

OFFICE OF THE EXECUTIVE DIRECTOR
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
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December 19, 2014

Stephen R. Eaves
Chair, Division of Fine Arts
Friends University
2100 West University Avenue
Wichita, KS 67213

Dear Professor Eaves:

Thank you for submitting your application for review by the NASM Commission on Accreditation. The Commission, at its November 2014 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This Report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed. As requested by the institution, a copy of this Report is being forwarded to the individual listed below.

This action is taken based upon a review of Friends University according to the NASM accreditation standards in effect in November 2014.

As an accredited institutional member of NASM, the institution is reminded of its responsibility to participate in reviews and revisions to the NASM *Handbook*, and to maintain its operations and programs current with NASM standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASM accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of music and higher education.

Please contact the NASM National Office staff if you have questions, or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution.

Thank you.

Sincerely yours,



Karen P. Moynahan
Executive Director

KPM:ck
Enclosure

cc: Darcy Zabel, Interim President



National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 19, 2014

FRIENDS UNIVERSITY
Department of Music

Action:

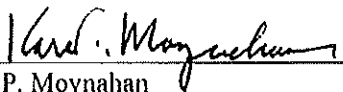
The Commission voted to accept the progress report.

Commendations:

The Commission commends the institution for its commitment to music in higher education, its attention to curriculum and facilities matters, and its success in addressing remaining concerns.

Completion of Process:

This action brings to a close the comprehensive evaluation process that began in 2012. NASM appreciates the institution's extraordinary efforts clearly evident in its application. To assist with future planning, the institution may wish to note that its next comprehensive review is scheduled to be conducted during the 2021-2022 academic year.



Karen P. Moynahan
Executive Director

KPM:ck

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December 20, 2013

Stephen R. Eaves
Chair, Division of Fine Arts
Friends University
2100 West University Avenue
Wichita, KS 67213

Dear Professor Eaves:

The NASM Commission on Accreditation, at its November 2013 meetings, voted to continue Friends University in good standing. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of the NASM policy regarding strict confidentiality.

This action is taken upon review of Friends University according to accreditation standards in effect in November 2013. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes for the success of your program, I remain

Sincerely yours,



Samuel Hope
Executive Director

SH:ck
Enclosure

cc: T. J. Arant, President
Friends University
Darcy Zabel, Vice President for Academic Affairs
Friends University
Steven J. Peters, Dean, College of Business, Arts, Sciences and Education
Friends University



National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 20, 2013

FRIENDS UNIVERSITY

Department of Music

Action:

The Commission voted to accept the response and continue the institution in good standing with the degree listing indicated below.

The Commission requests a progress report addressing the issues cited below.

NASM Degree Listing:

Bachelor of Arts in Music.

Bachelor of Music in Music Education (General, Instrumental, Vocal).

Bachelor of Music in Performance (Instrumental, Piano/Organ, Voice).

Next Full Review:

2021-2022 Academic Year

Items for Progress Report:

1. The Commission requests an update on the acceptance by the institution's Academic Cabinet regarding changes to the music history course sequence and the incorporation of study and experience of musical language beyond the primary culture. This report should also include a revised syllabus for MUSC 415 (see *NASM Handbook 2012-13*, item VIII.B.4.).
2. The Commission commends the institution's systematic approach toward addressing acoustical treatment of its large ensemble rehearsal room. The institution is asked to submit an update reflecting action taken by the Board of Trustees in supporting the budget proposal from the Fine Arts regarding proposed acoustical work (see *NASM Handbook 2012-13*, item II.F.1.h.).



FRIENDS UNIVERSITY
Department of Music
NASM Commission Action Report
December 20, 2013
Page 2

Due Date for Progress Report:

October 1 for consideration at the Commission meetings of November 2014.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM Web site at <http://nasm.arts-accredit.org> (see "Accreditation Procedures" and beneath that "Other Procedures").

Commendation:

The Commission commends the institution for its thorough and informative response to the Commission Action Report.

Samuel Hope
Executive Director

SH:ck

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December 17, 2012

Stephen R. Eaves
Chair, Division of Fine Arts
Friends University
2100 West University Avenue
Wichita, KS 67213

Dear Professor Eaves:

The NASM Commission on Accreditation, at its November 2012 meetings, took action regarding your institution. A Commission Action Report is enclosed describing this action in detail. If applicable, this Report will contain any further requests to your institution from the Commission. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASM policies regarding strict confidentiality.

