

Assurance Argument
Wichita State University - KS

9/12/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

MISSION STATEMENT

The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

— 1.A.1. —

Wichita State University's [most recent mission and vision statements](#) emerged from a year-long [process](#) of discernment and planning. The process was initiated in fall 2012 by President John Bardo, who sought to engage all [campus constituencies](#) and the Wichita community in the planning effort.

A [steering committee](#) was appointed representing faculty, staff, students, and local business and civic leaders. The committee was co-chaired by Cindy Claycomb, professor of marketing in WSU's Barton School of Business, and Ed O'Malley, CEO of the Kansas Leadership Center. Committee members conducted numerous public forums on campus and throughout the Wichita area. They collected input from a wide range of sources including but not limited to research, economic analyses, community profiles and internal plans from various WSU departments. This information was analyzed and summarized in a compendium of [secondary data](#).

The strategic plan, implemented in three phases, represents a bold step forward for WSU, but is grounded in a historic close connection between the university, Wichita, and south-central Kansas. Fully implemented, the strategic plan formalizes WSU's capabilities in applied learning, research, innovation and technology transfer, student life and academic excellence. The mission and plan were [approved](#) by the Kansas Board of Regents on June 19, 2013.

The [concept of innovation](#) is central to the strategic plan (see 1.B.2. and 1.D.1.) as presented to KBOR in [January 2014](#). Emerging from the plan, the [innovation university](#) has come about as a way

to achieve the strategic plan's focus on applied learning and research by encouraging and advancing new ideas, or connecting them to existing concepts. Specifically it is designed to:

- Bring university researchers, students and industry together to share ideas that will drive change;
- Break down walls and move beyond traditional learning to provide real-world student experiences; and
- Foster an environment where risk-taking is encouraged.

— 1.A.2. —

Academic Programs

Following adoption of the university's strategic plan (Phase I), the vision and mission statements became the standards to chart a new course for the university while ensuring that WSU remains dedicated to the livelihood of those who call Kansas home. WSU's academic colleges/units ([College of Education](#), [College of Engineering](#), [College of Fine Arts](#), [College of Health Professions](#), [Dorothy and Bill Cohen Honors College](#), [Fairmount College of Liberal Arts and Sciences](#), [W. Frank Barton School of Business](#), [Institute for Interdisciplinary Creativity](#), [University Libraries](#)) were tasked with clarifying and adopting strategies to support the overall mission.

Phase II of the strategic planning process involved each of these core academic units (with the exception of the Institute for Interdisciplinary Creativity, which is just now being formalized). During the 2013-2014 academic year, each college and department was tasked with clarifying and adopting strategies that supported the overall mission by developing its own [strategic plans](#). Other [areas](#) of the university such as Career Development and Online Learning also became active in the strategic planning process and adopted goals developed for day-to-day operations.

As an essential educational driver WSU provides [58 bachelor and 57 graduate programs](#), with 77 percent of undergraduates and 55 percent of graduate students attending [full-time](#).

The university mission is supported through local, national and international partnerships, and WSU students achieve success through such endeavors as the Cooperative Education and Work-Based Learning program housed in [Career Development](#). Many students gain experiences through these educational opportunities and are provided paid positions with local employers, thus helping to stimulate the local economy.

Approximately [70 percent](#) of WSU undergraduates remain employed in Kansas following graduation. WSU has one of the highest post-graduate employment rates in Kansas for those completing bachelor degrees in [comparison](#) to all other four-year Kansas universities. This demonstrates that the university is meeting part of its mission as an economic driver in the state, as well as a cultural driver with broad-based student opportunities. Likewise, WSU's international student population contributes [significantly](#) to the local diversity and economy when they choose to study here.

Student Support Services

WSU undergraduate and graduate students are provided support services that assist their academic

needs while maintaining a clear focus on the mission of the university. Support services include:

- [Academic advising](#) through each academic college;
- [OneStop for Student Services](#), launched in 2014, a centralized physical and virtual location for assistance with admissions, financial aid, records and registration;
- [Housing](#) through the Division of Student Affairs;
- Freshman year success through the [Graduation Partnership](#), a focus of the WSU quality improvement initiative;
- Basic health care through [Student Health Services](#);
- Governance, support and advocacy through the [Student Government Association](#);
- Various campus activities organized and managed through [Student Affairs](#);
- Personal and academic counseling through college advising offices and the [Office of Student Success](#);
- Career counseling, career workshops and [employment opportunities](#) through the Office of [Career Development](#) and the Cooperative Education and Work-Based Learning program;
- Health and physical fitness opportunities including intramural athletics through the [Heskett Center and Campus Recreation](#); and
- [TRIO programs](#), a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree.

[Student satisfaction](#) with WSU's student services staff was rated on the 2015 National Survey of Student Engagement at a mean value of 5.1 on a 7-point scale, where 1 is poor and 7 is excellent. Similarly, student satisfaction with other administrative offices was rated at 5.0 and academic advisers at 5.1. This information is measured on a biennial basis. In comparison to WSU peers, the mean value of satisfaction with student services staff was 5.0, satisfaction with other administrative offices was 4.8, and satisfaction with academic advisers was 5.1; WSU scored slightly higher on satisfaction with student services staff (5.1 compared to 5.0) and slightly higher on satisfaction with other administrative staff (5.1 compared to 4.8).

These data indicate WSU is in alignment with its peers in providing satisfactory student services. Likewise, through May 2016, close to 90 percent of students have been [satisfied with OneStop](#) agents in terms of their ability to solve student issues or provide appropriate next steps.

Enrollment Profile

From the perspective of WSU's mission to be an essential education driver and serve the greater public good coupled with its vision to be internationally recognized as the model for applied learning and research, the university community believes the profile of WSU's [student body](#) should mirror the surrounding college-ready population. The university strives to achieve a population at least as diverse as the local community. [WSU students](#) come from a varied range of traditional and non-traditional backgrounds, ethnic and cultural backgrounds, socio-economic statuses and academic

abilities.

The majority of undergraduate students at WSU are white non-Hispanic (62.6 percent). The next two major categories of race and ethnicity are Hispanic (10.3 percent) and black non-Hispanic (5.4 percent). Asian non-Hispanic students and non-resident international students comprise the next largest set of students (7.0 percent and 7.3 percent respectively). By contrast, in [Sedgwick County](#), Wichita's surrounding county, the white population (78.7 percent) is higher than the university's profile, as are the black (9.2 percent) and Hispanic (10.8 percent) populations (persons 18 years old and older, including those not eligible for college attendance). First-generation students account for more than [40 percent](#) of the WSU undergraduate population — the highest among all Kansas public universities.

Ultimately graduating under-represented minorities is a concern for the entire WSU community, and is supported through college departments and advising offices, [International Student Services](#), the [Tilford Commission](#), [Diversity and Inclusion](#), the [President's Diversity Council](#), [Counseling and Testing](#), [Disability Services](#), [Financial Aid](#) and [TRIO programs](#). WSU emphasizes increasing degree productivity among under-represented minorities as an ultimate outcome as illustrated in the university's [performance agreement](#) (item 4). (See 1.C.2.)

— 1.A.3. —

Budget planning at WSU is carefully regulated by the university's [own policy](#) and by budgeting guidelines and schedules set forth by KBOR.

The strategic planning effort challenged all university departments to re-evaluate program direction and resource allocation in light of a new mission and new strategic goals. This included rethinking how fiscal resources are assigned. (See 5.C.1.)

Sources

- ACAD_AFFAIRS_Academic_Advising_Homepage_2016
- ACAD_AFFAIRS_CAREER_CENTER_Career_Fairs_2015
- ACAD_AFFAIRS_CAREER_CENTER_Fall_2015_&Spring_2016_Reports_2016
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Proposal_Graduation_Partnership_2013
- ACAD_AFFAIRS_INTL_ED_International_Education_Homepage_2016
- ACAD_AFFAIRS_OFA_Financial_Aid_Homepage_2016
- ACAD_AFFAIRS_ONESTOP_Annual_Reports_FY2016_&_FY2015
- ACAD_AFFAIRS_ONESTOP_Satisfaction-Resolution_Ratings_2016
- ACAD_AFFAIRS_ONESTOP_Satisfaction-Resolution_Ratings_2016 (page number 3)
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015 (page number 10)
- ACAD_AFFAIRS_OPA_Enrollment_History_Graphic_Trends_2016
- ACAD_AFFAIRS_OPA_Enrollment_History_Graphic_Trends_2016 (page number 7)
- ACAD_AFFAIRS_OPA_First_Gen_UG_Students_in_KBOR_Universities_2010-2015
- ACAD_AFFAIRS_OPA_Selected_Tables_from_Enrollment_Book_2015
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016
- ACAD_AFFAIRS_Performance_Agreement_2014-2016
- ACAD_AFFAIRS_Performance_Agreement_2014-2016 (page number 2)

- ACAD_AFFAIRS_STUD_SUCCESS_Reports_AY2015_&_AY2016
- ACAD_AFFAIRS_TILFORD_COMMISSION_Faculty_Recruitment__Retention_Efforts_2015
- BUSINESS_Annual_Report_2015
- CFA_Newsletter_2016
- CHP_Annual_Report_2015
- EDU_College_of_Education_Newsletter_05-19-2016
- ENG_Engineering_Innovator_2016
- FACULTY_SENATE_GenEd_Program_2016
- HONORS_Annual_Report_AY2015-2016
- IIC_Institute_for_Interdisciplinary_Creativity_2016
- KBOR_Graduates_with_Bachelor's_Degree_Employed_in_Kansas_2008-2014
- KBOR_Meeting_Minutes_06-19-2013
- KBOR_Meeting_Minutes_06-19-2013 (page number 5)
- KBOR_Percentage_of_WSU_Graduates_with_Bachelor's_Degree_Employed_in_Kansas_2015
- LAS_Newsletter_Spring_2016
- NAFSA_Kansas_Benefits_from_International_Students_2014-2015
- NSSE_Frequencies_Statistical_Comparisons_WSU_2015
- NSSE_Frequencies_Statistical_Comparisons_WSU_2015 (page number 11)
- NYTIMES_Innovation_Campus_Building_Better_Ideas_08-04-2016
- NYTIMES_Innovation_Campus_Building_Better_Ideas_08-04-2016 (page number 12)
- PRES_PPM_Ch.12_Budget_2016
- PRES_PPM_Ch.12_Budget_2016 (page number 3)
- PRES_President's_Diversity_Council_2016
- PRES_SPSC_Academic_Affairs_Units_Strategic_Plans_2016
- PRES_SPSC_Colleges_Strategic_Plans_2016
- PRES_SPSC_Secondary_Data_Analysis_Report_2012-2013
- PRES_SPSC_Strategic_Plan_Handout_v2_July_2013
- PRES_SPSC_Strategic_Planning_Artifact_2013
- PRES_SPSC_Strategic_Planning_Artifact_2013 (page number 24)
- PRES_WSU_Innovation_Campus_Presentation_to_KBOR_Jan_2014
- PRES_WSU_Innovation_University_Flyer_2015
- PRES_WSU_Organizational_Chart_07-27-2016
- QM_Quality_Matters_Program_2014
- REGISTRAR_UG_Catalog_2016-2017_p243
- STUD_AFFAIRS_CAMPUS_RECREATION_Homepage_2016
- STUD_AFFAIRS_CTC_Counseling_&_Testing_Center_Home_Page_2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Annual_Reports_AY2015-2016
- STUD_AFFAIRS_HEALTH_SERVICES_Homepage_2016
- STUD_AFFAIRS_Homepage_2016
- STUD_AFFAIRS_HOUSING_Homepage_2016
- STUD_AFFAIRS_ODS_Disability_Services_Home_Page_2016
- STUD_AFFAIRS_OSP_TRIO_2015
- STUD_AFFAIRS_SGA_Student_Government_Homepage_2016
- UNIV_LIBRARIES_Annual_Report_FY2016
- US_CENSUS_Race_by_Age_Sedgwick_County_KS_2010

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

— 1.B.1. —

Wichita State University makes its [mission and vision statements](#) widely available to many audiences. The statements are published through its main website, in the [undergraduate](#) and [graduate](#) catalogs, and in campus signage. With an average of 2.2 million unique visitors each year, the university website is the primary method for disseminating and documenting the WSU mission.

WSU's [strategic plan](#) includes the mission and vision statements, as well as key goals, plans and priorities. The plan document is readily available on the university website and is frequently presented in public forums by WSU's president, other university leaders, departments and programs. The plan has been summarized for wide, public dissemination in the booklet [Real-World Ideas for Real-World Impact](#). Additionally, the mission and vision statements are articulated frequently through social media, newsletters ([AY2015](#), [2016](#), [2017](#)) and university advertising, and in the WSU president's annual campus address every August ([2013](#), [2014](#), [2015](#), [2016](#)).

The mission is articulated further by programs and activities that have been and are being developed to carry it out. Mission, vision and core-value signage can be found in every major campus building and athletic facility.

All divisions, colleges, departments and programs support the mission's core responsibilities of innovation and applied learning. The support is carefully tracked through alignment between college and department goals, and the university's mission and vision. This is assured through a review process in which colleges must demonstrate close adherence to WSU's mission (see program review assessments, [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), and annual strategic planning assessments, [2015](#), [2016](#)).

— 1.B.2. —

WSU works systematically to build its specific plans around the stated mission, vision, goals and priorities articulated in its strategic plan. Status reports on the strategic plan are issued by the president's office ([2015](#), [2016](#)).

Based on results achieved through the university's strategic planning process, several tangible changes have occurred that can be seen through the construction and revitalization of several campus buildings.

The innovation university plans offer unprecedented opportunities to serve the public good by allowing educational opportunities through partnership with the community, business and faculty. This, in turn, provides students with abundant applied learning and research opportunities. WSU's National Institute for Aviation Research ([NIAR](#)), which has a 30-year history of working with industry and university organizations such as [Ennovar](#) (the new Institute of Emerging Technology and Market Solutions), the [Applied Psychology Research Institute](#) and the [Human Performance Lab](#), are taking the lead. New endeavors emerging as part of the innovation university initiative, such as [WSU Ventures](#), the [Ideas Lab](#) and [Shocker Startup](#), demonstrate a keen awareness of the importance of education, economic development and cultural growth inherent in WSU's mission.

Seven goals drive the university's current strategic plan and further articulate the WSU mission.

- 1. Guarantee an applied learning or research experience for every student by each academic program.* Work is just beginning to guarantee an applied learning or research experience for every student. As a baseline, [2015 data](#) indicate 40 percent of all degree programs currently provide this experience. In 2016, the strategic planning steering committee operationalized [plans](#) to guarantee this experience for all students. WSU's program for undergraduate research grants is one example of how applied research is promoted. Sixty-seven [undergraduate research grants](#) have been awarded to students since FY 2013. Another example of how students may gain an applied learning or research experience is through construction of the engineering experiential building with a [maker space](#) where faculty, staff, students and community members will have the opportunity to work with practitioners in their fields to test ideas and gain real-world experience. (See 1.A.1. and 1.D.1.)
- 2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.* Innovative new programs such as the [Honors Baccalaureate](#), an interdisciplinary degree, are early evidence of the university's commitment to this aspect of its mission. A new master's degree in [innovation design](#) aligns not only with the university's research focus, but the innovation university. It is housed in the new [Institute for Interdisciplinary Creativity](#).
- 3. Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.* The university's online expansion represents a commitment to increase quality educational experiences for non-traditional learners with 16 program offerings. Developing just-in-time academic programming can be found in the College of Health Professions' for-credit [badge](#) in public health.
- 4. Accelerate the discovery, creation and transfer of new knowledge.* Innovation, research and entrepreneurship have always been at the forefront of university initiatives. After all, two WSU college students started [Pizza Hut](#) in 1958. [WSU Ventures](#) was formed in 2014 as the epicenter to encourage technology transfer at WSU. Intellectual property disclosures have doubled and span across multiple university departments ([19 in 2014 to 41 in 2015](#)). Patent applications have nearly doubled ([seven in 2014 and 20 in 2015](#)). Licensing agreements have increased significantly ([one in 2014 and six in 2015](#)).
- 5. Empower students to create a campus culture and experience that meets their changing needs.* Students are empowered to be change agents and advocates for themselves and their peers through such means as service on university committees, on-campus employment, climate and other survey feedback, and the Student Government Association. With [more than 200 student](#)

[organizations](#) to choose from, students can focus on special interests or causes that hold value for them or create a new organization if their needs are not met with a pre-existing organization. One student-led change initiative involved renovations to the Grace Memorial Chapel to be inclusive of a variety of faith practices, rather than being predominately suited to Judeo-Christian faiths.

6. *Be a campus that reflects — in staff, faculty and students — the evolving diversity of society.* WSU is committed to diversity among faculty, staff and students in ways that reflect the community around the university. WSU is the [most racially diverse public](#) university in the state, with [15.3](#) percent of its student body (as of Fall 2015) consisting of under-represented minority students. Recent hiring in the College of Engineering, for example, continues to expand in quality with 12 new faculty members in 2015, five of whom are women and two are Hispanic. The [President's Diversity Council](#) and offices of Equal Employment Opportunity ([2014](#), [2015](#)), Tilford Commission, and Diversity and Inclusion are committed to [improvements in this area](#).

7. *Create a new model of assessment, incentive and reward processes to accomplish our (WSU) vision and goals.* Faculty are re-evaluating [tenure and promotion guidelines](#) to better align with the university mission. The first step was the recent passage by the Faculty Senate of the [UniSCOPE scholarship model](#). The rationale for this model is that the current system for recognizing and rewarding faculty scholarship shows preference for rewarding basic research and teaching over other forms of scholarship. Goal 7 calls for a new model that supports an understanding of other forms of scholarship and how they can be effectively integrated into the promotion and tenure process. WSU faculty believe scholarship must be understood broadly enough to adequately address the needs of the professions and the public. The next step is for all WSU colleges to revisit and redesign their tenure and promotion policies around the UniSCOPE model.

— 1.B.3. —

WSU sets goals and objectives based upon its stated mission, vision and values. Further, individual colleges, departments and other units build goals and objectives to support the larger university goals. In this way, the mission, vision and values serve as crucial foundational documents.

The mission — to be an essential educational, cultural and economic driver for Kansas and the greater public good — links WSU closely to the communities of Kansas and the Midwest region. It suggests inter-reliance between the surrounding community and the university, engaging business, industry, civic and government leaders to ensure that critical educational, cultural and economic needs of the surrounding community, region and state are met. Examples of how WSU links to its constituents include WSU [South](#), [West](#), and [Old Town](#) locations. WSU strives to offer educational and programmatic venues appropriate to the groups near these locations. Old Town is a natural fit with the university's mission to be an essential provider of educational services to Wichita. A number of its community-focused organizations are located there (or slated to be by 2017) including:

- [KMUW Wichita Public Radio](#);
- [Center for Management Development](#);
- [Center for Economic Development and Business Research](#);
- [Community Engagement Institute](#);

- [Center for Combating Human Trafficking](#);
- [College of Health Professions' Training and Technology Team](#); and
- [Physician Assistant](#) and [Physical Therapy](#) graduate degree programs.

The focus of the guiding vision — that WSU be internationally recognized as a model for applied learning and research — is on serving students through an educational program designed to equip them to be ready to lead and engage on day one after graduation, in an ever-competitive global marketplace. This advantage is fostered through the [Office of Career Development](#) and employer-based learning opportunities in an innovation university.

Honesty, integrity, personal responsibility, collegiality, knowledge creation and education are universal values that always have underscored the culture at WSU. To accomplish the university's strategic plan, the following values were adopted to guide the university's planning and priorities: (1) seizing opportunities; (2) success for all stakeholders; (3) diversity of culture, thought and experience; (4) adaptive approaches; (5) teamwork; and (6) positive risk-taking.

These values call for a continued close working relationship between university faculty, staff and administration. This is evidenced by the way the university's mission, vision and values were developed in a community-wide effort, and the way in which various colleges and departments have continued to develop goals to support them.

Further, the values emphasize WSU's entrepreneurial spirit in its approach to innovation, commitment to inclusion, and readiness to work creatively at addressing needs and opportunities that will benefit citizens in the Wichita area, Kansas and the Midwest region.

Sources

- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_CAREER_CENTER_Fall_2015_&_Spring_2016_Reports_2016
- ACAD_AFFAIRS_HONORS_UG_Research_Grants_FY2013-FY2016
- ACAD_AFFAIRS_KMUW_Wichita_Public_Radio_2016
- ACAD_AFFAIRS_OPA_Applied_Learning_Degrees_2016
- ACAD_AFFAIRS_OPA_Data_on_KBOR_Universities_Enrollment_by_Race_2008-2014
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015 (page number 10)
- ACAD_AFFAIRS_TILFORD_COMMISSION_Faculty_Recruitment__Retention_Efforts_2015
- ACAD_AFFAIRS_WPCE_WSU_Badge_Courses_Flyer_2015
- ACAD_AFFAIRS_WSU_South_2016
- ACAD_AFFAIRS_WSU_West_2016
- BUSINESS_CEDBR_Homepage_2016
- BUSINESS_CMD_Your_Training_Track_Homepage_2016
- CHP_PA_Physician_Assistant_Graduate_Degree_Program_2016
- CHP_PT_Doctor_of_Physical_Therapy_Program_2016
- CHP_T3_Training_and_Technology_Team_2016

- EDU_HPS_Human_Performance_Lab_2016
- FACULTY_SENATE_UniSCOPE_Scholarship_Model_2016
- FOUNDATION_Ideas_Lab_eHorizon_07-2015
- HONORS_Baccalaureate_Program_2016
- IIC_Institute_for_Interdisciplinary_Creativity_2016
- IIC_Master_of_Innovation_Design_Fact_Sheet_2016
- LAS_CCHT_Center_for_Combating_Human_Trafficking_2016
- LAS_CEI_Community_Engagement_Institute_Homepage_2016
- PRES_Address_2013
- PRES_Address_2014
- PRES_Address_2015
- PRES_Address_2016
- PRES_EEO_Affirmative_Action_Plan_2013-2014
- PRES_EEO_Affirmative_Action_Plan_2014-2015
- PRES_Newsletter_2014-2015
- PRES_Newsletter_2015-2016
- PRES_Newsletter_2016-2017
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_President's_Diversity_Council_2016
- PRES_President's_Diversity_Council_Organizational_Chart_2016
- PRES_SPSC_Applied_Learning_Measurement_Timeline_06-29-2016
- PRES_SPSC_Strategic_Plan_Annual_Report_2015
- PRES_SPSC_Strategic_Plan_Annual_Report_2016
- PRES_SPSC_Strategic_Plan_Annual_Report_2016 (page number 17)
- PRES_SPSC_Strategic_Plan_Annual_Report_2016 (page number 20)
- PRES_SPSC_Strategic_Plan_Annual_Report_2016 (page number 23)
- PRES_SPSC_Strategic_Plan_Brochure_2013
- PRES_SPSC_Wichita_State_Strategic_Plan_2013
- PRES_SPSC_Wichita_State_Strategic_Plan_2013 (page number 3)
- PRES_SPSC_WSU_Vision_Mission_Values_2016
- PSYCHOLOGY_APRI_Collaborative_Projects_2014-2015
- REGISTRAR_Graduate_Catalog_2016-2017
- REGISTRAR_Graduate_Catalog_2016-2017 (page number 35)
- REGISTRAR_UG_Catalog_2016-2017
- REGISTRAR_UG_Catalog_2016-2017 (page number 9)
- RTT_ENNOVAR_Homepage_2016
- RTT_NIAR_Homepage_2016
- RTT_WSU_Ventures_2015
- RTT_WSU_VENTURES_Home_Page_2016
- STRAT_COMMUNICATIONS_Wichita_State_News_03-31-2015
- STRAT_COMMUNICATIONS_Wichita_State_News_10-23-2015
- STRAT_COMMUNICATIONS_Wichita_State_News_10-30-2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_RSO_Listing_Pages_2015
- UNIV_LIBRARIES_SPEC_COLL_Original_Pizza_Hut_2016

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

— 1.C.1. —

Wichita State University's mission — to be an essential educational, cultural, and economic driver for Kansas and the greater public good — establishes a clear role for the university in a diverse society. The mission implies that building and sustaining a multicultural society is one of the university's priorities. WSU addresses this priority by welcoming [broad](#) diversity that will foster collaboration and grow innovation, reaching out not just locally but nationally and internationally.

Further, WSU is committed to developing a campus community that reflects the diversity of its surrounding city and region as stated in Goal 6 — to reflect the evolving diversity of society — of the [seven goals](#) (see 1.B.2.) listed in WSU's strategic plan. In turn, those goals influenced the university's core values of seizing opportunities; success for all stakeholders; diversity of culture, thought and experience; adaptive approaches; teamwork; and positive risk-taking.

One example of how WSU is addressing its role in a multicultural society is the recent establishment of the [President's Diversity Council](#), an advisory and leadership [team](#) responsible for developing, overseeing and monitoring university-wide efforts to achieve WSU's commitment to diversity as a core institutional and educational value. Its [mission](#) is to promote collaboration and communication by bringing together representatives from constituency groups to actualize diversity goals and objectives. As such, the primary responsibilities of the President's Diversity Council are to:

- Facilitate the coordination of campus diversity efforts and encourage collaboration among groups working on diversity issues; and
- Serve as a consultative body for the president on diversity issues.

Documentation of the council's work can be found in its [minutes](#) and includes activities such as university diversity open forums and participation in the strategic enrollment process. An [LGBTQ climate study](#) was conducted in 2015, which is now being used to inform the university, such as the need for [single-occupancy restrooms](#) and other types of [programming](#). Other projects in the works include conducting a baseline university-wide climate survey fall 2016.

— 1.C.2. —

WSU has developed benchmarks to guide its work to develop greater student diversity, drawing on the Kansas Board of Regent's [Foresight 2020 goals](#) (see also [WSU priority matrix](#)). To date,

[15.3](#) percent of WSU undergraduate students are identified as under-represented minorities; that's an increase from 13.2 percent in 2010. Increasing the number of undergraduate certificates and degrees awarded to under-represented minorities is a priority goal for WSU as outlined in the [performance agreement](#) reported annually to KBOR. From an expected baseline of 258 annually, 301 were awarded in academic year 2014 and 302 in 2015.

Sample initiatives to recruit, retain and graduate more under-represented minorities include:

- [Spanish services](#) through Office of Admissions personnel who oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities;
- [Multicultural visit programs and other ethnic minority outreach programming](#);
- Deploying recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Garden City, Dodge City and Kansas City;
- Increasing recruitment [scholarships](#) for under-represented minorities (URM);
- Adding [retention scholarships](#) for disadvantaged students transitioning to their second, third and fourth year; and
- [Transition programs](#) for first-generation students and services through the Office of Diversity and Inclusion (see below), including a lavender graduation recognition for LGBTQ and ally students.

WSU has several offices and programs dedicated to increasing and addressing human diversity, as well as supporting the diversity of faculty, staff and students, including those listed herein.

- The [Office of Diversity and Inclusion](#) (ODI) has a new, more prominent campus home in the newly remodeled Rhatigan Student Center. The ODI seeks to cultivate and sustain an inclusive campus that strives for academic excellence by creating an environment that educates, empowers and mobilizes WSU students, campus and community. It creates and maintains connections with various groups on and off campus, and co-sponsors their events to provide the WSU community wider variety and better quality in multicultural programming.
- The [Office of Disability Services](#) (reports to the Office of Special Programs, see below) annually serves approximately 400 students with various disabilities. The office provides students, parents and faculty with a wide range of resources designed to help people with disabilities integrate into the campus community and succeed in their academic efforts.
- A new [Title IX office](#) (and [coordinator](#)) was established in 2016 to increase awareness of and compliance with Title IX regulations. The Title IX coordinator is a member of the President's Diversity Council (see also 2.A.).
- The University Libraries [Gordon Parks digital collection](#) showcases the artistic versatility of a prolific African-American artist and Kansas native son who achieved success as a poet, novelist, composer, film director, pre-eminent documentary photojournalist and fashion photographer. The bulk of the material documents the last three decades of his life and career. The Gordon Parks Papers formally opened to the public as part of the university's fall 2012 celebration of the centennial of Parks' birth. Use of the collection is incorporated into English 101 writing assignments. The WSU Ulrich Museum of Art holds a permanent collection of

Gordon Parks' [photography work](#).

- The Office of [International Education](#) is primarily responsible for all aspects of interaction with international students and scholars, providing two main areas of service: (1) support and assistance necessary to achieve personal, educational and professional goals; and (2) assurance of institutional compliance with U.S. immigration regulations that govern students' visa status. In addition to serving international students, scholars, faculty and staff, International Education serves domestic students through its [Study Abroad program](#).
- Led by the Office of Academic Affairs, the [Tilford Commission](#) (named after late Graduate School dean Michael Tilford, a statewide promoter of diversity) is a campus-wide group of faculty, staff, students and administrators dedicated to promoting diversity, equity and inclusion in all areas of the university community. The commission hosts faculty and staff development events, leads efforts to diversify curriculum and helps coordinate efforts across campus to address diversity-related issues. The commission is the primary entity on campus that advocates for and promotes the recruitment and retention of a diverse faculty and staff. Recent success is illustrated in the College of Engineering with the hiring of 12 new faculty members in 2015, five of whom are women and two are Hispanic.
- The [Office of Special Programs](#) administers 12 wholly or partially federally-funded TRIO and GEAR UP programs that provide comprehensive services to low-income, first-generation students, ethnic minorities, and students with disabilities from sixth grade through college graduation. WSU is a leader among other universities in the number of TRIO programs, several of which have been on campus for 50 years, including programs focusing on preparing students for careers in math and science, the pursuit of graduate education, veteran transitions, returning adult transitions, and students with disabilities. When combined, WSU's TRIO programs serve an average of 2,900 students annually, with GEAR UP programs serving an additional 4,350 students.

Sources

- ACAD_AFFAIRS_ADMISSIONS_Guide_for_Parents_(in_Spanish)_2016
- ACAD_AFFAIRS_ADMISSIONS_Multicultural_Programming_2016
- ACAD_AFFAIRS_Foresight_2020_Priority_Matrix_2013
- ACAD_AFFAIRS_INTL_ED_International_Education_2015
- ACAD_AFFAIRS_INTL_ED_Study_Abroad_2016
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015
- ACAD_AFFAIRS_OPA_Enrollment_Factbook_Fall_Census_Day_2015 (page number 10)
- ACAD_AFFAIRS_OPA_Retention_Scholarships_2016
- ACAD_AFFAIRS_OPA_URM_Scholarships_2016
- ACAD_AFFAIRS_Performance_Agreement_2014-2016
- ACAD_AFFAIRS_TILFORD_COMMISSION_Faculty_Recruitment_Retention_Efforts_2015
- KBOR_Foresight_2020_5th_Annual_Progress_Report_2016
- KBOR_Foresight_2020_5th_Annual_Progress_Report_2016 (page number 5)
- PRES_EEO_Title_IX_2016
- PRES_PPM_Ch.3_General_Employment_Policies_2016
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 5)
- PRES_President's_Diversity_Council_2016
- PRES_President's_Diversity_Council_Home_Page_2016

- PRES_President's_Diversity_Council_Minutes_2016
- PRES_President's_Diversity_Council_Organizational_Chart_2016
- PRES_SPSC_Wichita_State_Strategic_Plan_2013
- PRES_SPSC_Wichita_State_Strategic_Plan_2013 (page number 10)
- STRAT_COMMUNICATIONS_Wichita_State_News_02-09-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_12-04-2014
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Ad_Astra_Conference_2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Annual_Reports_AY2015-2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_LGBTQ_Climate_Study_2015
- STUD_AFFAIRS_DIVERSITY_INCLUSION_LGBTQ_Resources_2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Restrooms_Other_Facilities_2016
- STUD_AFFAIRS_ODS_Disability_Services_2015
- STUD_AFFAIRS_OSP_Special_Programs_Overview_2016
- ULRICH_MUSEUM_Gordon_Parks_Acquisition_2014
- UNIV_LIBRARIES_SPEC_COLL_Collection_of_Gordon_Parks_2015

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

— 1.D.1. —

Wichita State University embraces its role and obligation to serve the greater needs of the Wichita community and the citizens of Kansas, as well as surrounding states, the nation and the world. The university meets its mission to serve the greater public good primarily by successfully preparing graduates who will contribute to economic and social progress at home and abroad. Hence, WSU's undergraduate and graduate programs make a substantial impact on the public good. Further, WSU's longstanding efforts in research, innovation and entrepreneurship serve to improve the human condition and advance social and economic progress.

Goal 3 of WSU's strategic plan places special emphasis on the university's obligation to serve the public good through education: capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities. Through this goal and the [mission](#) itself WSU ensures it meets this criteria.

The following examples illustrate WSU's commitment to the public good.

