



HLC Accreditation 2016-2017

Evidence Document

Office of the President

Strategic Planning Steering Committee

Strategic Plan Report **2016**

Additional information:



Wichita State University

2016 Strategic Plan Report

August 11, 2016

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Wichita State University Strategic Planning Process Update

WSU President John Bardo launched the strategic planning effort for Wichita State University in 2012, envisioning a dynamic, powerful future for WSU.

The planning effort is divided into three phases:

Phase I - Development of a Vision, Mission and Strategic Goals

Phase II - Development of individual plans for:

- Enrollment management, distance education, adult learning, retention and technology transfer
- Academic units and Academic Affairs
- Student Affairs programs

Phase III – Engagement of Resource Partners to support Phase II plans

Phase I Phase I planning was completed in spring 2013. It was managed by a steering committee appointed by President Bardo and co-chaired by Cindy Claycomb, Wichita State University Professor of Marketing, W. Frank Barton School of Business and Ed O'Malley, President and CEO, Kansas Leadership Center. The committee engaged hundreds of people—including faculty, staff, students, business and community leaders and the general public—to generate ideas, gather data and make sense of the results.

The data from the steering committee, town hall meetings, interviews and strategic planning retreats were then distilled into a Strategic Planning Artifact report, a document that informed the recasting of the vision, mission and values statements for the University.

The new statements clearly outline what Wichita State can become, and set forth big, audacious goals for the University. The clear support of the community, on and off campus, sends the signal that Wichita State University has the ability and resources to harness their unlimited potential.

Phase II Phase II planning was completed in spring 2016. In fall of 2013, academic Colleges and units on campus were charged with developing their strategic plans. They were allowed freedom in developing these individual plans, discovering how the University plan relates to their College or unit, and what they plan to change as a result. Plans for academic Colleges and other units (e.g., Student Engagement, Career Development) were completed in spring 2014.

In November 2014, Cindy Claycomb, Assistant to the President for Strategic Planning and Professor, formed and facilitated a Phase II Strategic Planning Steering Committee:

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Sandra Bibb	Dean of the College of Health Professions
Barbara Chaparro	Associate Professor & Director of Software Usability Research Lab, Fairmount College of Liberal Arts & Sciences
Cathy Moore-Jansen	Associate Professor & Coordinator for Collection Development, University Libraries
Jay Price	Chair, History Department & Professor, Fairmount College of Liberal Arts & Sciences
Bob Ross	Associate Professor, W. Frank Barton School of Business
Khawaja Saeed	Associate Dean, Graduate Studies in Business & Professor, W. Frank Barton School of Business
Steven Skinner	Associate Dean, Undergraduate Studies, Finance and Administration & Professor, College of Engineering
Aleks Sternfeld-Dunn	Associate Professor, Associate Director & Graduate Coordinator, College of Fine Arts
Clay Stoldt	Associate Dean & Associate Professor, College of Education

The steering committee was tasked to support alignment of WSU Colleges' strategic plans with the University's seven strategic goals. Presentations and discussions with Deans, Chairs, Vice Presidents and Directors occurred throughout the planning cycle. The following was accomplished:

- Review of Colleges' strategic plans
- Review of Career Development Center strategic plan and feedback
- Review of Student Engagement strategic plan and feedback
- Review of Academic Affairs units strategic plans and feedback
- Development of strategic plan self-assessment tool for Colleges
- Review of Colleges' self-assessments
- Development and rollout to Colleges of a University strategic planning template
- Development of a University Strategic Planning Dashboard (including descriptions, rationale, metrics, and targets)
- Launch of Carnegie Community Engagement application process (WSU Service Learning Fellows are spearheading this initiative)
- Relaunch of Strategic Planning website
- Development of an annual review process to determine how Colleges and units are accomplishing the seven University goals
- Development of a structure for a University strategic planning standing committee (Strategic Planning Advancement Committee)

Phase III In Phase III, engagement of Resource Partners to support Phase II plans will continue. Resource Partners are units on campus not located within an academic College, Student Affairs or Career Development. Resource Partners include Finance and Administration, Research and Technology Transfer, Strategic Communications, Human Resources, WSU Alumni Association, WSU Foundation and miscellaneous other offices.

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

This engagement process kicks-off with the first annual strategic planning review process—“Where We Are and Where Are We Going”—on September 7, 2016. This event is our first annual interactive strategic plan review and update. Each of the deans from the academic Colleges will present the implementation highlights, multidisciplinary collaborations, challenges and next steps from their College’s strategic plan. The entire campus community is invited, and attendees will be engaged in interactive sessions throughout the afternoon that encourage cross-campus conversations.