Please contact the NASM National Office staff if you have questions or need assistance.

The Commission on Accreditation and the Association appreciate your institution's continuing efforts on behalf of music, and look forward to working with you to support advancement of the field.

With best regards, I remain

Sincerely yours,



Samuel Hope
Executive Director

SH:ck
Enclosure

cc: T. J. Arant, President
Friends University
Steven J. Peters, Dean, College of Business, Arts, Sciences and Education
Friends University



National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 17, 2012

FRIENDS UNIVERSITY
Department of Music

Action:

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application for renewal of Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

Items for Response:

1. Regarding the degrees Bachelor of Music in Performance and Bachelor of Music in Music Education, it is not clear how curricular requirements ensure that all students gain “study and experience of musical language and achievement” beyond the primary culture. The Commission acknowledges that the music faculty is currently studying possible solutions to that issue. The institution is asked to provide documentation of the conclusions of this study, including any resultant actions (see Self-Study, page 34; Visitors’ Report, page 8; Optional Response, page 4; NASM *Handbook 2011-12*, item VIII.B.4.).
2. Regarding the degree Bachelor of Music in Performance (Voice), it is not clear how curricular requirements ensure that all students engage in “the study and use of foreign languages and diction.” The Commission notes that the standard requires both diction and foreign language use and study. It is not clear from the Optional Response whether the elimination of a language course in order to include two semesters of diction has eliminated all foreign language study or whether the study of one foreign language is still required. The Commission requests clarification of the current and any newly developed policy and documentation confirming compliance with the standard (see Self-Study, pages 63-67; Visitors’ Report, page 8; Optional Response, page 4; NASM *Handbook 2011-12*, item IX.A.3.b.).
3. Regarding the degree Bachelor of Music in Performance (Voice), the Commission acknowledges the hiring of new leadership for the voice area and corresponding efforts to increase the opportunities for solo vocal performance in order to meet NASM standards. The Commission requests a report of the

FRIENDS UNIVERSITY
Department of Music
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results of these efforts (see Self-Study, page 69; Visitors' Report, page 8; Optional Response, page 5; NASM *Handbook 2011-12*, item IX.A.3.c.).

4. Due to documented excessive noise levels in the large ensemble rehearsal room, it does not appear that the standard requiring "acoustical treatments appropriate to music facilities" is being met. The Commission acknowledges the institution's plans to hire an acoustical consultant in order to evaluate possible corrective measures and requests documentation of the results of that consultation, including any actions taken to correct identified deficiencies (see Visitors' Report, page 5; Optional Response, page 3; NASM *Handbook 2011-12*, item II.F.1.h.).
5. It is not clear that the institution is in compliance with NASM standards that "students enrolled in music unit programs and faculty and staff with employment status in the music unit must be provided basic information about the maintenance of health and safety within the contexts of practice, performance, teaching, and listening" (see Addendum to the NASM *Handbook 2011-12*, pages 1-2, item II.F.1.i.). The Commission asks the institution to complete and return the enclosed questionnaire, and to provide additional information as necessary to confirm compliance with the standards cited. Information must be current at the time of the response irrespective of any previous information that may have been provided in the Self-Study. Please note: this questionnaire is only being sent to the primary representative from each member institution. Only one questionnaire should be returned from each school.
6. Further clarification is needed pertaining to the institution's compliance with current NASM standards concerning credit and time requirements, specifically with regard to a) publication of policies and b) institutional procedures (see NASM *Handbook 2011-12*, items III.A.4. and 6.). The Commission asks the institution to review these standards and provide a comprehensive reply demonstrating and documenting compliance with each of the standards cited. When responding to the issue of institutional procedures, the institution is asked to provide a) the procedures used to make credit hour assignments for courses, programs, and other requirements consistent with the credit hour policy(ies) applicable to those offerings; b) the means used by the institution to ensure accurate and reliable application of its credit hour policies and procedures; and c) a citation noting the location of the statements provided to address the items above in printed or Web-based publications.