- WSU's [innovation university](#) initiative further demonstrates the university's commitment not only to being a provider of educational programs, but also an economic driver for Kansas and the greater public good. The innovation university will include:
 - An [Experiential Engineering Building](#), supporting WSU's vision of being internationally recognized for applied learning and research, that includes engineering laboratories and a maker space, and provides extensive technological resources that can be accessed by students and the public to develop innovative new ideas and test concepts;
 - [Partnership buildings](#), constructed with non-state funds by entities that will lease space to develop new products and services while integrating the talents and expertise of WSU students and faculty;
 - A [law enforcement training center](#) with the Department of Criminal Justice;
 - A new home for the W. Frank Barton School of Business; and

— Infrastructure to support [student housing](#), [hotels](#) and [eating establishments](#).

- [WSU Ventures](#) demonstrates the university's commitment to public service and engages in three primary activities: protecting and licensing of WSU inventions; connecting industry with WSU researchers; and linking WSU researchers and technologies to start-up potential with investors and entrepreneurs.
- [Ennovar](#) emphasizes education, emerging technology, experiential learning, evolutionary research, exploration and engagement. Ennovar employs close to [40](#) engineering, communication and graphic design students, and is committed to strengthening WSU's reputation in research and technology to drive the economy of Kansas.
- According to a National Science Foundation Higher Education Research and Development survey, WSU ranks 36th among all U.S. universities in overall industry-funded research and development expenditures. WSU ranks first in industry-funded aeronautical engineering R&D expenditures, and is located in a [metro area](#) where these funds are most significant relative to the size of the local economy.

— **1.D.2.** —

WSU is one of six state universities governed by the Kansas Board of Regents. As a state research university, WSU adheres to [policies](#) set forth by KBOR that prevent the generation of financial returns for investors or the Regents, and the support of external interests not allowed by KBOR policy.

— **1.D.3.** —

WSU and its key constituencies across south-central Kansas are actively engaged with each other in growing and transforming the university. This has included broad [community involvement](#) in helping develop and shape WSU's mission, vision, values and goals.

The engagement continues in the development of WSU's innovation university, an effort that involves the business community, civic and government leaders, and other members of the local community.

Historically, WSU's academic programs and faculty have been engaged in local industry and community programs, providing expertise and service. Examples include:

- Research and expertise through the [National Institute for Aviation Research](#) to the local aircraft manufacturing industry;
- [Dental and speech-language-hearing services](#) provided by the College of Health Professions, often to local underserved populations;
- [Industry research](#) and specialized training in entrepreneurship, management development, real estate, airline quality and other areas through the W. Frank Barton School of Business;
- [Arts and creative industry](#) training through the College of Fine Arts;

- Training to local school districts, including [Wichita public schools](#), the state's largest and most diverse school district, through the College of Education; and
- The [summer program in Puebla](#), Mexico, an opportunity for students, teachers and other interested individuals to study Spanish, gain the invaluable experience of living in another country and earn college credit toward a degree or teacher certification.

These examples provide a small sample of the magnitude of the university's community engagement with external constituencies. WSU maintains ongoing, dynamic relationships, business and international exchanges, and consultations with community, city, state and federal governments; corporate and educational leaders; and professional and civic organizations that reflect the university's commitment to serving the greater public good. Through these relationships WSU can increase the quality of its academic programs through mentorship, internships and employment.

Sources

- BROOKINGS_Innovation_Partnership_2015
- BUSINESS_CEDBR_Report_FY2015
- CFA_SCHOOL_OF_ART_DESIGN_Homepage_2016
- CHP_Patient-Serving_Clinics_2016
- EDU_WTQP_Wichita_Teacher_Quality_Partnership_2016
- ENG_Experiential_Engineering_Labs_2016
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 10)
- LAS_MCLL_Puebla_Summer_Program_Homepage_2016
- PRES_SPSC_Strategic_Plan_Handout_v2_July_2013
- PRES_SPSC_Strategic_Plan_Handout_v2_July_2013 (page number 2)
- PRES_SPSC_Strategic_Planning_Artifact_2013
- PRES_WSU_Innovation_Campus_Presentation_to_KBOR_Jan_2014
- RTT_Annual_Report_2014-2016
- RTT_ENNOVAR_Homepage_2016
- RTT_NIAR_Annual_Report_2011
- RTT_WSU_Ventures_2015
- STRAT_COMMUNICATIONS_Wichita_State_News_03-24-2015
- STRAT_COMMUNICATIONS_Wichita_State_News_05-11-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_05-24-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_06-15-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_06-17-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_08-24-2016

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The history of Wichita State University is built upon big ideas and a faculty, staff and student body who turn them into reality. For this reason, the university set out to create a bold new strategic plan — one that capitalized on WSU's uniqueness in a way that would leave a lasting impact on students, the city and the region.

WSU fulfills Criterion 1 through a new mission and strategic plan that allows for better alignment with existing university activities. The strategic plan is aspirational and demonstrates that the university's pioneering spirit is alive and well. It is clearly articulated, and at its heart is a mission statement that indicates the university's desire to chart a new course for higher learning while it remains dedicated to serving as lifeblood to the region and doing its part to provide the highest quality of life possible to area residents.

While WSU seems to have met Criterion 1, the university's future is not without challenges.

- Because of the swift adoption and implementation of the new mission and strategic plan, communication has been a challenge. Improved communication between administration, faculty, staff and students would help facilitate better understanding of the strategic plan and ways in which plan implementation can occur within optimal time frames. New monthly newsletters and annual updates by the president are meant to alleviate this issue.
- WSU has not yet achieved the diversity that it strives for among its student body, faculty or staff. The recent establishment of the President's Diversity Council to achieve WSU's commitment to diversity as a core institutional and educational value is a step in the right direction. The council's mission, to promote collaboration and communication by bringing together representatives from constituency groups to actualize diversity goals and objectives, will likely lead to a more diverse campus in the future.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

— 2.A. —

Regents Policies and Procedures

The Kansas Board of Regents, as Wichita State University's [state-mandated governing body](#), pursues measurable continuous improvement in the quality and effectiveness of WSU, while expanding participation for all qualified Kansans. To achieve that mission, KBOR:

- Demands accountability, focuses resources and advocates powerfully;
- Maintains a program review cycle and process that allows the university to demonstrate that it delivers quality academic programs consistent with its mission (see 4.A.); and
- Follows [policies and procedures](#) (including selection and qualifications of board members, terms of office, compensation and expense policies, conflict of interest, identification and all aspects of management) that are kept current and made available online through KBOR's website.

WSU Policies and Procedures

The WSU [Policies and Procedures Manual](#), kept current and accessible online, is intended to define policy-initiating authorities and to develop a standard for policy format, approval and dissemination processes. The manual includes all policies and procedures applicable to the university and in line with KBOR policies. The president, vice presidents, general counsel, Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association are designated as the policy-initiating authorities. Policies require review and approval by the president prior to implementation and inclusion in the manual. Some of the policies are summarized below.

- [Internal audit](#): The director of the Office of Internal Audit reports directly to the president and administratively to the executive director of government relations, WSU Board of Trustees, and operations.
- [Human resources](#): The Office of Human Resources demonstrates ([2014](#), [2015](#)) sustained commitment to ethical hiring and promotion by publicizing compliance with the Equal

Opportunity Act, child labor laws, Family Medical Leave Act, federal minimum wage, military family, workers compensation, Title VII, Title IX, USERRA and Workers with Disabilities.

- *[Finance](#)*: The Division of Administration and Finance is responsible for developing, implementing and assessing the financial management plans and activities of WSU, and provides leadership and support to the university community in the planning and management of physical, fiscal and human resources to enhance the learning environment. Administration and Finance maintains a web page that shows the [organizational chart](#) and outlines all its duties and responsibilities.
- *[Athletics](#)*: Athletics maintains its [web page](#) with current and comprehensive policies relative to National Collegiate Athletic Association (NCAA) rules and regulations, commitment to Title IX initiatives, eligibility, financial aid and recruiting (see [2014](#) and [2015](#) annual reports).
- *[Purchasing policies](#)*: WSU takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf. All purchases to outside contractors must be [made through](#) and approved by the Office of Purchasing.
- *[Financial interests](#)*: All faculty and unclassified staff with full-time appointments must annually disclose any significant financial interests relative to themselves or their immediate families (spouses and dependent children). Such disclosures are made on the mandatory annual Declaration for Conflict of Interest and Time Commitment Form and the [Supplemental Declaration of Financial Conflict of Interest](#).
- *[Organizational governance](#)*: The Office of the President maintains an organizational chart for the university. [Faculty](#) and [staff](#) senates each maintain web pages with definitions of their electorate, governance and responsibilities.
- *[Compliance](#)*: WSU is committed to maintaining easily accessible information online about the Family Educational Rights and Privacy Act ([FERPA](#)), the Health Insurance Portability and Accountability Act ([HIPAA](#)), [Title IX](#), and [safety for students, faculty and staff, family members and guests](#). Pertinent information is published and distributed via email to students, as university mailings and fliers, and as part of numerous outreach initiatives.
- *[Tenure and promotion](#)*: The manual contains relevant information and links for tenure and promotion policies and requirements, conflict of interest, and rights and responsibilities related to teaching.
- *[Students](#)*: In addition to comprehensive information regarding WSU students' rights, responsibilities and [resolving concerns](#), the manual articulates university support for undergraduate and graduate students' paths to safe and successful educational experiences in all facets. Other helpful information is on the university website to help students understand the roles and responsibilities of student government and WSU traditions, and navigate career and financial aid concerns pre- and post-graduation.
- *[Research](#)*: The manual contains all relevant guidelines for research conducted at or supported by the university, including administration, processes for pre- and post-service awards, research and sponsored program authorization, federal anti-lobbying laws and resources, and all facets of university ownership and intellectual property policies including patent and copyright management. Policies also address misconduct in research and subsequent processes of address

and redress, commitment of time, consulting and other employment, conflict of interest reporting procedures, depository for certifications and assurances, cogent policies on research involving human subjects and animal use, indirect costs, U.S. government property management procedures, and compliance with federal export regulations and conflict of interest policies for public health service-supported investigators and their staff.

- [*Communication and technologies*](#): The university's Acceptable Use standards for university computing and information technologies are articulated in the manual.
- [*University Support Staff policies*](#) cover information relevant to the role of University Support Staff, including university job listings, pre-employment drug screening, commercial driver's license drug and alcohol testing, promotion and transfer protocols, time and types of leave, additional compensation for hourly employees, leaving employment, disciplinary actions, paycheck information, performance evaluations, retirement and benefits, political activity and the articulated layoff plan.
- [*Unclassified Professional policies*](#) cover information relevant to Unclassified Professional employees, including definitions of administration, policy, title, status and status changes, appointment, evaluation, types of leave, retirement, benefits, professional development, disciplinary processes, grievances, financial exigencies, and internal promotion.
- [*Faculty policies*](#) contain all information relevant to general employment, appointment, benefits, responsibilities, tenure and promotion, resignation, standards, evaluation, ranks and titles, emeritus status and post-tenure review.
- [*Academic policies*](#) are explained in sections concerning academic appeals procedures; class and office hours; students with disabilities; teaching loads; subvention; thesis and dissertation sequestration; chair procedures; procedures and processes for centers, institutes and bureaus; student academic honesty; and the definition and assignment of credit hours.
- [*Auxiliary functions*](#) (affiliated corporations): Auxiliary campus corporations exist to further the mission of the university and provide additional services and support to benefit students, faculty, staff and the university community. Policies regarding affiliated corporations and their function within the university can be found in [1.06](#).
- [*Complaint procedures*](#): In the event of a discrimination complaint by a student, employee or visitor the university has clearly worded policies, procedures and processes that seek the best, most fair outcomes possible. Separate policies address sex-based and other forms of discrimination. When a student is the respondent in a complaint of sex-based discrimination the complaint is addressed through procedures outlined in [8.16](#). Policy [3.06](#) addresses situations where any category of employee or a visitor to the university is the respondent in a sex-based discrimination complaint. Complaints based on all other types of discrimination related to students, employees or visitors are addressed through [3.47](#). WSU also has a policy prohibiting retaliation against any individual filing or participating in a discrimination complaint process ([3.19](#)). All policies related to discrimination complaint resolution assign responsibility for compliance and investigation.

DEVELOPING, EVALUATING AND COMMUNICATING POLICIES AND PROCEDURES

Constituent Involvement in Developing Policies

An example of Faculty Senate involvement in the creation of policies includes WSU's [Post-Tenure Review](#). Stemming from [policy](#) requiring each state university to implement a plan to supplement its annual faculty evaluation system, in 2013 WSU faculty created and implemented post-tenure review for all faculty members to be conducted at five-year intervals beginning the year after tenure and/or promotion. The first group of faculty to be reviewed under this policy will be in 2018.

Communication of Policy Changes

The Office of Strategic Communications distributes a daily email ([WSU Today](#)) that communicates new policies, updates and changes among other items. [Emails](#) to all constituents are also used for this purpose as well as to gain feedback about establishing [new policy](#).

Financial Reporting

Annual financial reports are prepared in conformance with Generally Accepted Accounting Principles (GAAP). Once completed, affiliated corporation statements are consolidated into WSU's statements for presentation as part of WSU's annual financial statements (see [2015](#) statement). After compilation, the data are submitted to the State of Kansas chief financial officer for consolidation with all other Kansas agencies, and then as the Kansas Consolidation Annual Financial Report (CAFR) (see complete [2015](#) report). State of Kansas financial reports are audited annually by an external accounting firm, Clifton, Larson, Allen, LLP. This audit includes a full review of WSU's financial data, processes and reports (see [independent auditors report](#)). In addition, as part of the audit, Legislative Post Audit (external accounting firm, Clifton, Larson, Allen, LLP) performs tests to ensure compliance with OMB Uniform Guidance A-133, which encompasses Federal Grants and Student Financial Aid (see [2014](#) report).

In the 2015 CAFR, a material weakness in internal control over financial reporting was noted, along with Kansas State University (see [notation](#)). In the Legislative Post Audit 2014 Report, one finding was noted in relation to financial aid compliance (see [notation](#)). Neither was considered a major finding in terms of financial reporting.

Consumer Transparency

[Consumer information](#) is linked to the university's main web page as required by federal financial aid regulations (the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 requiring the disclosure of general information to prospective and current enrolled students with regard to consumer information). In accordance with the regulations, every effort has been made to provide the most accurate and up-to-date information available.

Equal Opportunity and Title IX Reorganization

In the event of a discrimination complaint by a [student, employee or visitor](#), the university has Equal Opportunity (EO, formerly EEO, or Equal Employment Opportunity) policies, procedures and processes that seek a fair outcome. EO reports ([2014](#), [2015](#)) are examples of how this information is documented and used to make improvements.

EO policies and procedures are regularly reviewed and updated as necessary procedural revisions become evident or as changes in applicable law require. For example, universities are now [required to provide training to students](#) on sexual assault and violence. This and other requirements triggered the university to further examine the best way to handle equal employment and Title IX issues. Subsequently, WSU has increased the resources dedicated to preventing and addressing

discrimination over the past three years (e.g., new Title IX coordinator position, [substance and sexual violence training program for students](#)). Changes are summarized below.

- Prior to 2014, EEO and Title IX responsibilities were coordinated by the university general counsel's office.
- In 2014, the Office of Equal Employment Opportunity and Title IX was established and a full-time executive director of EEO/Title IX was hired to focus on best practices, training and outreach, acquiring this responsibility from the general counsel's office. This [new position](#) reported directly to the president.
- In 2016, EEO and Title IX responsibilities were separated and a new full-time Title IX coordinator position was established to handle Title IX separately from equal employment issues. This allowed for better coordination of prevention (see [quick reference guide](#)) and awareness (see [responsible employee](#) and [campus security authority](#) letters) of sex-based discrimination.
- In 2016, the Office of EEO and Title IX was renamed the Office of Equal Opportunity and Title IX to emphasize the focus on addressing all discrimination issues, not just those related to employment. The EO director and the Title IX coordinator are direct reports to the president.
- In addition to addressing issues of discrimination, the Office of EO and Title IX annually compiles an Affirmative Action Plan (AAP). The AAP ([2014](#), [2015](#)) serves as a guide in monitoring progress and developing operational processes to enhance equal opportunity in all sectors of employment at WSU.

Internal Auditing/Monitoring

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. As specified by KBOR's Internal Audit Function policy, the director of Internal Audit reports directly to the university president on all audit matters. These responsibilities are delineated in [WSU's Internal Audit Charter](#).

KBOR's Internal Audit Function policy further specifies that “each state university internal audit department shall report annually to the Board’s Committee on Fiscal Affairs and Audit, summarizing the prior year’s activities and plans for the coming year.” Written reports are due to the [KBOR office](#) in January, followed by a meeting with the [Fiscal Affairs and Audit Committee](#) soon thereafter.

The following examples illustrate the breadth of coverage and positive change initiated by Internal Audit, which:

- Made suggestions for streamlining [official hospitality reimbursements](#), and collaborated in developing a training session to introduce the new process;
- Made suggestions for how to better monitor the university’s [remodeling and improvement account](#), and collaborated in documenting the process for allocating and monitoring account funds;
- Collaborated with [College of Education Dean’s Office and Information Technology Services](#) staff to resolve data access and security concerns; and

- Provided counsel for how to monitor [College of Education fees](#) collected relative to amounts expected or budgeted.

Sources

- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_Faculty_UP_Evaluation_Forms_2015
- ACAD_AFFAIRS_OFA_Consumer_Information_2016
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014
- ADMIN_FINANCE_GASB_FY2015
- ADMIN_FINANCE_OHR_SSI_2016
- ADMIN_FINANCE_OHR_Strategic_Summary_FY2015
- ADMIN_FINANCE_OHR_Summary_Memo_FY2014
- ADMIN_FINANCE_Organizational_Chart_2016
- ADMIN_FINANCE_Overview_2015
- ADMIN_FINANCE_PURCHASING_Procurement_Policies_2010
- ATHLETICS_Annual_Reports_2014
- ATHLETICS_Annual_Reports_2015
- ATHLETICS_Official_Site_of_Wichita_State_Athletics_2016
- CAMPUSCLARITY_Substance_Abuse_Sexual_Assault_Prevention_for_Students_2016
- FACULTY_SENATE_Home_Page_2016
- GPO_Federal_Register_v.79_No.202_USDE_VAWA_Final_Rule_2014
- GPO_Federal_Register_v.79_No.202_USDE_VAWA_Final_Rule_2014 (page number 8)
- KANSAS_CFO_Comprehensive_Annual_Financial_Report_FY2015
- KANSAS_CFO_Comprehensive_Annual_Financial_Report_FY2015 (page number 15)
- KANSAS_CFO_Comprehensive_Annual_Financial_Report_FY2015 (page number 186)
- KANSAS_LEGISLATURE_OMB_Circular_A-133_Compliance_Audit_Report_FY2014
- KANSAS_LEGISLATURE_OMB_Circular_A-133_Compliance_Audit_Report_FY2014 (page number 102)
- KBOR_Audit_Committee_Minutes_2014-2016
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 65)
- KS_76.711(a)_Ch.6(2)
- PRES_EEO_Affirmative_Action_Plan_2013-2014
- PRES_EEO_Affirmative_Action_Plan_2014-2015
- PRES_EEO_Annual_Report_2014
- PRES_EEO_Equal_Opportunity_Title_IX_Complaint_Summary_2014-2015
- PRES_EEO_Title_IX_CSA_Letter_05-12-2016
- PRES_EEO_Title_IX_Quick_Reference_Guide_2016
- PRES_EEO_Title_IX_RE_Letter_05-12-2016
- PRES_INTERNAL_AUDIT_Activities_and_Plans_2014-2016
- PRES_INTERNAL_AUDIT_Education_College_Internal_Audit_2015
- PRES_INTERNAL_AUDIT_Education_College_Internal_Audit_2015 (page number 4)
- PRES_INTERNAL_AUDIT_Education_College_Internal_Audit_2015 (page number 8)

- PRES_INTERNAL_AUDIT_Official_Hospitality_Reimbursements_Internal_Audit_2014
- PRES_INTERNAL_AUDIT_Remodeling_Improvement_Account_Internal_Audit_2014
- PRES_PPM_Ch.1_University_Structure_2016
- PRES_PPM_Ch.1_University_Structure_2016 (page number 8)
- PRES_PPM_Ch.1_University_Structure_2016 (page number 9)
- PRES_PPM_Ch.10_Environmental_Health_&_Safety_2016
- PRES_PPM_Ch.14_Purchasing_2016
- PRES_PPM_Ch.19_Technology_2016
- PRES_PPM_Ch.2_Academic_Policies_2016
- PRES_PPM_Ch.20_Miscellaneous_2016
- PRES_PPM_Ch.20_Miscellaneous_2016 (page number 26)
- PRES_PPM_Ch.3_General_Employment_Policies_2016
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 12)
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 38)
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 54)
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 111)
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 26)
- PRES_PPM_Ch.6_Unclassified_Professionals_2016
- PRES_PPM_Ch.7_University_Support_Staff_2016
- PRES_PPM_Ch.7_University_Support_Staff_2016 (page number 3)
- PRES_PPM_Ch.8_Student_Policies_2016
- PRES_PPM_Ch.8_Student_Policies_2016 (page number 52)
- PRES_PPM_Ch.9_Research_2016
- PRES_PPM_Title_IX_Policies_2016
- PRES_WSU_Organizational_Chart_07-27-2016
- PRES_WSU_Policies_Procedures_Manual_2016
- STRAT_COMMUNICATIONS_Email_05-16-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_02-09-2016
- STRAT_COMMUNICATIONS_WSU_Today_Issue_Sample_&_Index_Page_2016
- STUD_AFFAIRS_SCCS_Stud_Concern_Resolution_Guide_2016
- STUD_AFFAIRS_SCCS_WSU_Employee_&_Visitor_Discrimination_Complaint_Process_Guide_2016
- UP_&_USS_Senate_Home_Pages_2016
- WSU_New_Updated_Policies_Programs_eMail_Communication_2016

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

— 2.B. —

Transparency

In compliance with the Kansas Open Records Act and federal regulations, Wichita State University articulates the Open Records Act and clearly explains how the university complies in its [Policies and Procedures Manual](#) available through WSU's [website](#), which has links to academics, admissions, arts, assessment, athletics, libraries, email, student/staff directory, a search engine, A-Z index, complaint processes, consumer information and myWSU (the faculty and student web portal). The About WSU link offers a campus profile complete with facts, figures and links to information about student life, academic life, administration, history and tradition, and life in Wichita, Kansas.

A link to WSU's accreditation has brief information about the university's accreditation with the Higher Learning Commission and a list of specialty accreditations ([2011](#), [2012](#), [2013](#), [2014](#), [2015](#)) within university programs. WSU participates in the Voluntary System of Accountability (College Portrait), which allows prospective and current students and their families to evaluate cost, student experiences, learning outcomes, student success, etc. Students also can compare WSU to other institutions (see Cost to Students section in 2.B.).

Educational Programs and Requirements

Complete and accurate information from the [Office of Admissions](#) related to admissions requirements is available to students and the public through the [undergraduate](#) and [graduate](#) web pages.

On the main WSU web page, each [major/program](#) links to a curriculum guide and the [undergraduate](#) and [graduate](#) catalogs outline requirements. Specifics of academic programs and admission/degree requirements are available through main web pages for each college/institute ([Business](#), [Education](#), [Engineering](#), [Fine Arts](#), [Health Professions](#), [Honors](#), [Institute for Interdisciplinary Creativity](#), and [Liberal Arts and Sciences](#)) and department web pages ([see sample pages](#)). Also found online are the [Office of Student Success](#) and [OneStop for Student Services](#) for additional resources.

Specific graduate program information is accessible through the [Graduate School web page](#) — which links to graduate degree programs, assistantships, financial aid and graduate student orientation — and through individual department/school pages ([see sample pages](#)). The [Graduate Catalog](#) contains all applicable standards and policies for Graduate School, graduate programs, faculty, staff and students.

Policies regarding academic [forgiveness](#), [exceptions](#), [honesty](#), [grading](#), [transfer](#) and [registration](#) are clearly outlined in print and online catalogs.

Cost to Students

The Office of Financial Operations and Business Technology web page has links to [tuition and fees](#) required of every student enrolled on the WSU main campus, and in classes held in the City of Wichita, Wichita's contiguous industrial sites, WSU South and WSU West, online and at the Downtown Center. Tuition and fees are subject to change by action of the Kansas Board of Regents.

Student fees support the Rhatigan Student Center, Heskett Center, Student Health Services, Student Government Association, student publications, music, dance and theater productions, including opera and musical theater, and similar entities and efforts. Complete and accurate information related to the cost of education is available to candidates and current students via the Net Price Calculator through the College Portrait page (WSU website home page) and Financial Aid page as required by the Higher Education Opportunity Act.

Faculty and Staff

Information on faculty and staff is available through the following resources.

- Faculty qualifications are listed in the [undergraduate](#) and [graduate](#) catalogs.
- Departmental web pages provide information (e.g., listings, research interests, etc.), and faculty and staff contributing to each program under departmental control. Often, listings point directly to individual faculty web pages.
- The WSU website provides convenient access to [faculty and staff directories](#) and the mechanism to look up individual faculty and staff. The search result also provides title, department, campus address, phone number and email address.

Control

The nine-member Kansas Board of Regents controls governance at WSU and serves as the statewide coordinating board for the state's 32 public higher education institutions (six state universities, one municipal university, 19 community colleges and six technical colleges). WSU is recognized as a public institution in the State of Kansas through legislation as defined in [Kansas statutes](#).

Accreditation Relationships

WSU maintains formal relationships with several specialty accreditation organizations as well as the HLC. [Specialty accreditation](#) relationships are available online in an annual document. All departments participating in accreditation provide documentation and/or the most currently available information regarding their accreditation. WSU's current accreditation status can be found through the following resources.

- *External web resources:* HLC and accreditation standing for all 27 currently accredited programs at WSU is available on the WSU accreditation web page.
- *Catalogs:* WSU accreditation standing is [listed](#) in the undergraduate and graduate catalogs.

Sources

- ACAD_AFFAIRS_Admission_Information_Dept_Web_Pages_2016
- ACAD_AFFAIRS_ADMISSIONS_Annual_Report_2016
- ACAD_AFFAIRS_ADMISSIONS_Undergraduate_Admissions_Homepage_2016
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2011
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2012
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2013
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2014
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2015
- ACAD_AFFAIRS_Degrees_Programs_&_Majors_2016
- ACAD_AFFAIRS_Dept_Web_Pages_Information_on_Graduate_Programs_2016
- ACAD_AFFAIRS_ITS_mywsu_Web_Page_2016
- ACAD_AFFAIRS_ONESTOP_OneStop_Homepage_&_Portal_2016
- ACAD_AFFAIRS_STUD_SUCCESS_Office_of_Student_Success_Homepage_2016
- ADMIN_FINANCE_Comprehensive_Fee_Schedule_2017
- BUSINESS_Barton_School_of_Business_Homepage_2016
- CFA_College_of_Fine_Arts_Web_Page_2016
- CHP_College_of_Health_Professions_Homepage_2016
- EDU_College_of_Education_Home_Page_2016
- ENG_College_of_Engineering_Web_Page_2016
- GRAD_SCHOOL_Admissions_2016
- GRAD_SCHOOL_Homepage_2016
- HONORS_Dorothy_Bill_Cohen_Honors_College_Homepage_2016
- IIC_Institute_for_Interdisciplinary_Creativity_2016
- KS_76.711(a)_Ch.6(2)
- LAS_College_of_Liberal_Arts_Sciences_Homepage_2016
- PRES_PPM_Ch.20_Miscellaneous_2016
- PRES_PPM_Ch.20_Miscellaneous_2016 (page number 3)
- PRES_Wichita_State_University_Homepage_2016
- REGISTRAR_Graduate_Catalog_2016-2017
- REGISTRAR_Graduate_Catalog_2016-2017 (page number 180)
- REGISTRAR_UG_Catalog_2015-2016_excepts
- REGISTRAR_UG_Catalog_2015-2016_excepts (page number 3)
- REGISTRAR_UG_Catalog_2015-2016_excepts (page number 4)
- REGISTRAR_UG_Catalog_2015-2016_excepts (page number 5)
- REGISTRAR_UG_Catalog_2015-2016_excepts (page number 8)
- REGISTRAR_UG_Catalog_2015-2016_excepts (page number 10)
- REGISTRAR_UG_Catalog_2016-2017
- REGISTRAR_UG_Catalog_2016-2017 (page number 4)
- REGISTRAR_UG_Catalog_2016-2017 (page number 224)
- STRAT_COMMUNICATIONS_Directories_2016

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

— 2.C.1. —

Constitution of the Governing Board

Established in 1925 by the Kansas Legislature, the Kansas [Board of Regents](#) is composed of nine members appointed by the governor with the advice and consent of the Kansas Senate. Board members serve overlapping terms of four years; no more than five members may be identified with the same political party. KBOR is assisted by a professional staff, allowing the members to address questions of general policy. In its consideration of policies, it is guided by recommendations from the chief executive officers of each Regents university.

Through deliberations and meetings, KBOR governs and coordinates certain activities of the entire public higher education system, including Wichita State University. KBOR coordinates functions of its 32 member institutions with regard to:

- Determining institutional roles, reviewing institutional missions and approving performance agreements for each institution;
- Developing a comprehensive plan for coordinating program and course offerings and locations, including transfer and articulation procedures;
- Developing a unified budget for state funding of state system institutions, distributing state and federal funds, and requiring accountability for use of those funds;
- Representing state universities and the Regents system before the governor and Legislature; and
- Collecting, aggregating and reporting common and institution-specific information documenting effectiveness of each institution in meeting its mission and goals.

KBOR has authority to control state universities and to supervise their operation and management.

— 2.C.2. —

Open Meetings

KBOR meetings are public, and notice is given in accordance with the Kansas Open Meetings Act (KSA 75-4317 through 75-4320a). Under prevailing statutes, the only time KBOR may go into closed executive session is by a motion to recess an open meeting for an executive session.

KBOR meets regularly from September through June. In July, members meet for a workshop to review appropriations requests from state universities and others for the upcoming state budget and appropriation process. [Minutes](#) for KBOR meetings (see highlighted areas where WSU issues are addressed) are publicly available online. Public meetings, minutes and agendas foster enhanced communication and feedback to continually improve the institution.

KBOR membership is carefully defined to ensure broad, balanced and representative viewpoints, giving all internal, external and political constituencies a voice during decision-making deliberations. Furthermore, there are no secret ballots for Regents' votes.

KBOR relies on a broad range of [committees and councils](#) to provide and disseminate important information and policy changes. Committees focus on such issues as board governance; academic affairs; fiscal affairs; audits; and retirement plans. Examples of councils include the Council of Presidents and System Council of Presidents; and the councils of Business Officers, Chief Academic Officers and Chief Student Affairs Officers; Faculty Senate Presidents; and Government Relations Officers. Committees/councils are made up of Regents and institution officers, faculty and students, and community members. Both internal and external constituencies are well represented during all elements of deliberations.

— 2.C.3. —

KBOR acknowledges that integrity, accountability and openness of financial relationships and other relevant interests are essential to responsible and credible administration of the State of Kansas system of higher education. A [process for disclosing and considering potential conflicts](#) and managing actual conflicts enhances transparency and confidence in KBOR actions. Documentation of recent disclosures can be found in the [September 16-17, 2015 minutes](#).

— 2.C.4. —

Through explicit policies disseminated by KBOR and WSU on their respective websites, the Regents have conferred upon WSU's president and other senior administration and faculty the authority to develop appropriate measures and procedures to ensure compliance with KBOR and other state and federal policies, including faculty oversight of the curriculum and academic matters.

The WSU Policies and Procedures Manual states ([1.01](#)): "The board delegates to the university chief executive officer and his/her staff the internal administration and operation of an individual university." This commitment is echoed in KBOR's own mission statement.

KBOR defines its basic principles and operating procedures to include the following statement (edited

for space): With regard to the state universities, the board governs them, which means that the board has the authority to control these institutions and to supervise their operation and management. The board's governing functions include appointing the chief executive officer at each state university and having an employer/employee relationship with those chief executive officers, and having authority to oversee many of the daily operational functions of the state universities, although the board has chosen to delegate actual performance of those functions to the chief executive officers and their staffs. An example of such includes a recent WSU proposal for [market-based tuition](#) for non-degree students that was [approved](#) by KBOR in October 2015.

In its desire to work closely with institutions under its aegis and foster strong, mutually supportive relationships between state institutions, KBOR includes in its make-up numerous committees/councils (see 2.C.2.) composed of members from the student body, faculty and administrators of each school. Several state councils provide the mechanisms through which cooperation and coordination among the Regents universities are achieved.

The definition and role of faculty and faculty governance are in the WSU Policies and Procedures Manual ([5.08](#)). WSU faculty members have specific responsibilities with respect to academic rules, regulations and programs of the university; university governance; and faculty governance.

