of organizational grants or foundation support should also be explored.

Support is needed to secure additional full-time faculty for the graphic arts program. More full-time faculty, especially in the graphic design program will allow for greater course offering and ease the workload of present faculty members. Faculty workloads presented on pages 13 and 14 of the *Self-Study* reflect the need for immediate support for anticipated growth.

The Division also has the opportunity to facilitate environmental innovation and change as outlined in the study. As such, the Division notes the new and upgraded software implemented in Music Media and Technology and all graphic design classes as it becomes available.

With increased funding, the Division will be able to meet the demands of upgrading hardware/software for the graphic design discipline. This area of study appears to be in sufficient demand in the work force. Promotional resources should also be explored.

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.

The Division’s potential for development, as stated in the *Self-Study*, is obvious. The move to the new Cultural Events Center should enhance the ability to provide funding, as well as opportunities for faculty improvement.

The ability to acquire resources for scholarships from outside sources is another visible strength for the Division. The Division of Fine Arts is well established in the immediate community as well as the surrounding area and educational zone assigned for MidAmerica Nazarene University. Events in the Cultural Events Center can only enhance that reputation and support.

The *Self-Study* indicates on page 15 that faculty members are encouraged to participate in various external conferences/conventions. There is little documented evidence that they in fact participate. With the heavy workload for faculty that includes various one-on-one sessions with students, participation in these external events would be demanding, yet necessary.

On the same page of the *Self-Study*, the Division characterizes the Cultural Events Center as providing “previously unknown opportunities” Following that thought, it seems appropriate for the Division to somehow tie together Appendix G and Appendix J. That

is, to incorporate or promote the Cultural Events Center with the efforts to increase the number of majors in the Division.

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.

This committee was encouraged with the number of organizations granting accrediting status to the faculty and Division. These external organizations include the National Association of Schools of Music, and the Kansas State Department of Education. Maintaining external organizational standards creates an atmosphere for growth and excellence within the various disciplines within the Division.

In addition, Appendix I appears to be a good tool for assessing future needs and direction for the Division. For instance, page 16 of the *Self-Study* provides an excellent example of extended assessment and data collection within the Department of Music. This example is a powerful tool for assessing skill development.

Appropriate data and feedback concerning evaluations and outcomes assessment are not completely evident in the *Self-Study*. While Division meeting minutes indicate a partial process, more needs to be done to adequately satisfy this expectation.

This committee understands the burden created by requiring assessments and sample work. However, the benefits established should provide valuable feedback and adjustment for anticipated growth.

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

Revisiting the mission document, in an effort to adjust the Division focus, is commendable. With the move to the new Cultural Events Center, the Division environment and capabilities will be altered. The Division is anticipating these changes in their mission document. Anticipating future growth, the *Self-Study* observes the potential for new courses that will be considered and evaluated with the new mission focus as the foundational concern.

An additional strength worth noting is the utilization of focus groups to support the Fine Arts milieu. This external support provides valuable feedback and support for programs established in the Division. Soliciting these focus groups indicates a strong desire to create the very best learning and performing environment.

This particular core component also raised some questions regarding perceived weaknesses and limitations. The bottom line is how effectively and efficiently the Division is able to acquire additional funding to operate the various programs.

With the move to the new Cultural Events Center, the Division of Fine Arts has the opportunity to ascend to new heights in the Fine Arts discipline. Potential exists to upgrade all departments in the Division. It should also anticipate new prospects in both human and financial capital.

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.

The Fine Arts Department meets Criterion Three. They have established clear learning outcomes, but as stated at the end of this section, they do have some opportunities for improvement when it comes to assessing those outcomes.

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

The following learning outcomes were provided after the initial document was submitted.

Learning Outcomes for Music Education Majors:

1. Students will demonstrate competence in their chosen primary performance area.
2. Student will demonstrate functional keyboard proficiency.
3. Students will demonstrate competence in music theory.
4. Students will demonstrate competence in teaching music.