Due Date for Response:

October 1 for consideration at the Commission meetings of November 2013.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM Web site at <http://nasm.arts-accredit.org> (see "Accreditation Procedures" and beneath that "Other Procedures").

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Visitors' Report

Friends University
Wichita, Kansas

Stephen R. Eaves, Chair, Division of Fine Arts

NASM Site Visit: February 26 - 28, 2012

Uzee Brown, Jr., Evaluator, Morehouse College
Craig Johnson, Evaluator, North Park University, Team Chair

Degrees for which Renewal of Final Approval for Listing is sought:

Bachelor of Arts in Music
Bachelor of Music in Music Education (General, Instrumental, Vocal)
Bachelor of Music in Performance (Instrumental, Piano/Organ, Voice)

Disclaimer

The following report and any statements therein regarding compliance with NASM accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

Acknowledgements

The visitors would like to thank the Friends University administrators, faculty, staff and students who participated in the team visit; we would especially like to express our gratitude to Stephen Eaves, Chair, Division of Fine Arts. We were most graciously received, and were given full access to the various aspects of the campus and the program in order to complete our visit successfully. In addition, the visitors wish to express their gratitude for a concise, informative, and well-written *Self-Study* document.

Use of Standards

Visitors must base their evaluations on NASM Standards, as published in the latest edition of the NASM *Handbook* and any current addenda, associated with each section in the outline that follows. The annotations below provide a guide; however, they are not a substitute for the Standards themselves.

A. Purposes of the Institution and Music Unit

The Friends University Music Program mission, vision, and value statements appear to be clearly stated, current, and aligned with NASM standards. The visitors were particularly impressed with the apparent congruence between the mission statements of the Music Program, the College of Business, Arts, Sciences and Education, and the institution. The music unit mission, vision and value statements appear to provide the groundwork for artistic and funding decisions, within the context of the entire institution.

Friends University appears to meet the standards for Purposes.

B. Size and Scope

As indicated in the *Self-Study* (pages 5-8), the institution appears to maintain sufficient enrollment to support the programs it offers to its students. The 2011-2012 HEADS report indicates a total of 100 music majors: 22 Bachelor of Arts students; 12 BA in Music Theatre students; 30 Bachelor of Music in Music Education students; 28 Bachelor of Music in Performance students; and 8 Bachelor of Science in Music (Music Business) students. The listing of current music majors given to the visitors during the visit indicated a total of 78 music majors: 24 Bachelor of Arts students; 8 BA in Music Theatre students; 22 Bachelor of Music in Music Education students; 21 Bachelor of Music in Performance students; and 3 Bachelor of Science in Music (Music Business) students. It appears that some of the apparent 22% discrepancy in music major population listings in the 2011-2012 academic year may be due in part to impending music degree revisions to be discussed below in this report. The *Self-Study* also states that there are 52 music minors and over 100 non-major students involved in the Music Program (page 18).

Friends is located in metropolitan Wichita, thereby being provided a large pool of artists and pedagogues from whom to hire part-time faculty. With nine full-time music faculty members (including the Division of Fine Arts Chair who is new in his position and is currently not teaching), and 35 part-time music faculty members, the current faculty appears to be highly qualified, representing a wide range of areas of expertise and training. In addition, there is a search in progress for the ninth full-time faculty member, an opening due to the untimely passing of one of the Music Program's longest serving faculty members. The visitors express deepest condolences.

The number and distribution of music faculty members appears to be sufficient to provide the instructional needs of the music unit. The current ratio of 9:1/full-time faculty: music majors within the unit, appears to compare favorably within the institution-wide ratio of 13:1. However, with the high number of part-time faculty members and their corresponding teaching loads, the institution may want to consider the approval of additional full-time faculty lines in the music unit to help alleviate the present situation.

In addition, there appear to be sufficient advanced courses and experiences in the music unit appropriate to the degree tracks being offered.

Friends University appears to meet the standards for Size and Scope.

C. Finances

Regulations and policies concerning tuition, fees, and other charges are published in the current university catalog. Financial records appear to be maintained according to the legal and ethical standards of recognized accounting practices. Sources of funding supporting the school include student tuition and fees, grants and private donations. The Music Program, in conjunction with Division of Fine Arts and institution-wide efforts, appears to have been particularly successful with ongoing fundraising efforts that have supported both capital and programming projects, including festivals and touring.