Sources

- [KBOR_Councils_of_Kansas_Board_of_Regents_2015](#)
- [KBOR_Meet_the_Board_2016](#)
- [KBOR_Meeting_Agenda_10-14-2015](#)
- [KBOR_Meeting_Agenda_10-14-2015](#) (page number 73)
- [KBOR_Meeting_Minutes_FY2016](#)
- [KBOR_Meeting_Minutes_FY2016](#) (page number 81)
- [KBOR_Meeting_Minutes_FY2016](#) (page number 95)
- [KBOR_Policy_Manual_2015](#)
- [KBOR_Policy_Manual_2015](#) (page number 10)
- [PRES_PPM_Ch.1_University_Structure_2016](#)
- [PRES_PPM_Ch.1_University_Structure_2016](#) (page number 3)
- [PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016](#)
- [PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016](#) (page number 15)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

— 2.D. —

WSU Policies and Procedures

In policy [3.06](#) and [3.19](#) of its Policies and Procedures Manual, Wichita State University reaffirms its commitment to maintaining an environment free of intimidation, fear, reprisal and coercion — one in which students, faculty, unclassified professionals and university support staff can develop intellectually, personally and socially.

As stated under [section 5.08](#) (Rights and Responsibilities of Faculty), the teacher is entitled to full freedom in research and, in the publication of the results, subject to the adequate performance of the teacher's academic duties.

The preamble for section [9.10](#) (Intellectual Property) outlines the purpose of WSU's Intellectual Property policy: ". . . to foster the creation and dissemination of knowledge and to provide certainty in individual and institutional rights associated with ownership and with the distribution of benefits that may be derived from the creation of intellectual property."

The Policies and Procedures Manual outlines specific uses for university and non-university groups respective to First Amendment activities ([11.12](#) and [11.13](#)). The Kansas Board of Regents provides specific guidance in its manual for how students, faculty, staff and the general public may use WSU facilities.

Faculty members who believe that their academic freedom has been compromised may address such action through the grievance process, which is designed to resolve internal disputes, assure careful consideration of personnel actions and complaints, and safeguard academic freedom. (See WSU Policies and Procedures Manual, [chapter 5](#)). WSU provides for the review of grievances filed by faculty members. In the past 10 years, seven faculty grievances have been filed at WSU, and six of those went forward to the review committee. Those grievances were related to salary issues, grant issues or faculty evaluations. None were related to freedom of expression.

KBOR policy

KBOR has strong, decisive language in its [Policy Manual](#) declaring that the board "strongly supports principles of academic freedom. It highly values the work of state university faculty members. Academic freedom protects their work and enhances the valuable service they provide to the people of Kansas." It goes on to cite and endorse the 1940 Statement of Principles of the American Association of University Professors that illuminates those concepts. In 2014, KBOR passed a new [social media policy](#), and in 2015 WSU's faculty and staff developed [procedures](#) to address compliance with the policy.

University Libraries

Library support for free inquiry is supported by faculty librarians in the professional [code of ethics](#) set forth by the American Library Association. The [Library Bill of Rights](#) specifically addresses academic freedom in library collections and services.

Other Publications

WSU has many avenues for students to publish their works and voice their ideas in print and online publication form. The Sunflower, a student-run newspaper, provides opportunities for student-led forums as do the dozens of university academic departments that host, support or encourage student work. Although WSU supports student publications as necessary forums for the upholding of ideas of academic freedom and the active pursuit of truth by leaving content, media and format concerns in the hands of student editors, writers, photographers and computer artists, the editors are held accountable for abiding by the standards laid down in the [Student Code of Conduct](#). The Student Government Association maintains a Board of Student Publications to help foster and adjudicate, as needed, student publication issues.

Article 1, section 1: Protection of Freedom of Expression of the Student Government Bill of Rights declares that students should be free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Sources

- ALA Code of Ethics 2008
- ALA Library Bill of Rights 1996
- FACULTY_SENATE_Implementation_of_KBOR's_Social_Media_Policy_2015
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 111)
- PRES_PPM_Ch.11_Facilities_2016
- PRES_PPM_Ch.11_Facilities_2016 (page number 18)
- PRES_PPM_Ch.11_Facilities_2016 (page number 21)
- PRES_PPM_Ch.3_General_Employment_Policies_2016
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 12)
- PRES_PPM_Ch.3_General_Employment_Policies_2016 (page number 54)
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 15)
- PRES_PPM_Ch.8_Student_Policies_2016
- PRES_PPM_Ch.8_Student_Policies_2016 (page number 18)
- PRES_PPM_Ch.9_Research_2016
- PRES_PPM_Ch.9_Research_2016 (page number 15)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

— 2.E.1. —

To meet the needs of diverse student and faculty populations, Wichita State University provides oversight and support services to ensure the integrity of research and scholarly practice at all levels. [Chapter 9](#) of the WSU Policies and Procedures Manual provides guidance on the conduct of research for the university.

Annual Evaluations

WSU policy [4.22](#) states that faculty with half-time or more appointments, and those unclassified professionals who have teaching responsibilities amounting to 50 percent or more of their workload, are to be evaluated at least once a year regardless of whether they are in the Academic Affairs division of the university. The review includes steps for establishing performance goals related, though not exclusively, to research and scholarly practices. In addition, [5.14](#) (post-tenure review) provides faculty a plan to supplement their annual faculty evaluation in identifying opportunities that will enable them to reach their full potential for contribution to the university. Faculty with graduate status are required to be reviewed periodically to assure currency in their research discipline.

Office of Research

[Chapter 9](#), specifically policy [9.01](#), provides guidance and policy for overall administration of research. Specific to research and technology transfer, WSU has established an administrative unit, the [Office of Research](#), to facilitate and promote ethical research at every step of the process. The [office](#) exists to support faculty and staff researchers in streamlining the development and implementation of proposals, grants and contracts. It is focused on fostering technology transfer by supporting the development of new business ventures, partnerships, patenting and licensing.

Human Subjects and Animal Research Support and Policy Addressing Misconduct

To ensure ethical use of human subjects and animals in faculty and student research, WSU has devoted section [9.17](#) of its Policies and Procedures Manual specifically to research involving human subjects and [9.18](#) for animal research.

The 9.17 policy calls for the establishment of a university Institutional Review Board (IRB) and articulates the board's make-up and responsibilities. Likewise, [9.13](#) addresses allegations of misconduct in research by university employees involved with a research or research training project

supported by a federal, state or local government agency, private foundation or business, or for which an application has been submitted. See the [USDA animal welfare regulations](#), used by investigators to guide animal research, the [WSU Animal Welfare Assurance](#) document, [forms for submission of an animal use](#) protocol, and the committee rosters for the [IRB](#) and [IACUC](#).

— 2.E.2. —

To ensure that students are offered appropriate and sufficient guidance in the ethical use of information resources, WSU has committed efforts to address these goals at every level.

Ethical Use of Information

Freshman students are grounded in library skills and research principles and ethics in required courses such as English 101 and 102 through faculty in those courses or through faculty librarians. In English 101, students must sign and submit a Plagiarism Contract signifying that they understand what constitutes plagiarism and what penalties may be imposed should they plagiarize. All English 102 students spend significant time addressing ethical and effective research practices and are exposed to copyright concerns. The university also provides a fully staffed Writing Center, for documentation and research consultation, for all students. For transfer students, this is assured through WSU's [course equivalency](#) process (see also the [transfer equivalency](#) course look-up page).

WSU employs SafeAssign Software, which is available for every university course via the Blackboard learning management system. SafeAssign allows faculty to easily calibrate the software to act as a learning tool for students to find instances of plagiarism in their own work that they mistakenly assumed to be effectively paraphrased or summarized, and then change that work until it is either sufficiently original, or clearly and appropriately cited. [Blackboard analytics](#) indicates this is widely used.

Completion of a training program in professional and scholarly integrity (Collaborative Institutional Training Initiative) is a requirement for all faculty and staff engaged in research involving human subjects, and a graduation requirement for all doctoral students admitted into their program in fall 2012 or later, and for all master's students admitted to their program in fall 2013 or later. The training, at a minimum, covers four topical areas: research misconduct; publication practices and responsible authorship; conflict of interest and commitment; and ethical issues in data acquisition, management, sharing and ownership.

— 2.E.3. —

Academic Honesty

The Kansas Board of Regents is committed to academic integrity and states: "The Board of Regents believes that academic dishonesty is inimical to the fundamental ideas of public higher education. Furthermore, the Board believes that public higher education has a mission to develop the moral reasoning abilities of students and to promote the importance of integrity in all aspects of student life, but particularly in academics. Therefore, it is the policy of the Kansas Board of Regents that student academic dishonesty not be tolerated on the campuses of the Regents institutions."

KBOR [policy](#) requires that WSU implement and promote specific policies, procedures and programs

that seek to: (1) identify prohibited academic conduct by students; (2) educate students, faculty and administrators with regard to the nature, impact and consequences of student academic dishonesty; (3) effectively report and seek to reduce such behaviors; (4) provide for due process for students accused of academic dishonesty; (5) set forth clear sanctions, ranging from reprimand to dismissal from the university, for students who have committed acts of academic dishonesty; and (6) implement a comprehensive and integrated plan to promote academic integrity among students, faculty and administrators.

In response to KBOR policy, section [2.17](#) of WSU's Policies and Procedures Manual states that a standard of academic honesty, fairly applied to all students, is essential to a learning environment. The [colleges](#) have developed implementation plans of 2.17 to make sure students are aware of it. This information is also included in every course [syllabus](#). Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the university.

Students who engage in academic misconduct are referred to the Student Conduct and Community Standards (SCCS) office for consideration of suspension or expulsion from the university as determined by the academic college or the vice president for Student Affairs. Policy [8.05](#) outlines the procedures and potential outcomes for such violations. Since WSU began tracking the data in fall 2011, 16 students have been [reported](#) to the SCCS office and one was taken through the student conduct process and later suspended. Two cases led to a change in practice for SCCS staff and WSU faculty.

Conflict of Interest Disclosure

In section [9.15](#) of its Policies and Procedures Manual, WSU maintains and enforces a written conflict of interest policy that complies with federal policies (National Science Foundation's Investigator Financial Disclosure Policy and Public Health Service's Objectivity in Research) for its employees. The university requires that such individuals disclose annually any significant interest that would reasonably appear to be related to their research, teaching or service assignments, and emphasizes that disclosure will protect professional reputations and careers from potentially harmful allegations of misconduct.

Sources

- ACAD_AFFAIRS_MRC_SafeAssign_Analytics_2015-2016
- ACAD_AFFAIRS_Policy_2.17_Implementation_in_WSU_Colleges_2015
- ACAD_AFFAIRS_Syllabus_Template_2016
- ACAD_AFFAIRS_Syllabus_Template_2016 (page number 2)
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 47)
- PRES_PPM_Ch.2_Academic_Policies_2016
- PRES_PPM_Ch.2_Academic_Policies_2016 (page number 27)
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 36)
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 26)
- PRES_PPM_Ch.8_Student_Policies_2016
- PRES_PPM_Ch.8_Student_Policies_2016 (page number 18)

- PRES_PPM_Ch.9_Research_2016
- PRES_PPM_Ch.9_Research_2016 (page number 3)
- PRES_PPM_Ch.9_Research_2016 (page number 20)
- PRES_PPM_Ch.9_Research_2016 (page number 24)
- PRES_PPM_Ch.9_Research_2016 (page number 28)
- PRES_PPM_Ch.9_Research_2016 (page number 30)
- REGISTRAR_Transfer_& Articulation_Web_Page_2016
- REGISTRAR_Transfer_Equivalency_2016
- RTT_Animal_Welfare_Assurance_2016
- RTT_IACUC_Animal_Use_Forms_2016
- RTT_IACUC_Roster_07-2016
- RTT_IRB_Institutional_Review_Board_Roster_07-2016
- RTT_Office_of_Research_2016
- RTT_Organizational_Chart_2016
- STUD_AFFAIRS_SCCS_Academic_Misconduct_Data_2016
- USDA_Animal_Welfare_Act_&_Regulations_2013

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Wichita State University is committed to ethical and responsible conduct and, therefore, is in compliance with Criterion 2 as evidenced by having in place:

- A full complement of policies that guide the integrity and ethics of its governing board, administration, faculty, staff and students as well as appropriate steps for due process;
- A governing board appointed by the governor (and defined by statute) that holds public meetings, and publishes meeting agendas and minutes;
- An office of internal audit that regularly audits functional areas for compliance with institutional, KBOR, state and federal policies;
- Publicly available documents that advertise WSU's admission/degree requirements and processes, educational costs, faculty and staff qualifications, and accreditation status;
- Policies and procedures that demonstrate WSU's commitment to freedom of expression and intellectual pursuits; and
- Mechanisms to ensure that faculty, staff and students use and apply knowledge responsibly and ethically.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

— 3.A.1. —

Courses and Program Currency

- *Assessment:* For [programs](#) in all colleges and institutes, Wichita State University has measures in place to ensure that a high quality education is provided to all students. The university [assessment system](#) outlines expectations for ensuring the currency of the curriculum, courses and performance levels including program review, assessment of student learning outcomes and student perceptions of their college experience.
- *Faculty oversight:* In reviewing and approving changes to curricula and course content (undergraduate and graduate), faculty start with action by a departmental faculty curriculum committee. Review and approval follow, by the department chair, the college curriculum committee, the dean of the college where the review starts, the university Academic Affairs committee (for undergraduate courses, if action affects multiple colleges), the general education committee (for changes relative to general education) and the graduate council (for graduate changes). Changes and approvals are documented on [curriculum change forms](#). Faculty are expected to base suggested curriculum changes on needs and demands in the workforce and industry, and whether the change fits within the strategic plans of the university, colleges and departments. This requires input from external stakeholders, such as advisory committees and employers. When proposing [new programs](#), faculty use the same curriculum change process but with additional reviews by the Faculty Senate for undergraduate programs and the Graduate School for graduate programs. Thereafter, the Kansas Board of Regents reviews and approves all new program requests, as was the case in [2015](#) when the Master of Innovation Design was approved.
- *KBOR program review:* All academic programs undergo a yearly cycle of [program review](#) as required by KBOR (to assure minimum number of majors, graduates, ACT scores and faculty),

as well as a [triennial cycle of self-studies](#) prepared by program faculty for [review internally](#). A university program review committee made up of faculty and staff from the Office of Academic Affairs reviews the self-studies. To ensure continuous quality improvement and set expectations for performance, all programs submit an intensive self-study to address their:

- Centrality to fulfilling the mission and role of the institution;
- Quality as assessed by the strengths, productivity and qualifications of faculty;
- Quality as assessed by its curriculum and impact on students;
- Demonstrated student need and employer demand;
- Service provided to the disciplines, the university and beyond; and
- Plans for improvement.

Programs triggered by KBOR for low enrollment, graduates, ACT scores and faculty counts undergo an additional annual review to determine improvements.

Measured Outcomes

- *KBOR program review outcomes:* All programs assess the currency and expected student performance levels of curricula found in annual KBOR program review reports that indicate the currency of programs and their attendant courses. (See reports from [2012](#), [2013](#), [2014](#), [2015](#) and [2016](#)). Each program provides evidence of a feedback loop, which is intended to demonstrate improvements and currency. For example, in [2013](#), 11 programs were identified as needing improvements in their assessment of student learning. When they were reviewed again in [2016](#), only [one program](#) was identified as needing improvements. It was apparent in 2016 review materials that program faculty used 2013 feedback to make improvements in student learning assessment. Other examples of changes resulting from reviews can be found in various program review reports (Business [[accountancy](#), [general business](#)]; Education [[curriculum & instruction](#), [sport management](#)]; Engineering [[mechanical engineering](#)]; Fine Arts [[Music](#)]; Health Professions [[dental hygiene](#), [public health sciences](#), [nursing](#)]; Liberal Arts and Sciences [[geology](#), [community affairs](#), [political science](#), [social work](#)]).
- *Specialty accreditation:* Twenty-seven professional programs across seven academic colleges hold specialized accreditation status and undergo periodic review to maintain accreditation. (See reports from [2011](#), [2012](#), [2013](#), [2014](#) and [2015](#))
- *New degree programs:* Example programs implemented by the faculty (based on input from local industry since the 2007 Higher Learning Commission review) include biomedical engineering, health sciences, engineering technology, Honors Baccalaureate, and Master of Innovation Design ([degree fact sheets](#)). KBOR reviews and approves all new program requests to ensure minimum [standards](#) are met.
- *Student perceptions:* On [student exit surveys](#) (n=9,419; 2013-2015 graduating classes; required participation for graduation), more than 80 percent of WSU students were satisfied or higher with their degree program, and with faculty instruction and feedback. Close to 90 percent of undergraduates were satisfied or higher with their level of competence in terms of content in their major and skills related to critical thinking, problem solving, oral and written

communication, and collaboration and teamwork. In addition, 87.8 percent of undergraduate and 85.3 percent of graduate students reported their degree was or would be useful to them in their chosen career. Overall, satisfaction rates are high, but colleges and departments can drill down to program level and monitor their own satisfaction rates. This information is available in triennial [program review reports](#), as well as university-wide student learning outcome [reports](#) that incorporate student perception data as an indirect way to measure student learning in the general education program.

- *Student employment:* Latest alumni survey data indicate that WSU graduates are employed at a high rate, with 85.7 percent of [undergraduate](#) and 91.4 percent of [graduate](#) students employed full-time six months after graduation. Likewise, according to data from KBOR and the Kansas Department of Labor, approximately [70 percent](#) of WSU undergraduates remain employed in Kansas following graduation. WSU has one of the highest post-graduate employment rates in Kansas for those completing bachelor degrees in [comparison](#) to all other four-year state universities.

— 3.A.2. —

Learning Goals

- *University-based undergraduate student learning goals (outcomes)* are identified as part of the general education program and evaluated annually by the general education committee. Graduating students are expected to:
 - Acquire knowledge in the arts, humanities, and natural and social sciences;
 - Think critically and independently;
 - Write and speak effectively; and
 - Employ analytical reasoning and problem solving techniques.
- *Program specific learning goals (outcomes)* are identified in various ways on program web pages and other printed material including course syllabi (see [syllabi template](#) and other [samples](#)).

Measured Outcomes

- The undergraduate student learning outcome dashboard ([2013](#), [2014](#), [2015](#), [2016](#)) indicates that students are performing at or near expectations on outcomes of critical thinking, problem solving and communication skills as measured by direct (e.g., Collegiate Learning Assessment, English 101 writing assignments) and indirect (e.g., National Survey of Student Engagement) measures.
- Program learning goals (outcomes) are found in annual KBOR reports ([2012](#), [2013](#), [2014](#), [2015](#) and [2016](#)). Reports indicate that program learning goals are articulated and differentiated by credential level, e.g., in the mathematics, statistics and physics department [report](#).

— 3.A.3. —

Consistency of Quality and Learning Goals across Modes of Delivery

- *Delivery mechanisms:* WSU offers courses and programs (1) on campus in traditional classroom and/or laboratory settings; and (2) in distance formats. Distance formats include online learning, practicum, internships, cooperative education and clinical rotations.
- *Concurrent enrollment:* WSU suspended this program at the beginning of the 2014-2015 academic year to reassess its delivery, cost and faculty credentials. After hiring a coordinator, the [program](#) was restarted during the 2015-2016 academic year with reduced tuition to high schools to be competitive in the market. Concurrent enrollment teachers were recredentialed based on new HLC policy.
- *Online learning:* Since receiving [HLC approval](#) to offer online courses and programs, the university has established an [Office of Online Learning](#) to [monitor online expansion](#) and quality. Online courses and programs follow [guidelines](#) recommended by HLC to use: (1) [best practices](#) for program assessment developed by the Online Learning Consortium; and (2) the [Quality Matters Program](#) to promote quality online course development and design. Prior to launching any program, market readiness research is completed (e.g., [RN to BSN](#), [dental hygiene completion program](#), [criminal justice](#), [aging studies](#) [also an assessment of prospective students for [aging studies](#)], [curriculum and instruction](#), [general business administration](#), [master of business administration](#), and [women's studies](#)). To assist with quality, an overall [assessment of online courses](#) (not necessarily part of a program) is [completed](#) on a semester basis.

Additionally, periodic student [satisfaction surveys](#) help demonstrate improvement areas for online services and offerings. An online [procedural manual](#) is available to provide further guidance for faculty, staff and administrators in terms of professional development, intellectual property, faculty responsibilities, growth of online learning, and so forth. The Office of Online Learning is [approved to offer distance education](#) either through WSU's membership in NC-SARA or by obtaining authorizations or exemptions through individual states. To [validate student identity](#) (see email a student receives to set up an account), WSU's online courses are accessible only through a learning management system (Blackboard) that requires students to enter an assigned username and unique password, known only to them.

Measured Outcomes

- Data are collected in terms of [delivery mechanism \(or method\)](#) with 67 percent of course offerings falling into traditional face-to-face or hybrid formats (such as in-person lectures/labs), [practica and clinical rotations](#)); 8 percent online; 18 percent independent/directed study courses; and 7 percent internships or cooperative education. Faculty interaction occurs in all formats. Method examples include: (1) those showing similarities between online and face-to-face versions of the same course ([criminal justice](#), [curriculum and instruction](#), [economics](#), [geology](#), [health sciences](#), [international business](#), [management](#), and [theater](#)); (2) [co-ops and internships](#); (3) [concurrent enrollment](#); (4) [independent study](#); and (5) clinical work in distant settings ([undergraduate nursing](#), [graduate nursing](#), and [physician assistant](#)).
- Annual evaluations of WSU's concurrent enrollment program (e.g., [2013-2014](#)) are reported to KBOR. In terms of grades, reports indicate concurrent enrollment students perform similarly to non-concurrent enrollment students.

- Online [course data reporting](#) is monitored regularly. The report indicates that, from FY 2007 through FY 2016, online learning at WSU increased significantly. For FY 2016, the number of online course sections offered increased by 25.9 percent, student credit hours increased 26.7 percent, and the number of students enrolled increased 24.6 percent. WSU expects continued [growth](#) because of the establishment of the [Office of Online Learning](#) and a strategic plan ([2013-2015](#), [2016-2018](#)) to develop more online courses and programs.
- [Comparing face-to-face and online formats](#), there were no differences in student grade outcomes in courses with a sufficient "n" (for comparison purposes) and the same content.
- Online Learning measures the effectiveness of programs through a triennial review using the [Online Learning Consortium's Quality Scorecard for the Administration of Online Programs](#). It is a self-assessment tool that measures (WSU's results noted parenthetically):
 - What policies and procedures are in place (Institutional Support, 22/27 points);
 - Support and policies for online technologies (Technology Support, 15/21 points);
 - Course Development/Instructional Design guidelines and review processes, what types of materials are in online courses, and whether they meet ADA accessibility requirements (Course Development/Instructional Design, 16/36; Course Structure, 17/24);
 - Faculty interactions with students in online courses (Teaching and Learning, 7/15);
 - Student-to-student social engagement interactions (Social and Student Engagement, 1/3);
 - Faculty readiness and professional development for those teaching online (Faculty Support, 10/18);
 - Student preparedness to be online students and availability of support services (Student Support, 40/48); and
 - What measurements, processes and policies are in place to evaluate the effectiveness of online programs (Evaluation and Assessment, 23/33).
- WSU's overall self-assessment score is 151/225, or 67 percent. The university's strongest area is Student Support because of (1) OneStop; and (2) dedicated online advisers who meet with students before they start an online program and continue that academic support throughout the student's college career. The second and third strongest areas are Institutional Support, and Evaluation and Assessment. These are areas for which WSU has been focusing efforts to ensure procedures, resources and assessments are in place to support online education adequately at WSU. Areas targeted for immediate improvement follow.
 - *Course Development and Teaching and Learning*: All existing online courses [are reviewed](#) according to Quality Matters minimum standards and [training opportunities](#) for faculty who are new to online teaching, or who have not had past adequate training.
 - *Retention of online students*: WSU has hired a retention specialist to monitor online student activity using Blackboard Analytics, develop intervention plans to help retain struggling students and create more online tutoring options.

— *Online community*: To address social and student engagement, WSU is creating a virtual campus community for students to interact online outside of course areas in the Learning Management System.

- Data from various sources allow the university to monitor student performance in the classroom as well as preferences. In terms of [performance](#), Blackboard Analytics allows WSU a number of parameters. For example, on average, students who log in frequently to an online class and access a greater percentage of class materials are more likely to get a better grade in the class. An online retention specialist monitors this closely and [intervenes](#) when appropriate. Data from the 2015 online student [satisfaction survey analysis](#) helped target improvement areas for WSU's online services and offerings, such as support for retention. The data has allowed the university to have discussions with colleges and departments about future plans for expanding online program offerings. WSU now has a better understanding of the types of online students (gender, age, class standing, college) taking online courses but not currently enrolled in fully online programs. This has helped to identify services for those students, such as an online writing lab, distance tutoring options and more course options for general education courses.

Sources

- ACAD_AFFAIRS_Actions_Steps_to_Expand_Online_Learning_2013
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2011
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2012
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2013
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2014
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Cycle_for_Reporting_2011-2023
- ACAD_AFFAIRS_ASSESS_Program_Review_Instructions_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 20)
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 25)
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 28)
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 29)
- ACAD_AFFAIRS_CAREER_CENTER_Syllabi_Co-ops_and_Internships_2016
- ACAD_AFFAIRS_CONCURRENT_ENROLLMENT_Courses_Sample_2016
- ACAD_AFFAIRS_CONCURRENT_ENROLLMENT_Home_Page_2016
- ACAD_AFFAIRS_Curriculum_Change_Forms_2016
- ACAD_AFFAIRS_Curriculum_Change_Forms_2016 (page number 10)
- ACAD_AFFAIRS_HLC_Approval_of_WSU_Distance_Edu_Expansion_2013
- ACAD_AFFAIRS_MRC_IDT_Prof_Dev_Faculty_Training_2014-2016
- ACAD_AFFAIRS_MRC_Online_Course_Audit_Report_2016
- ACAD_AFFAIRS_New_Degree_Programs_2016
- ACAD_AFFAIRS_OOL_Annual_Reports_AY2015_&_AY2016
- ACAD_AFFAIRS_OOL_Approved_Distance_Ed_2016
- ACAD_AFFAIRS_OOL_Blackboard_Analytics_Report_2015
- ACAD_AFFAIRS_OOL_myWSUId_2014

- ACAD_AFFAIRS_OOL_Online_Ed_Organization_Funding_Support_2016
- ACAD_AFFAIRS_OOL_Online_Learning_Procedure_Manual_2015
- ACAD_AFFAIRS_OOL_Online_Learning_Program_Self-Assessment_2015
- ACAD_AFFAIRS_OOL_Online_Learning_Strategic_Plan_2013-2015
- ACAD_AFFAIRS_OOL_Online_Learning_Strategic_Plan_2016-2018
- ACAD_AFFAIRS_OOL_Online_Retention_Specialist_Report_FY2016
- ACAD_AFFAIRS_OOL_WSU_Faculty_Dev_&Quality_Review_Standards_2015
- ACAD_AFFAIRS_OPA_Alumni_Survey_Graduate_2012-2014
- ACAD_AFFAIRS_OPA_Alumni_Survey_Graduate_2012-2014 (page number 6)
- ACAD_AFFAIRS_OPA_Alumni_Survey_Undergraduate_2012-2014
- ACAD_AFFAIRS_OPA_Alumni_Survey_Undergraduate_2012-2014 (page number 6)
- ACAD_AFFAIRS_OPA_Course_Delivery_Methods_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_2013-2015
- ACAD_AFFAIRS_OPA_Exit_Survey_Instruments_2012
- ACAD_AFFAIRS_OPA_Online_Course_Data_Report_2008-2016
- ACAD_AFFAIRS_OPA_Online_Majors_Enrollment_2016
- ACAD_AFFAIRS_OPA_Online_vs_NonOnline_Grade_Performance_2016
- ACAD_AFFAIRS_Program_Learning_Outcomes_Samples_2016
- ACAD_AFFAIRS_Student_Learning_Assessment_System_05-15-2014
- ACAD_AFFAIRS_Syllabus_Template_2016
- BUSINESS_Program_Review_Reports_2016
- BUSINESS_Program_Review_Reports_2016 (page number 26)
- BUSINESS_Program_Review_Reports_2016 (page number 40)
- BUSINESS_Syllabi_Economics_2016
- BUSINESS_Syllabi_International_Business_2016
- BUSINESS_Syllabi_Management_2016
- CFA_MUSIC_School_of_Music_Program_Review_2016
- CFA_MUSIC_School_of_Music_Program_Review_2016 (page number 6)
- CFA_MUSIC_School_of_Music_Program_Review_2016 (page number 12)
- CFA_THEA_Syllabi_Theatre_2016
- CHP_HS_Syllabi_Health_Professions_2016
- CHP_NUR_Syllabi_Graduate_Nursing_2016
- CHP_NUR_Syllabi_Undergraduate_Nursing_2016
- CHP_PA_Syllabi_Physician_Assistant_2016
- CHP_Practica_&Clinical_Rotations_2016
- CHP_Program_Review_Reports_2016
- CHP_Program_Review_Reports_2016 (page number 12)
- CHP_Program_Review_Reports_2016 (page number 29)
- CHP_Program_Review_Reports_2016 (page number 57)
- C-RAC_Guidelines_for_Evaluation_of_Distance_Ed_2009
- EAB_Employer_Demand_for_UG_&Grad_CJ_Programs_2014
- EAB_Market_Demand_for_Aging_Studies_Grad_Programs_2014
- EAB_Market_Demand_for_an_Online_B.S._in_Dental_Hygiene_2014
- EAB_Market_Demand_for_an_Online_B.S._in_Nursing_2013
- EAB_Market_Demand_for_an_Online_BA_in_Women's_Studies_2016
- EAB_Market_Demand_for_an_Online_BBA_Programs_2015
- EAB_Market_Demand_for_an_Online_M.Ed_in_Curriculum_Instruction_2014
- EAB_Market_Demand_for_an_Online_MBA_Program_2015
- EDU_CI_Syllabi_Curriculum_and_Instruction_2016
- EDU_Program_Review_Reports_2016

- EDU_Program_Review_Reports_2016 (page number 14)
- EDU_Program_Review_Reports_2016 (page number 66)
- ENG_BIOMED_590_Independent_Strudy_Research_2016
- ENG_Program_Review_Report_2016
- ENG_Program_Review_Report_2016 (page number 20)
- FACULTY_SENATE_GEN_ED_Reivew_of_SLO_2015-2016
- FACULTY_SENATE_GEN_ED_Reivew_of_SLO_2015-2016 (page number 9)
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2012-2013
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2013-2014
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015
- HANOVER_RES_WSU_Master's_in_Aging_Studies_Survey_2014
- HANOVER_RES_WSU_Online_Student_Satisfaction_Survey_2015
- KBOR_Foresight_2020_Institute_Level_Data_Appendices_Jan18-2013
- KBOR_Foresight_2020_Institute_Level_Data_Appendices_Jan18-2013 (page number 7)
- KBOR_Graduates_with_Bachelor's_Degree_Employed_in_Kansas_2008-2014
- KBOR_Guidelines_for_Academic_Program_Review_2010
- KBOR_Meeting_Minutes_FY2016
- KBOR_Meeting_Minutes_FY2016 (page number 87)
- KBOR_New_Degree_Forms_2016
- KBOR_Percentage_of_WSU_Graduates_with_Bachelor's_Degree_Employed_in_Kansas_2015
- KBOR_Program_Review_Guidelines_&_Instructions_2012
- LAS_Concurrent_Enrl_Assessment_Report_2013-2014
- LAS_GEOL_Syllabi_Geology_2016
- LAS_Program_Review_Reports_2016
- LAS_Program_Review_Reports_2016 (page number 10)
- LAS_Program_Review_Reports_2016 (page number 36)
- LAS_Program_Review_Reports_2016 (page number 52)
- LAS_Program_Review_Reports_2016 (page number 116)
- LAS_SCA_Syllabi_Criminal_Justice_2016
- OLC_Quality_Scorecard_2014
- QM_Quality_Matters_Program_2014
- REGISTRAR_UG_Catalog_2016-2017_p243

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

— 3.B.1. —

Wichita State University's general education program prepares students for upper-level courses required for their degree. Through general education courses, students explore subjects outside of their major, and expand knowledge, perspective and skills intended to make a positive impact on their careers and lives.

The program is structured by [committee](#) to ensure that its goals and learning outcomes correlate with the university mission and offer the foundational skills needed to pursue any of WSU's educational offerings. In conjunction with the [curriculum change process](#), the committee uses a separate [form](#) to ensure courses are appropriate for the program. Annual reports ([2013](#), [2014](#), [2015](#) and [2016](#)) document the program's overall evaluation.