Learning Outcomes for Music Majors:

1. Students will demonstrate competence in their chosen primary performance area.
2. Students will demonstrate functional keyboard proficiency.
3. Students will demonstrate competence in music theory.

Learning Outcomes for Graphic Design:

1. Students will demonstrate proficiency in the visual principles of graphic design.

2. Students will demonstrate understanding of the ways graphic design supports and is supported by business and industry.
3. Students will demonstrate mastery of computer skills required to complete fundamental graphic design tasks.
4. Students will demonstrate competence in compiling and presenting a professional quality portfolio incorporating samples of created work.

There is a clear articulation of what the learning outcomes are for each of the programs within the Fine Arts Department. The assessments for the music education students and the music students are combined, however, so that a clear delineation as to how each program is doing is not evident. The assessments referred to seem to be grades or passing a course. Grades and passing a course are not a solid method of assessment. Use of a scoring guide or rubric and how the students did as compared to the instrument being used to measure them is needed. Those instruments are probably being used but it needs to be articulated and the data needs to be reflected in such a way that it shows alignment with the instrument and the learning outcome.

There are clear learning outcomes for the graphic design program; however, there is no apparent evidence of assessment tools in place to actually assess those learning outcomes at this time. Therefore, there is no data available at this time. It has been indicated that the Department is researching information on national standards and requirements in other graphic design programs at similar schools so that appropriate assessments can be identified. The Division has stated that they will be revising their mission statement to better include the graphic design program at their dedicated assessment meeting in August, 2007.

There is evidence of some course assessments and program assessments in place. The department is using the institution's plan in which they identify goals each year and supply data for those goals using forms A, B, and C. The alumni survey (focus group) is a very good tool to identify perceptions of the programs; however, it is not always clear which program they are referring to: music or music education. The survey questions should be aligned with the learning outcomes of each program so that the need for changes is more clearly recognizable. Course evaluations and faculty evaluations are used as required by MNU. The Division routinely discusses assessment issues in their meetings, and specifically, in their two meetings a year that are dedicated to assessment.

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

Faculty that teach in the Division are all very qualified individuals with degrees in their field, as well as expertise. Course evaluations are completed for each teacher on a bi-annual basis and are reviewed by the professor and Division Chair. Funds are provided to encourage faculty to attend professional workshops, conferences, and conventions. Each of these events provides opportunities for faculty members to observe and learn new pedagogical approaches, techniques and strategies. There are several professional organizations listed, however, appendix B provides a sample of only what organizations two faculty belong to.

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

The Division meets regularly to discuss assessments and to recommend improvements to curriculum and student services. The division also works closely with

the Kresge Center to support those with special needs. All students are assigned to a faculty advisor that best matches their major and/or career interests. 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 field.

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

All faculty members have Macintosh computers for their use. The computers connect to the University network and the internet. Faculty has access to printers, scanners, copiers, and a fax machine. Software is provided such as Microsoft Office, Blackboard, and Micrograde.

The Division uses its library budget to order new books and videos. Music education students participate in lab experiences and student teaching in the area schools. Music ministry and applied pedagogy practicum experiences are assigned and supervised by their major professor. Graphic design internships are also required and supervised by faculty. Evaluations of these experiences are used to help determine student learning and the effectiveness of the assignment.

Because the Division uses Macintosh computers exclusively, there are some problems with IT support in this area. Music and graphic arts typically use Macintosh computers because of the advantages in music and graphics applications. A large majority of the MNU campus uses the PC platform, and therefore, the IT support is very strong for PC. Because the IT personnel are not as familiar with the Macintosh platform, there are often delays in fixing problems. As the graphic design program grows, this may

become a bigger issue as this program involves students using these computers in almost every class.

The Division has a budget that appears to be equitable to the programs within the department. With the new Cultural Events Center becoming available for the 2007-2008 school year, there should be an expectation of growth within the programs that are offered, and thus, the budget will need to be adjusted to meet that growth.