While budget resources appear to have been stagnant over recent years due to uncertain economic conditions, the resources provided by the institution appear to be adequate and directly linked to the purposes of the music unit and its degree programs, thus suitable in relationship to the size and scope of the music unit as outlined by NASM standards. If the program enters a period of growth, the institution may need to consider increases in financial support. It appears that new funding possibilities for the music unit may be developed during a proposed 2012-2013 long-range planning process.

Friends University appears to meet the standards for Finances.

D. Governance and Administration

Overall Effectiveness

The various governance and administrative structures within the music unit, and between the unit and the institution-at-large, appear to be effective. The Chair of the Division of Fine Arts is responsible for the administration of the music unit, and the line of responsibility then proceeds to the Dean of the College of Business, Arts, Sciences and Education, to the Academic Vice President (a position which is currently vacant), the University President, and the Board of Trustees. Both the President and the Dean of the College of Business, Arts, Sciences and Education expressed support for the Music

Program during the visit. The fact that the discipline and background of the Chair of the Division of Fine Arts is music appears to be an asset to the Music Program.

Policy-Making

The Music Program is administered by the Chair of the Division of Fine Arts. The music unit's full-time faculty members appear to comprise a coherent body who participate in decision-making on a regular basis during faculty meetings and through other means as well. Since the music executive is new to the institution, the music unit has not yet participated in a targeted strategic planning cycle under new leadership to plan for the future, but the intention to execute such a process was both articulated in the *Self-Study*, most notably on page 95, and also mentioned on several occasions during the visit.

Music Executive's Load and Responsibilities

The music executive appears to have sufficient time to carry out his extensive administrative duties, which involve not only the supervision of the music unit, but also the art, ballet and theatre units as well. As stated above, in order to cover the number and magnitude of the Chair's assigned responsibilities, he is currently not teaching, which appears to be an appropriate decision. In addition, the Division of the Fine Arts staff administrative roster consists of four full-time staff positions, as well as student assistance.

Communication

Information provided in the *Self-Study*, as well as anecdotal evidence gathered during the visit, point to an apparent high level of communication in the music unit between the music executive and the faculty, both full- and part-time, and with staff members as well.

Friends University appears to meet the standards for Governance and Administration.

E. Faculty and Staff

There are eight full-time music faculty members who hold continuous, tenure track positions, including the Division of Fine Arts Chair, who is new in his position and is currently not teaching. A search is in progress for a ninth full-time faculty member. Additionally, the Division of Fine Arts employs 35 part-time music faculty members and four full-time staff members. All of the full-time faculty members appear to hold appropriate advanced degrees in music in the area of their primary teaching responsibility. Four of the tenure track faculty members hold doctoral degrees and teach courses in their specialization. The other four full-time faculty members have master's degrees in their area of specialization.

Among the adjunct faculty, 5 possess doctoral degrees, 18 hold master's degrees and 12 have bachelor's degrees. For those adjunct faculty members holding bachelor's degrees, the Division of Fine Arts has in place a set of specific criteria that must be met, which include graduate hours beyond the bachelor's degree, substantial training in the field and professional achievement. The entire current music faculty appears to be highly qualified, representing a wide range of areas of expertise and training.

From the *Self-Study*, as well as on-site observation, full-time and adjunct faculty appear to be actively engaged in the musical life of the university, as well as within the Wichita community. Several full-time faculty members either hold or have held state and national board positions in professional music organizations. From classroom observations, instructors were generally punctual, and appeared to be well-prepared and enthusiastically engaged with students in classroom discussions. A particular

observation for which faculty members should generally be commended was the confident, concise responses and excellent examples used to answer student questions in a variety of instructional settings, including theory, aural skills, ensemble rehearsals and applied lessons. At all times in the various ensemble rehearsals, music faculty appeared to maintain high levels of discipline and professionalism with their students.