Mission and goals: The general education program correlates in several ways with the [university mission](#) to be an essential educational, cultural and economic driver for Kansas and the greater public good. General education is the beginning step, with an overall goal of providing a well-rounded education that enables students to live rich, meaningful lives by developing an appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events; and a sensitive and learned appreciation of diverse cultures and ways of living.

Educational offerings: WSU has a wide variety of educational offerings and degree programs, and general education requirements can be tailored to suit the interests of the student. The 42-hour general education program consists of three tiers.

- Tier 1. Foundation Courses (12 hours) covers fundamental skills needed throughout college.

- Tier 2. Introductory Courses in the Disciplines (21 hours) introduces students to the scope of human knowledge and inquiry.
- Tier 3. Advanced Further Study and Issues & Perspectives Courses in the Disciplines (9 hours) provides for more focused study on topics of interests found in Tier 2 courses.

Degree levels: The general education program accounts for 42 hours of a minimum 120 credit hours toward a bachelor's degree. Depending on the major, and its college, students may be required to complete additional general education requirements, which can be found in the [program brochure](#). Evidence of how the program articulates with degree programs can be found in the Undergraduate Catalog and on the university website for each major (see [samples](#)). The student degree audit system (i.e., Degree Works) allows students and their faculty advisers to complete ongoing [degree audits](#) to ensure all requirements are satisfied. Students are given the general education brochure upon entry to WSU during their initial advising appointment.

— 3.B.2. —

The expected learning outcomes of general education are that students acquire knowledge in the arts, humanities, and natural and social sciences; think critically and independently; write and communicate effectively; and use analytical reasoning and problem solving techniques. The purpose, content and outcomes are [communicated](#) to students during their first and subsequent advising appointments.

Although a large percentage of WSU students complete [portions](#) of their general education at other institutions, it is expected that all students take equivalent WSU courses prior to graduation. For in-state students from other institutions, the Kansas Board of Regents [transfer and articulation agreements](#) ensure the appropriate course is taken. For out-of-state students, WSU maintains a [transfer equivalency web page](#) to make sure out-of-state coursework is equivalent to WSU courses.

Program monitoring: To determine the extent to which various courses contribute to the general education program, information is obtained from the instructors of record upon [approval of their course](#) regarding the way it addresses program goals and outcomes; how goals and outcomes are reflected in assignments; and what percentage of the grade is derived from assignments that directly relate to general education outcomes. One outcome (to gain a basic understanding of natural and social sciences, humanities and arts) is addressed in its structure, which requires students to take Introductory and Further Studies courses in various broad fields of inquiry.

Reporting outcomes: The general education committee primarily uses the Collegiate Learning Assessment (CLA) as a direct assessment of outcomes gained through the student's educational experience. Each fall and spring semester, a representative sample of entering and graduating students participate in the CLA, which is used, in conjunction with program review, to verify WSU's impact on learning outcomes and contribute to continuous improvement of university programs.

Learning outcomes: [Outcomes](#) are reported using the [assessment dashboard](#) and an annual report ([2013](#), [2014](#), [2015](#), [2016](#)) produced by the general education committee. Every fall semester, the committee assesses the data collected and, in the spring semester, submits a report to the Faculty Senate, whose members discuss the report with other faculty for approval. Approved changes appear in the next issue of the Undergraduate Catalog. Reports indicate that students are performing at [expectation](#). Examples of changes are found in reports, e.g., the recent committee decision (based on

the 2015 report) to develop a new [first-year seminar](#).

— 3.B.3. —

In addition to the skills and learning outcomes provided by the general education program, each degree program offered at WSU requires students to: (1) develop skills in collecting, analyzing and communicating information; (2) become proficient in modes of inquiry and creativity; and (3) establish skills that are adaptable to changing environments. Departments have [identified courses](#) in degree programs that collectively meet these three criteria (see [sample program-level learning outcomes](#)).

— 3.B.4. —

In accordance with its mission, WSU strives to equip students with the educational and cultural tools they need to thrive in a complex world, achieve individual responsibility in their own lives, and develop effective citizenship in the local, national and global community. Many of WSU's educational offerings are related to human and cultural diversity. (See 1.C.)

WSU offers a certificate in Tilford Diversity Studies, an 18-credit-hour program designed to benefit academic interests as well as career goals. Students who earn a [Tilford Diversity Studies Certificate](#) acquire an appreciation for diversity in the world and an understanding of privilege and oppression, learn to understand themselves and others disregarding stereotypes, interact successfully with others in personal and professional settings, and are prepared to take on leadership roles that include promoting diversity. The program was established in 2013, so only a small number of students have completed it to date.

To promote diversity courses and the diversity certificate among students and advisers, in 2014 WSU created a course attribute, a code attached to courses that contain content related to diversity and designated as such by faculty members of the Tilford Commission. Students can view the [schedule of courses](#) on the WSU website, and customize or filter their search by variables, one being course attributes. Approximately [130 different course titles](#) contain the diversity content attribute representing 30 different subject areas. About 5,000 students enroll in courses with diversity content annually, and in the most recent graduating class (AY 2015), 40 percent took one of these courses.

The university also offers study abroad experiences that give students the opportunity to learn about other cultures and individual differences, develop confidence and independence, complete an internship abroad, and participate in service learning. WSU's [three types of study abroad opportunities](#) are: (1) exchange programs; (2) faculty-led programs; and (3) independent programs, providing students with various options for studying abroad. The number of students who participate in [study abroad](#) has gradually increased from academic year 2012-2013 to 2014-2015.

Students for whom study abroad experiences are not appropriate or affordable can participate in a domestic exchange program through the [National Student Exchange \(NSE\)](#) — a consortium of nearly 200 accredited, baccalaureate-granting colleges and universities in the United States, Canada, Guam, Puerto Rico and the U.S. Virgin Islands. Through this program, WSU students may attend another participating college or university while paying WSU tuition. Similarly, students from other

institutions can come to WSU on exchange. While nine students participated during the 2012-2013 academic year, the program grew to 17 for the 2015-2016 academic year.

— **3.B.5.** —

WSU is classified by the Carnegie Foundation as a “high research” university. The university’s location in the heart of Wichita — a mecca for aircraft manufacturing, health care and business — provides opportunity for applied learning and research to be infused throughout each student’s educational experience. WSU has a rich tradition of providing experiential learning opportunities, and the new strategic plan reinforces this. By conducting research and internships with faculty in their fields, students gain real-world experience, allowing them to develop and apply critical skills. Students are not the only ones who benefit. Local businesses count on WSU research entities as a vital part of their business plan.

WSU is ranked No. 1 among all U.S. universities in industry-funded aeronautical research and development expenditures, according to the National Science Foundation. This research is primarily driven by efforts of the [National Institute of Aviation Research](#) at WSU. NIAR conducts research for the purpose of advancing the nation’s aviation industry, and to assist non-aviation industries that may benefit from aviation-related technologies (see university research reports from FY [2007](#), [2009-2010](#), and NIAR and other related reports from [2007](#), [2008](#), [2009](#), [2010](#), [2011](#) and [2014-2016](#)). The university has multiple research centers and institutes, receives more than \$50 million annually in externally funded research, and has more than 200 industry and government clients and research partners. In 2014, to help realize its strategic plan, WSU embarked on creating an innovation campus on the eastern half of the university footprint, where ideas and innovation can germinate, advance and connect to other ideas that previously did not seem to have connections.

To ensure that research is being infused at the departmental level, each academic department is expected to evaluate the centrality of its mission to the university mission during the triennial program review process. This includes connecting the missions regarding a student applied learning or research experience. Documentation can be found in annual program reports ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#)). All departments to date are on target or meeting expectations.

SOAR (Shocker Open Access Repository) is the WSU institutional repository, a service of University Libraries. SOAR’s purpose is to make the university’s digital scholarship available to a global audience and serve as a reliable digital archive for faculty and [student research](#) projects.

Undergraduate students are encouraged to participate in research, whether collaborating with faculty or engaging in original research. Each academic college offers research projects at the undergraduate level, and grants of up to \$1,000 are available to support [undergraduate student research](#). Examples of [locally published research journals](#) of faculty and [student work](#) can be found on the university’s website.

Every year, WSU hosts an Undergraduate Research and Creativity Forum ([URCAF](#)), an event that provides an opportunity to present scholarly and creative work to faculty and students, while competing for cash awards. Each student’s project is presented under the mentorship of a WSU faculty member.

The WSU Graduate School has a university-wide symposium every year to showcase graduate student research projects, known as the Graduate Research and Scholarly Projects Symposium

([GRASP](#)). The purpose of GRASP is to spread awareness on campus about research and scholarly projects being conducted, showcase world-class research to the wider community, and provide a forum for graduate students to practice presentation skills in research and scholarly activities.

WSU also participates in the [Capitol Graduate Research Summit](#), held in Topeka, Kansas. The annual event is organized through collaborative efforts between WSU, Kansas State University and the University of Kansas. The summit's main purpose is to provide graduate students an opportunity to display their research to state government, education officials and the general public. As the Kansas Legislature extends support for basic research funding to these universities, the summit provides researchers the chance to present the results of the investment in research.

The TRIO McNair Scholars Program prepares first-generation, low-income and minority students for graduate studies, and provides research training and early scholarly experiences. Students may apply during their sophomore year. The program is composed of (1) the McNair Academy; (2) the Research Component; and (3) the Senior Year Graduate Seminar. McNair scholars participate in research training and scholarly activities through these three modules, including preparing for the Graduate Record Exam (GRE), performing research under the guidance of a research mentor, presenting research at regional and national academic conferences, and publishing work in the WSU McNair Journal of Research Reports ([2010](#), [2012](#), [2013](#), [2014](#), [2015](#)).

Faculty participate in a wide variety of research areas with a wide variety of topics, laboratories and technologies needed to conduct research. The following are just a few of WSU's core research areas.

- Faculty in the aerospace engineering department and in NIAR are responsible for research concerning aerodynamics/fluid mechanics, aircraft structures/solid mechanics/composites/materials and flight mechanics/controls/simulation.
- Anthropology research facilities include laboratories, darkroom mainframe and various field research stations. Research topics include archaeology, biological anthropology, cultural anthropology and linguistics.
- Biology and life science research includes environmental, cellular and molecular biology, with facilities ranging from environmental growth chambers, refrigerated rooms, herbarium, vertebrate study collection, climate-controlled greenhouse, animal care facility and the Biology Field Station at the Ninescah Reserve.
- Business/commerce/economics research is conducted by faculty in the School of Business who specialize in areas such as the stock market, labor relations, real estate, entrepreneurship, human resource management, international business and finance, management, supply chain and branding.
- Faculty in the department of chemistry specialize in areas including biochemistry; organic, inorganic and physical materials; and analytical, bio-organic and medicinal chemistry. Research is focused on health, alternative energy and advanced materials.
- The criminal justice department produces textbooks and publications in research areas such as crime statistics, computer crime, homicide, human rights, policing, police behavior and training, and public policy issues. Research provides current information on community-oriented policing, specifically addressing the needs and issues of police agencies in Kansas and Nebraska.

There are many more examples of [research](#) being conducted at WSU. As the university grows and increases its focus on research, the number of projects will continue to grow.

Sources

- ACAD_AFFAIRS_ASSESS_Assessment_Matrix_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_Curriculum_Change_Forms_2016
- ACAD_AFFAIRS_Gen_Ed_Requirements_for_Degree_Programs_2016
- ACAD_AFFAIRS_HONORS_UG_Research_Grants_FY2013-FY2016
- ACAD_AFFAIRS_INTL_ED_Study_Abroad_2016
- ACAD_AFFAIRS_INTL_ED_Study_Abroad_Statistics_2012-2015
- ACAD_AFFAIRS_OPA_Course_Dimensions_2016
- ACAD_AFFAIRS_OPA_Foresight_2020_Stud_Learning_Performance_2016
- ACAD_AFFAIRS_OPA_Foresight_2020_Stud_Learning_Performance_2016 (page number 2)
- ACAD_AFFAIRS_OPA_List_of_Diversity_Courses_2016
- ACAD_AFFAIRS_Program_Learning_Outcomes_Samples_2016
- ACAD_AFFAIRS_Syllabus_Template_2016
- FACULTY_SENATE_GEN_ED_GenEd_Course_Proposal_Form_2016
- FACULTY_SENATE_GEN_ED_Reivew_of_SLO_2015-2016
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2012-2013
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2013-2014
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015 (page number 2)
- FACULTY_SENATE_GenEd_Program_2016
- FACULTY_SENATE_GenEd_Standing_Committee_2015-2016
- GRAD_SCHOOL_CGRS_Abstacts_2016
- GRAD_SCHOOL_GRASP_Abstacts_v.12_2016
- HONORS_UG_Student_Research_Grant_App_2014
- LAS_Journals_Published_by_LAS_Depts_2016
- LAS_Tilford_Diversity_Studies_Certificate_2016
- LAS_Tilford_Diversity_Studies_Certificate_2016 (page number 2)
- MCNAIR_SCHOLARS_J_Research_Reports_v.15_2009-2010
- MCNAIR_SCHOLARS_J_Research_Reports_v.17_2011-2012
- MCNAIR_SCHOLARS_J_Research_Reports_v.18_2012-2013
- MCNAIR_SCHOLARS_J_Research_Reports_v.19_2013-2014
- MCNAIR_SCHOLARS_J_Research_Reports_v.20_2014-2015
- PRES_PPM_Ch.1_University_Structure_2016
- PRES_PPM_Ch.1_University_Structure_2016 (page number 4)
- REGISTRAR_Course_Search_Diversity_Filter_2016
- REGISTRAR_Course_Search_Diversity_Filter_2016 (page number 3)
- REGISTRAR_Transfer_&Articulation_Web_Page_2016
- REGISTRAR_Transfer_Equivalency_2016
- REGISTRAR_Transfer_Work_of_UG_Students_Summary_Examples_2016
- REGISTRAR_Transfer_Work_of_UG_Students_Summary_Examples_2016 (page number 2)

- REGISTRAR_Transfer_Work_of_UG_Students_Summary_Examples_2016 (page number 3)
- RTT_Annual_Report_2007
- RTT_Annual_Report_2009-2010
- RTT_Annual_Report_2014-2016
- RTT_NIAR_2015
- RTT_NIAR_Annual_Report_2007
- RTT_NIAR_Annual_Report_2008
- RTT_NIAR_Annual_Report_2009
- RTT_NIAR_Annual_Report_2010
- RTT_NIAR_Annual_Report_2011
- RTT_Research_at_Wichita_State_2016
- STUD_AFFAIRS_NSE_Student_Exchange_Brochure_2016
- UNIV_LIBRARIES_Student_Research_in_SOAR_2016
- URCAF_Program_Abstracts_v.16_2016

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

— 3.C.1. —

The Kansas Board of Regents provides guidance to determine sufficient numbers of faculty for classroom and non-classroom roles — e.g., for curriculum oversight (see 3.A.1.) and assessing student performance in majors, as outlined in KBOR program review policy. Undergraduate programs are required to have at least three faculty members. Departments with master's degree programs have a requirement for an additional three, and doctoral programs require an additional two. Each department is responsible for ensuring it has a sufficient number of faculty per this policy. Programs that do not meet the minimum number of faculty are triggered annually and required to provide a justification and remedy for the trigger.

- [Program review](#) ensures that sufficient numbers of tenure-track faculty are available for all degree programs for all aspects of classroom and non-classroom activities. Programs that do not meet these requirements are triggered in the [KBOR minima report](#), to which the university responds to KBOR by written explanation with input from program faculty. The number of triggered programs has decreased, as university administration has worked closely with each program and corresponding dean to fill gaps in expectations. For example, in 2015 there were 11 triggered programs for tenure-track faculty numbers. All had positions filled with non-tenure-track faculty who had the relevant credentials and/or experience needed to teach in the program.
- The [consolidated faculty report](#) details the ages and number of faculty members employed at WSU to ensure continuity. The report includes the number of retirements, terminations and resignations of faculty members; the number of tenure appointments; the number and percentage of pay increases; counts by rank, sex and ethnicity; and a summary of full-time

equivalent positions. These indicators help KBOR as well as the university monitor the number of faculty employed.

- Faculty counts are monitored to ensure appropriate coverage of educational offerings. In WSU's latest Higher Learning Commission annual institutional update, steady increases in full-time equivalent faculty have occurred with the most recent [student-to-faculty ratio](#) being reported as 18:1. The ratio has decreased over time, which is in line with WSU's [peer](#) institutions.
- Faculty and staff engage in a variety of non-classroom activities including serving as [advisers to student organizations](#) and [judging](#) student awards and competitions.

— 3.C.2. —

WSU does not have contractual or consortia arrangements for academic programs; however, it participates in concurrent enrollment programs in local high schools. As part of the hiring or appointment process, anyone considered for a teaching position (on a WSU campus or in a high school) must go through a [credentialing process](#). This process includes policy on minimum degree requirements or experience for appointment. Faculty teaching graduate courses must be nominated for an appointment to the [graduate faculty](#).

All teaching and graduate faculty (see [teaching](#), [graduate](#) and [concurrent faculty](#) rosters) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty may possess the same level of degree. When faculty are employed based on equivalent experience, departments provide appropriate documentation at the time of appointment or attainment.

— 3.C.3. —

The general policy for evaluations is that all faculty, with half-time or more appointments, and unclassified professionals who have teaching responsibilities amounting to 50 percent or more of their [workload](#) are to be [evaluated](#) at least once a year regardless of whether they are in Academic Affairs. Lecturers who are appointed on a semester basis are evaluated at the end of each semester by the department chair.

Detailed policies and procedures for evaluation of faculty/instructors are provided in Chapter 4, specifically section [4.22](#) of the WSU Policies and Procedures Manual. This policy includes information on who evaluates the faculty/instructor (department chair, with review by the dean and associate vice president for Academic Affairs in charge of administration) and how the evaluation is to be documented (see [faculty activity record](#)). If the faculty/instructor does not meet minimum expectations, a process is followed for remediation through the [chronic low performance policy](#).

For tenure-track faculty, policy calls for a seven-year probationary period. Leading up to the sixth year, an [annual review of tenure-track faculty](#) is conducted by the tenured members of the department. A record of performance documents progress toward consideration for continuous tenure. During the sixth year, faculty are reviewed for tenure and promotion (if applicable). Policy [4.18](#) details those review procedures. If tenure is denied, a terminal contract is issued for the seventh year. Chapter 4 of the Policies and Procedure Manual details the full list of policies associated with the tenure and

promotion process.

— 3.C.4. —

Professional development and continuing professional education are essential elements in an institution's quest for academic quality. Increasing effectiveness in teaching, research and service is expected of each faculty member. The institution has opportunities for faculty to obtain resources for professional growth. For example, and within the limits of its capabilities, WSU provides funds for travel to support professional development. Each fall and spring, the university research committee awards small grants to faculty who need support to initiate or complete a research project.

Various offices offer programs directed at the improvement of faculty and staff performance. Through spring 2014, the Office of Faculty Development and Student Success coordinated this effort. With reorganization, faculty development is now coordinated out of the Office of Academic Affairs by the associate vice president for Academic Affairs (Administration and Outreach). Staff development is coordinated out of Human Resources. Activities are communicated through email, Blackboard and WSU Today, and a dedicated faculty development (and public) [site](#) is available.

Development Support and Activities

- Orientation sessions occur for new [faculty](#) each fall and new [staff](#) each spring); orientations for [graduate teaching assistants](#) and high school [concurrent enrollment faculty](#) occur each semester.
- Department, college and university travel support to professional meetings for faculty and staff has ranged from \$2,569,000 to \$3,344,000 between [fiscal years 2007 and 2015](#).
- Principal investigators retain 5 percent of the indirect costs recovered on their grants. The home department receives 5 percent for the faculty members and the home college 10 percent. These funds are considered a reinvestment in the university's research capacity and are identified by university policy to be used for promoting research and scholarly activity.
- Small [university-supported grants](#) for multidisciplinary research and creative projects are awarded annually in the amount of \$92,679 (average), each between \$4,500 and \$7,500. On average 21 faculty receive awards each year.
- A pre-tenure club to support probationary faculty meets monthly during the academic year.
- The [online learning faculty/staff professional development group](#), aimed at maintaining and increasing the quality of online learning, is supported with \$50,000 annually.
- Tuition assistance policy allows staff to take two courses each semester. Assistance provided to staff has ranged from approximately \$66,000 to \$216,000 between [fiscal years 2007 and 2016](#).
- Developmental seminars, workshops and presentations for teachers (see [2014](#) and [2015](#) calendars and [instructional design and technology options](#)), [researchers](#) and [staff](#) are [provided](#) annually. [Feedback](#) helps shape the seminars.
- The [Academy for Effective Teaching](#), made up of emeritus faculty and working in conjunction with Academic Affairs, fosters effective teaching by assisting in the development of good

teachers and the rewarding of accomplished teachers.

- [Sabbaticals](#) are a reward for excellent faculty teaching and scholarship, and an investment in future productivity. Tenured faculty members are eligible for sabbatical leave after six years of continuous service.
- The [Full Professor Incentive Review](#) (PIR) program, initiated in 2000, provides a financial incentive and reward for continuous faculty productivity after the rank of full professor.

— 3.C.5. —

Policies address instructor accessibility for students, including policies on classroom assignments, class time and lists, and attendance obligations ([2.04](#)). Per [policy 2.05](#), members of the faculty post office hours extensive enough to provide ample opportunity for scheduled and unscheduled conferences with students. Every reasonable effort is made to maintain office hours as scheduled and announced. The online procedural manual [documents](#) the same expectations for online courses. Exit survey results indicate faculty are accessible, both at the [undergraduate](#) and [graduate](#) level.

— 3.C.6. —

Staff [position descriptions](#) must be written and approved prior to advertising for the position, and are reviewed annually to ensure the description is current (completed by the supervisor during the annual evaluation). Most staff positions require some training within the university — especially on the enterprise reporting system, Banner, and specific internal processes. Staff are offered support and professional development similar to faculty, including opportunities to attend conferences, certification programs and in-depth institutes for specialized training.

Staff are placed under two categories, unclassified professionals and university support staff (the university is [transitioning](#) to one staff category). Each has a senate that provides representation to the university administration and a voice on campus. Both senates provide opportunities to participate in service or volunteer projects as well as professional development.

The [Center for Management Development](#) offers a variety of courses that employees can take to earn certifications in different areas. The [Media Resource Center](#) provides learning guides for Blackboard, mobile devices, using the video lecture tool Panopto, and teaching with technology. Through the Learn More program, the university holds a [Technology Fair](#) every year, where the WSU community discovers the many ways technology is being used on campus. The university offers tuition assistance to benefits-eligible, non-teaching employees who wish to further their education.

The Office of Human Resources has created [Talent Development Programs](#), which offer a variety of development options for employees. There are five programs: Advanced Leadership; Managing People; Administrative and Support Staff; Legal/Compliance; and Hiring Process. A 2016 [survey](#) of staff prioritized additional training needs. A [plan](#) to deliver such training will be finalized by fall 2016.

Policies and procedures for evaluation of staff can be found in [6.07](#) (unclassified staff) and [7.14](#) (university support staff) of the Policies and Procedures Manual. Policy includes information

on who evaluates the staff member (immediate supervisor, with review by the divisional vice president) and how the evaluation is to be documented (see [form](#)). If the staff member is not meeting minimum expectations, a remediation process is triggered by policy [6.12](#) (unclassified staff) and [7.12](#) (university support staff).

Tracking of completed evaluations for both faculty and staff are currently not centralized. However, an electronic tracking system is being implemented to ensure that all university employees are evaluated and provided feedback on their performance.

Sources

- ACAD_AFFAIRS_Academy_for_Effective_Teaching_2016
- ACAD_AFFAIRS_Faculty_Development_Home_Page_2016
- ACAD_AFFAIRS_Faculty_Annual_Reviews_2015
- ACAD_AFFAIRS_Faculty_Credentialing_Process_2016
- ACAD_AFFAIRS_Faculty_Development_Calendar_2014
- ACAD_AFFAIRS_Faculty_Development_Calendar_2015-2016
- ACAD_AFFAIRS_Faculty_Development_Report_&_Actions_2016
- ACAD_AFFAIRS_Faculty_UP_Evaluation_Forms_2015
- ACAD_AFFAIRS_MRC_Annual_Reports_2015_&_2016
- ACAD_AFFAIRS_MRC_IDT_Prof_Dev_Faculty_Training_2014-2016
- ACAD_AFFAIRS_New_Faculty_Orientation_2016
- ACAD_AFFAIRS_OOL_Online_Learning_Fac_Fellows_Agendas_2014-2016
- ACAD_AFFAIRS_OOL_Online_Learning_Procedure_Manual_2015
- ACAD_AFFAIRS_OOL_Online_Learning_Procedure_Manual_2015 (page number 13)
- ACAD_AFFAIRS_OPA_CEP_Faculty_Credential_Reports_2016
- ACAD_AFFAIRS_OPA_Consolidated_Faculty_Report_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_GR_AY15_Report_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_GR_AY15_Report_2016 (page number 8)
- ACAD_AFFAIRS_OPA_Exit_Survey_UG_AY15_Report_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_UG_AY15_Report_2016 (page number 9)
- ACAD_AFFAIRS_OPA_Prof_Dev_Travel_Expenditure_FY2007-2015
- ACAD_AFFAIRS_OPA_Prof_Dev_Tuition_Assistance_FY2007-2016
- ACAD_AFFAIRS_OPA_Student-Faculty_Ratio_2016
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 17)
- ACAD_AFFAIRS_Teaching_Faculty_Qualifications_2016
- ACAD_AFFAIRS_UP_Evaluation_Form_2015
- ADMIN_FINANCE_OHR_New_Staff_Orientation_2016
- ADMIN_FINANCE_OHR_Staff_Training_Courses_2016
- ADMIN_FINANCE_OHR_Staff_Training_Courses_2016 (page number 6)
- ADMIN_FINANCE_OHR_Staff_Training_FY2014-FY2016
- ADMIN_FINANCE_OHR_Transitioning_Project_2016
- ADMIN_FINANCE_OHR_UP_&_USS_Position_Description_2016
- BUSINESS_CMD_Annual_Report_2015
- GRAD_SCHOOL_Graduate_Faculty_Roster_2015
- GRAD_SCHOOL_Granteeing_of_Graduate_Faculty_Membership_2015
- GRAD_SCHOOL_GS_Assistant_Orientation_2016
- KBOR_Program_Review_Guidelines_&_Instructions_2012

- KBOR_WSU_Program_Review_Minima_Report_AY2015
- LAS_Concurrent_Enrl_Teacher_Orientation_Agenda_2016
- PRES_PPM_Ch.2_Academic_Policies_2016
- PRES_PPM_Ch.2_Academic_Policies_2016 (page number 6)
- PRES_PPM_Ch.2_Academic_Policies_2016 (page number 7)
- PRES_PPM_Ch.2_Academic_Policies_2016 (page number 9)
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 17)
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 25)
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 36)
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 38)
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 5)
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 24)
- PRES_PPM_Ch.6_Unclassified_Professionals_2016
- PRES_PPM_Ch.6_Unclassified_Professionals_2016 (page number 12)
- PRES_PPM_Ch.6_Unclassified_Professionals_2016 (page number 14)
- PRES_PPM_Ch.7_University_Support_Staff_2016
- PRES_PPM_Ch.7_University_Support_Staff_2016 (page number 15)
- PRES_PPM_Ch.7_University_Support_Staff_2016 (page number 19)
- RTT_Internal_Grants_2015
- RTT_Training_Schedule_2015-2016
- STUD_AFFAIRS_HOUSING_Faculty_Staff_Judging_Student_Compétitions_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Faculty_&_Staff_Advising_Student_Organizations_2016
- UP_&_USS_SENATE_Prof_Development_Plan_Process_2016
- UP_&_USS_SENATE_Prof_Development_Survey_Results_2016
- UP_SENATE_Learn_More_Technology_Fair_2014-2016
- WSU_Faculty_Staff_Workshops_2015

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

— 3.D.1. —

To meet the varying needs of a diverse student population — including first-time freshmen, transfer, returning adult, online and international students — Wichita State University provides a multitude of support services. More than \$34 million (21.7 percent of the [general use](#) funding for the university) is allocated for academic and student support services on an annual basis.

Academic Support Services

The [Office of Student Success](#) provides students with support, which includes tutoring, study skills workshops, supplemental instruction, a peer connections program that matches new students with peer leaders who assist their transition to campus, and a first-year seminar course designed to help students adjust to college. Parents of students are also provided [assistance](#) as appropriate.

Other academic resources include:

- New services for returning adult students in the [Office of Adult Learning](#), which was made a priority based on [student feedback](#);
- [TRIO programs](#) to serve populations including first-generation students, minority students, students with disabilities and student military veterans, with approximately 2,900 students served each year;
- Cooperative education/internships and career exploration offered through the [Career Development Center](#), with more than 600 students placed annually;
- [OneStop for Student Services](#), offering support 24 hours a day, seven days a week, on topics such as general advising, admissions, financial aid, records and registration, student accounts and technical assistance, with nearly 50,000 inbound calls, chats and emails taken annually to assist students on various questions, and more than 70,000 [outbound campaigns](#) provided to

proactively encourage students, for example, to complete admission applications, the FAFSA form and course registration;

- Library and research help through Ask a Librarian via online chat, phone or email, help with citation, interlibrary loan and an [Introduction to Library Research](#) course (see 3.D.5.);
- [Disability services](#) including testing, interpreting, book scanning, note-taking, braille, transcribing and typing, and tables, chairs and auxiliary aids;
- [Orientation programs](#) for freshmen, transfer, returning adult, international and [online](#) students; and
- [Personal and Academic Success Seminar \(PASS\)](#), specifically designed to support students participating in NCAA sports.

The [Office of Financial Aid](#) assists students in completing the FAFSA and applying for institutional scholarships and grants, as well as providing financial literacy and consumer information and a net-price calculator to help parents and students determine the cost of their education.

Personal Support Services

There are many opportunities for students to become engaged and involved in campus activities and take advantage of support services. Activities include [Greek life](#), [Student Activities Council](#), [Student Government](#), and campus recreation (see [handbook](#) and [annual report](#)). Student Involvement ([2014](#), [2015](#), [2016](#)) provides opportunities to participate in civic engagement, service-learning and more than 200 diverse student clubs and organizations.

The [Office of Diversity and Inclusion](#) offers cultural festivities, speakers and film showings on campus, a mentoring program, and diversity and inclusion interactive training on various subjects. A [calendar of events](#) taking place on and around campus is provided each semester.

The [Office of International Education](#) provides support and assistance for international students for their educational and professional goals, and ensuring institutional compliance with U.S. immigration regulations that govern the visa status of international students. Domestic students are served by International Education through the [Study Abroad program](#); WSU has formal exchange agreements with 17 universities in other countries.

[Student Health Services](#) offers health options to WSU students at little to no cost. Services include, but are not limited to, immunizations, injury and illness examinations, men's and women's health screenings, and laboratory and prescription services. Approximately 12,700 clinic visits occur annually and 7,000 students are reached through various outreach prevention events.

The [Counseling and Testing Center](#) (CTC) provides personal counseling and psychological assessments, group therapy programs and testing services. The CTC houses the campus Prevention Services coordinator who provides outreach and education on issues relating to alcohol and drug use, sexual health, suicide prevention and body image, among other topics. Over [10,000](#) are served annually.

The [Student Conduct and Community Standards](#) staff is responsible for protecting the rights, safety and well-being of members of the campus learning, working and living environment. This is achieved through providing an accountability process that is procedurally sound, legally compliant,

developmentally focused and student centered for reviewing and responding to individual students' and student organizations' behavior.

Campus safety resources are available for students, with a full-time university police department, an [emergency operations plan](#), security escorts as requested, and the Shocker Alert System, which sends out email, text and other digital messages in the event of a campus emergency or closings due to weather conditions. WSU has 20 emergency call boxes placed around campus that connect directly to [University Police](#), and a strobe light on top of the call-box pole will flash to indicate an emergency to others. As required by the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act, WSU publishes an [annual security and fire report](#).

WSU has a university [behavioral intervention team](#) with a mission of providing a [proactive](#) and supportive multidisciplinary team approach to prevention, assessment and intervention for individuals or situations that may pose a threat to the safety and well-being of the university community. Students, faculty and staff can complete a [Concerning Behavior Report form](#) that is submitted to the team, which will take action as necessary.

— 3.D.2. —

For students who do not meet minimum requirements for Math 111 or English 101, placement exams ([mathematics](#), [English](#)) are available to determine which course they should begin with; both are needed for general education requirements. Similarly, a [Spanish placement exam](#) is used to place students in the appropriate Spanish class, and other subjects use placement exams the same way. Students are required to complete their foundational general education requirements by the time 48 credit hours are earned to ensure a solid basis for further learning.

One of WSU's goals is to identify gaps between pre-K-12 completion and higher education expectations. Gaps are measured by identifying the percentage of incoming high school seniors who are [in need of remedial courses](#). WSU is working with local high schools and has put in place the [College Readiness Partnership Initiative](#) to work with local school districts on college readiness issues.