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.

The Division of Fine Arts does meet Criterion Four as it is actively engaged in programs that encourage creative inquiry and promote the display of acquired knowledge and skills. Various assessment tools are in place and are being utilized to evaluate the learning that is occurring. Providing additional or more detailed examples would strengthen the evidence of meeting the core components.

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

The Division demonstrates that it values a life of learning in many respects. Financial allocation is an important consideration when demonstrating “value.” The commitment to new physical facilities for Fine Arts – though University driven – reflects the importance placed on these academic disciplines and acknowledges the necessity of adequate facilities for appropriate learning to take place. The self-study indicates that funds are available for professional development and memberships. Including year-ending financial statements showing how budgets are spent would provide stronger evidence that these areas are actually a priority.

The Division is uniquely positioned to publicly display their “learning” and to provide corresponding recognition for demonstrating their accomplishments. Students

perform regularly through classes, recitals, and worship services. Involvement of faculty members in public displays of music and art is particularly effective in displaying the importance of life-long learning and application of knowledge and skill.

The Division correctly acknowledges that research is not its' primary function. It seems, however, that perhaps greater application of research and development of scholarship is taking place than what was reported. Dr. Terry Baldrige's recent "research" into ethnomusicology might be an example of how independent faculty study enhances knowledge and broadens educational endeavors within the Division. Student creation of art/graphics or music scores could apply to producing scholarship. Specific examples such as these should be described in the self-study.

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.

The report reveals that the Division relies heavily on general education for support of its majors (as do almost all majors at MNU). It is also mentioned that evaluations for NASM and KSDE review the relationship between the Division's mission and general education. What is this relationship? How do the accreditation evaluations review the relationship? What suggestions have been given or changes made based on previous evaluations?

One strong component of the Division is the linkages it has between curricular and co-curricular activities. There is opportunity to participate in multiple ensembles, providing connections with students from across the curriculum and supporting inquiry

and practice in an applied setting. Performing for disadvantaged audiences fits nicely with institutional goals and enhances social responsibility outside the classroom.

The Division notes that their outcomes plan demonstrates the breadth of knowledge and skill that students are acquiring. The additional information provided to the Review Committee strengthens this assertion. This plan should continue to be followed and reviewed. A list of students attending graduate school is provided in the report. What years did they attend? Did they receive degrees? How does the Division compare with other schools in terms of the numbers of students attending and succeeding in graduate school?

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.

The relationships the Division has with professional external agencies should be viewed as a great source of help in keeping curricula current and relevant to students. It appears that the graphic design major is especially trying to utilize external groups for input into its program. Given its relative infancy, and the nature of this academic area, this is a particularly good sign. The Division may want to note some recent, specific curricular changes that have occurred as a result of relationships with the mentioned external groups.

The utilization of a variety of external constituency groups to help evaluate curriculum is commendable. Input from the alumni surveys and focus group session provide open critique of programs and experiences and the insights seem to be particularly valuable. It would behoove the Division to carefully analyze and utilize information provided from these sources.

The Division demonstrates evidence that they are attempting to prepare students for a diverse world by providing ethnic music education, international trips, broad-based curricular requirements and socially diverse performance settings. While this is a challenging area that must be creatively considered and continually monitored, it seems that, given their divisional purpose and objective, reasonable steps are being taken to achieve this goal.

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

The Division self-study report indicates that the Division follows basic University procedures and policies regarding responsible knowledge acquisition and application. It is noted that students receive instruction in correct research methods, that application courses provide “practice” situations, and that proper guidelines are followed when ethical violations occur.

The Division should consider providing concrete evidence of what students are taught regarding proper research methods. Also, how do the application courses specifically prepare students for “responsible” use of the knowledge they have acquired? There should be an intentional linkage between the attitudes and actions that are to be demonstrated and the application opportunities.

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.

The Fine Arts Department meets Criterion Five. The Division has demonstrated through its many music and graphic performances and the participation by faculty and students in community events that all constituents are being served.