In a meeting with full-time music faculty where the Fine Arts Division Chair was not present, faculty members were candid in discussion and spoke openly. They appeared to be generally pleased with the appointment of the new music executive (Division of Fine Arts Chair), and as a result, were excited about fresh and promising possibilities for the Division. The music faculty was complimentary of the Division Chair's administrative organization, stating that he is quickly responsive to the needs of the faculty. They expressed appreciation for his accessibility to students and faculty alike. The faculty also stated that the Division is pleased to have good clerical and administrative support. A concern expressed by the faculty was the need to have more tangible control over website information and public relations from the music unit, which appears to be currently exclusively under university control and supervision. It is not clear as to whether sufficient funds are made available for faculty development. The faculty expressed that for the past two years development funds have been depleted before the end of the first semester of the year.

It was also observed that with a Bachelor of Music Performance (Vocal), there did not appear to be sufficient time provided for opera workshop and other opportunities for solo vocal performance outside of the vocal ensembles. It may be prudent to consider faculty release time for development of this area. Another area of importance for consideration is the ratio of part-time faculty to full-time faculty. A recommendation for future consideration is that with the high number of part-time faculty members and their corresponding teaching loads, the institution may want to consider the approval of additional full-time faculty lines in the music unit to help alleviate the present situation.

Friends University appears to meet the standard for Faculty and Staff.

F. Facilities, Equipment, Technology, Health, and Safety

The Riney Fine Arts Center is in the heart of the Friends University campus. The Fine Arts Center is a one-level building with multiple corridors that extend from a central lobby near the Fine Arts Division Chair's office. Its design, along with equipped accessibility through exits and entrances, appears to make it user-friendly for those who frequent the building.

The facility appears to be conducive for study and creativity, with huge windows around the entire facility that look out onto lawns with huge stately trees. There is a warm and enduring quality about the building that is aesthetically appealing. The structure appears to be well maintained and well-equipped overall to meet the needs of the students. Hallways, classrooms and restrooms were clean, and with some few exceptions, uncluttered. Most of the classrooms are equipped with listening stations used for audio instructional musical examples. Desks and teachers stations in the classrooms were comfortable, with appropriate visibility from all positions within the rooms.

The institution is commended for the lending program with the Yamaha Corporation that better ensures keyboard instruments in good condition that appear well maintained to meet instructional and programmatic needs. It is not clear, however, that funding for a regular schedule of tuning and maintenance of the pianos is adequate. Several of the older instruments, including grand pianos and institutional uprights, appear in need of service.

The music unit appears to be outgrowing the Fine Arts facility and its corresponding storage capacities, leading to occasional storing of equipment in the hallways during some rehearsal hours when equipment within the rehearsal space must be moved to the hallways in order to accommodate space within the room for rehearsal personnel. Also, there appears to be a high noise levels the size of room E3, used for instrumental rehearsals. In addition, it does not appear that students in the Friends Music Program are being fully apprised of health and safety issues, hazards, and procedures inherent in practice, performance, teaching and listening, both in general, and as applicable to their specific specializations.

Therefore, it is not clear how the institution meets standards regarding adequate space, adequate funding for maintenance of equipment, local health codes, acoustics and student health and safety (NASM *Handbook 2011-2012*, II.F.1.b, e, g, h, i.).

G. Library and Learning Resources

The Division of Fine Arts has entered into a creative partnership with the Edmund Stanley Library, which is conveniently located adjacent to the Fine Arts Center, and houses a class piano laboratory, computer music composition/digital keyboard lab, and a dedicated listening room.

A computer lab is shared by several departments within the university, but is readily accessible to music students and has been designated for specific music courses during certain hours of the day. The class piano laboratory has nine keyboard stations, including a teacher's module. Digital sampler keyboards and listening equipment is easily accessible to music students upon request at the library services desk. In most respects, the library appears to be well equipped to meet the needs of Fine Arts Division Students.

Students are given access to a number of internet and web-based instructional and listening services, including Oxford Music Online, the Grove Music Online, NAXOS and numerous full text journals. Additionally, the library appears to be well-equipped with listening material and research and reference resources of various western European musical styles and genres. The head librarian is an enthusiastic partner with the Fine Arts Division and has gone to considerable lengths to accommodate the Division's needs, including providing a fiscal earmark of the library budget for library music resource purchases, made accessible upon request of the music faculty and the Division at large.

Additionally the library maintains records of the periodic use of various library resources by students of music. While the library appears to adequately meet the needs of the Fine Arts Division, in consideration of the need to engage students, especially those in various areas of music education, in the exposition and appreciation of music of cultures other than Western culture, it appears that the that the library could expand its holdings of reference, research, and recorded materials of non-Western musical traditions.