The early alert system Grades First was used for a short time at WSU, but did not provide as much data as the university needs to intervene at the appropriate time. A custom Student Early Alert System (SEAS) ([2015](#), [2016](#)) was developed to give faculty and advisers information about students who are at academic risk, based on attendance, assignments, participation and exams. At-risk students are sent an email by an instructor stating that they are being flagged as at-risk, and students can then meet with the faculty member or adviser to discuss the issue and take action to remove the at-risk indicator. Data indicate that use of SEAS changes students' behavior, with an average of 30 percent being removed from at-risk after a flag is raised by faculty. 73 percent of WSU students were assessed by SEAS in 2016, compared to 68 percent in 2015, which indicates increased adoption by faculty.

WSU is a member of the Student Success Collaborative of the Educational Advisory Board (EAB). This tool is used to monitor students' academic behavior and provide them assistance in terms of degree completion. WSU has the ability to use an EAB-hosted interface that presents historical WSU student data and predicts whether a given student is on track to graduate. [Campaigns](#) can be conducted on various groups of at-risk students to intervene if they are not on track. A [dashboard](#) is used by colleges/departments to monitor progress.

— 3.D.3. —

Academic advising responsibilities are assigned to each academic college for students who have a decided major. Undecided majors and non-degree bound advising is offered through the Liberal Arts and Sciences advising center and the Office of Adult Learning. Advising for graduate students is via the Graduate School by a faculty member. Each college has an advising syllabus ([sample syllabus](#)). Students can access advising in a face-to-face, telephone or online session, and are encouraged to see their adviser before enrolling each semester to ensure that they are on target.

Results from the latest [undergraduate exit survey](#) indicate that 91 percent of students believed that their academic adviser was accessible; 92 percent agreed that their academic adviser was informed of the degree requirements; 90 percent agreed that the degree requirements were made clear; and, overall, 76 percent were satisfied or very satisfied with their academic advising. Similarly, for [graduate students](#), 91 percent of students believed that their academic adviser was accessible; 93 percent agreed that their academic adviser was informed of the degree requirements; 91 percent agreed that the degree requirements were made clear; and, overall, 77 percent were satisfied or very satisfied with their academic advising. The results of the HLC student survey ([undergraduate](#) and [graduate](#)) show similar findings in terms of advising. The university has [plans](#) moving forward to further strengthen the advising experience, particularly for first year students. WSU's [strategic enrollment management plan](#) also address improvements in the advising process for all students.

Online Learning provides advising for students enrolled in 100 percent online programs. Business, Education, Health Professions, and Liberal Arts and Sciences are the only colleges that have 100 percent online programs, and each has an adviser for those who are strictly online students.

— 3.D.4. —

Technological Infrastructure

WSU uses Ellucian Banner, a university-wide enterprise reporting system that went live in 2006. Banner is the main central database for all university data storage and reporting, and is maintained and updated through new releases by Ellucian. The [myWSU](#) portal is another crucial piece of technology for faculty, staff and students that serves as an entry point for accessing secure academic and financial information. It is also a point for single-sign-on for accessing such technologies as the [Blackboard](#) learning management system, OneStop admission, financial aid and student account trackers, and various other platforms. Information for faculty and staff includes links to training opportunities and updating contact information, payroll information, electronic drop box for secure delivery of confidential documents, department organization finances, degree audit for advisers, and other help and information.

Blackboard offers a variety of features and tools to support online learning. WSU has access to Blackboard Collaborate, an online platform providing web conferencing capabilities. The [Media Resources Center](#) houses the WSU instructional design team supporting development and use of academic technology for online and hybrid courses and programs, as well as providing classroom technology consultation to strengthen the quality of teaching through use of technology. Training is provided for instructional and administrative staff, and live workshops are offered several times a month.

[OneStop for Student Services](#) offers student support in real-time technology via [online](#), live web chat or telephone, as a convenience for students so they do not have to physically come to campus for questions regarding financial aid, admissions and registration. A physical location is on campus that students can visit.

[Ennovar](#) promotes solving complex technology problems and building partnerships to provide experiential learning opportunities for students. Ennovar is partnered with Cisco, Spirit Aerosystems, NetApp, and several other corporations and private businesses.

Training for online instructional faculty is available through an extensive professional development [program](#) and workshops on topics including creating exams and assignments, designing effectively for online visual viewing, and engaging online students.

The [Ablah Library](#) offers technological services such as an online catalog, electronic databases, journals and books, and [SOAR](#) (the Shocker Open Access Repository) for digital articles, conference papers, theses, dissertations and other electronic items categorized by area, such as Academic Affairs, Faculty Senate and the Graduate School. The library has equipment that students, faculty and staff can check out, such as iPads, projectors, microphones, tablets, headsets, etc. (See WSU Libraries under Learning Venues.)

Learning Venues

Laboratories: Examples of labs at WSU include the [Math and Writing Labs](#), [Social Science Research Lab](#), chemistry labs, the [biological field station](#), a number of engineering labs and testing facilities, various computer labs, the [National Institute of Aviation Research](#), health professions labs, the [Evelyn Hendren Cassat Speech-Language-Hearing Clinic](#), an [advanced education general dentistry clinic](#) and specialized [labs](#) of the new Innovation Campus.

WSU Libraries: The University Libraries system ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#)) comprises the main Ablah Library, the McKinley Chemistry Library, the Thurlow Lieurance Memorial Music Library, and Special Collections and University Archives. University Libraries provides access to a comprehensive collection of resources, including print and electronic journals, books, maps, media, streaming video, government documents and textbooks. To date, University Libraries has provided access to more than 2 million volumes including more than 73,000 unique e-journal titles, 433,000-plus e-books, and more than 230 electronic databases.

- Special Collections and University Archives contain rare books and incunabula, historical manuscripts and maps, photographic collections, and historical archives of WSU. Both Special Collections and the University Libraries institutional repository, SOAR, are engaged in digitizing unique, locally held collections and scholarship.
- University Libraries has been a Federal Depository Library for more than 100 years, and is the only U.S. Patent and Trademark Resource Center in the state.
- University Libraries is a member of the RAPID ILL interlibrary loan cooperative in which journal articles are typically provided within 24 hours, and University Libraries also provides Scan on Demand services.
- University Libraries supports effective teaching and learning through its facilities that provide seating for more than 900 people; wireless internet throughout the buildings; 166 student PC/Mac workstations loaded with production software such as Microsoft Office, Adobe

Creative Suite, and SPSS; a 28-seat library instruction lab; and 23 group study rooms, including two seminar rooms and one disability services room. A recent expansion of the Ablah Library Learning Commons has facilitated collaborative learning through the addition of media tables, Apple TVs, flexible furniture and mobile whiteboards. Additional support services include printing, scanning, copying and faxing.

Performance spaces: Spaces for theater, plays, music and other performance events include [Wiedemann Hall](#), [Wilner Auditorium](#), the recent addition of [Welsbacher Theatre](#), and four newly renovated facilities: [Miller Concert Hall](#), [Beggs Ballroom](#), [CAC Theater](#) and the [Rhatigan Student Center](#).

Practice sites: Students in the College of Education practice teaching and other education specialities for various local school districts, including the state's largest in Wichita, USD 259. Students in the College of Health Professions practice their disciplines in clinical rotations involving hospitals and doctor offices across the state of Kansas.

Museum collections: The [Ulrich Museum of Art](#) is the main museum on campus; however, several other campus collections include the [Holmes Anthropology Museum](#), the [outdoor sculpture collection](#), the Rhatigan Student Center [Cadman Art Gallery](#), which displays artworks of students, and [WSU Shift Space](#), a gallery in downtown Wichita that primarily exhibits student work. The Ulrich collection totals more than 6,300 pieces of artwork, including 76 outdoor sculptures, valued at \$13,433,132. The Holmes collection totals more than 6,600 ethnographic objects, valued at \$2,096,366.

Koch Global Trading Center: In September 2014, the Koch Global Trading Center opened in the Barton School of Business to provide a simulated trading center with equipment and software that can give real-time quotes and international feeds. Students who take courses at the center will have access to live market data and market research derived from the same sources professionals use.

Heskett Center: The Heskett Center houses the Center for Physical Activity and Aging, whose purpose is to examine the interrelationships between exercise and aging through research, education and service. Research findings are integrated into practical forms that allow older adults to improve or maintain their quality of life. The [Department of Human Performance Studies](#) also has Heskett Center labs that are equipped with research and clinical grade fitness and physiological assessments. Specialized labs include the Physiology of Exercise lab, the Fitness and Body Composition lab, and the Neuromotor lab.

— 3.D.5. —

The primary means of providing students guidance in the use of research and information resources is through university partnerships between library faculty and teaching faculty in designing research assignments that emphasize critical thinking and promote effective research skills (see 2.E.). Liaison librarians are assigned to each college to ensure expertise and effective communication for the various disciplines on campus, while developing supplemental learning objectives and guides to [support learning and assessment for faculty](#).

Faculty librarians are involved in projects to assess student learning and achievement of academic success in research and critical thinking while [collaborating with other WSU faculty](#) across disciplines to promote information literacy, digital literacy, evidence-based practice and applied learning. They

also work closely, for example, with English (English [102](#), [210](#)), [Biology](#) and [Social Work](#) classes. In addition to teaching hundreds of library instruction sessions each year, and additionally being embedded in more than 40 courses on campus, a for-credit [Introduction to Library Research](#) course is offered both face-to-face and online periodically throughout each semester. Additional [assessment documents](#) provide evidence on the collaborations with WSU faculty.

Sources

- ACAD_AFFAIRS_CAREER_CENTER_Fall_2015_&_Spring_2016_Reports_2016
- ACAD_AFFAIRS_First_Year_Advising_Proposal_2016
- ACAD_AFFAIRS_INTL_ED_International_Education_2015
- ACAD_AFFAIRS_INTL_ED_Study_Abroad_Home_Page_2016
- ACAD_AFFAIRS_ITS_myWSU_Portal_2016
- ACAD_AFFAIRS_MRC_Media_Resources_Center_Homepage_2016
- ACAD_AFFAIRS_MRC_WSU_Blackboard_2016
- ACAD_AFFAIRS_OAL_Services_for_Adult_Students_2016
- ACAD_AFFAIRS_OFA_Financial_Aid_Homepage_2016
- ACAD_AFFAIRS_ONESTOP_Annual_Reports_FY2016_&_FY2015
- ACAD_AFFAIRS_ONESTOP_OneStop_Homepage_&_Portal_2016
- ACAD_AFFAIRS_ONESTOP_Outreach_Campaigns_2014-2016
- ACAD_AFFAIRS_OOL_Online_Learning_Fac_Fellows_Agendas_2014-2016
- ACAD_AFFAIRS_OPA_Exit_Survey_GR_AY15_Report_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_UG_AY15_Report_2016
- ACAD_AFFAIRS_OPA_Need_in_Remedial_Coursework_2011-2015
- ACAD_AFFAIRS_OPA_SEAS_End-of-Term_Report_Fall_2015
- ACAD_AFFAIRS_OPA_SEAS_End-of-Term_Report_Fall_2016
- ACAD_AFFAIRS_OPA_SSC_Graduation_Risk_College_Division_Report_2016
- ACAD_AFFAIRS_OTR_Online_Student_Orientation_Agenda_2015
- ACAD_AFFAIRS_OTR_WSU_Orientation_Guide_2016
- ACAD_AFFAIRS_STUD_SUCCESS_Parent's_Calendar_2016-2017
- ACAD_AFFAIRS_STUD_SUCCESS_Reports_AY2015_&_AY2016
- ACAD_AFFAIRS_STUD_SUCCESS_Suppl_Instruction_Spring_2015
- ACAD_AFFAIRS_STUD_SUCCESS_WSU_101_Syllabi_2011-2014
- ADMIN_FINANCE_BUDGET_FY2017_Operating_Budget_2016
- ADMIN_FINANCE_BUDGET_FY2017_Operating_Budget_2016 (page number 16)
- ADMIN_FINANCE_EHS_WSU_Emergency_Operations_Plan_2009
- ADMIN_FINANCE_POLICE_Univ_Police_Homepage_2016
- ADMIN_FINANCE_UNIV_POLICE_Annual_Security_Report_2014
- ANTH_HOLMES_MUSEUM_Home_Page_2016
- BUSINESS_Acad_Advising_Syllabus_2015
- CFA_ART_&_DESIGN_Shiftspace_Gallery_2016
- CFA_MUSIC_Miller_Concert_Hall_2016
- CFA_MUSIC_Weidemann_Hall_2016
- CFA_PERFORMING_ARTS_Welsbacher_Theatre_2016
- CFA_PERFORMING_ARTS_Wilner_Auditorium_2016
- CHP_CSD_Speech-Language-Hearing_Clinic_2016
- CHP_SOH_Advanced_Edu_in_General_Dentistry_2016
- CHP_Stud_Success_Collaborative_Outreach_Campaign_2015
- EDU_College_Readiness_Partnership_Initiative_2012-2016

- EDU_HPS_Human_Performance_Studies_Home_Page_2016
- ENG_Experiential_Engineering_Labs_2016
- HANOVER_RES_WSU_Adult_Learner_Survey_2015
- HLC_WSU_Student_Survey_Results_2016
- HLC_WSU_Student_Survey_Results_2016 (page number 4)
- HLC_WSU_Student_Survey_Results_2016 (page number 24)
- LAS_BIO_SCIENCES_Field_Station_2016
- LAS_English_Prerequisites_2015
- LAS_LASI_100_PASS_2015
- LAS_Math_Prerequisites_2015
- LAS_MCLL_Spanish_Placement_Exam_2015
- LAS_SSRL_Social_Science_Research_Lab_Home_Page_2016
- LAS_The_Math_Lab_Writing_Center_2015
- PRES_SEM_Goals_Strategies_Tactics_2016
- PRES_SEM_Goals_Strategies_Tactics_2016 (page number 5)
- RTT_ENNOVAR_Homepage_2016
- RTT_NIAR_Homepage_2016
- STRAT_COMMUNICATIONS_Wichita_State_News_09-19-2014
- STRAT_COMMUNICATIONS_Wichita_State_News_10-30-2015
- STUD_AFFAIRS_CAMPUS_RECREATION_Annual_Reports_2016_&_2014
- STUD_AFFAIRS_CAMPUS_RECREATION_Heskett_Center_2016
- STUD_AFFAIRS_CAMPUS_RECREATION_Sport_Club_Handbook_2014-2015
- STUD_AFFAIRS_CTC_Counseling_&_Testing_Services_2015
- STUD_AFFAIRS_CTC_Counseling_Testing_Outreach_Report_FY2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Annual_Reports_AY2015-2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Calendar_2015
- STUD_AFFAIRS_HEALTH_SERVICES_Homepage_2016
- STUD_AFFAIRS_ODS_Disability_Services_2015
- STUD_AFFAIRS_OSP_TRIO_2015
- STUD_AFFAIRS_RSC_Beggs_Ballroom_2016
- STUD_AFFAIRS_RSC_CAC_Theater_2016
- STUD_AFFAIRS_RSC_Cadman_Art_Gallery_2016
- STUD_AFFAIRS_RSC_Rhatigan_Student_Center_2016
- STUD_AFFAIRS_SCCS_Stud_Conduct_Community_Standards_Homepage_2016
- STUD_AFFAIRS_SGAJ_58th_Session_of_Stud_Senate_AY2015-2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Greek_Life_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2014
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_SAC_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Summer_Leadership_Institute_Report_2015
- STUD_AFFAIRS_UBIT_Concerning_Behavior_Report_Form_2016
- STUD_AFFAIRS_UBIT_Reporting_Behavior_Concerns_Guide_2016
- STUD_AFFAIRS_UBIT_Univ_Behavioral_Intervention_Team_2016
- ULRICH_MUSEUM_Home_Page_2016
- ULRICH_MUSEUM_Outdoor_Sculpture_Collection_2016
- UNIV_LIBRARIES_Ablah_Library_2016
- UNIV_LIBRARIES_Annual_Report_FY2012
- UNIV_LIBRARIES_Annual_Report_FY2013
- UNIV_LIBRARIES_Annual_Report_FY2014

- UNIV_LIBRARIES_Annual_Report_FY2015
- UNIV_LIBRARIES_Annual_Report_FY2016
- UNIV_LIBRARIES_BIO_210_Lesson_Plan_2016
- UNIV_LIBRARIES_EBP_Guide_&Modules_2015
- UNIV_LIBRARIES_ENGL_102_Lesson_Plan_2016
- UNIV_LIBRARIES_ENGL_210_Lesson_Plan_2015
- UNIV_LIBRARIES_LASI_170_Syllabus_2014-2016
- UNIV_LIBRARIES_Lib_Instruction_Assessment_Reports_2016
- UNIV_LIBRARIES_SCWK_351_Lesson_Plan_2015
- UNIV_LIBRARIES_SOAR_Home_2016
- UNIV_LIBRARIES_Student_Learning_Outcomes_2015

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

— 3.E.1. —

To empower Wichita State University students to create a campus culture and experience that meets their changing needs (goal 5 of the strategic plan), the Division of Student Affairs has experienced several [reorganizations](#) in recent years. Most notably, the departments in the former Division of Campus Life and University Relations were redistributed in 2014 to allow for more direct focus on departments and services provided by what is now the Division of Student Affairs.

[Student Affairs](#) is responsible for departments such as Campus Recreation, the Child Development Center, Counseling and Testing, Housing and Residence Life, the Office of Diversity and Inclusion, Student Health Services and Student Involvement. This unit provides [programs](#), activities and services to help students attain educational experiences, and offers learning experiences outside the classroom to enhance students' academic experience. An [annual report](#) demonstrates recent improvements such as: (1) an email information service called [Shocker Blast](#); (2) engaging students in [campus wellness and health outreach programs](#); (3) new funding for [substance abuse and mental health services](#); and (4) opening of a [new residence hall](#) with subsequent improvement in student satisfaction among residents.

Documentation of co-curricular learning outcomes, as evaluated by Student Involvement, can be found in its latest [assessment report](#) (see 5.D.1.). For example, Student Involvement has found that more students desire volunteer and service-learning opportunities. In response, civic engagement programs have been developed with intentional focus to impact both student and community organizations. Academic Affairs partnered with Student Involvement to further develop service-learning opportunities by providing fellowships for faculty to work with Student Involvement on the infrastructure needed to have a more robust service-learning program on campus.

Highlights of various co-curricular activities sponsored by Student Affairs are listed below.

Paths to Student Empowerment

- [Civic engagement](#): Opportunities for students to support the needs of the community and society through intentional outreach programs are [available](#) through the YMCA, Ronald McDonald House Charities, Open Door Community Food Ministry, His Helping Hands, Girl Scouts of Kansas, Habitat for Humanity and the Kansas Food Bank. Students can become members of the [Community Service Board](#), which offers more opportunities for civic engagement. The WSU-based task force "[Enough is Enough](#)," established in summer 2015 and

open to students, focuses on creating safe and economically vibrant neighborhoods near campus. Members of Greek organizations average 12.5 hours of community service per semester, and more than [30 percent](#) of all undergraduate students participate in volunteer service (approximately five hours a week), a figure that has remained steady over the past four years.

- *Leadership:* Student Involvement offers formal leadership training, such as the Engaging Leaders program, which offers students the opportunity to explore, discuss and analyze various fields under the leadership of executives from businesses and corporations in the Wichita area. The program provides exposure to different styles and philosophies of leadership and helps students in the transition from classroom to workforce. The [Summer Leadership Institute](#), offered every summer, is a five-day experience designed for students to expand and evolve their leadership skills and abilities. Fifty students participate annually. New in 2016, students will be able to use some of these experiences to obtain an academic for-credit [leadership certificate](#).
- *Service-learning:* The definition of service-learning at WSU is “an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity.” Service-learning is a partnership between Academic Affairs and Student Affairs, with the goals of creating an infrastructure for service-learning, gathering and disseminating service-learning resources to [support faculty, students and community-based organizations](#); assessing faculty on service-learning efforts on campus; and evaluating the impact of implementing service-learning.
- *Rhatigan Student Center:* The newly renovated student center has ample space and facilities to hold student meetings and events, and offers services such as campus ministry, an information desk, a bowling alley and dining. The center houses [Greek life programs](#), [student government](#), and student organizations and activities.
- *Student Activities Council and student organizations:* The Student Activities Council sponsors yearly events such as Welcomefest, Shocktoberfest and international festivals, and co-sponsors other events with campus organizations and departments. Students can choose from a diverse variety of organizations that meet their interests; new organizations can be created to fill different needs and interests.
- *Living-learning communities:* Housing and Residence Life partnered with Academic Affairs and Student Affairs to offer 10 [living-learning communities](#) (LLCs) during the inaugural year (academic year [2014-2015](#)). Assessment indicated that LLC [students](#) enjoyed a built-in support system, personal attention, leadership opportunities and an enhanced sense of community, more so than non-LLC students. Nearly 300 students participated in the inaugural year; however, attendance at specific programming was lacking. As a result, Housing and Residence Life will send an [LLC agreement](#) to prospective students prior to assigning them an LLC community to help clarify the LLC mission and purpose before they arrive each semester for move in.
- *Housing and Residence Life:* Approximately [1,000](#) students lived on campus as of Fall 2015. This is approximately 7 percent of the university’s student population. Students living on campus have access to additional [co-curricular activities and programs](#).
- *Campus Recreation:* Campus Recreation has a mission of promoting physical, emotional, intellectual and social growth of individuals by encouraging the development of lifelong skills and positive attitudes through recreation and leisure activities. [Intramural team sports](#) include

soccer, flag football, volleyball, basketball and softball, and students can join one of three types of sport clubs: instructional, competitive and recreational. In a given year more than 3,500 students participate in intramural sports. There are always at least six-10 sport clubs (e.g., fishing, table tennis) and, on average, 150 students participate.

— 3.E.2. —

Guaranteeing an applied learning experience is a key goal implied in the WSU mission to be an essential educational, cultural and economic driver for Kansas and the greater public good. That goal drives university plans for curricula, research and service. Aspects of the mission and applied learning goals are woven into the student experience.

Paths to Student Learning

- *Recruitment materials*: Materials demonstrating university claims of an applied learning experience can be found on the WSU website, and in the [viewbook](#), [visitor guide](#) and other program-specific materials.
- *Experiential learning*: WSU combines quality degrees with the real-world, experience-based learning opportunities found in Kansas' largest city, Wichita. Annually, more than 1,000 students are placed in Kansas' largest program of [cooperative education and internship experiences](#). WSU graduates have what they need to build the futures they want through [continuing education programs](#).
- *Student research*: WSU values and is increasingly focused on student research. Among the hallmarks of WSU's approach are: (1) collaborative student-faculty research and creative/performance activities in concert with the university's research mission; (2) original research and creative activity, which is one of the best ways to foster problem solving and critical thinking skills, encourage innovation and support students from their first year through graduate study; and (3) an [infrastructure](#) designed to support and promote high-quality student-faculty collaborative academic endeavors.

WSU is an institutional member of the Council on Undergraduate Research. The university hosts an annual [Undergraduate Research and Creative Activity Forum](#) and a [Graduate Research and Scholarly Projects](#) Symposium, both of which allow students to present their scholarly and creative activity to a faculty, student and community audience. Each student's work at the forum is presented under the mentorship of a WSU faculty member. Approximately 150-200 students present at these two conferences annually (see 3.B.5.).

The [Ronald E. McNair Post-baccalaureate Achievement Program](#), a TRIO program at WSU since October 1995, identifies and prepares eligible students for graduate studies leading to a doctoral degree by providing research training and early scholarly experiences to high-achieving undergraduate students. It targets under-represented minorities and first-generation college students. These experiences help students define goals and develop critical skills needed for success at the doctoral level. To date, of 261 students served, 112 (43 percent) have gone on to graduate school (96 have received a master's degree, and 16 have received doctoral degrees).

Sources

- ACAD_AFFAIRS_ADMISSIONS_Viewbook_2015
- ACAD_AFFAIRS_ADMISSIONS_Visitor_Guide_2015-2016
- ACAD_AFFAIRS_CAREER_CENTER_Fall_2015_&_Spring_2016_Reports_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_UG_AY15_Report_2016
- ACAD_AFFAIRS_OPA_Exit_Survey_UG_AY15_Report_2016 (page number 13)
- ACAD_AFFAIRS_OPA_Living-Learning_Community_Students_2016
- ACAD_AFFAIRS_Student_Research_Web_Page_2016
- ACAD_AFFAIRS_WPCE_Reports_AY2014-2015_&_FY2015-2016
- GRAD_SCHOOL_GRASP_Abstracts_v.12_2016
- HONORS_UG_Student_Research_Funds_2016
- IIC_UG_Leadership_Certificate_2016
- KBOR_Stud_Housing_Occupancy_Report_2015
- STRAT_COMMUNICATIONS_Shocker_Blast_03-14-2016
- STRAT_COMMUNICATIONS_Wichita_State_News_12-04-2014
- STUD_AFFAIRS_CAMPUS_RECREATION_Sport_Club_Handbook_2014-2015
- STUD_AFFAIRS_HOUSING_Annual_Report_2016
- STUD_AFFAIRS_HOUSING_EBI_Survey_Result_Analysis_2016
- STUD_AFFAIRS_HOUSING_Life_on_Campus_Landing_Page_2016
- STUD_AFFAIRS_HOUSING_Living_Learning_Community_Agreement_2016
- STUD_AFFAIRS_Organizational_Chart_2016
- STUD_AFFAIRS_OSP_McNair_Scholars_Post-baccalaureate_Achievement_Program_2016
- STUD_AFFAIRS_Overview_2016
- STUD_AFFAIRS_RSC_Annual_Report_2015
- STUD_AFFAIRS_SGAJ_58th_Session_of_Stud_Senate_AY2015-2016
- STUD_AFFAIRS_STUD_ENGAGEMENT_Calendar_Fall_2016
- STUD_AFFAIRS_STUD_ENGAGEMENT_Report_2014-2015
- STUD_AFFAIRS_STUD_ENGAGEMENT_Report_2014-2015 (page number 4)
- STUD_AFFAIRS_STUD_ENGAGEMENT_Report_2014-2015 (page number 7)
- STUD_AFFAIRS_STUD_ENGAGEMENT_Report_2014-2015 (page number 9)
- STUD_AFFAIRS_STUD_ENGAGEMENT_Report_2014-2015 (page number 11)
- STUD_AFFAIRS_STUD_INVOLVEMENT_Assessment_Report_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Community_Service_Board_Homepage_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Community_Service_Sites_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Greek_Life_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Living_Learning_Communities_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2015_update_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_RSO_Listing_Pages_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_SAC_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_SAC_Home_Page_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Service-Learning_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Summer_Leadership_Institute_Report_2015
- URCAF_Program_Abstracts_v.16_2016

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Wichita State University demonstrates its ability to combine quality degrees with real-world, experience-based learning opportunities. From testing out a career to building a resume that will open doors, WSU students and graduates have access to resources needed to build the futures they want. This emphasis has been the focus of university work since the Higher Learning Commission's last site visit, as evidenced in WSU's new mission and strategic plan. Driven by its mission and strategic plan, WSU meets Criterion 3 by providing:

- Current and relevant undergraduate and graduate degrees, across all modes of delivery that are mindful of the human and cultural diversity necessary to help make students successful;
- A curriculum with a robust and effective general education program that emphasizes critical thinking, analytical reasoning and problem solving;
- Degree programs that emphasize collecting, analyzing and communicating information; mastering modes of inquiry and creative work; and developing skills adaptable to changing environments;
- Proven research programs where faculty and students contribute to the discovery and application of knowledge;
- A sufficient number of faculty and staff who are appropriately credentialed, current in their field of study and accessible to students;
- Excellent learning and support facilities to address student needs in terms of advising, libraries, technology, laboratories, practice sites, and effective use of research and information resources; and
- A well-rounded co-curriculum administered by Student Affairs.

A focus for the future will be on:

- Improving concurrent enrollment processes and paying close attention to faculty credentialing requirements outlined by the HLC;
- Fully implementing an electronic tracking system for faculty and staff evaluations; and
- Continuing to strengthen advising processes through our strategic enrollment management plan.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

— 4.A.1. —

Wichita State University regularly evaluates its academic programs to ensure that each department/program meets program goals, professional standards, institutional mission, accreditation expectations, learning outcomes and faculty qualifications. Each academic program is expected to establish assessment plans, per the university's [assessment system](#), that outline how and when data are collected. The departmental committee for each program (usually consisting of faculty, students and community members) regularly analyzes and uses assessment data to ascertain program effectiveness and recommend improvements.

Program review — overseen by the [Office of Assessment](#) in Academic Affairs — is bound to academic quality and allocation of resources within public universities governed by the Kansas Board of Regents. As stated in [Program Review Policy](#), the primary goal of review is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively

coordinating use of faculty time and talent.

Each degree-offering program is reviewed annually to ensure minimum requirements and is on a [three-year cycle](#) for a more in-depth review. Yearly data and three-year summary reports are then compiled into an eight-year report, which is submitted to KBOR. Hence, there is continuous review and evaluation of each academic department/program as [overseen](#) by faculty, deans, the university review committee and the provost. At each three-year review point, programs use feedback from the university review committee to make changes.

Reviews have resulted in various changes ([2012](#), [2013](#), [2014](#), [2015](#), [2016](#)). Although all programs reviewed in these reports have been recommended for continuance, some have been required to submit additional information. Suggestions for improvement coming from any level of review are also addressed — e.g., a 2010 proposal to close the [physics program](#) and department (for low enrollment and degree productivity) and the [move of gerontology](#) (now aging studies and slated for closure for low enrollments) from Liberal Arts and Sciences. In these cases, it was ultimately decided to close the physics department and move the physics program to an expanded Department of Mathematics, Statistics, and Physics. Gerontology was moved to Health Professions.

One of the most encouraging findings is the improvements departments have made in their ability to effectively evaluate their programs. Evaluation [rubrics](#) indicate that departments are using data to make changes and overall making progress on program improvements. For example, from the [2013](#) program review most departments were deemed not meeting expectations for alignment of stated assessments with stated learning outcomes. From the most recent review ([2016](#)), only one department was deemed not meeting expectations. Other examples of how departments have made changes as a result of reviews can be found in various reports (Business [[accountancy](#), [general business](#)]; Education [[curriculum & instruction](#), [sport management](#)]; Engineering [[mechanical engineering](#)]; Fine Arts [[Music](#)]; Health Professions [[dental hygiene](#), [public health sciences](#), [nursing](#)]; Liberal Arts and Sciences [[geology](#), [community affairs](#), [political science](#), [social work](#)]).

— 4.A.2. —

As stated on the [Registrar's](#) web page, credit is evaluated upon admission to the university and includes evaluation by [departments](#) of coursework to be transferred to WSU for a degree (see sample [degree audits](#)).

Credit for Prior Learning

The [Office of Adult Learning](#) and the Registrar coordinate policies that oversee credit awarded by experiential or other forms of prior learning. These include: Advanced Placement, International Baccalaureate, College Level Examination Program (CLEP), Dantes/DSST, Military ACE, department challenge exams and department-specific retroactive credit. The [institutional summary fact sheet for prior learning](#) can be found on the Adult Learning web page. This document identifies [processes](#) for assigning experiential or other prior learning.

The only college that accepts credit for life experience is the Fairmount College of Liberal Arts and Sciences. The catalog describes the process for [crediting life experience](#). LAS requires that learning from life experience fit the approved curriculum of the college and that students be fully admitted to WSU.

Data over the past nine years indicate that less than 7 percent of undergraduate degrees awarded include [credit for prior learning](#) as part of the degree.

— 4.A.3. —

WSU maintains procedures, coordinated through the Registrar, to assure the quality of transfer credit. Primary guidance is provided by KBOR, whose [Transfer and Articulation policy](#) states that “transfer is recognized as a crucial element within a seamless educational system.”

KBOR recognizes courses with automatic transfer between Kansas institutions. [These courses](#) are listed on KBOR's website.

Transfer equivalency information for in-state and out-of-state courses can be referenced by advisers, faculty and students from the [Registrar's web page](#), which also lists courses from other universities that have been formally evaluated and accepted for equivalency at WSU.

In addition, the university engages with community colleges to ensure [seamless matriculation](#) when students transfer to WSU. Programs for recruiting and advising community college transfers are coordinated efforts of Academic Affairs and the undergraduate Admissions office. Activities are grounded in KBOR policy, but additional practices regarding transfer credits have been initiated by WSU as a result of feedback from community college constituents.

Transfer Guides

The Registrar's office annually publishes a [Transfer Guide](#) for each two-year college in Kansas. The guides identify academic standards and community college courses that are acceptable or required for entry into WSU programs. The Registrar's web page provides links to the transfer guides (sample, [Butler County Community College](#)) of regional community colleges that regularly feed to WSU.