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

The Fine Arts Division has identified its internal constituents being the parents and students and the external constituents being the Olathe community and regional churches. In both groups, their commitment to the constituents is shaped by the Christian mission of the university.

The Division has been very active in seeking accreditation and this includes the North Central Association of Colleges and Schools, Kansas State Board of Education, National Council for Accreditation of Teacher Education, and the National Association of Schools of Music. The Graphics Design Department is beginning to pursue accreditation with the National Association of Schools of Art and Design and should make it a high priority.

There seems to be a constant flow of communication as students and faculty talk about their needs and expectations. This was shown in the Appendix with the minutes from faculty meetings and through e-mails. The Division also monitors the websites and academic catalogs of other universities to understand the changing needs of its

constituencies. More can be done, however, with the web page. Using members of the Graphic Arts Department, more materials should be added to the Division web page. Such items as a daily listing of upcoming musical events, more photographs of music groups, more “success” stories from graduates, video clips of music performances and webcast of programs are just a few features that can help promote the Division.

Finally, the music faculty is regularly asked to assist in local vocal, choral, keyboard and instrument competition. They also provide choral workshops and/or work with local church choirs and serve as clinicians for the annual Lillenas Music Conference. All this extra effort helps promote the Division’s program to the community and is considered one of the Division’s strengths.

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

Probably the most visible area that the Fine Arts Division excels in is the variety of activities the students and faculty participate within the community. Some of these activities that were listed include participation in the annual presentation of Handel’s Messiah and Division ensembles in civic, community and denominational events. In fact, there were 66 Division ensemble performances listed in 2005-2006 alone.

The staff and area music educators join students in the MNU Jazz Ensemble and perform in local churches and on international tours. Dr. Baldrige has done an outstanding job with the multi-cultural ensembles which includes steel-drums, marimbas and Taiko that perform on campus and in local schools. Finally, one recent successful recital even featured guitar students performing while art students painted.

The new Cultural Events Center will provide many more opportunities to provide programs to enhance the faculty and students and the local community. Dr. Crocker has mentioned that they have begun scheduling performances for the Center, even before it is completed.

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

The Fine Arts Division has been accredited with the National Association of Schools of Music for the past 17 years and shares the same goals as with this organization. The Division also accepts most transfer credits from other accredited colleges and organizations.

The Division should be commended for exposing its students and faculty to diverse cultures on and off-campus. For example, the Freshman Seminar students and faculty have performed service projects in the community while the Cultural Events Series has features music from different cultures. The multi-cultural ensembles represented the program in diverse settings (Spanish churches, Japanese programs, etc.), Heritage Choir has sung in cathedrals throughout Europe and the Jazz Ensemble has made trips to Russian and Germany.

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

One exciting aspect of the music education program is that of the 15 graduates in the past five years, all 15 either previously, or currently, are teaching in the public schools. Another area is the positive feedback from teachers who has supervised the students either in lab settings, as student teachers, internships, or in local churches.

The participation by external constituents in MNU music activities such as Messiah, Jazz Ensemble, and as guest lecturers in music classes has benefited the students and faculty in the Fine Arts Division.

Finally, the Amen Auditorium on campus has been frequently used for music programs by local groups. With the new Cultural Events Center, that usage should increase immensely.

Summary of Findings

Strengths

- The Division documents many strong and valuable contributions to the university's cultural environment, chapel worship, community relations, church relations, and athletics (pep band).
- The Division developed a recent, up-to-date mission statement.
- The Division participates in regular program evaluations, both for the institution and for outside groups such as NASM.
- The Division promotes diversity through programming music of different cultures for performance, through several ensembles specifically dedicated to world music, and by requiring all music majors to participate in a world music ensemble.
- The faculty shares the workload in the Division.
- The Division continuously and successfully interacts with external constituents.
- Planning and promoting various music activities such as band and choir tours, as well as other special performances.
- Recruiting students to experience the new Cultural Events Center.
- Creating and enhancing student scholarships from outside sources.
- Accreditation with various music and educational organizations.
- In reference to *Appendix I*, extended assessment. This is a valuable tool for assessing the future.
- Utilization of focus groups to provide feedback and accommodate future growth

experiences.