Friends University appears to meet all NASM standards for the Library.

H. Recruitment, Admission-Retention, Record-Keeping, and Advisement

The Fine Arts Division has set into place several creative processes that appear to be effective methods of student recruitment. These include release time to one full-time music faculty member who works in partnership with the Admission Office to organize and guide recruitment of new students. All faculty members meet once a week with a designated Admissions Counselor and the music Division Admissions Coordinator to explore recruitment ideas and coordinate student contacts.

The Division also conducts what are called “master lessons” that are mini-lesson auditions given by each full-time member of the music faculty to prospective new student enrollees, so that both student and teacher may avail themselves of the opportunity to become better acquainted. The student is given the opportunity to more closely investigate the Division and its teachers.

Based upon enrollment statistics of the Fine Arts Division over the past three years, enrollment numbers appear to be consistent, with some modest shift in growth numbers. It appears that significant growth in enrollment would require careful consideration of the adequacy of the current Fine Arts Center to meet the space need of the students.

The overwhelming expressions of sincere appreciation for the dedicated service of the music administrator, faculty and administrative staff, given in a meeting with students from various disciplines and classifications are commendable. All students agreed that one of the most valuable assets of the Fine Arts Division was its capable and supportive faculty and staff. While regular and specific times are set aside for student advisement by full-time faculty, students indicated that the Chair, along with faculty maintained a standing “open door” policy regarding all issues that affect the students. Students also expressed their gratitude for the willingness of faculty to give extra time and attention outside of the classroom.

It is not clear that consistent and complete data is being maintained in the student files. While the file folders included a student data checklist, an investigation of students files did not indicate that the required data is contained in the folders; especially audition/admission documents, scholarship information, placement tests and consistent transcript records leading to graduation. Therefore, it is not clear how the institution meets standards regarding record keeping (NASM *Handbook 2011-2012*, II.H.1.h.).

I. Published Materials and Web Sites

The published materials and websites of Friends University and the music unit appear to be clear, accurate and readily accessible to the public, with the following exceptions: there appear to be several inconsistencies between the curricular information/charts contained in the *Self-Study* and the current institutional catalog as found on-line – therefore, it is not clear that the published materials concerning the music unit are clear and accurate; and secondly, the website appears to have various challenges, especially in the accessibility of specific information – in regard to the music unit, the material that is present appears to lack breadth and depth. The university’s catalog is updated annually. In reviewing recruitment materials both printed and online, it appears to the visitors that information is accurate and consistent.

Regarding published curricular information, it is not clear that the published materials concerning are clear and accurate (NASM *Handbook 2011-2012*, II.I.1.a.).

J. Branch Campuses, External Programs, Use of the Institution’s Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

The *Self-Study* states on page 30 that “Friends University has several additional locations and sites. These sites provide learning opportunities to students outside the Wichita area, but do not offer courses leading to a music degree.”

K. Community Involvement; Articulation with Other Schools

While there appear to be no formal relationships with any organization outside of the university, there appears to be clear advocacy for involvement with community-based performances and organizations, including participation of various Fine Arts faculty in the Wichita Symphony Orchestra. The Self-Study document, along with conversations with various members of the Fine Arts faculty, indicate a high level of involvement of the faculty, students and ensembles in many collaborative community performance projects.

The most significant articulation agreement with other schools appears to be the formal partnership of Friends University Division of Fine Arts with USD 259. In 2012-13 the Fine Arts Division plans to identify adopt-a-program partners from within the area magnet programs. This collaboration promises to further engage the music faculty in enhanced learning experiences for students within the district magnet programs.

Friends University appears to meet the standards for Community Involvement and Articulation with Other Schools.

L. Non-Degree Granting Programs for the Community

Although the Friends Community Orchestra uses university funds for faculty and staff, it does not appear that the ensemble meets the requirements for review as a non-degree granting programs for the community (NASM *Handbook 2011-2012*, III.K.).