Dual Advising

The university offers [dual advising](#) for community college students who believe they might attend WSU in the future. Students do not need to be admitted to take advantage of this program. The potential student may go online or complete the form in the appropriate Transfer Guide to submit the dual advising application request. Once the request is received in Academic Affairs, the student is assigned an appropriate university adviser based on area of interest. This program responds to as many as 350 applications annually and is well received by students because it gives them a single point of contact within the university. Feedback from prospective students about the program has been highly positive.

Community and Technical College Events

University advisers visit community colleges in the state on a rotating basis. In addition, an annual community college day brings advisers, faculty, students and administrators to campus to learn more about WSU and discuss transfer concerns. Both events are well received, and feedback is that WSU is committed to good working relations with community colleges. Annually, the university provides [community college student retention and graduation rates](#) to the community colleges to assist them in understanding their students.

One recent development involves a partnership with a local technical college. [Shocker Pathway](#), in conjunction with Wichita Area Technical College (WATC), assists students who want to begin their coursework at WATC and finish their Associate of Arts degree, or beyond, at WSU. The program is designed to create a clear and guided route toward degree completion at WSU. The pathway provides a seamless transition for students through a collaborative advising process.

— 4.A.4. —

Curriculum

Academic Affairs maintains [Curriculum Change forms](#) on its web page. Curriculum change forms are required to initiate or change curricula. They help to determine whether a new course or a course change will affect other courses and delineate prerequisites required for the new or changed course.

Prerequisites

Course prerequisites are assessed and determined by each academic department through the curriculum change process as documented on the [curriculum change form](#). Prerequisite requests and changes are reviewed by the college committee and, when necessary, by the university curriculum committee. Once approved, the document is signed off by Academic Affairs and sent to the Registrar to record the prerequisite. The prerequisite information is then added to the student information system, and to the undergraduate and graduate course catalogs. From that point forward, students are prevented from registering for the course unless they have earned credit for the prerequisite or are admitted by exception by the instructor of record for the course. Individual departments are responsible for determining whether prerequisites are met and notifying students accordingly.

Rigor of Course

Expectations for student learning outcomes are described in course syllabi. Faculty are provided with resources including a [syllabus template](#) and suggestions for wording appropriate learning outcomes. For example, the annual general education program review evaluates the effectiveness of courses as revealed by [data](#) demonstrating student learning outcomes.

Faculty Qualifications

WSU maintains and exercises authority over faculty qualifications through the search and hiring process as well as the tenure and promotion process for tenure-track faculty. These processes are a joint administration and faculty process where Academic Affairs oversees the faculty promotion and tenure process and Human Resources oversees the search process. [Steps in the search process](#) assure review of each applicant against the stated criteria for any faculty position. Subsequent to the hiring process, annual reviews are required during the first five years with a tenure and promotion review during the sixth year (following policies on tenure, promotion and retirement in the WSU Policies and Procedures Manual [4.15]). The undergraduate and graduate [catalogs](#) list university faculty and graduate faculty, as well as their academic qualifications, rank and appointments. These hiring policies have led to a [faculty](#) with appropriate credentials, with 92 percent having the appropriate degree, and the remaining having the requisite experience needed to teach in their position. (See 3.C.2. on faculty credentials and teaching in dual credit programs).

Learning Resources

The university community has access to learning resources on campus and online. In addition to technology-[enhanced classrooms and laboratories](#), students have access to the [WSU Libraries](#), the offices for [Student Success](#), [Student Involvement](#), [Diversity and Inclusion](#), and [Career Development](#). The university recently added an [Office of Online Learning](#) that provides support for working online.

Dual Credit (Concurrent Enrollment)

Quality is maintained through faculty qualifications for concurrent enrollment teachers (see [KBOR Concurrent Enrollment Policy](#) and 3.C.2) and assessment (see latest assessment report [2013-2014](#)). Because policies have been changed by the Higher Learning Commission and KBOR, the university is [transitioning](#) its concurrent enrollment teachers to more stringent qualifications, specifically that the teachers demonstrate possession of (1) a master's degree in the content area; or (2) a master's degree in a non-related field, plus 18 graduate hours in the assigned course content.

— 4.A.5. —

WSU maintains a number of specialty programs. The accreditation cycle ranges from five years (accountancy) to 10 years (nursing, physical therapy).

A listing of accredited programs for each of the university's seven colleges is posted on the Academic Affairs web page, or see [2011](#), [2012](#), [2013](#), [2014](#) and [2015](#).

— 4.A.6. —

WSU employs an internal review process that evaluates graduate and workforce success. The WSU Exit Survey allows graduating students a chance to provide feedback on their academic program. Results are compiled by academic year (fall, spring and summer) and reported by college division and academic program. Recent exit [surveys](#) show students' high satisfaction with WSU degree programs, instruction and faculty; their level of competence in terms of content in their major and skills; and the usefulness of their degree in their career. Annually, nearly 6 percent of undergraduate exiting students report being accepted to graduate or professional schools.

Latest alumni survey data indicate that WSU graduates are employed at a high rate, with 85.7 percent of [undergraduate](#) and 91.4 percent of [graduate](#) students employed full-time six months after graduation.

According to the latest data from the Kansas Higher Education Reporting System, WSU had one of the the highest rates among all state universities for percentage of its graduates gaining employment in Kansas one year post graduation for [bachelor](#), [master](#) and [doctoral](#) degrees. In addition, the average salaries for these categories were among the the highest.

Sources

- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2011
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2012
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2013

- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2014
- ACAD_AFFAIRS_ASSESS_Accreditation_Report_2015
- ACAD_AFFAIRS_ASSESS_Office_of_Assessment_Homepage_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Annual_Timeline_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Cycle_for_Reporting_2011-2023
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 28)
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 29)
- ACAD_AFFAIRS_Assessment_Rubrics_2012-2016
- ACAD_AFFAIRS_CAREER_CENTER_Fall_2015_&_Spring_2016_Reports_2016
- ACAD_AFFAIRS_Curriculum_Change_Forms_2016
- ACAD_AFFAIRS_Curriculum_Change_Forms_2016 (page number 2)
- ACAD_AFFAIRS_Dual_Credit_Faculty_Application_for_Extension_2016
- ACAD_AFFAIRS_Dual_Advising_Form_2016
- ACAD_AFFAIRS_MRC_Enhanced_Classroom_List_2016
- ACAD_AFFAIRS_OAL_Credit_for_Prior_Learning_2015
- ACAD_AFFAIRS_OAL_Credit_for_Prior_Learning_2015 (page number 5)
- ACAD_AFFAIRS_OAL_Homepage_2016
- ACAD_AFFAIRS_OOL_Annual_Reports_AY2015_&_AY2016
- ACAD_AFFAIRS_OPA_Alumni_Survey_Graduate_2012-2014
- ACAD_AFFAIRS_OPA_Alumni_Survey_Graduate_2012-2014 (page number 6)
- ACAD_AFFAIRS_OPA_Alumni_Survey_Undergraduate_2012-2014
- ACAD_AFFAIRS_OPA_Alumni_Survey_Undergraduate_2012-2014 (page number 6)
- ACAD_AFFAIRS_OPA_CPL_Credit_Hours_2007-2015
- ACAD_AFFAIRS_OPA_Exit_Survey_2013-2015
- ACAD_AFFAIRS_OPA_Kansas_Community_Colleges_Transfer_Retention_Graduation_Rates_2007-2014
- ACAD_AFFAIRS_STUD_SUCCESS_Reports_AY2015_&_AY2016
- ACAD_AFFAIRS_Student_Learning_Assessment_System_05-15-2014
- ACAD_AFFAIRS_Syllabus_Template_2016
- ACAD_AFFAIRS_Teaching_Faculty_Qualifications_2016
- ADMIN_FINANCE_OHR_Faculty-Applicant_Document_Review_&_Selection_Forms_2016
- BUSINESS_Program_Review_Reports_2016
- BUSINESS_Program_Review_Reports_2016 (page number 26)
- BUSINESS_Program_Review_Reports_2016 (page number 40)
- CFA_MUSIC_School_of_Music_Program_Review_2016
- CFA_MUSIC_School_of_Music_Program_Review_2016 (page number 6)
- CHP_Master_of_Gerontology_Program_Proposal_05-13-2010
- CHP_Program_Review_Reports_2016
- CHP_Program_Review_Reports_2016 (page number 12)
- CHP_Program_Review_Reports_2016 (page number 29)
- CHP_Program_Review_Reports_2016 (page number 57)
- EDU_Program_Review_Reports_2016
- EDU_Program_Review_Reports_2016 (page number 14)
- EDU_Program_Review_Reports_2016 (page number 66)
- ENG_Program_Review_Report_2016

- ENG_Program_Review_Report_2016 (page number 20)
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2013-2014
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2013-2014 (page number 3)
- FACULTY_SENATE_MA_in_Gerontology_at_the_Meeting_05-17-2010
- FACULTY_SENATE_Physics_Program_at_the_Meeting_05-17-2010
- KBOR_Foresight_2020_Institute_Level_Data_Appendices_Jan18-2013
- KBOR_Foresight_2020_Institute_Level_Data_Appendices_Jan18-2013 (page number 5)
- KBOR_Graduates_with_Master's_Degree_Employed_in_Kansas_2008-2014
- KBOR_Graduates_with_Bachelor's_Degree_Employed_in_Kansas_2008-2014
- KBOR_Graduates_with_Doctoral_Degree_Employed_in_Kansas_2008-2014
- KBOR_Guidelines_for_Academic_Program_Review_2010
- KBOR_Kansas_Systemwide_Transfer_Courses_June_2015
- KBOR_Policy_Concurrent_Enrollment_2009
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 115)
- KBOR_Policy_Manual_2015 (page number 141)
- KBOR_Program_Review_Guidelines_&_Instructions_2012
- KBOR_Transfer_Course_Matrix_2014
- LAS_Concurrent_Enrl_Assessment_Report_2013-2014
- LAS_Program_Review_Reports_2016
- LAS_Program_Review_Reports_2016 (page number 10)
- LAS_Program_Review_Reports_2016 (page number 36)
- LAS_Program_Review_Reports_2016 (page number 52)
- LAS_Program_Review_Reports_2016 (page number 116)
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 19)
- REGISTRAR_Articulation_Agreements_Web_Page_2016
- REGISTRAR_Faculty_Listing_2016
- REGISTRAR_Transfer_&_Articulation_Web_Page_2016
- REGISTRAR_Transfer_Equivalency_2016
- REGISTRAR_Transfer_Guide_Sample_2014-2015
- REGISTRAR_Transfer_Guides_Web_Page_2016
- REGISTRAR_Transfer_Work_of_UG_Students_Summary_Examples_2016
- REGISTRAR_Transfer_Work_of_UG_Students_Summary_Examples_2016 (page number 3)
- REGISTRAR_UG_Catalog_2016-2017
- REGISTRAR_UG_Catalog_2016-2017 (page number 163)
- STRAT_COMMUNICATIONS_Wichita_State_News_02-11-2015
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Annual_Reports_AY2015-2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Living_Learning_Communities_2015
- STUD_AFFAIRS_STUD_INVOLVEMENT_Report_FY2016
- UNIV_LIBRARIES_Annual_Report_FY2016

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

— 4.B.1. —

Goals for student learning at Wichita State University are communicated in two ways:

- Through the [general education program](#), which is provided to incoming students through orientation and advising processes; and
- By academic programs through information provided to students on [program websites](#) and other types of materials.

The university regularly collects and reviews student learning outcomes guided by the [Student Learning Assessment System](#) and evaluation activities in [Student Affairs](#). The processes include:

- A university assessment plan structured around evaluating the general education program;
- Program assessment plans structured around [evaluating degree programs](#); and
- A student competency guide as adopted by the Division of Student Affairs to assess student engagement.

The institution gathers data from a variety of sources (i.e., course outcomes, job placement, licensing exams as applicable) based on the [university assessment plan](#), [individual program assessment plans](#), and plans from Student Affairs (see above). University outcomes primarily relate to general education/Student Affairs outcomes, and program outcomes relate to each major at the departmental level.

The learning outcomes associated with the general education program are evaluated annually by the [general education committee](#) (with representation from each college) and reported to the Faculty Senate. Outcomes at the major level are evaluated annually by the [program review committee](#) (with representation from the Faculty Senate, Provost Office, and the Office of Planning and Analysis). [Outcomes](#) from Student Affairs are evaluated by the Office of Student Involvement and occur at three points in an academic year. All are reported to the [Office of Assessment](#) for feedback and dissemination. A [university assessment committee](#), made up of liaisons from each college/student

affairs, provides guidance to the Office of Assessment.

— 4.B.2. —

General Education Outcomes

WSU uses the Collegiate Learning Assessment (CLA) and a writing assessment program to [assess outcomes](#) gained through students' educational experiences from a university perspective. Each fall and spring semesters, a representative sample of entering and graduating students participate in the CLA. Writing is assessed in all English 101/102 courses. These assessments are used, in conjunction with other indirect measures, to verify the university's impact on outcomes and contribute to continuous improvement of university programs.

Program Review Outcomes

As noted in aggregate reports, including [2012](#), [2013](#), [2014](#), [2015](#) and [2016](#), WSU systematically and regularly monitors and reports on student learning goals, outcomes and changes (see sample reports above). Evaluation [rubrics](#) indicate that departments are using data to make changes and are, overall, making progress on program improvements. For example, from the [2013](#) program review most departments were deemed not meeting expectations for alignment of stated assessments with stated learning outcomes. From the most recent review ([2016](#)), only one department was deemed not meeting expectations.

Co-Curricular Assessment

To evaluate learning outcomes, the Office of Student Involvement in Student Affairs has adopted the student competency guide, which serves as a [map for students](#) as they grow and develop through participation in organizations, community service, leadership positions, and so forth. Through assessment, Student Involvement [found](#) that more students than anticipated desired more volunteer and service-learning opportunities. In response, civic engagement programs are being developed with a more intentional focused impact to students and community organizations. Academic Affairs partnered with Student Involvement to further develop [service-learning opportunities](#) by providing fellowship opportunities for faculty to work with Student Involvement on the infrastructure for a more robust service-learning program.

— 4.B.3. —

Data Communication and Use

Performance reports and dashboards (e.g., [general education](#) and others found throughout the assurance argument) have been developed to centralize selected data in a convenient format for review by various constituents. Constituents include individual academic units (such as program committees and advisory boards) as well as university level committees such as [general education](#) and [program review](#). The Office of Assessment reviews reports to assure that data are being used for improvement. As demonstrated in the minutes of the general education committee (below), the reports/dashboard provide an effective mechanism for feedback and improvement.

The general education committee monitors and reports on [outcomes](#) and changes to the general

education program annually ([2013](#), [2014](#), [2015](#), [2016](#)). Results indicate that students are performing at or near expectations on learning outcomes of critical thinking, problem solving and communication skills, as measured by direct (e.g., CLA) and indirect (e.g., National Survey of Student Engagement [NSSE], exit survey) measures. An example of how assessment of [student learning outcomes](#) has been used to make changes is the development of a revamped first-year seminar general education course. This course was proposed after data revealed that WSU 101 was not achieving its educational purpose or contributing to improvements in retention (see also 5.C.2.).

Based on program review feedback, program units have adopted or proposed changes to improve student performance and enhance student success in meeting program goals, including creation of new courses, and changes in course content and scheduling, assessment procedures, and degree requirements. Examples of use of data can be found on the program review [web page](#) and various program review reports (Business [[accountancy](#), [general business](#)]; Education [[curriculum & instruction](#), [sport management](#)]; Engineering [[mechanical engineering](#)]; Fine Arts [[Music](#)]; Health Professions [[dental hygiene](#), [public health sciences](#), [nursing](#)]; Liberal Arts and Sciences [[geology](#), [community affairs](#), [political science](#), [social work](#)]).

— 4.B.4. —

At the university level, the Office of Assessment provides training and guidance at every level to ensure that best practices in assessment are in alignment with the American Association for Higher Education and Accreditation. Representatives from each college serve as liaisons between the colleges and the university assessment committee to foster best practices across the multilevel assessment process.

Assessment Best Practices

[Assessment symposia](#) are held regularly to showcase strong assessment programs within the university as well as to train faculty and staff on best practices based on the [Principles of Assessment](#). Symposium presentations can be found on WSU's assessment [web page](#). Since 2011, 504 faculty and staff have attended one or more of the assessment symposiums.

Assessment Funding Support

Approximately \$30,000 is available annually for specific assessment initiatives (provided by the Office of Assessment) to encourage individual units to develop robust assessment systems by fostering training on best practices as well as providing [Funding for Assessment Initiatives](#). Examples of funding include providing resources for an external review visit, writing or critical thinking assessment projects, graduate assistants to conduct data analysis, and resources for employer surveys. The typical award ranges from \$500-\$3,000.

Program Level Oversight

At the program level, participation by faculty and staff for designing, implementing and evaluating student learning goals and outcomes is key to the success of curriculum development and program review as defined at WSU. One of the university's greatest responsibilities is to develop and implement high quality educational programs; central to this is reliance on faculty-driven processes for maintaining and exercising authority over educational programs, learning environments, licensures and support services. Program review provides formal assessment procedures for exercising authority

over educational quality in individual units. This assessment process, coupled with the curriculum change process, accommodates course changes and new courses — including degree, certificate and [badge](#) programs — and ensures that faculty and staff work together to design and assess high quality programming for students.

Sources

- AAHE Principles for Assessing Stud Learning 1992
- ACAD_AFFAIRS_ASSESS_Assessment_Matrix_2015
- ACAD_AFFAIRS_ASSESS_Assessment_Symposia_Webpage_2016
- ACAD_AFFAIRS_ASSESS_COMMITTEE_Meeting_Minutes_2011-2016
- ACAD_AFFAIRS_ASSESS_Office_of_Assessment_Homepage_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Annual_Timeline_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Process_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 28)
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016 (page number 29)
- ACAD_AFFAIRS_ASSESS_Program_Review_Template_2013
- ACAD_AFFAIRS_Assessment_Fund_Request_Form_2015
- ACAD_AFFAIRS_Assessment_Rubrics_2012-2016
- ACAD_AFFAIRS_Assessment_Symposia_2011-2015
- ACAD_AFFAIRS_Program_Learning_Outcomes_Samples_2016
- ACAD_AFFAIRS_Student_Learning_Assessment_System_05-15-2014
- BUSINESS_Program_Review_Reports_2016
- BUSINESS_Program_Review_Reports_2016 (page number 26)
- BUSINESS_Program_Review_Reports_2016 (page number 40)
- CFA_MUSIC_School_of_Music_Program_Review_2016
- CFA_MUSIC_School_of_Music_Program_Review_2016 (page number 6)
- CHP_Program_Review_Reports_2016
- CHP_Program_Review_Reports_2016 (page number 12)
- CHP_Program_Review_Reports_2016 (page number 29)
- CHP_Program_Review_Reports_2016 (page number 57)
- EDU_Program_Review_Reports_2016
- EDU_Program_Review_Reports_2016 (page number 14)
- EDU_Program_Review_Reports_2016 (page number 66)
- ENG_Program_Review_Report_2016
- ENG_Program_Review_Report_2016 (page number 20)
- FACULTY_SENATE_GEN_ED_Reivew_of_SLO_2015-2016
- FACULTY_SENATE_GEN_ED_Reivew_of_SLO_2015-2016 (page number 9)
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2012-2013
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2013-2014
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015 (page number 2)
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015 (page number 3)
- FACULTY_SENATE_GenEd_Program_2016

- FACULTY_SENATE_GenEd_Standing_Committee_2015-2016
- FACULTY_SENATE_Guidelines_for_UG_Alternative_Credential_Pathways_2015
- LAS_Program_Review_Reports_2016
- LAS_Program_Review_Reports_2016 (page number 10)
- LAS_Program_Review_Reports_2016 (page number 36)
- LAS_Program_Review_Reports_2016 (page number 52)
- LAS_Program_Review_Reports_2016 (page number 116)
- STUD_AFFAIRS_STUD_INVOLVEMENT_Assessment_of the Stud_Experience_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Assessment_Plan_2016
- STUD_AFFAIRS_STUD_INVOLVEMENT_Service-learning_2016

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

— 4.C.1. —

Wichita State University is committed to educational improvement through various initiatives, most notably WSU's [Quality Initiative](#) and the Kansas Board of Regents [Foresight 2020](#), both of which focus on retention, persistence and completion rates in degree programs.

The Quality Initiative, centered on the Graduation Partnership, is designed to impact WSU's long-term retention and graduation rates. The partnership aimed to enhance the student experience by: identifying academically at-risk students paired with pro-active advising, developing a robust freshmen orientation, deploying an early alert system, launching a revised first-year experience course (WSU 101), and increasing supplemental instruction.

The university's commitment to educational improvement is furthered by KBOR's strategic plan (Foresight 2020), with a goal to increase retention and graduation rates of first-year, full-time freshmen 10 percentage points by 2020.

Goals defined in the Quality Initiative and [Foresight 2020](#) are fully aligned with WSU's mission and resource planning process, as well as the Higher Learning Commission's accreditation criteria. Overall goals and outcomes are appropriate to the scope of the mission and the university's capacity to accomplish it.

WSU's commitment to a quality experience for students in their first year of enrollment includes continual improvement of policies, programs and services to facilitate academic success and personal growth; providing foundational educational experiences; creating a culture that supports first-year enrollees' aspirations; and encouraging students to engage actively in campus life. A requirement for freshmen to live on campus is one way of encouraging that engagement.

The Graduation Partnership goals are to:

- Increase retention rate of first-time, full-time freshmen, 70 percent (2010) to 80 percent by 2020;
- Increase six-year graduation rate of first-time, full-time freshmen, 40 percent (2010) to 50 percent by 2020; and
- Develop metrics to measure and then increase graduation rates for transfer students, 10 percent by 2020.

— 4.C.2. —

In terms of retention, persistence and completion of its programs, data collection and evaluation of the Graduation Partnership's retention and graduation efforts occur via an [ongoing process](#). Data collected by the Office of Assessment and Office of Planning and Analysis throughout the academic year are reported in a dashboard [format](#) and reviewed by the [Retention Council](#), whose representatives include administrators, deans, associate deans, advisers, faculty, financial aid and admissions staff, and the provost. Annual reports document changes and improvements.

Besides the Quality Initiative, various other data are gathered and analyzed to determine progress. All reports demonstrate that WSU is making progress and continued improvement in terms of increasing retention and graduation rates for first-time and transfer students.

- Quality Initiative project annual reports with recommendations and changes ([2012-2013](#), [2013-2014](#), [2014-2015](#), [Final Report to HLC](#), [Final Review from HLC](#))
- [Degree Conferred Factbook](#)
- [Student Retention and Graduation Rates](#)

— 4.C.3. —

For the Graduation Partnership, WSU uses a mix of [formative and summative methods](#) in the evaluation process to ensure continuous review, modification and adjustment of the initiative to meet the ultimate goals of increasing retention and graduation rates.

Purpose

The purpose of evaluation is to analyze data collected for Graduation Partnership initiatives and evaluate results in relation to the following questions.

- How well is the program being delivered?
- Should the initiative be modified?
- What is the effectiveness of the initiative?
- What is the impact of the initiative?

Evaluation Strategy, Measurement and Timeline

An evaluation design has been developed to allow assessment of the extent to which program components are meeting action steps and goals outlined in the Graduation Partnership. The partnership targets undergraduate students.

Results and Changes

Results are reviewed by appropriate groups such as the WSU Retention Council, HLC Work Group, and President's Executive Team/Council of Deans. Documentation of changes is found in the following documents and indicates that the university makes improvements based on data it collects.

- [Meeting minutes from Retention Council](#)
- Quality Initiative project annual reports ([2012-2013](#), [2013-2014](#), [2014-2015](#), [Final Report to HLC](#), [Final Review from HLC](#))

Overall, as stated in its final report, the Quality Initiative shows that students are effectively participating in most measurable areas. Even areas not meeting targeted goals show significant improvement. Based on review of Quality Initiative reports, actions have been taken. These include the following.

- At the program level, the WSU 101 course was replaced with general education freshman seminar courses. These program-related seminars embed student success materials with [engaging general education topics](#). The courses fulfill an introductory general education requirement and are taught by senior faculty.
- The change of early-alert procedures using GradesFirst to an in-house-developed Student Early Alert System (SEAS) requires faculty to intervene directly with students instead of referring them to student advising centers. Collaboration with student advisers is still encouraged but direct faculty contact with at-risk students appears to work better ([2015](#), [2016](#)).

— 4.C.4. —

WSU data governance structure is based on best practice within higher education as defined by Educause and leading universities in data governance.

The university community has three managed data systems from which to obtain information related to data for decision-making, planning and reporting: Business Intelligence and Predictive Modeling (BIPM); University Assessment Data System; and External Reporting Data. While largely dependent upon transactional databases (e.g., Banner), managed data systems are based on online analytical processing configurations designed for reporting and analysis, and include data customizations, aggregation, imputation, forecasting and simulations of data elements.

Academic Affairs maintains these managed data systems. The mission of the Data Governance Council (DGC) is to provide oversight to systems to ensure data integrity, best practices in data management, reporting standards, information consistency and security access. The DGC is charged with identifying data and reporting needs related to strategic planning priorities and the sharing of business knowledge across divisions to ensure data and reporting optimization related to the latest business practices within units. The DGC provides compliance with HLC requirements related to

institutional data used for accreditation.

Retention and graduation rates are one of many key performance indicators (KPI) used at WSU for internal assessment and decision making along with reports to federal, state and outside third parties. As with all KPIs, validity (how accurately the measurement metric reflects the concept or dimension being measured) and reliability (the ability to repeatedly measure with consistency over time) are important.

In terms of validity, working with subject matter experts in operational offices (e.g., Registrar, Financial Aid, Admissions, Finance), student-information-system (SIS) source tables and data indicators for identifying new student cohorts are verified and reassessed yearly. In terms of reliability, all SIS table modifications must be reviewed by the data management committee with daily audit reports providing alerts when new or modified data indicators that may impact new student indicators change.

Tracking of new student groups is performed daily within the BIPM system as part of nightly data refreshes from the SIS. Once enrollment data are archived on the fall census, a period of review of available transcripts on new students to ascertain correct categorization is performed, and new student indicators are adjusted if needed. When transcript confirmation is complete, a review of all past enrollment is performed to catch any case in which a student has attended prior to current term (spans known enrollment data from 1901 to present). Confirmed new student cohorts are then entered for the fall census into the BIPM cohort table, which stores cohorts for every fall census from 1980 to present for reporting both internally and externally.

- [Data Governance Charge](#)
- [Data Governance Structure for Wichita State University Data Systems and Reporting Standards](#)
- [Data Governance By-Laws](#)
- [Reporting Terminology, Definitions and Standards](#)
- [Data Glossary](#)

Sources

- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Annual_Report_2013
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Annual_Report_2014
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Annual_Report_2015
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Homepage_2016
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Proposal_Graduation_Partnership_2013
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Proposal_Graduation_Partnership_2013 (page number 9)
- ACAD_AFFAIRS_OPA_Data_Governance_By-Laws_2014
- ACAD_AFFAIRS_OPA_Data_Governance_Structure_for_WSU_Data_Systems_2015
- ACAD_AFFAIRS_OPA_Degrees_Conferred_Factbook_2015
- ACAD_AFFAIRS_OPA_DMC_Glossary_2016
- ACAD_AFFAIRS_OPA_DMC_Terminology_Definitions_Standards_2016
- ACAD_AFFAIRS_OPA_Retention_Graduation_Rates_2015
- ACAD_AFFAIRS_OPA_SEAS_End-of-Term_Report_Fall_2015

- ACAD_AFFAIRS_OPA_SEAS_End-of-Term_Report_Fall_2016
- ACAD_AFFAIRS_STUD_SUCCESS_Retention_Council_Homepage_2016
- ACAD_AFFAIRS_STUD_SUCCESS_Retention_Council_Minutes_2013-2016
- ACAD_AFFAIRS_STUD_SUCCESS_Retention_Council_Minutes_2013-2016 (page number 25)
- FACULTY_SENATE_GEN_ED_First-Year_Seminar_2016
- HLC_1304_QIR_Review_Wichita_State_University_06-08-2016
- KBOR_Foresight_2020_Overview_2014
- PRES_ACAD_AFFAIRS_QI_Report_2016
- PRES_ACAD_AFFAIRS_QI_Report_2016 (page number 11)
- PRES_Data_Governance_Charge_Memo_04-30-2013

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Wichita State University's Office of Assessment communicates university assessment policy, methods and best practices; evaluates assessment data; makes recommendations based on assessment data for improvement and accountability purposes; and keeps the dialogue of assessment alive across campus. The university demonstrates compliance with Criterion 4 by employing:

- A regular pattern of review for each degree program that provides data on student outcomes and student success regarding those outcomes;
- Policies and procedures for curriculum development, changes and improvement coordinated among faculty, administration and supporting units to exercise authority over program and course quality;
- Specialized accreditation for appropriate programs, all of which are in good standing;
- Transfer equivalency procedures coordinated by the Office of the Registrar; and
- Evaluations of graduates' success through survey data from them and their employers.

While WSU seems to have met Criterion 4, the university could benefit from more coordination of assessment activities across divisions, particularly Student Affairs. This will be facilitated going forward, as the Division of Student Affairs is now administratively structured under the Division of Academic Affairs.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

— 5.A.1. —

Fiscal Resources

Since the Higher Learning Commission visit in 2007, Wichita State University has been forced to offset continual reduction of state support for current operations and new initiatives by increasing revenues from other sources of financial support. In FY 2017, the state's share of WSU's operating budget is 22.2 percent, and the remaining 77.8 percent is supported by a combination of tuition and fees, sponsored research release and overhead from sponsored research and public service grants, federal matching funds for work-study students, student housing funds, parking operations and WSU Foundation funds (see budgets, [2008](#), [2009](#), [2010](#), [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#)).

WSU has obtained sufficient resources to meet operational needs by increasing revenues and prioritizing expenses, while maintaining program quality. To evaluate its success, the university benchmarks itself to [peers](#) using various financial ratios. WSU exceeds or is comparable in terms of these ratios. Its overall CFI has declined from 3.28 in FY 2014 ([revised](#) from 5.45) to 1.57 in FY 2015. A portion of this decline is due to the implementation of the GASB 68, which decreased WSU's net position by \$32.1 million and a loss on disposal of capital assets during FY 2015 of \$7.7 million. The remainder of the decline is evidenced in the transformation occurring on campus (e.g., new residence hall, Innovation Campus).

The university has also made investments as part of the strategic plan (goal 5) to enhance student service including:

- \$1.5 million for a OneStop location and call center, ongoing;
- \$1.0 million for remote parking and shuttle service, ongoing; and
- \$1.0 million for new police and parking vehicles, and staff to patrol remote parking lots.

In the past two years, WSU has significantly increased long-term debt. In FY 2014, a new residence hall was constructed with the issuance of \$64.9 million in bonds (see Kansas Board of Regents [KBOR] review and approvals, [February](#) and [May](#) 2013). In FY 2015, WSU issued \$44.9 million in bonds for construction of the [experiential engineering building](#) on the Innovation Campus (see KBOR review and approvals, [September](#) and [October](#) 2014).

In other examples of recent fiscal decisions, WSU has:

- Increased tuition and fees to levels more consistent with the prevailing rate among peers, and focused recruiting strategies to increase the proportion of non-resident students (see tuition/fee comparison to [peers](#));
- [Funded](#) online programs through an online course fee;
- Continued fundraising by the [WSU Foundation](#) for financial aid for students, departmental support, faculty of distinction and targeted program enhancements;
- Launched a [capital campaign project](#) through the WSU Foundation to support a [plan](#) to build the Innovation Campus with a modern new business school (see latest [results](#));
- Increased the level of [funded research and public service grants](#); and
- Created initiatives to [increase enrollment](#), and [retention and graduation rates](#).

These initiatives have generated significant increases in financial support over the past few years with subsequent increases for WSU's educational programs or research production.

Human Resources

Salaries and fringe benefits make up approximately [56 percent](#) of the university's operating budget, a percentage that is similar to its [peers](#) (FY 2014 data). WSU monitors the sufficiency of human resources with the following metrics:

- *Student-faculty ratios*: Faculty counts are monitored to ensure appropriate coverage of educational offerings. In WSU's latest HLC institutional updates, steady increases in full-time equivalent faculty have occurred with the most recent [student-to-faculty ratio](#) (2016 annual HLC report) reported as 18:1. The ratio has decreased over time, which is in line with WSU's [peer](#) institutions. (See WSU's [consolidated faculty report](#).)
- *Student-staff ratios*: Non-instructional staffing levels have remained fairly constant over the past three years (2013-2015, measured each fall), with a student FTE/staff reported as 9.4:1, 9.2:1, and 8.8:1 respectively. A comparison to WSU peers is not available.
- *Student-adviser ratios*: Ratios over the past three years (2013-2015, measured each fall) are 499:1, 507:1, and 495:1 respectively, with the College of Business as high as 749

students/adviser and the College of Fine Arts as low as 218 students/adviser. A comparison to WSU peers is not available. Based on [NACADA 2011 National Survey of Academic Advising](#) (Carlstrom, 2013), the median caseload of advisees per full-time professional academic adviser is 296. By institutional size, the median individual adviser caseloads are 233, 333, and 600 advisees for small, medium and large institutions, respectively. WSU falls somewhere between a medium and large institution, which would make its overall adviser ratios in line with this data. However, some academic units need additional resources to help address high student/adviser ratios.