Next Steps The new standing committee—the Strategic Planning Advancement Committee—was appointed in spring 2016. Each College and other Academic Affairs units selected a trusted person to ensure outcomes and metrics are set and measured within the College or unit. This person also serves on the Strategic Planning Advancement Committee:

Stephen Arnold	Associate Dean for Academic & Student Affairs & Professor, College of Health Professions
Cindy Claycomb, Chair	Assistant to the President for Strategic Planning & Professor President’s Office
Connie Dietz	Executive Director Career Development Center Office of Academic Affairs
Kimberly Engber	Dean of the Honors College & Associate Professor Dorothy and Bill Cohen Honors College
Charles Koeber	Fairmount College of Liberal Arts & Sciences Senior Associate Dean & Associate Professor
Dennis Livesay	Dean of the Graduate School, Professor & Associate Vice- President Research & Technology Transfer, Graduate School
Cathy Moore-Jansen	Interim Associate Dean/Coordinator Collection Development & Associate Professor, University Libraries
Richard Muma	Associate Vice President, Quality Assurance & Accountability & Professor, Office of Academic Affairs
John Perry	Department of Management, Chairperson & Associate Professor, W. Frank Barton School of Business
Robert Ross	Associate Professor, Marketing, W. Frank Barton School of Business
Amy Schwiethale	Associate Professor, School of Performing Arts, College of Fine Arts
Clay Stoldt	Associate Dean & Professor, College of Education
Janet Twomey	Associate Dean, Graduate Studies, Research & Faculty Success & Professor, College of Engineering
Open	Student Engagement, Office of Academic Affairs

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Responsibilities for this committee include:

1. Assessment process
 - Monitor University dashboard for progress toward targets
 - Identify areas of improvement needed
 - Dig into College and unit plans to find out why we are not meeting metric targets
2. Annual College and unit review process
 - Handoff implementation responsibility to Provost, Deans, and other unit heads
 - Facilitate review process
3. Review of University goals for needed revisions
 - Ensure additions, deletions, or changes needed at 5 years, 10 years
4. Ownership of WSU Strategic Plan website content
5. Review of Strategic Plan templates, tools and metrics for needed changes

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Introduction

Wichita State University is a complex system with many components interacting to achieve the strategic goals of the organization. Monitoring and assessment of progress toward our strategic plan is necessary and requires many types of evaluations. Quantitative metrics are one method of monitoring and assessment.

The Wichita State University Strategic Planning Steering Committee consulted with University Academic Affairs, including the College Deans, to develop a University dashboard that intentionally gauges collective performance of the University on representative meaningful metrics. Dashboards are used to gauge the performance of a complex system using a small number of metrics to monitor collective performance. The committee researched, deliberated, and selected quantitative metrics as indicators of how well the University is achieving its **mission** “*to be an essential educational, cultural and economic driver for Kansas and the greater public good*” and aspiring to its **vision** to be “*internationally recognized as the model for applied learning and translational research.*”

The Strategic Planning Steering Committee sought to utilize data already collected or accessible by the University and set the fulfillment of the discrete University strategic plan goals at the WSU Colleges’ and support units’ level. It developed a self-assessment template and scoring tool for Colleges to use to ascertain alignment with University mission, vision and goals, leaving the particular content and implementation plans up to individual Colleges and support units. An annual review process ensures the systematic incorporation of the University strategic plan into the Wichita State University culture.

Metric Selection

Metric selection is a subjective process. The Strategic Planning Steering Committee considered a large number of indicators before deciding on the final metrics. The objective was to choose meaningful indicators that provide evidence of progress toward achievement of the strategic plan, while at the same time choosing metrics for which data are already collected at the University. Periodic evaluation of these indicators may result in adjustment as better indicators are collected or indicators are found to not drive the intended behaviors.