- The faculty has a strong background in the areas in which they teach.
- The music and music education students are provided many opportunities to perform either in the different bands or choirs.
- The music professors are actively engaged in community events, such as judging music contests or directing community choirs or performances.
- Faculty are involved in state and national organizations which keeps MNU visible as an institution at those levels.
- The new Cultural Events Center will be a great tool for recruiting, building upon existing programs and developing new programs.
- The new Cultural Events Center demonstrates commitment to improvements in learning.
- Frequency and quality of public performances.
- Faculty leadership in displaying a life of learning.
- Frequent and varied linkages between curricular and co-curricular activities.
- Utilization of socially diverse performance settings.
- Support and guidance from professional agencies outside the University.
- Contact with a variety of external constituency groups for assessing curricula.
- The Division is accredited by the North Central Association of Colleges and Schools, Kansas State Board of Education, National Council for Accreditation of Teacher Education and the National Association of Teacher Education.
- The faculty provides choral workshops and/or work with local church choirs.
- Students and faculty are involved in local musical events.

- The new Cultural Events Center will provide a home to new community programs.
- Of the 15 graduates in the music education program in the past five years, all 15 previously or currently are teaching in the public school system.

Suggestions for Improvements

- Clear up confusion in the use of "Mission Statement" versus "Divisional Objectives" and find ways to make the new mission statement better known to the various constituents.
- Document how assessment instruments are actually used to improve the "structures and processes" of the Division. (Since we as a University are in the beginning stages of our assessment program, perhaps a statement on how the division will use these instruments for improvement in the future is more appropriate than examples of how they have been used.)
- Provide documentation on how the Division handles student grievances.
- Include examples of recent public relations material in the report.
- Find ways to use the Division's excellent world music emphasis to recruit students of other cultures to attend MNU.
- Be bolder in publicizing to constituents how the Division fulfills the MNU motto: "To Learn, To Serve, To Be".
- Greater promotion for graphic design program, as well as the Fine Arts programs.
- Solicit support for acquiring additional faculty positions, especially in graphic design.
- Upgrading hardware/software for graphic design.

- Potential to upgrade all departments in Fine Arts with the move to CEC.
- External funding opportunities for the graphic design program in the form of grants.
- Encourage greater participation in faculty development in Fine Arts.
- New and expanded course offerings with the move to CEC.
- Potential for CEC to generate funds for the Fine Arts Division.
- The Fine Arts Division needs to identify specific assessments for each of the learning outcomes in each of the programs in a way that can be shown and articulated.
- There needs to be continuous collection of the assessment data for each program (music, music ed., and graphic design). It needs to be aggregated so that it shows longitudinal data especially since there are small numbers in some of the programs. The data for music education majors and the music majors needs to be separated so that each program has its' own set of data. This will allow evidence of the whole program versus examples which gives the impression that data is not collected on a consistent basis.
- As an institution, there needs to be better IT support for the MAC platform. Graphic design and music programs continue to grow and integrate technology and the MAC is the preferred platform in those professions.
- Use end-of-year budget reports to show how money is spent for professional development.
- Use the self-study to acknowledge and promote unique research and scholarship endeavors of faculty and students.

- Review the various external evaluations (NASM, KSDE, focus group, alumni surveys, etc.) and synthesize a list of the most pertinent revelations or suggestions that have come from those reviews. Note how the Division has responded or acknowledge why there has been no response.
- Pursue the National Association of Schools of Art and Design accreditation for the graphic arts program.
- Use members from graphic arts to revitalize the Divisional web page with such items as more photographs and graduate success stories. There can also be a daily listing of upcoming musical events. The web page should also include video clips or webpods of campus musical performances.