Physical and Technological Infrastructure

Physical Infrastructure

The campus is composed of approximately 363 acres of land, including the main campus at 21st Street and Hillside, and the [Eugene M. Hughes Metropolitan Complex](#) at 29th Street and Oliver. Since the last site visit, the university has added locations.

- [WSU West](#) is located on approximately 8.8 acres of land northwest of Wichita in Maize, Kansas.
- [WSU South](#) is housed in a leased facility in south Sedgwick County (Derby, Kansas).
- [WSU Old Town](#), near downtown Wichita, houses the Community Engagement Institute, Center for Management Development, Center for Economic Development and Business Research, KMUW, and the Training and Technology Team. In 2017 the departments of physical therapy and physician assistant will begin their move to Old Town.
- The [Downtown Center](#) is in a leased building housing the Department of Physical Therapy (planning to close in FY 2017 as department transitions to WSU Old Town).
- A new testing facility for the National Institute of Aviation Research is housed in the former [Kansas Coliseum in Park City, Kansas](#) and two engineering research buildings.
- A facility on 330 acres adjacent to the [Ninnescah River in southwestern Sedgwick County](#) serves as an experimental field station for the Department of Biological Science. WSU also has educational access to a [4,700-acre Flint Hills ranch](#).
- A baseball practice facility has been built on the main campus, adjacent to Tyler Field at Eck Stadium.

The campus has 82 buildings containing 3,243,808 gross [square feet](#), a net assignable area of 2,209,798 square feet, and a current replacement cost of \$862,051,662. A [five-year capital improvement plan](#) is submitted annually to KBOR for approval and forwarded to the Kansas Legislature for facility enhancement requests as prioritized in the campus master plan (see below). The capital improvement plan (with [updates](#)) is developed by the Office of Facilities Planning, based on coordination with university administration.

Renovation of the [Rhatigan Student Center](#), a project from the previous master plan, began in 2012 and was completed in August 2014. Renovation increased social space for student and faculty interaction, provided access to technology, and brought the building into compliance with Americans with Disabilities Act (ADA) guidelines. The Rhatigan Renewal was funded by student fees and

private donations.

Shortly after arriving in 2012, President Bardo announced [five primary priorities](#) for transformation that have shaped the direction of university facilities and the strategic plan.

- Improve overall quality.
- Increase enrollment.
- Enhance basic research.
- Pursue technology transfer.
- Improve the quality of student life.

A crucial foundational component for these priorities was campus facility expansion. WSU's executive team completed an updated Facility Master Plan that included several major projects. Systematic planning for facilities considered such things as environmental setting, physical conditions, historical sensitivity, open space, campus access, parking and traffic concerns, land use and projected enrollment.

The [plan](#) organized the campus into three general segments: Active Corridor; Academic Corridor; and Arts and Sciences Corridor. Because parking is always a concern, the plan includes construction of [parking garages](#). It also includes room for expansion of athletics and recreational facilities, additions to academic buildings and residential housing, and more on-campus dining.

Construction of a student dormitory at the center of the main campus began in 2013 and finished in fall 2014. [Shocker Hall](#), the first residence hall built on campus since 1964, houses 784 students, primarily first-year, and includes a 400-seat dining hall and the Dorothy and Bill Cohen Honors College.

A new [technology transfer office](#), designed to move the products and results of university research quickly into the marketplace, is tasked with enhancing research, and developing the processes and infrastructure required to extend results of research into new inventions, innovations and technologies that can be marketed in collaboration with industry and private-sector enterprises. Plans for an [innovation university](#) were approved in 2014 and included buildings for public/private research initiatives, one of which would house the Barton School of Business. The first of these buildings (experiential engineering) is scheduled to be completed and occupied in fall 2016.

Other priorities include [increasing enrollment](#) and improving the overall quality of academic programs. A major initiative aimed at significantly increasing enrollment includes targeted recruitment efforts in locations outside of south-central Kansas, such as other areas of Kansas and in states along the I-35 corridor. As state revenues continue to decline, this initiative is aimed at increasing revenue to enhance all areas of the university. The [Honors College](#) in Shocker Hall provides an enhanced innovative opportunity for academically exceptional students and emphasizes interdisciplinary honors options, including a new [Honors Baccalaureate degree](#) program.

Technology Infrastructure

To assist a secure information infrastructure, a credit-hour fee was added to all credit-bearing courses in FY 2015 in support of the [OneStop](#) services. Additional fee support for classroom

technology and [Information Technology Services](#) (ITS) support for university-wide technology was added in FY 2016.

Infrastructure planning has led to state-of-the-art technology for WSU.

- The wireless initiative provides a 100 percent wireless campus network that allows everyone on campus to connect to laptops or other wireless devices.
- To further protect the university's information infrastructure, a layered security approach has been implemented through virus protection for users who connect to the network.
- In 2006 the university moved from a mainframe-based computer system to a web-based Enterprise Resources Planning (ERP) system. Conversion to the Banner system was completed in 2007.
- In 2015 the university implemented [Cognos BI](#) (Business Intelligence), a software toolset for reporting, analysis, score-carding, and monitoring of events and metrics.
- During calendar year 2015, WSU entered into an agreement with the state network consortium KanREN to provide a fully redundant 100 gigabit network to the main campus, including the Innovation Campus, with full access to 100 GB planned for fall 2016.
- During the 2014-2016 calendar years, several technology enhancements to assist in enrollment management and retention have been implemented including [Blackboard's OneStop 24/7 student services](#) and [engagement campaign](#) solution, Blackboard Enrollment Management ([strategy](#) and [marketing and recruitment](#)) for online programs, [Ellucian CRM Recruit](#) for undergraduate, graduate and international admissions, and [Ellucian Degree Works](#) for degree auditing.
- An online catalog and curriculum management tool ([CourseLeaf](#)) is being implemented and should be fully operational by 2017.
- An improved travel processing system was implemented in 2014-2015 where the traveler/delegate enters required documents for which approvals are received and recorded electronically.
- [Parking software](#) was purchased in 2016 to better administer WSU's parking. The system being implemented uses license plate recognition to know if and when a vehicle is allowed to park in any given lot.

The [Information Technology Services division](#) (ITS) has been instrumental in leading WSU through the technology changes of the past 50 years. Information technology culture on campus supports a distributed desktop environment focused on empowering users to access, store, analyze and report information in an efficient and cost-effective manner.

The [Media Resources Center](#) (MRC) provides centralized support for new technologies to enhance effective learning environments, including the expansion of online learning and use of Blackboard.

In 2013, to improve effectiveness and efficiency of technological operations, WSU [streamlined university administrative functions and responsibilities](#). ITS and MRC were integrated into the Office of Academic Affairs. ITS and the CIO report to the associate vice president for Academic Affairs and chief data officer, and MRC reports to the senior associate vice president for Academic

Affairs and Strategic Enrollment Management.

The university has an adequate infrastructure compared to its peers and internal monitoring. WSU monitors expenses in terms of physical plant and technology expense per student.

- [Student spending-physical plant ratios](#): Over the past three years (2013-2015, measured each fall), spending on the physical plant/student FTE has increased from \$1,844 to \$2,066, which is comparable to WSU peers (see also [square footage](#) peer comparison).
- [Student spending-technology ratios](#): Over the past three years (2013-2015, measured each fall), spending on the technology/student FTE has been \$827, \$812 and \$835 respectively. Peer comparison is not available.

— 5.A.2. —

To ensure that its core educational purposes are not adversely affected, WSU ties its resource allocation processes to its planning processes. Management, support and oversight of fiscal, capital and human resources are a shared responsibility of multiple divisions. [KBOR policies](#) provide a framework and processes that guide all aspects of the university from budgeting and capital projects to employee responsibilities. [Budgets are prepared](#) using a participatory process with input solicited at multiple levels of the process.

— 5.A.3. —

The mission statement in place during the first half of the accreditation review period was developed by the university community and approved by KBOR in 1991. The current version of WSU's vision, mission, values and goals was reviewed and revised during the strategic planning process initiated in 2012; [approval](#) was granted by KBOR in June 2013. The new statements provide a comprehensive portrait of the university that combines WSU's unique attributes with the universal descriptors of a research university: teaching, research and service.

This mission guides administration, academic programs, student services, support services and other operational departments to evaluate initiatives and allocate resources to reach university goals. (See 1.A.-1.D.)

A major example of how realistic the mission is to WSU is the creation of the [Innovation Campus](#) as a way to focus on applied learning and research. The Innovation Campus is tied to the university's mission as an essential educational, cultural and economic driver for Kansas and the greater public good. The idea is for outside, mostly technology-based companies to build infrastructure on university land and establish operations on campus, bringing with them new ideas, technology, jobs and paid student internships (e.g., [Airbus Americas](#) relocating to campus). In turn, companies will gain regular interaction with university faculty, students, research and other technology-driven companies.

The positive collision of people and ideas will not only help grow WSU, but also foster entrepreneurial ideas to boost Wichita's economy and allow students on-the-job experiences while earning degrees. It will also provide a more supportive and organized environment for faculty doing research and looking to create business spin-outs, patents and partnerships. Another example is using

the [Metropolitan Complex](#) as the central location to support workforce, professional and community education.

— 5.A.4. —

Processes to Assure Employees are Qualified and Trained

WSU's Policies and Procedures Manual addresses hiring, performance planning and evaluations, and professional development for faculty and staff. It also addresses qualifications and training. Departments work in cooperation with Human Resources to fill vacant positions.

Hiring Procedure

WSU faculty and chairs/directors are responsible for recruiting additions to faculty and staff. Human Resources and the Office of Equal Opportunity assist and review searches to ensure that rules and procedures are followed and that all means are used to build a diverse pool of qualified candidates. Sources of guidance include:

- Hiring procedures for [benefits eligible employees](#); and
- [Equal Opportunity](#)

Performance Evaluations

Guidance and processes for performance evaluations of [faculty members](#), [unclassified professionals](#) and [university support staff](#) are in the Policies and Procedures Manual, as are policies governing evaluation of faculty members during their [probationary period](#). Additional [information](#) is available from Human Resources.

Training and Professional Development

As summarized in 3.C.2. and 3.C.4., WSU has a qualified staff and offers outstanding professional development opportunities for faculty, unclassified professionals and university support staff through various programs on campus.

— 5.A.5. —

Under the [budget process](#) established for universities of the KBOR system, each university has its own base budget line-item appropriation from the State of Kansas general fund that is carried forward from the previous fiscal year, and increased funding is appropriated through the operating grant to KBOR, which then determines the allocation to each KBOR university. This allocation becomes part of each university's state general-fund base budget. Each university may determine the use of the operating grant allocation, subject to KBOR guidelines.

Under the operating-grant budget process, tuition rates must be approved by KBOR based upon university-specific recommendations. The governor and Legislature have approved "tuition ownership," which permits universities to retain all tuition revenues. This has resulted in management flexibility over all university resources.

Budget Development Process

Typically, the KBOR budget development process begins every spring with two phases: (1) the requested increase from the state general fund; and (2) the individual university's request for increases of tuition. The KBOR Council of Business Officers (COBO), composed of chief financial officers from each university, initiates the process by analyzing systemwide needs, reviewing inflationary factors in conjunction with the Higher Education Price Index, and reviewing the need for staffing and operating support for new buildings and other related items. COBO recommendations are then taken to the Council of Presidents for review and final recommendation to KBOR.

Once tuition rate increases have been discussed among campus constituencies, each university presents its [tuition proposal](#) to KBOR for approval (as [aligned with their strategic plans](#)) in May concerning: (1) percentage rate of increase; (2) projected amount and proposed use for the increase; and (3) plans for future increases.

Actual budget development at WSU begins with instructions and parameters established by the Kansas Division of the Budget and KBOR. The Division of the Budget sets parameters for fringe benefit rates and level of state general fund support to be included in the budget request for the next fiscal year.

On Sept. 15, each university submits a budget request document to the Division of the Budget, with copies to KBOR and the Kansas Legislative Research Department. The following calendar activities lead to budget approval.

- Division of the Budget recommendations are issued in November.
- Universities appeal Division of the Budget recommendations to the governor in late November.
- The governor presents budget recommendations to the Legislature in January along with the State-of-the-State report.
- The Legislature deliberates the governor's budget from January through April.
- Budget appropriations are finalized in May.

WSU's internal budget process begins during February and March. The process is [participatory](#) and involves the Faculty Senate, Unclassified Professional Senate, University Support Staff Senate, Student Government Association, campus departmental budget officers and budget review officers, with the divisional vice presidents completing the final review and approval. It is a three- to four-month process with the university's strategic plan providing the foundation for funding allocation decisions.

- The developed revenue and expenditure [estimates](#) used in the budget process take many forms and are often dependent on the changing budgetary concerns confronting the university for the upcoming fiscal year. Examples are below.

— In coordination with the university president, the Student Government Association is responsible for recommending and adopting student fee [budget requests](#) that support a variety of student services and programs (e.g., Student Health Services). For FY 2017, challenged by limited resources, an [analysis](#) was developed and reviewed with the student committee to help

guide their deliberations and decision making process.

— In formulating budgetary decisions, the university relies on revenue estimates, as well as expenditure requests, that are refined throughout the budget process. [Estimating and tracking documents](#) are used to formulate and reconcile recommendations with available resources.

- The university president reviews and discusses current legislative status concerning appropriations and potential tuition increases with the President's Executive Team and the University Budget Advisory Committee to obtain campus input. The advisory committee is chaired by the vice president for Administration and Finance and includes the provost, the associate vice president for Administration and Finance and director of budgets, a dean from the academic colleges, and presidents from the senates of faculty, unclassified professionals and university support staff, and student government.
- The university president allocates salary increase funds and other budget increases to each division vice president.
- Vice presidents provide instructions and allocate funds to colleges and major units within their respective areas.
- Deans and directors then allocate funds to departments for budget input and salary recommendations.
- Departmental budgets then flow up through the organizational structure of the university with reviews at each level.
- The University Budget Office balances and finalizes the annual operating budget.
- Once the fiscal year budget is fully approved, it is loaded into the Banner finance system. When expenditures are entered into the system, it checks to ensure the expenditure does not exceed the amount of available budget for a given department. If it does, the transaction is suspended pending further correction by the department's budget officer.

Funding of the University Budget

WSU is funded from two major categories of resources: general use funds and restricted use funds. Both funds are on deposit in the Kansas State Treasury.

General use funds are derived from two separate funding sources: the state general fund (tax revenues) and the general fees fund (student tuition). Appropriations from the state general fund may be for general operating purposes or targeted for a specific use.

At the beginning of each fiscal year, the university estimates the amount of tuition dollars that will be collected. Actual tuition dollars collected are monitored each semester and compared with the estimate used for budget purposes. The university can only spend the actual tuition dollars collected. If tuition dollars collected fall short of the original estimate, budgets are reduced accordingly.

Restricted use funds, which represent revenues derived from sources other than taxes and student tuition, are special revenues that must be used for the specific purpose collected. The following are examples.

- *Restricted fees*: Revenues from special events, student fees (other than tuition), workshops, services performed, contracts, concerts, etc.
- *Restricted fees-research*: Grants and contracts from outside companies or agencies.
- *University federal fund*: Grant and contract funding from the federal government.
- *Sponsored research overhead*: Overhead income generated from research and public service grants and contracts.
- *Federal work-study funds*: Federal government matching funds of 75 percent for salaries of work-study students.
- *Student housing funds*: Revenues from student housing operations.
- *Parking operations*: Revenues from parking operations such as parking fees and fines.

Each restricted use fund has its own fund number assigned by the Kansas Division of Accounts and Reports and must be included in the university's appropriation bill to be a valid source of revenue.

The FY 2017 university budget is \$322,983,639, divided in the following ways.

- \$71,717,393 — state general fund allocation (4.2 percent decrease from FY 2016);
- \$87,388,126 — general fees fund (tuition) (5.0 percent increase from FY 2016); and
- \$163,878,120 — restricted use funds.

Monitoring Expenditures

Expenditures are classified in categories and represented by codes in the university's accounting system that correspond to definitions and codes assigned by the state Division of Accounts and Reports.

- *Salaries* include wage and benefit costs for faculty, unclassified professional staff, university support staff, lecturers and graduate assistants. Personnel in these categories are under the auspices of KBOR policy that awards annual increases on a merit basis resulting from the outcome of the budget appropriation process.
- *Student salaries* are salaries paid on an hourly basis to enrolled students who work for the university.
- *Fringe benefits* are those expenditures paid by the university for each employee for retirement contributions, health insurance, Federal Insurance Contributions Act (FICA), workers compensation, unemployment compensation, and leave upon retirement assessment.
- *Shrinkage* is the amount of savings that the university must generate from employee turnover or vacant positions, as mandated by state law. The shrinkage rate for WSU is 2.28 percent of all general use-funded salaries and fringe benefits.
- *Other operating expenditures* are those funds budgeted for all university operating expenditures

except salaries and fringe benefits.

During the fiscal year, several processes are used to monitor expenses and manage the current budget.

- Detailed departmental budget-to-actual reports are available for budget officers to execute and review on a monthly basis ([FCD00106 – Organization Financial Report for GU funds](#), e.g., dental hygiene), but can also be executed daily. The Office of Financial Operations also monitors budget to actual by using the Banner finance system to stop processing of expenditures anytime there is non-sufficient budget for the expenditure.
- Restricted use cash deficits are identified on the [FCD00105 – Organization Financial Report for RU funds](#) (e.g., economics). Reports are available for execution by each budget officer on a daily basis, and the deficits are closely monitored by the Office of Financial Operations, which works with the department chair to correct the deficit.
- Budget review officers and vice presidents use summary reports by organization and division to easily identify variance between budget and actual within their units ([FCD00200 – Organization Financial Summary](#), e.g., College of Education Dean's Office and the [Division Summary](#)).
- Full-time permanent positions are assigned position budgets. Monitoring of the position budget is accomplished at the department level with oversight by the University Budget Office using an online, real-time form in Banner (PWIEBUD).

Throughout the year, the president meets with the executive finance team to review tuition cash flow and expenditures based on enrollment, as well as revenues and expenses from restricted use sources. The associate vice president for Finance and the University Budget director jointly prepare this information using data and reports within the Banner system and those listed above. The [GU Cash Balance Projection report](#) is an example of the information provided to the executive team. As issues are identified, action can be taken to resolve potential financial issues. For example, if the team identifies a shortfall in the tuition fund, budgets are adjusted and measures are taken to curtail spending to ensure cash shortfalls do not occur.

In a recent example, after a review of restricted use cash balances ([FCS00300 – RU Cash Balance by Fund Level 3](#)), it was determined that action needed to be taken to correct a negative cash balance within the Advanced Education in General Dentistry residency program. This program relies mostly on restricted use funding for support, but for a variety of reasons income was not keeping up with expense levels. By identifying this situation prior to year-end, the executive team was able to agree on a plan to use contingency cash to cover the current year deficit and to implement an MOU with the department for repayment. In addition, the department took internal steps to change processes, recruit more residents and improve overall profitability of the unit.

As a public university, WSU submits financial statements each year ([2007](#), [2008](#), [2009](#), [2010](#), [2011](#), [2012](#), [2013](#), [2014](#), [2015](#)) to the auditor of the State of Kansas. The university has had a balanced budget during all years of this accreditation period.

Sources

- ACAD_AFFAIRS_Eugene_Hughes_Metropolitan Complex_2016
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Proposal_Graduation_Partnership_2013

- ACAD_AFFAIRS_ITS_Org_Chart_and_Staff_2016
- ACAD_AFFAIRS_ITS_Organization_Chart_2016
- ACAD_AFFAIRS_MRC_Annual_Reports_2015_&_2016
- ACAD_AFFAIRS_ONESTOP_Annual_Reports_FY2016_&_FY2015
- ACAD_AFFAIRS_OOL_Online_Learning_Budget_FY2014-FY2017
- ACAD_AFFAIRS_OPA_Consolidated_Faculty_Report_2016
- ACAD_AFFAIRS_OPA_Data_on_Physical_Plant_Size_2016
- ACAD_AFFAIRS_OPA_Data_on_Physical_Plant_Spending_2016
- ACAD_AFFAIRS_OPA_Data_on_Staff-Student_Ratios_2013-2015
- ACAD_AFFAIRS_OPA_Data_on_Student-Advisor_Ratios_2013-2015
- ACAD_AFFAIRS_OPA_Data_on_Technology_Spending_2013-2015
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 3)
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 4)
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 5)
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 13)
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 17)
- ACAD_AFFAIRS_Organizational_Chart_08-26-2016
- ACAD_AFFAIRS_WSU_Downtown_Center_2016
- ACAD_AFFAIRS_WSU_South_2016
- ACAD_AFFAIRS_WSU_West_2016
- ADMIN_FINANCE_BUDGET_2017--2022_Financial_Projections_2016
- ADMIN_FINANCE_BUDGET_FY2008_Operating_Budget_2007
- ADMIN_FINANCE_BUDGET_FY2009_Operating_Budget_2008
- ADMIN_FINANCE_BUDGET_FY2010_Operating_Budget_2009
- ADMIN_FINANCE_BUDGET_FY2011_Operating_Budget_2010
- ADMIN_FINANCE_BUDGET_FY2012_Operating_Budget_2011
- ADMIN_FINANCE_BUDGET_FY2013_Operating_Budget_2012
- ADMIN_FINANCE_BUDGET_FY2014_Operating_Budget_2013
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014
- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015
- ADMIN_FINANCE_BUDGET_FY2017_Gen_Student_Fees_Maximum_2016
- ADMIN_FINANCE_BUDGET_FY2017_Operating_Budget_2016
- ADMIN_FINANCE_BUDGET_FY2017_Operating_Budget_2016 (page number 17)
- ADMIN_FINANCE_BUDGET_FY2017_Revenue_&_Expenditure_Planning_2016
- ADMIN_FINANCE_BUDGET_FY2017_Stud_Fee_Department_Request_2016
- ADMIN_FINANCE_BUDGET_FY2017_Tuition_and_Fee_Proposals_06-06-2016
- ADMIN_FINANCE_BUDGET_FY2017_Tuition_and_Fee_Proposals_06-06-2016 (page number 8)
- ADMIN_FINANCE_BUDGET_FY2017_Tuition_and_Fee_Proposals_06-06-2016 (page number 9)
- ADMIN_FINANCE_FOBT_Division_Report_Acad_Affairs_05-27-2016
- ADMIN_FINANCE_FOBT_FCD00105-Organization_Report_for_RU_Funds_05-27-2016
- ADMIN_FINANCE_FOBT_FCD00106-Organization_Report_for_GU_Funds_05-27-2016
- ADMIN_FINANCE_FOBT_FCD00200-Organization_Report_Edu_Dean's_Office_05-27-2016
- ADMIN_FINANCE_FOBT_FCS00300-RU_Cash_Balance_by_Fund_Level_3_05-27-2016
- ADMIN_FINANCE_FOBT_GU_Cash_Balance_Projection_05-01-2016
- ADMIN_FINANCE_GASB_FY2007
- ADMIN_FINANCE_GASB_FY2008

- ADMIN_FINANCE_GASB_FY2009
- ADMIN_FINANCE_GASB_FY2010
- ADMIN_FINANCE_GASB_FY2011
- ADMIN_FINANCE_GASB_FY2012
- ADMIN_FINANCE_GASB_FY2013
- ADMIN_FINANCE_GASB_FY2014
- ADMIN_FINANCE_GASB_FY2015
- ADMIN_FINANCE_OFP_FY2018_Capital_Improvement_Requests_5-year_Plan_07-01-2016
- ADMIN_FINANCE_OFP_Project_Status_Report_08-28-2016
- ADMIN_FINANCE_OHR_Benefit_Eligible_Search_Stages_2016
- ADMIN_FINANCE_Performance_Evaluations_2016
- ADMIN_FINANCE_WSU_Financial_Ratios_2015
- BLACKBOARD_Engagement_Campaigns_2016
- BLACKBOARD_Higher_Ed_Lead_Generation_and_Recruiting_2016
- BLACKBOARD_One_Stop_Student_Services_2016
- BLACKBOARD_Research_and_Strategy_2016
- ELLUCIAN_Ellucian_CRM_Recruit_2016
- ELLUCIAN_Ellucian_Degree_Works_2016
- ENG_Experiential_Engineering_Labs_2016
- FOUNDATION_Annual_Report_FY2015
- FOUNDATION_Innovation_Campus_eHorizon_05-2014
- FOUNDATION_Shock_the_World_Campaign_2016
- FOUNDATION_Shock_the_World_Campaign_Priorities_2014
- HONORS_Baccalaureate_Program_2016
- HONORS_Dorothy_Bill_Cohen_Honors_College_Homepage_2016
- IBM_Cognos_Analytics_Homepage_2016
- KBOR_Meeting_Minutes_02-13-2013
- KBOR_Meeting_Minutes_02-13-2013 (page number 6)
- KBOR_Meeting_Minutes_05-15-2013
- KBOR_Meeting_Minutes_05-15-2013 (page number 5)
- KBOR_Meeting_Minutes_06-19-2013
- KBOR_Meeting_Minutes_06-19-2013 (page number 5)
- KBOR_Meeting_Minutes_FY2015
- KBOR_Meeting_Minutes_FY2015 (page number 100)
- KBOR_Meeting_Minutes_FY2015 (page number 117)
- KBOR_Meeting_Minutes_FY2016
- KBOR_Meeting_Minutes_FY2016 (page number 27)
- KBOR_Policy_Manual_2015
- KBOR_Policy_Manual_2015 (page number 6)
- LAS_BIO_SCIENCES_Field_Station_2016
- LAS_Concurrent_Enrl_Assessment_Report_2011-2012
- LEEPFROG_CourseLeaf_Academic_Catalog_Management_Software_2016
- NACADA_Advisor_Load_2016
- NUPARK_LPR_Total_Parking_Management_2016
- PRES_EEO_Affirmative_Action_Plan_2013-2014
- PRES_EEO_Law_2015
- PRES_PPM_Ch.12_Budget_2016
- PRES_PPM_Ch.12_Budget_2016 (page number 3)
- PRES_PPM_Ch.4_Tenure_Promotion_2016
- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 17)

- PRES_PPM_Ch.4_Tenure_Promotion_2016 (page number 36)
- PRES_PPM_Ch.6_Unclassified_Professionals_2016
- PRES_PPM_Ch.6_Unclassified_Professionals_2016 (page number 12)
- PRES_PPM_Ch.7_University_Support_Staff_2016
- PRES_PPM_Ch.7_University_Support_Staff_2016 (page number 19)
- PRES_SEM_Goals_Strategies_Tactics_2016
- PRES_WSU_Innovation_University_Flyer_2015
- PRES_WSU_Master_Plan_2014
- PRES_WSU_Priorities_2012
- RTT_Annual_Report_2014-2016
- RTT_WSU_VENTURES_Home_Page_2016
- STRAT_COMMUNICATIONS_Wichita_State_News_03-16-2012
- STRAT_COMMUNICATIONS_Wichita_State_News_03-24-2015
- STRAT_COMMUNICATIONS_Wichita_State_News_03-31-2015
- STUD_AFFAIRS_HOUSING_Shocker_Hall_Information_2016
- STUD_AFFAIRS_RSC_Rhatigan_Student_Center_2016
- WICHITA_EAGLE_Flint_Hills_Ranch_for_WSU_Scientists_10-09-2014
- WICHITA_EAGLE_Plans_Revealed_for_New_Wichita_State_Buildings_08-16-2014
- WSU_AIDU_2016
- WSU_AIDU_2016 (page number 17)

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

— 5.B.1. —

Wichita State University has governance and administrative structures in place that involve its governing board, the [Kansas Board of Regents](#), and its internal and external constituencies.

[KBOR was created by Article 6 of the Kansas Constitution and is empowered by the Kansas Legislature](#). It is responsible for control, supervision and operation of the six state universities in Kansas, as well as coordination and supervision of Washburn University, and 25 public community colleges and technical colleges in Kansas, and regulation of private and out-of-state higher education institutions operating in Kansas.

KBOR pursues measurable continuous improvement in the quality and effectiveness of the public post-secondary educational system in Kansas, while expanding participation for qualified Kansans. To achieve that, it demands accountability, but advocates powerfully on behalf of the state's public universities.

The nine members of KBOR are each appointed by the governor subject to confirmation by the Kansas Senate. By law, one member shall be appointed from each congressional district with remaining members appointed at large. No more than five Regents may be of the same political party; no two members shall reside in the same county at the time of appointment.

KBOR is a policy making body as opposed to an administrative one. It is bipartisan by law and non-political by tradition.

KBOR coordinates functions of its 32 member institutions with regard to:

- Determining roles, [reviewing missions](#), and approving [performance agreements](#) and [program review reports](#) for each institution;
- Developing a comprehensive plan for coordinating program and course offerings and locations, including [transfer and articulation procedures](#);

- Developing a unified budget for state funding of state system institutions (e.g., see KBOR minutes from [July](#), [August](#) and [September](#) that document development and approval of the 2016-2017 unified budget), distributing state and federal funds, and requiring accountability for use of those funds;
- Representing WSU's interests (as documented in KBOR [minutes](#), WSU actions highlighted); and
- Collecting, aggregating and reporting common and institution specific information [documenting effectiveness](#) of each institution in meeting its mission and goals.

KBOR also has authority to control state universities and supervise their operation and management, including by:

- [Appointing](#) the chief executive officer at each state university and having an employer/employee relationship with those officers;
- Overseeing many of the daily operational functions of state universities, while choosing to delegate actual performance of those functions to chief executive officers and their staffs (see KBOR minutes above);
- Maintaining the state universities' physical assets (see minutes above); and
- Developing policy on a wide range of institutional issues (see minutes above).

All policies and procedures adopted by any state university, regardless of whether they require KBOR approval, shall be in conformity with policies and procedures of KBOR, and the laws of Kansas and the United States.

— 5.B.2. —

WSU Policies and Procedures

WSU has internal [policies and procedures](#) to authorize and designate an operational policies and procedures manual for the university; define policy initiating authorities; and develop a standard policy format, review, approval and dissemination process. The president, members of the executive team, Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association are designated as policy initiating authorities. These designations are meant to encourage governance at all levels.

KBOR's role

KBOR governs WSU along with the University of Kansas, Kansas State University, Emporia State University, Fort Hays State University and Pittsburg State University. KBOR also coordinates Washburn University and 25 community and technical colleges, making up the state system of 32 institutions. In its role, KBOR sets the state's higher education plan that guides universities and community and technical colleges.

Besides presidents, other members of university leadership teams interact with KBOR members and

staff on a monthly basis. KBOR [councils](#) further the Regents' work and provide an opportunity to receive broad input from university constituents.

WSU policies and procedures are consistent with [KBOR policies](#).

WSU Board of Trustees

The [Board of Trustees](#), unique only to WSU in KBOR's university system, supports the educational undertakings of the university through the management of the 1.5 Sedgwick County mill-levy funds, which are a carry-over from when WSU was a municipal university. The Board of Trustees was established in 1963, the same year that the Municipal University of Wichita came into the state system and became Wichita State University.

Administration

The president, as chief executive officer of the university, is responsible to KBOR for the operation of the entire university. The WSU president has a management team approach to governance and delegates operations and decision making through six vice presidents (see [general responsibilities](#) of vice presidents). Additional direct reports to the president are the directors of Intercollegiate Athletics and Equal Opportunity, and the executive director of Government Relations and the Board of Trustees. The president and CEO of the WSU Foundation reports to the foundation board, meets with the university president on a regular basis and attends meetings of the President's Executive Team. (See [organization chart](#).)

Academic Affairs, under direction of the provost and senior vice president, carries administrative responsibility for the educational and public-service mission of the university and is allocated more than 70 percent of the general use budget. The major [direct reports](#) to the provost are the vice president for Student Affairs, the deans, and the associate vice presidents for Academic Affairs. Deans are the chief administrative officers for their college or school. Management is exercised largely through department chairpersons and directors.

Faculty in each academic department are collectively responsible for curriculum and assume individual responsibility for their classes. All faculty members are entitled to full freedom in research and in publication of results, subject to adequate performance of their academic duties. (See organization chart for [Academic Affairs](#) and [Student Affairs](#).)

