

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Post-Audit Report of the Bachelor of Arts in Performing Arts Major at Iowa State University

Date: May 6, 2002

Recommended Actions:

1. Receive the Post-Audit Report for the Bachelor of Arts in Performing Arts Major at Iowa State University.
2. Approve continuation of the program.

Executive Summary:

Regent policy (*Policy Manual* §6.07) requires that a post-audit report be prepared for each new program five years after initial approval by the Board to (1) assess its progress during the five-year time period and (2) ensure that the program is meeting original expectations.

The Board of Regents approved ISU's Performing Arts program in July 1996. The responses to the Regent questions on post-audits are included on pages 3-5 and indicate to what extent it has met its originally stated purpose, the accuracy of enrollment projections, employment patterns, and accuracy of expenditure projections for faculty, staff, and equipment.

The post-audit report has been reviewed by the Board Office and the Interinstitutional Committee on Educational Coordination (ICEC) and is recommended for approval.

Link to Strategic Plan:

This report addresses the following Key Result Areas (KRAs) and Objectives that are included in the Board's Strategic Plan:

KRA 1.0.0.0	Become the best public education enterprise in the United States.
Objective 1.1.0.0	Improve the quality of existing and newly created educational programs.
KRA 2.0.0.0	Provide access to educational, research, and service opportunities within the missions of the Regent institutions.
Objective 2.2.0.0	Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

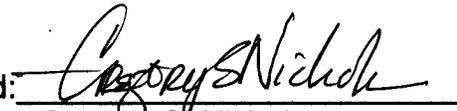
Background: In July 1996, Iowa State University received approval to implement a Bachelor of Arts in Performing Arts Major in the College of Liberal Arts and Sciences. This program was designed to provide students with a broad perspective of issues in the performing arts and give students the basic skills in each area of music, theatre, and dance.

Post-Audit Process The Regent post-audit process requires institutions to respond to a series of questions outlined in the *Policy Manual*. Institutions must begin to collect information when the program is approved and during each succeeding year in order to make the post-audit report accurate and informative. After the Board of Regents approves a program, the requesting institution is reminded to inform appropriate department and college officials of what will be required in the post-audit report.

Recommendations The post-audit report presented with this memorandum contains responses to the questions required by the Board for post-audit reviews (Attachment, pgs. 3-8) and is recommended for approval.

A careful analysis and review of the post-audit report by the Board Office indicates that the program is fulfilling the goals identified when the Board approved the program. It is recommended that the program be continued.


Diana Gonzalez

Approved: 
Gregory S. Nichols

New Program Approval Procedures

(Curriculum, Major, Minor, Degree)

Regents Post-Audit Review Questions

Program Title: Performing Arts Undergraduate Major

Administrative Unit: Department of Music

College: Liberal Arts and Sciences

Introduction

Indicate how the program has met the educational and curricular needs of students, other units in the university, the state, and the nation. If appropriate, discuss how the program interacts with related programs/units within the university, other institutions, industry, government, and/or citizens of Iowa.

The Performing Arts Major is a unique liberal arts program that integrates the study of music, theatre, and dance. It involves collaboration of the faculty in the College of Liberal Arts and Sciences (Department of Music and the Theatre Program) and the College of Education (Department of Health and Human Performance). The core curriculum of 24 credits is designed to give students exposure to all three areas in the performing arts, providing students with a broad perspective of issues in the performing arts and giving students basic skills in each area of music, theatre, and dance. For example, all students in the program learn to read music and to play the piano. They study dance and dance composition, and all students learn the principles of theatrical design and study script analysis. All students take one introductory course involving an historical overview of each area of the performing arts and they meet in weekly seminars to discuss current issues in the performing arts. In addition to this broad introduction to the performing arts, students select an emphasis in Theatrical Design, Acting and Directing, or Dance for another 24 credits.

Many courses in music, theatre, and dance at ISU are not restricted to performing arts majors. The introductory classes for this degree program have sizable enrollments of non-majors, thus, other units in the university benefit from an understanding of the performing arts. Theatre 106, 110, 252, 454X, 465, and 466 and Music 101 and 102 are listed under Group I in the General Education Requirements for the College of Liberal Arts and Sciences. Theatre 316 and 358 are under Group II. Performance opportunities in music, theatre, and dance abound for all students regardless of major, offering many opportunities for dedicated amateurs to experience the rigors of artistic discipline. In a sense, these intense performing collaborations provide “unofficial learning communities” enhancing student satisfaction and retention for the institution.

The performing arts are a very visible part of university life, and performances sponsored by music, theatre, and dance draw thousands of audience members from the university, community, and the state. The participation of performing arts majors strengthens these performances. Various faculty members in the performing arts are also major contributors to the land grant mission of ISU. In a recent external review of the department, the review team stated that “the University’s aspiration to be a responsible, engaged institution is being spectacularly fulfilled by the Music Department’s extensive outreach activities.” Faculty members travel throughout the United States to perform, direct, or design. The department, its students, and audiences benefit from guest artist residencies sponsored with assistance from the Iowa State Center Performing Arts Series, the ISU Foundation, and the colleges. Professionals from outside the state are invited to attend performances to assess growth and potential areas of improvement.

The program demonstrates that knowledge and experience in one area of the performing arts enhance creativity in another and that collaboration among all the performing arts strengthens each area.

1. Program Availability

a. Is this program now available in other Regent universities or in other colleges and universities in Iowa?

Neither the University of Iowa nor the University of Northern Iowa offers a Bachelor of Arts degree in the Performing Arts. Neither has a specific program with a core curriculum that combines music, theatre, and dance.