M. Review of Specific Operational Standards for (1) All Institutions of Higher Education for NASM is the Designated Accreditor and/or (2) Proprietary Institutions (not applicable)

N. Programs, Degrees, and Curricula

1. Credit Hours

The Friends University catalog contains clearly stated definitions of the credit hour and additional academic policies regarding credit and time requirements: these policies appear to include methods of assigning credit, and procedures used to make credit hour assignments. In addition, the catalog definitions include language regarding laboratory work, internships, practica, studio work, and experiential and prior learning. All evidence in the *Self-Study* and observed during the visit point to the institution's and the music unit's compliance with these stated credit hour and time requirements. Please see *Friends University 2011-2012 Catalog* "Undergraduate Academic Policies."

2. Specific Curricula

General Content and Competency Standards

The Bachelor of Arts in Music, the Bachelor of Music in Music Education, and the Bachelor of Music in Performance appear to meet NASM General Content and Competency Standards, with the exceptions noted below. The institution also offers the Bachelor of Arts in Music Theatre and

the Bachelor of Science in Music (Music Business). In addition, the enrollment information for both degree tracks appears in the music unit's HEADS reports.

In regard to the institution's stated intention to phase out the Bachelor of Arts in Music Theatre and the Bachelor of Science in Music (Music Business), it does not appear that currently enrolled students in these tracks will have the option to complete the degree requirements in effect at the time of their admission to the degree (NASM *Handbook 2011-2012*, III.D.). The institution is encouraged to confirm the status of these degrees with its Optional Response.

Specific degrees

Bachelor of Arts in Music

Submitted for renewal of Final Approval for Listing. The Bachelor of Arts in Music degree enrolls slightly more students than the other two degrees, and appears to be a good match to the institution's strong liberal arts focus. The institution appears to meet NASM standards regarding the curriculum and competencies for a liberal arts degree in music, and therefore the title and content of the degree appear to be consistent. The students in the degree track appear to be completing the work that is required in the degree track, and therefore the goals and objectives of the degree appear to be met.

Bachelor of Music in Music Education(General, Instrumental, Vocal)

Submitted for renewal of Final Approval for Listing. All students seeking the Bachelor of Music Education degree must meet all requirements of both the music and education units of the institution appropriate to the degree, and articulation between the two units regarding the degree appears to be effective. Students in the degree select either the General, Instrumental or Vocal Option. The institution appears to meet all applicable NASM standards regarding these degrees, with the following exception: it is unclear that students in the Bachelor of Music in Music Education (all tracks) are experiencing music language and achievement beyond that of the primary culture, in spite of some exposure to this course content in MUSC 375, Music Education in the Elementary School (NASM *Handbook 2011-2012*, VIII.B.4.).

Bachelor of Music in Performance (Instrumental, Piano/Organ, Voice)

Submitted for renewal of Final Approval for Listing. Performance appears to be a focus of the music unit. Students in the degree select either Piano/Organ, Voice or Instrumental area of emphasis. The institution appears to meet all applicable NASM standards for each area of emphasis, with the following exceptions: it is unclear that students in the Bachelor of Music in Performance (all tracks) are experiencing music language and achievement beyond that of the primary culture (NASM *Handbook 2011-2012*, VIII.B.4.).

Regarding the Bachelor of Music in Performance (Voice), it is not clear how the institution ensures adequate study and use of foreign languages and diction, in spite of the enhanced foreign language requirement in the track (NASM *Handbook 2011-2012*, IX.A.3.b.); and it does not appear that students in the Bachelor of Music in Performance (Voice) have sufficient opportunities for solo vocal performance (NASM *Handbook 2011-2012*, IX.A.3.a.c.).

Student Work/Performance for all areas: The visitors heard a wide variety of both formal and informal performances during the time on campus, and the levels of performance appear to be appropriate to the students' specific programs, and consistent with NASM standards. The student

recital that was presented during the visit was of consistent high quality. In the student session, there were several comments regarding the desire for more performance opportunities in opera.

Study of the Transcripts of Recent Graduates and Comparison with Catalog

Transcripts for the above category were not included in the *Self-Study* but were reviewed by the visitors. The on-site review of the transcripts of graduates from the baccalaureate programs for which renewal of Final Approval for Listing (Bachelor of Arts in Music, Bachelor of Music in Music Education, and the Bachelor of Music in Performance) found no unexplained deviations from the stated requirements.