In 2013, WSU's research enterprise was moved out of Academic Affairs into a new Division of Research with a new vice president. This division is responsible for research, technology transfer, compliance and export control, the Small Business Development Center, the National Institute for Aviation Research, procurement and technical assistance, and Ennovar (see [organization chart](#)). Additional reorganization in 2014 brought in the former Division of Campus Life and University Relations — except university relations, now called Strategic Communications (see [organization chart](#)).

Areas within the Division of Administration and Finance include the offices of Budget and Administrative Services, Financial Operations and Business Technology, Facilities Planning and Human Resources, the Gaddis Physical Plant Complex, University Police Department and WSU Union Corporation. The division represents almost 19 percent of the general use budget. It is responsible for developing, implementing and assessing financial management plans and activities of the university, and for providing leadership and support to the WSU community in the planning and management of physical, fiscal and human resources to enhance learning (see [organization chart](#)).

— 5.B.3. —

Shared Governance Structures

WSU supports shared governance and open communication between administration, faculty and staff (see [statements](#) on professional rights and responsibilities of faculty). Vice presidents are open to input and suggestions from their constituencies and meet regularly with department leaders. For example, the provost and senior vice president meets regularly with the Faculty Senate, attending virtually all meetings, and meets frequently with the Graduate Council, the elected faculty who monitor academic matters related to graduate programs. The president meets monthly for discussion and input with constituent heads of the Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association. Minutes documenting shared governance activities can be found on the [faculty](#), [unclassified](#), and [university support](#) senates web pages and the [Student Government Association](#) web page.

Sources

- ACAD_AFFAIRS_Major_Direct_Reports_in_Academic_Affairs_2016
- ACAD_AFFAIRS_Organizational_Chart_08-26-2016
- ADMIN_FINANCE_OHR_WSU_Main_Constituent_Groups_2016
- ADMIN_FINANCE_Organizational_Chart_2016
- ADMIN_FINANCE_WSU_Affiliated_and_Related_Entities_2015
- BOT_Board_of_Trustees_Home_Page_2016
- FACULTY_SENATE_Meeting_Minutes_2015-2016
- KBOR_Councils_of_Kansas_Board_of_Regents_2015
- KBOR_Foresight_2020_5th_Annual_Progress_Report_2016
- KBOR_Foresight_2020_5th_Annual_Progress_Report_2016 (page number 23)
- KBOR_Meet_the_Board_2016
- KBOR_Meeting_Minutes_04-25-2012
- KBOR_Meeting_Minutes_04-25-2012 (page number 3)
- KBOR_Meeting_Minutes_06-19-2013
- KBOR_Meeting_Minutes_06-19-2013 (page number 5)
- KBOR_Meeting_Minutes_FY2016
- KBOR_Meeting_Minutes_FY2016 (page number 9)
- KBOR_Meeting_Minutes_FY2016 (page number 52)
- KBOR_Meeting_Minutes_FY2016 (page number 83)
- KBOR_Meeting_Minutes_FY2016 (page number 95)
- KBOR_Meeting_Minutes_FY2016 (page number 102)
- KBOR_Meeting_Minutes_FY2016 (page number 107)
- KBOR_Policy_Manual_2015
- KBOR_Transfer_&_Articulation_2016
- KS_76.711(a)_Ch.6(2)
- PRES_PPM_Ch.1_University_Structure_2016
- PRES_PPM_Ch.1_University_Structure_2016 (page number 5)
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016
- PRES_PPM_Ch.5_Faculty_Benefits_Responsibilities_2016 (page number 15)
- PRES_WSU_Organizational_Chart_07-27-2016

- PRES_WSU_Policies_Procedures_Manual_2016
- RTT_Organizational_Chart_2016
- STRAT_COMMUNICATIONS_Organizational_Chart_2016
- STUD_AFFAIRS_Organizational_Chart_2016
- STUD_AFFAIRS_SGA_59th_Session_of_Stud_Senate_Minutes_2016
- UP_SENATE_Minutes_2015-2016
- USS_Meeting_Minutes_2015-2016

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

— 5.C.1. —

Wichita State University engages in systematic and integrated planning as evidenced through its strategic planning process (see [environmental scan](#) and [plan](#)). Multiple stakeholders are engaged in WSU's planning process, specifically through solicitations from students, faculty, staff, community and political leaders, and employers.

Resource Allocation Process

In 2012, after the inauguration of President John Bardo, the university launched a three-phase strategic planning effort, envisioning a dynamic future. That includes the development of three phases: (I) a vision, mission and strategic goals; (II) individual plans for academic units, academic colleges, and Student Affairs programs; and (III) plans for enabler units that support Phase II plans.

Phase I was completed in spring 2013, establishing the vision and mission. The mission statement established universal values that underlie behavior at WSU; a distinctive set of values unique and integral to accomplishing the strategic plan; and goals that promote student learning.

The President's Executive Team used the initial strategic plan for resource allocations to improve student services and help WSU become a major academic institution of national respect.

Phase II began in fall 2013 and was completed in fall 2014. Its focus shifted activity to university units that report to vice presidents. For example, within Academic Affairs strategic planning activities were transferred to college level.

Each unit followed the same general process.

- A strategic planning steering committee was formed to gather information and develop the unit's vision, mission, goals and values to align with the new university vision, mission, goals and values.
- University employees of sub-units (departments/schools in Academic Affairs) were then tasked

to develop strategic plans that aligned with plans developed by the unit's strategic planning steering committee.

Since initiating Phase III in 2014 (and ongoing), the executive committees of each vice president have used data from their units to assist in evaluation of proposed initiatives and provide a framework for allocation of resources to best attain university goals. [Alignment](#) of resources (see example, FY 2017 budget proposal) is based upon careful, rational examination of existing programs to determine where university resources could be used in the most effective manner. (See strategic planning annual reports, [2015](#), [2016](#).)

The transformation of the university, as guided by planning processes, has steered resources toward the creation of the Dorothy and Bill Cohen Honors College in FY 2014 (see [FY 2013 budget](#) compared to [FY 2016 budget](#), [honors planning documents](#)) and an [honors baccalaureate degree](#); expansion of online learning in FY 2014 (see [FY 2014 budget](#) compared to [FY 2016 budget](#), [online planning documents](#)); increases in retention resources (see budget increases in [FY 2016](#)); a new OneStop in [FY 2015](#) (see [OneStop planning document](#)); renovation of the [Rhatigan Student Center](#) in FY 2013 and 2014 (see [student center planning documents](#)); construction of [Shocker Hall](#) in FY 2013 and FY 2014; and creation of the innovation university in FY 2015 (see [proposal](#) and [approval](#) documentation).

— 5.C.2. —

WSU vice presidents are charged with vetting, individually and as a group, proposed budgets — and therefore proposed development plans — as part of the university's normal budget process. As all vice presidents are involved, all areas of the institution (i.e., Academic Affairs, Student Affairs, Research, Strategic Communications, and Administration and Finance) are represented and integrated as part of budget and planning processes.

For example, within Academic Affairs, new budget requests are reviewed and approved by the provost and senior vice president prior to being vetted by other vice presidents and the Budget Committee. The linkage to assessment of student learning is provided through WSU's program review process. Each academic program is expected to plan in the context of review, which requires evaluation of program quality as assessed by its curriculum and impact on students.

A recent example of how assessment of student learning has been linked to budgeting is the development of a new first-year seminar general-education course being piloted for entering freshmen. The course came about after [determining](#) that an existing first-year experience course (WSU 101) was neither achieving its educational purpose nor contributing to improvements in retention. The provost added new [resources](#) to develop the first-year seminar course beyond what was allocated to WSU 101.

Giving additional resources to the forensic science program in the College of Liberal Arts and Sciences was a direct result of the program review process. The program has been triggered for [low degree productivity](#) since its development more than 10 years ago. [Feedback](#) from the program review in 2014, to develop a plan to increase the program's awarding of degrees, was recently implemented with the responsible department making the case for a [new coordinator position](#) in FY 2016.

The Office of Assessment reports directly to the provost and provides regular updates on activities related to assessment of student learning by each program. For example, through program review and

other activities, departments may determine that additional resources are needed to assess student learning. The Office of Assessment, as delegated by the provost, has [funding available](#) to assist departments in assessment activities with more than \$30,000 annually allocated for this purpose. Thus, the linkage between assessment of student learning and planning and budgeting processes is documented by the provost.

— 5.C.3. —

The strategic planning effort that started in 2012 was managed by a steering committee appointed by the university's president. The committee engaged hundreds of people — faculty, staff, students, business and community leaders, and the general public — to generate ideas, gather and analyze data, and interpret results. Data from discussions within the steering committee, town hall meetings, surveys of faculty, staff, students and alumni, and strategic planning retreats were distilled into a [Strategic Planning Artifact](#) report. This process continues through the work of the [Strategic Planning Steering Committee](#) responsible for [monitoring](#) the university strategic planning dashboard ([2015](#), [2016](#)), facilitating the college annual review process, reviewing university goals, and reviewing tools and metrics for changes.

— 5.C.4. —

WSU has processes for planning and the possible impact of fluctuations in revenue determined by the state economy as described in 5.A.5. Systematic reviews and monitoring of local, regional and global trends have allowed WSU to engage in a dynamic planning process to thrive in the complex fluid environment of higher education. [Environmental scanning](#) last occurred during the 2012-2013 academic year and assisted the university's leaders in understanding projected trends related to WSU constituents, as well as recruitment and retention, learning, excellence and research, as identified in the strategic plan.

A major initiative that grew out of the environmental scan and strategic plan addressed the need to increase revenues to offset decreases in funding from the state. Growing enrollment was a primary method selected as increases in enrollment translate to increases in revenue. WSU consulted the American Association of Collegiate Registrars and Admissions Officers for assistance with [Strategic Enrollment Management planning](#) in an effort to position the university for long-term enrollment success. The consultation has required the university to make decisions and [create goals, strategies and tactics](#) that match its mission, vision, strengths and challenges. This process is ongoing and expected to be forwarded to the president in fall 2016 for review and approval. The complete plan will be implemented thereafter to affect enrollments in 2017 and beyond.

Environmental scanning occurs through data and feedback from advisory committees such as the [WSU Foundation's National Advisory Council](#), whose 100 business and professional members are drawn from states across the nation. The council:

- Proves effective in keeping the university abreast of emerging trends in technology, demographic shifts and globalization, and WSU's obligations in a multicultural society;
- Selects a 21-member board that oversees and manages resources of the [WSU Foundation](#), and meets twice annually;

- Uses focus groups to solicit input related to evaluation of specific segments of the educational environment, such as the impact of social, technological, economic and cultural trends on university giving by donors; student enrollment and performance; the impact of rising tuition on the public's perception of cost and quality; the feasibility of distance learning; and the uniqueness of WSU; and
- Provides university leaders with feedback, which is distributed to divisions and colleges.

More specific evaluation takes place at the college and departmental levels. For example, [classroom use and space utilization](#) are annually reviewed (based on a fall census) to identify space and time concentrations that may hamper instructional activity. For fall 2015 the university had a 51.9 percent seat utilization. Greater concentrations occurred during morning classes (56.4 percent) with 9-11:30 a.m. Tuesday/Thursday being the highest activity. While current usage does not pose an issue with instructional delivery, during course scheduling departments are provided a [report](#) that helps identify classes with a history of high occupancy and suggests alternatives, including opening new class sections and adjusted time offerings.

— 5.C.5. —

Driven by its own [strategic plan](#) and Kansas Board of Regents goals in [Foresight 2020](#) (both focused on improving the economy and growing enrollment), WSU anticipates emerging issues in higher education partly by evaluating changes in technology, demographics, and national and global forces to stay abreast of future needs. Status reports on the strategic plan are issued by the president's office ([2015](#), [2016](#)).

Technology Demands

Reorganization in 2014 of University Computing and Telecommunications into [Information Technology Services](#) (ITS) has improved support. Examples of this include new ITS staff to support Blackboard and other infrastructure needs. The Office of [Online Learning](#), established in 2013, created 15 positions across campus to support program development, instructional design and other online learning infrastructure. The funding comes from an online learning fee tied to each online course and has amounted to more than \$3 million annually.

Demographic Changes

Equally important to planning is the composition of the [student body](#). In the past 10 years (fall 2006-fall 2015), the average age of undergraduate and graduate students has decreased by one year, and the percentage of undergraduates who attend full time increased to 77.2 percent of the student body in fall 2015 (full-time status is defined as enrollment in 12 undergraduate or nine graduate credit hours per semester). Currently, the average age of new freshmen is 18 years, and the average age of all freshmen (students who have accumulated fewer than 30 credit hours) is 20. These data reflect national norms with respect to the age of entering freshmen. Data also may reflect a trend developing in the WSU student population toward a younger, full-time student and away from past characterizations of the student body as older and largely part-time.

The move to more restrictive admissions standards for the state's four-year institutions was instituted by the Kansas Legislature beginning in 2001. Subsequently, KBOR developed regulations and continues to [modify them](#). Moving to a more selective process has affected the way

WSU's admissions process functions, but it does not appear, from examining enrollment figures, to affect the achievement level of first-time students enrolled at the university. There have been minimal changes in entering [freshmen ACT scores](#) since qualified admissions were mandated.

Local, National and Global Forces

WSU recently conducted a comprehensive benchmarking [study](#) on bringing back intercollegiate football, a sport discontinued by WSU in 1986. Sparked by a desire to improve the on-campus student experience (goal 5 of the strategic plan), the specific focus was placed on the financial aspects of such an endeavor, with analysis of estimated revenues and expenses. Community-wide discussions will commence fall 2016 to determine interest and feasibility.

Forces in the workplace have increased demand for STEM (Science, Technology, Engineering and Mathematics) graduates. Spiraling technological advancements drive demand for engineers, scientists and mathematicians to fill vacancies in traditional STEM careers and fill a rapidly growing number of positions in an equally rapid growing number of new careers that demand technological skills. Kansas legislators and KBOR share an interest in increasing the level of technology competence in the Kansas workforce to meet anticipated future employment opportunities. This motivated a State of Kansas initiative to support engineering education in the amount of [\\$105 million](#), divided equally between WSU, Kansas State University, and the University of Kansas for 10 years (2011-2021).

Globalization of the economy has created a need to increase globalization of the local workforce and culture. No doubt, this need will likely [shape WSU curricula](#) and classroom learning experiences. Recent examples include courses in the new [Honors Baccalaureate](#) and [Master of Innovation Design](#) programs.

Sources

- AACRAO SEM Readiness Report for Wichita State, 2016
- ACAD_AFFAIRS_Actions_Steps_to_Expand_Online_Learning_2013
- ACAD_AFFAIRS_Community_Affairs_Program_Review_2014
- ACAD_AFFAIRS_Community_Affairs_Program_Review_2014 (page number 3)
- ACAD_AFFAIRS_ITS_Organization_Chart_2016
- ACAD_AFFAIRS_OneStop_Planning_03-10-2014
- ACAD_AFFAIRS_OOL_Online_Ed_Organization_Funding_Support_2016
- ACAD_AFFAIRS_OPA_Classroom_Utilization_Report_2016
- ACAD_AFFAIRS_OPA_Closed_Course_Report_2016
- ACAD_AFFAIRS_OPA_First_Time_Freshmen_ACT_Scores_2006-2015
- ACAD_AFFAIRS_OPA_Forensic_Science_Program_Headcounts_2016
- ACAD_AFFAIRS_OPA_Student_FTPT_Status_Age_on_Fall_20th_Day_2006-2015
- ADMIN_FINANCE_BUDGET_FY2014_Operating_Budget_2013
- ADMIN_FINANCE_BUDGET_FY2014_Operating_Budget_2013 (page number 222)
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014 (page number 219)
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014 (page number 230)
- ADMIN_FINANCE_BUDGET_FY2015_Operating_Budget_2014 (page number 534)
- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015
- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015 (page number 225)
- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015 (page number 239)

- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015 (page number 433)
- ADMIN_FINANCE_BUDGET_FY2016_Operating_Budget_2015 (page number 458)
- ADMIN_FINANCE_BUDGET_FY2017_Tuition_and_Fee_Proposals_06-06-2016
- ADMIN_FINANCE_BUDGET_FY2017_Tuition_and_Fee_Proposals_06-06-2016 (page number 9)
- CSS_WSU_Football_Benchmarking_Analysis_06-2016
- EAB_New_&_Existing_Regional_Bachelor's-Level_Program_Opportunities_2016
- FACULTY_SENATE_GEN_ED_First-Year_Seminar_Proposal_2015
- FACULTY_SENATE_GEN_ED_First-Year_Seminar_Proposal_2015 (page number 3)
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015
- FACULTY_SENATE_GEN_ED_Review_of_SLO_2014-2015 (page number 2)
- FOUNDATION_Annual_Report_FY2015
- FOUNDATION_National_Advisory_Council_2016
- HONORS_Baccalaureate_Program_2016
- HONORS_Information_&_Approval_of_the_Honors_College_2016
- HONORS_Information_&_Approval_of_the_Honors_College_2016 (page number 7)
- IIC_Master_of_Innovation_Design_Fact_Sheet_2016
- KANSAS_KBOR_University_Engineering_Initiative_Act_2012-2015
- KBOR_Foresight_2020_Overview_2014
- KBOR_Kansas_QA_Quick_Facts_AY2014-2015_&_After_2015
- KBOR_Meeting_Minutes_05-15-2013
- KBOR_Meeting_Minutes_05-15-2013 (page number 5)
- KBOR_Meeting_Minutes_FY2015
- KBOR_Meeting_Minutes_FY2015 (page number 100)
- KBOR_Meeting_Minutes_FY2015 (page number 117)
- PRES_SEM_Goals_Strategies_Tactics_2016
- PRES_SPSC_Strategic_Plan_Annual_Report_2015
- PRES_SPSC_Strategic_Plan_Annual_Report_2016
- PRES_SPSC_Strategic_Plan_Progress_2014
- PRES_SPSC_Strategic_Planning_Artifact_2013
- PRES_SPSC_Strategic_Planning_Monitoring_2016
- PRES_SPSC_Wichita_State_Strategic_Plan_2013
- RTT_ENNOVAR_Homepage_2016
- SCA_FSP_Forensic_Science_Program_Coordinator_2015
- STUD_AFFAIRS_RSC_Annual_Report_2015
- STUD_AFFAIRS_RSC_Annual_Report_2015 (page number 13)
- STUD_AFFAIRS_RSC_Renovation_Process_2016

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

— 5.D.1. —

Wichita State University strives continuously to improve its performance. Input is sought at different levels and feedback from faculty, staff and students is reviewed by the President's Executive Team, with representation from all divisional vice presidents, the WSU Foundation, Intercollegiate Athletic Association and Governmental Relations. Internal Auditing provides an independent, objective assurance and consulting activity designed to add value and improve university operations.

The [Office of Planning and Analysis](#) (OPA) provides support for evaluation and assessment; performs institutional research services; and serves as the repository for all data. It also submits external reports of institutional data to the Kansas Board of Regents Postsecondary Database, IPEDS, and other consortia or organizations of which the university is a part. OPA services are vital to the university's data-driven planning process.

Use of the OPA's business intelligence and predictive modeling ([BIPM](#)) has transformed the way WSU evaluates its performance. BIPM is an integrated student/course data system spanning 1980 to present, encompassing the life cycle of students from recruitment to degree conferral. The primary use of BIPM is to provide data that inform internal decision-making and planning. Besides reporting current and historical data trends, BIPM is used to forecast outcomes and create student, institutional, geographic and course scoring from models to identify at-risk behavior and recruitment opportunities. For example, BIPM support is provided in strategic planning, Foresight 2020, performance agreements, program review and student affairs.

Strategic Planning

As discussed in 1.A.-1.D. and 5.A., the university launched a strategic planning effort in 2012. A Strategic Planning Steering Committee was put in place in 2014 to [monitor](#) the plan. Status reports ([2015](#), [2016](#)) are used by the President's Executive Team to evaluate overall university performance and progress toward its goals.

The committee is responsible for monitoring university dashboards, facilitating college annual review processes, reviewing university goals, and reviewing tools and metrics for changes.

Performance Agreements

KBOR performance agreements are used to evaluate WSU's progress on [Foresight 2020](#), Kansas' higher education plan. The [performance agreement](#) report is submitted to KBOR annually for review and [approval](#). Progress has been made on several fronts, including increases in retention and

degree completion, degree productivity in STEM fields, and research expenditures. Several initiatives are underway to address areas needing improvement, such as increasing student diversity and participation of non-traditional students.

Program Review

On a three-year cycle, each academic unit prepares a self-study using a standard reporting template and [data provided by OPA](#). The reports then feed into the required review by KBOR. In the past 10 years, review has resulted in specific program modifications — e.g., a 2010 proposal to close the [physics program](#) and department (for low enrollment and degree productivity) and the [move of gerontology](#) (now called aging studies and slated for closure for low enrollments). Ultimately, the physics department closed and the physics program moved to an expanded Department of Mathematics, Statistics, and Physics. Aging studies moved from Liberal Arts and Sciences to [Health Professions](#).

Division of Student Affairs

Departments within the Division of Student Affairs engage in internal and external assessment initiatives. Each department determines its own assessment plan and selects or creates its own assessment tools. For example, each November Housing and Residence Life (HRL) participates in the ACUHO-I/Benchworks Resident Assessment, which provides HRL staff with information specific to the WSU campus in addition to comparing WSU's results to those of peer institutions. [Results of this assessment](#) have been used by HRL to evaluate resident assistant (RA) performance and help determine which RAs are eligible for rehire for the following academic year. Data have been used to help determine facility specifications for the Shocker Hall residential property, and future results will inform decision-making related to new residence halls.

Many offices assess [campus culture](#), behavior trends and needs, in addition to program access and satisfaction. Periodically, the Counseling and Testing Center (CTC) administers the American College Health Association College Health Assessment II ([2010](#), [2012](#)), which collects information on a variety of health-related topics including disease and injury prevention; alcohol, tobacco and other drug use; mental health; and nutrition and exercise. Results are used to determine areas of focus for education and outreach, changes in service options and delivery, and need for additional staffing, resources or departmental restructuring.

For example, in 2010, results showed that WSU students were drinking and driving at a much higher rate than other college students nationwide. Significant efforts, including creating greater awareness of the Shocker Safe Ride program, were directed to changing these numbers with CTC prevention methods and efforts to change campus culture regarding alcohol use. When the survey was given two years later, numbers were substantially improved. The data inform topics selected for the Words for Wellness workshop series and were an integral part of the supporting documentation used to obtain a three-year federal suicide prevention grant in fall 2014.

— 5.D.2. —

Since the last Higher Learning Commission reaccreditation, WSU has learned from operational experience via various consultants and applied lessons learned to refocus its mission (see Criteria 1), reshape university administration, develop new or modified existing programs, and add new facilities.

University Administration

Since the last site visit, and based on feedback from constituencies, the President's Executive Team has restructured administrative roles to better serve WSU and its new strategic plan. The most important change has included enhancement of the vice president for Academic Affairs' role into a provost and senior vice president who is now responsible for Academic Affairs and has oversight of Student Affairs. Research was separated from Academic Affairs and placed under a new vice president for research. University Relations was separated from Student Affairs and placed under a new vice president for Strategic Communications. (See [past](#) and [current](#) organization charts.)

In fall 2014, WSU contracted with CBIZ Human Capital Services to conduct a compensation and classification [study](#) for WSU's University Support Staff and Unclassified Professional positions. Faculty, academic staff and student employees were not included in the study. The objectives of the study were to:

- Develop and define WSU's compensation philosophy;
- Develop a position classification and title structure that includes position families and career paths; an equitable, consistent and competitive classification and compensation plan; and a competencies framework standardized by position;
- Ensure the plan supports sound principles of compensation design;
- Ensure internal equity among positions;
- Create consistent titling, clearer career paths and recognizable differences among jobs; and
- Achieve a competitive pay relationship with the market.

A total of 1,374 employees completed a Job Analysis Questionnaire. CBIZ preliminary findings indicated that the average overall comp-ratio as compared to the market 50th percentile was 94.2 percent, indicating that employees, on average, receive salaries just below the market median. Human Resources will present policy changes and a recommendation to increase the pay of individuals shown to be below the minimum for their position. The timeline calls for position descriptions to be finalized by Sept. 1, 2016, classification and compensation policies finalized by Sept. 15, 2016, and the project fully implemented by Sept. 30, 2016.

Business Continuity Planning

Development of a comprehensive [Business Continuity Plan](#) (BCP) is of vital importance to WSU in terms of sustainability. The university is responsible for providing services to its students, faculty and staff, and must be prepared continually to meet these responsibilities in the face of major disasters, as well as small routine disruptions. The project officially started in August [2013](#) and four training sessions have been held to date, with one university-wide tabletop exercise in 2014 and another planned for fall 2016. Tabletop exercises are meant to practice use of the BCP with staged events. Periodic reminders are sent to [primary continuity planners](#) to provide updates to the BCP.

Innovation University

Driven by its strategic plan and KBOR goals in Foresight 2020 (both focused around improving the economy and growing enrollment), WSU is taking big strides toward becoming an [innovation-driven](#)

[university](#). The strategic plan is forging a new model of education that emphasizes applied learning and research; an innovation university is necessary to fulfilling that plan. It involves creating a welcoming environment where ideas and innovation can germinate and bloom, where people generate new ideas and advance them, and where they can connect ideas that previously didn't seem to have connections.

Two examples of that welcoming environment include the creation of (1) [Ennovar](#), the Institute of Emerging Technology and Market Solutions, where graphic designers, marketing and business majors, and computer science engineers are working together with companies such as NetApp, Social Networking Technologies and Dell; and (2) the [Institute of Interdisciplinary Creativity](#), which provides a structure for new interdisciplinary degrees, certificates and other credentials (e.g., badges) to be developed, implemented, awarded and administered. Likewise, the interdisciplinary institute provides opportunities for faculty across campus to come together in a collaborative environment to develop academic programs and related research, and creative projects in support of innovation.

Retention and Graduation Rates

Increasing retention and graduation rates has been WSU's focus for the past several years, including the university's HLC Quality Initiative (see 4.C.). Based on relatively low rates, a goal was set to increase rates by 10 percentage points (freshmen retention from 70 percent to 80 percent, and six-year graduation from 40 percent to 50 percent) by 2020. The [Graduation Partnership](#) was developed to address this. To date, evidence indicates the university has made progress: The retention rate is [73.6 percent](#) and the six-year graduation rate is [44.3 percent](#) (weighted three-year rolling averages). The data are comparable to the university's [peers](#).

In 2013 WSU re-evaluated its scholarship program, subsequently refocusing and resizing to expand opportunities for prospective and academically qualified students. The goal of the merit scholarship program is to reward a wider range of students for academic excellence. Two key changes are: (1) refocusing WSU's scholarship programs so that students can pursue education with a renewable merit scholarship during a four-year period; and (2) eliminating the need for students to submit a separate scholarship application. All newly admitted (and qualified) students will receive a scholarship offer as long as money is available.

STEM

One of WSU's performance goals is to increase the percentage of STEM degrees conferred. The State of Kansas University Engineering Initiative Act of 2011 was created to increase the number of engineering graduates by almost 60 percent in Kansas over a 10-year period. The initiative directs the secretary of the Kansas Department of Commerce to work with KBOR, Kansas State University, the University of Kansas and WSU to develop a plan that targets engineering education efforts to fuel economic growth and business success in Kansas.

The WSU College of Engineering has developed several initiatives to increase the number of graduates by increasing enrollment, while hiring additional faculty and developing new educational labs and other support networks. The college joined a coalition of more than 30 public, private and non-profit partners in Wichita to become one of [seven winners of the 2014 national US2020 City Competition](#). The coalition will share \$1 million in financial, consulting and staff support resources over the next year to launch STEM mentoring plans. The STEMpact2020 staff connects local STEM professionals with youth at schools and through youth-serving non-profit organizations. The focus is on under-represented groups (e.g., females, black non-Hispanics and Hispanics) in STEM fields and on local youth.

To date, the university is on target to meet its goal of increasing the percentage of undergraduate STEM degrees awarded among undergraduate degrees (AY 2012 baseline=31.6 percent; AY 2015 [latest year available]=38.5 percent). (See [performance agreement report](#) and [Report on University Engineering Initiative Act](#)).

New Buildings and Shuttle Service

As discussed in 5.A.1., priorities to increase enrollment and improve student life were an outcome of the strategic plan. A first response was the construction of a new residence hall, Shocker Hall, at the center of campus, replacing a large parking lot. Shocker Hall was completed and opened to full occupancy in the fall semester of 2014. Together with the renovated Rhatigan Student Center, also completed in fall 2014, WSU now offers top-quality facilities for students.

In conjunction with Shocker Hall construction, the university launched a shuttle bus system in August 2013 to address a decreased number of parking spaces on the main campus. Faculty, students, staff and visitors can park at remote lots, including the Metropolitan Complex, and ride a free shuttle into the main campus. Currently two routes are available: the [Metroplex Route and the Campus Route](#). Shuttle buses stop at each of the Metroplex Route pick-up locations every eight to 10 minutes, and every 30 minutes at the Campus Route stops. The shuttle service integrates with the City of Wichita transit system to allow transportation throughout the city.

Sources

- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2012
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2013
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2014
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2015
- ACAD_AFFAIRS_ASSESS_Program_Review_Report_2016
- ACAD_AFFAIRS_Assessment_Rubrics_2012-2016
- ACAD_AFFAIRS_Foresight_2020_Priority_Matrix_2013
- ACAD_AFFAIRS_HLC_WORKGROUP_QI_Proposal_Graduation_Partnership_2013
- ACAD_AFFAIRS_OPA_BIPM_Student_Level_Reports_2016
- ACAD_AFFAIRS_OPA_Office_of_Planning_and_Analysis_Homepage_2016
- ACAD_AFFAIRS_OPA_Program_Review_Self-Study_Data_FY2015
- ACAD_AFFAIRS_OPA_Retention_Graduation_Rates_2015
- ACAD_AFFAIRS_OPA_Retention_Graduation_Rates_2015 (page number 4)
- ACAD_AFFAIRS_OPA_Retention_Graduation_Rates_2015 (page number 5)
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016
- ACAD_AFFAIRS_OPA_WSU_Peers_Comparison_2016 (page number 17)
- ACAD_AFFAIRS_Performance_Agreement_2014-2016
- ACHA_NCHA_II_WSU_Executive_Summary_2010
- ACHA_NCHA_II_WSU_Executive_Summary_2012
- ACUHO-I_EBI_Wichita_State_Resident_Assessment_2014-2015
- ADMIN_FINANCE_AS_BCP_Reminder_05-02-2016
- ADMIN_FINANCE_WSU_Shuttle_System_Map_2015
- CBIZ_Classification_&Market_Study_2015
- CHP_Master_of_Gerontology_Program_Proposal_05-13-2010
- FACULTY_SENATE_MA_in_Gerontology_at_the_Meeting_05-17-2010
- FACULTY_SENATE_Physics_Program_at_the_Meeting_05-17-2010

- IIC_Institute_for_Interdisciplinary_Creativity_2016
- KANSAS_KBOR_University_Engineering_Initiative_Act_2012-2015
- KANSAS_KBOR_University_Engineering_Initiative_Act_2012-2015 (page number 7)
- KBOR_Foresight_2020_Overview_2015
- KBOR_Meeting_Minutes_FY2016
- KBOR_Meeting_Minutes_FY2016 (page number 52)
- PRES_Business_Continuity_Plan_4-21-2016
- PRES_Business_Continuity_Plan_Memo_08-09-2013
- PRES_Innovation_University_Web_Page_2016
- PRES_SPSC_Strategic_Plan_Annual_Report_2015
- PRES_SPSC_Strategic_Plan_Annual_Report_2016
- PRES_SPSC_Strategic_Planning_Monitoring_2016
- PRES_WSU_Organizational_Chart_07-27-2016
- PRES_WSU_Organizational_Chart_2007
- RTT_ENNOVAR_Homepage_2016
- STUD_AFFAIRS_DIVERSITY_INCLUSION_Campus_Culture_2014-2015
- US2020_National_City_Competition_2014

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Wichita State University has a mindset necessary to achieve a mission and vision that is a sustained, long-term effort to transform education at all levels. Over the past three years, the institution has experienced rapid change to meet its new mission and vision by tapping into the expertise of its faculty, staff, students and administrators. To accommodate this change, a paradigm shift toward a systemic perspective emphasizing innovation has occurred.

WSU is in compliance with Criterion 5, as determined by having in place:

- The necessary infrastructure, including resource allocation and budget monitoring processes;
- An effective governance system, both at state and local governing levels, to assure input at all levels;
- A sufficient planning process through development and use of the strategic plan;
- Continual monitoring, reporting on, and evaluating the plan to keep pace with internal and external needs; and
- Documentation of performance improvements that are apparent through internal quality initiatives and the external governing board.

As mentioned in criterion three, a focus on continuing to strengthen advising processes through our strategic enrollment management plan will be a priority.

Sources

There are no sources.