This degree is also not offered by any other college or university in Iowa.

b. Is so, has the availability of other similar programs changed in the last five years? Do existing programs in Iowa have the capacity to meet student demand and the demand for graduates?

Not applicable.

c. What are the similarities and differences among programs in this general area at Iowa institutions? What distinguishes this program from similar programs at other Iowa institutions?

All three Regent institutions offer a Bachelor of Music degree; the University of Iowa and the University of Northern Iowa offer a Bachelor of Arts degree in Theatre. The University of Northern Iowa offers a dance minor; the University of Iowa offers a Bachelor of Arts degree with emphasis on dance performance, choreography or teaching.

Iowa State University is the only Regent institution currently to offer a Performing Arts degree. This program begins with a core of 24 credits in specified music, theatre, and dance courses, then moves on to an additional mandated 24 credits in one of three emphases (Acting/Directing, Dance, or Design).

The interdisciplinary nature of this degree allows students to have greater access to faculty and guest artists in each of the performing arts (Theatre, Dance, and Music) and encourages greater collaboration and cross pollination of ideas. This also serves to reinforce the view of the arts as a vital component of a liberal arts education.

d. What interactions are there between this program and similar programs at other Iowa institutions?

Not applicable.

2. Enrollment

a. Enrollment

Provide the actual fall semester enrollment in the program for the last four years and the current year, and estimate enrollment for the next three years.

		Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
1	Total majors in program (fall semester enrollment)	25	44	44	50	58	62	66	70
2	Non-major enrollment in program courses (fall and spring semesters)	1,176	1,185	1,190	1,230	525 (fall only)	1,260	1,275	1,285
3	Estimate the number of Iowa residents and the number of international students who have enrolled in the program (by percentage of total number of declared majors). 80% Iowa residents. 5% international students								
4	If the actual enrollment figures for the last four years differ markedly from those projected in the original program proposal, indicate the factors that may have led to the disparity. The figures are higher than anticipated. The factors that lead to this may be the publicity engendered by public performances.								

b. Dropouts

- 1) How many “dropouts” can be identified for this program over the last five years? [Consider “dropouts” in this context to be only those students who voluntarily left the program.]

Year 1	Year 2	Year 3	Year 4	Current Year
4	9	2	3	1

- 2) What reasons were given by “dropouts” for leaving the program?

Personal (parents moved; friend graduating; wanted to move back home)

3. Graduation and Placement Information

- a. Indicate the number of graduates of the program each of the previous four years and estimate the number that will complete the program this year and each of the next three years.

Year 1	1	Current Year	9
Year 2	6	Year 6	11
Year 3	6	Year 7	15
Year 4	6	Year 8	19

- b. To what extent have graduates been successful with respect to certification and/or licensure (if applicable)? Not applicable
- c. Estimate placement of program graduates for each of the past five years (by percentage of total graduates for each year).

	Year 1	Year 2	Year 3	Year 4	Current Year
Further study in graduate or professional school	1	3	2	2	3
Employed in field or related field		3	4	4	6
Employed in non-related field					
Unemployed					
Unknown					

- d. To what extent have graduates been successful in obtaining the preferred first job?

Unknown

- e. Indicate the employment (placement) experiences of the graduates of the program.

Placement rates have been excellent in terms of graduates in the Performing Arts. Employment is more difficult in the arts because of the level of competition, but graduates have obtained employment in some of the finest performing arts organizations in the country. This is partly due to the fact that before any student graduates in the Performing Arts major he/she must obtain and complete two internships with a Performing Arts organization. This provides an opportunity for contacts in the field.

It should be noted that graduation figures appear low given the current number of majors (61). This is due to three reasons. First, when the major was implemented four and a half years ago, those students interested in the Performing Arts were enrolled in Interdisciplinary Studies. Many students who were close to graduation remained in that program rather than switch majors to the Performing Arts and remain at ISU for a longer period of time. Second, some majors in the Performing Arts are carrying a double major. This means that such students take longer than four years to graduate. Third, several Performing Arts students are taking more than one emphasis within the major. This also requires more than four years to complete. The number of graduates will rise markedly as the major enters its fifth and sixth years.

4. Accreditation Status

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

The National Association of Schools of Theatre (NAST) and the National Association of Schools of Dance (NASD) are nationally recognized accrediting agencies. The degree meets the minimum NAST and NASD requirements, but the major has not as yet gone through the accreditation process due to reduction in faculty during the current budget cuts and the higher than projected number of majors in the program. Plans are being made to complete the accreditation process.

5. Staffing

Outline the previous and current FTE staffing of the program and estimate future staffing needs for the next three years.

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7	Year 8
Faculty	8	8	8	8	7	6	6	7
Graduate Assistants								
Other Staff	2	2	2	2	2	2	2	2

6. Expenditures

Outline the increases in expenditures that resulted from the adoption of this program, as well as estimate the increases that will occur over the next two years. [Increased expenditures should be included only if the costs were incurred in order to support this program specifically. For example, if no new faculty positions were assigned to this program, there has been a \$0 increase in faculty cost.]

	Year 1	Year 2	Year 3	Year 4	Current Year	Year 6	Year 7
Faculty	0	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0	0
Other Staff	0	0	0	0	0	0	0
General Expense (excluding computer use)	0	0	0	0	0	0	0
Equipment	0	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0	0
Space Needs (amount and cost of new space and/or remodeled space)	0	0	0	0	0	0	0
Computer Use	0	0	0	0	0	0	0
Other Resources (please explain)	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

7. If the actual staffing or expenditure figures for the last four years differ markedly from those projected in the original proposal, explain the disparity.