Dashboard

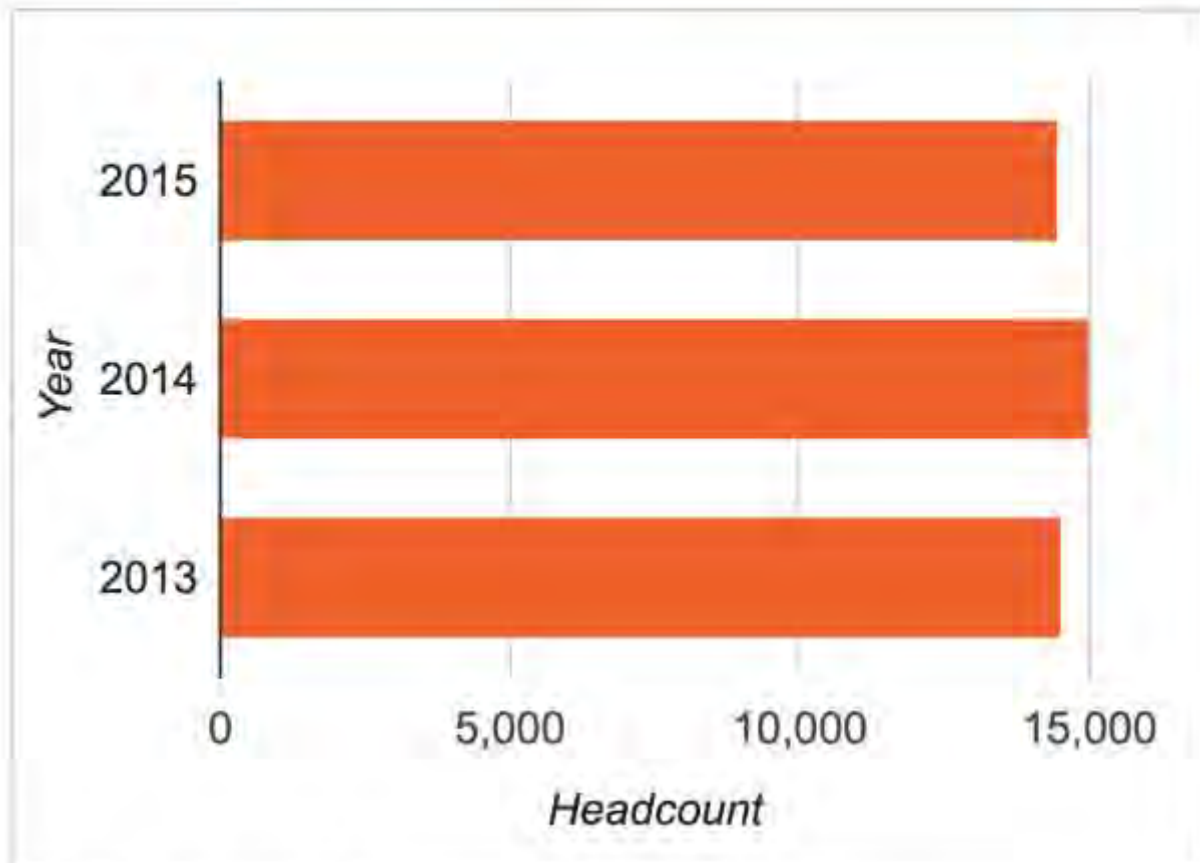
The full University Strategic Planning Dashboard can be found at:
<http://www.wichita.edu/thisis/dashboard/dashboard.asp>

The details found at this website are provided in the following annual report.

Enrollment

ENROLLMENT

Fall census (unique headcount)



SOURCE: WSU Student Information System

Description:

- Number of students enrolled at Wichita State University based on student head count as of the 20th day of the fall semester
- Data Source: Wichita State University Office of Planning and Analysis, Student Information System, Fall Census (Associate VP, Academic Data Systems)
- Updated: annually, 20th day of fall semester

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver for Kansas and the greater public good, enrollment growth is essential
- While numerous metrics (e.g., student credit hours) relate to enrollment growth, the annual enrollment figure based on the fall census is the most widely recognized and reported

Target Year 2020:

- 22,000 students (based on goal set by Wichita State University Strategic Enrollment Management process; includes one-time gain of 4,000 students from Wichita Area Technical College pending merger)

Detail Data:

1. percent of resident, nonresident, international
2. percent of graduate, undergraduate
3. percent of historically under-represented groups
4. percent female, male

Enrollment	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	14,550	15,003	14,495
Resident	12,189	12,208	11,913
Non-resident	828	1,033	1,007
International	1,533	1,762	1,575
Undergraduate	11,787	11,979	11,691
Graduate	2,763	3,024	2,804
Black (non-Hispanic)	682	697	637
Hispanic	1,046	1,152	1,199
American Indian	98	105	85
Hawaiian	18	12	9
Female	7,573	7,753	7,601
Male	6,977	7,250	6,894

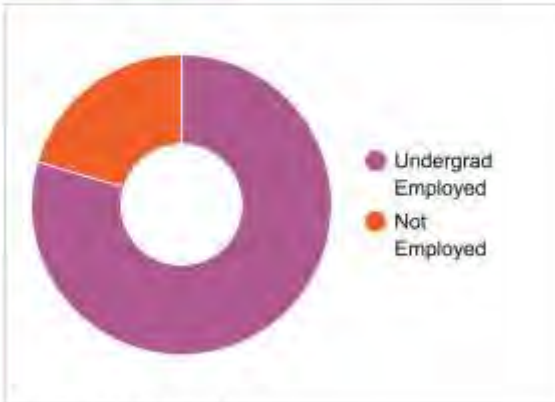
(source: Student Information System, Fall Census, unique headcount)