Music Studies for the General Public

At Friends University, students select a minimum of nine hours within at least two categories selected from Liberal Arts/Humanities courses, which includes Fine Arts courses in Music, Art or Drama. The music unit provides a variety of general education coursework and performance opportunities for the general students. All programs appear to be in compliance with applicable NASM standards.

O. Music Unit Evaluation, Planning, and Projections

As stated earlier in this document, the music unit's full-time faculty members appear to comprise a coherent body who participate in decision-making on a regular basis during faculty meetings and through other means as well. Also previously mentioned, it is the intention of the new Chair of the Division of Fine Arts to begin a strategic planning process in the music unit in 2012-2013.

The *Self-Study* appears to be complete and effective in both content and approach, especially taking into consideration that it was written during a time of transition in the music unit. The full-time music faculty expressed that they had been an integral part of the process.

P. Standards Summary

1. It is not clear how the institution has adequate space for large instrumental ensemble rehearsals (NASM *Handbook 2011-2012*, II.F.1.b.).
2. Regarding piano tuning, it is not clear that provisions are made for adequate maintenance of equipment (NASM *Handbook 2011-2012*, II.F.1.e.).
3. It is not clear how the institution meets standards regarding appropriate acoustical treatments (NASM *Handbook 2011-2012*, II.F.1.h.).
4. It does not appear that students are being fully apprised of health and safety issues, hazards, and procedures inherent in practice, performance, teaching and listening, both in general, and as applicable to their specific specializations (NASM *Handbook 2011-2012*, II.F.1.i.).
5. It does not appear that student files are consistent in content, especially in regard to the inclusion of appropriate evaluations (NASM *Handbook 2011-2012*, II.H.1.h.).
6. It appears that there are several inconsistencies between the curricular information/charts contained in the *Self-Study* and the current institutional catalog as found on-line. Therefore, it is not clear that the

published materials concerning the music unit are clear and accurate (NASM *Handbook 2011-2012*, II.1.a.).

7. Regarding the Bachelor of Music in Performance and the Bachelor of Music in Music Education, it is unclear that students are studying and experiencing music language and achievement beyond that of the primary culture (NASM *Handbook 2011-2012*, VIII.B.4.).
8. Regarding the Bachelor of Music in Performance (Voice), it does not appear that students pursue adequate study and use of foreign languages and diction, in spite of the enhanced foreign language requirement in the degree track (NASM *Handbook 2011-2012*, IX.A.3.b.).
9. Regarding the Bachelor of Music in Performance (Voice), it does not appear that there are sufficient opportunities for solo vocal performance (NASM *Handbook 2011-2012*, IX.A.3.a.c.).
10. In regard to the institution's intention to phase out the Bachelor of Arts in Music Theatre and the Bachelor of Science in Music (Music Business), it does not appear that currently enrolled students in these tracks will have the option to complete the degree requirements in effect at the time of their admission into the degrees (NASM *Handbook 2011-2012*, III.D.).

Q. Overview, Summary Assessment, and Recommendations for the Program

Strengths

- Capable and highly trained full- and part-time music faculty who appear to genuinely care for their students; many of them have strong professional affiliations as well.
- Efficient and hard-working fine arts staff.
- Visionary and energetic fine arts division chair who has made a significant impact in a short period of time.
- Strong support for the music program from the upper administration, most notably from the President and the Dean of the College of Business, Arts, Sciences, and Education.
- Sincere and talented music students who demonstrate seriousness of purpose in their actions.
- Consistent recruitment and retention efforts in Music.
- Long music traditions.
- Wide variety of ensembles and significant participation of both music majors and non-music majors.
- Strong jazz program.
- Well-maintained music facility that is conducive to music study and performance.
- Lovely campus.

Recommendations for short-term improvement

- The website seems to face some challenges, especially the accessibility of specific information, and in regard to the Music Program.
- Climate control in the facility seems inconsistent.

Primary Futures Issues

The Music Program enjoys strong support from the upper administration of Friends University, which supports the hard work of the music faculty, staff and students. Morale is high, and hope for the future abounds. It seems that the primary futures issue is to carefully plan for that future.

Suggestions for long-term improvement

The institution is encouraged to engage in its planned strategic planning cycle, perhaps building on the NASM re-accreditation process, to plan for the future.