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Employment

UNDERGRAD EMPLOYMENT

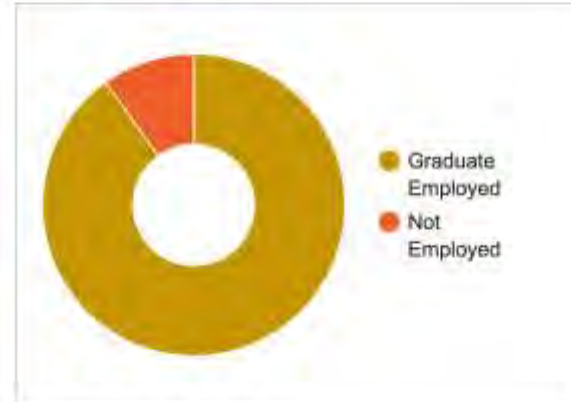
Percent of 2015 graduates employed
6 months after graduation



SOURCE: WSU Alumni Survey

GRADUATE EMPLOYMENT

Percent of 2015 graduates employed
6 months after graduation



SOURCE: WSU Alumni Survey

Description:

- Number and percent of students employed six months after graduation
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver, the University's graduates must find success in the job market
- The settings in which they are employed may vary, but given the breadth of the University's service area—Kansas and the greater public good—equal value is found in different placement settings

Target Year 2020:

- 90% of undergraduate students (based on Foresight 2020)
- 95% of graduate students

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international
2. percent self-employed [future data collection]

Percent of students employed 6 months after graduation	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	273	317	241
	82.1%	81.4%	83.6%
Undergraduate	184	225	148
	77.7%	76.4%	79.6%
Graduate	89	92	93
	91.0%	93.5%	90.1%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	182	202	149
	66.5%	63.6%	61.9%
Employed in Kansas (excluding Sedgwick County and MSA)	32	36	26
	11.6%	11.2%	10.9%
Employed in the U.S. (excluding Kansas)	52	72	63
	19.2%	22.9%	26.2%
Employed internationally	7	7	2
	2.7%	2.3%	1.0%

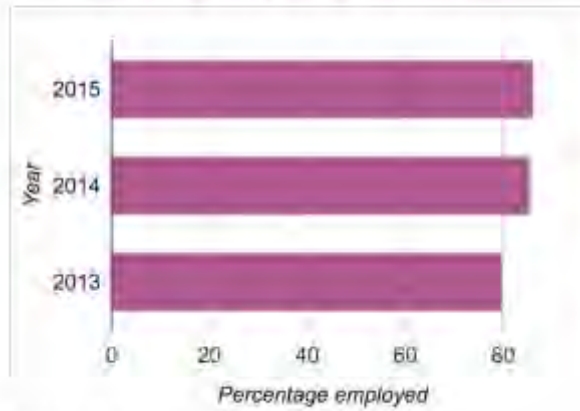
(source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence)

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Job Relevance

UNDERGRAD JOB RELEVANCE

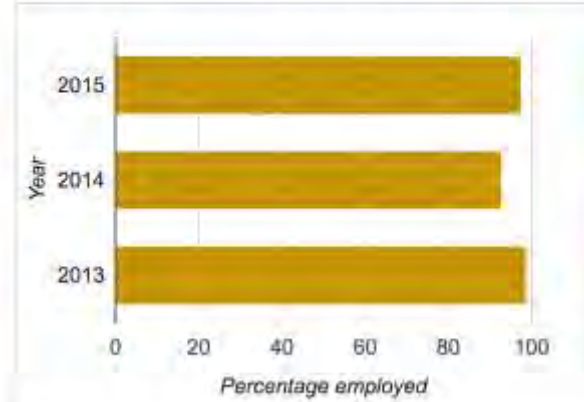
Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

GRADUATE JOB RELEVANCE

Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

Description:

- Number and percent of employed students working in a job directly or indirectly related to their field of study
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- One of the key outcomes associated with WSU's mission to serve as an economic driver and its emphasis on applied learning is that graduates are able to find employment in areas that are related to their field of study
- Students employed in a job related to their field of study relates to applied learning opportunities and capitalizing on relevant existing and emerging societal and economic trends
- The identified linkage may be either direct or indirect, such as cases in which graduates are applying competencies gained through their field of study to their work in a different area (e.g., a sociology graduate working in marketing research)

Target Year 2020:

- 90% of undergraduate students
- 95% of graduate students

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international

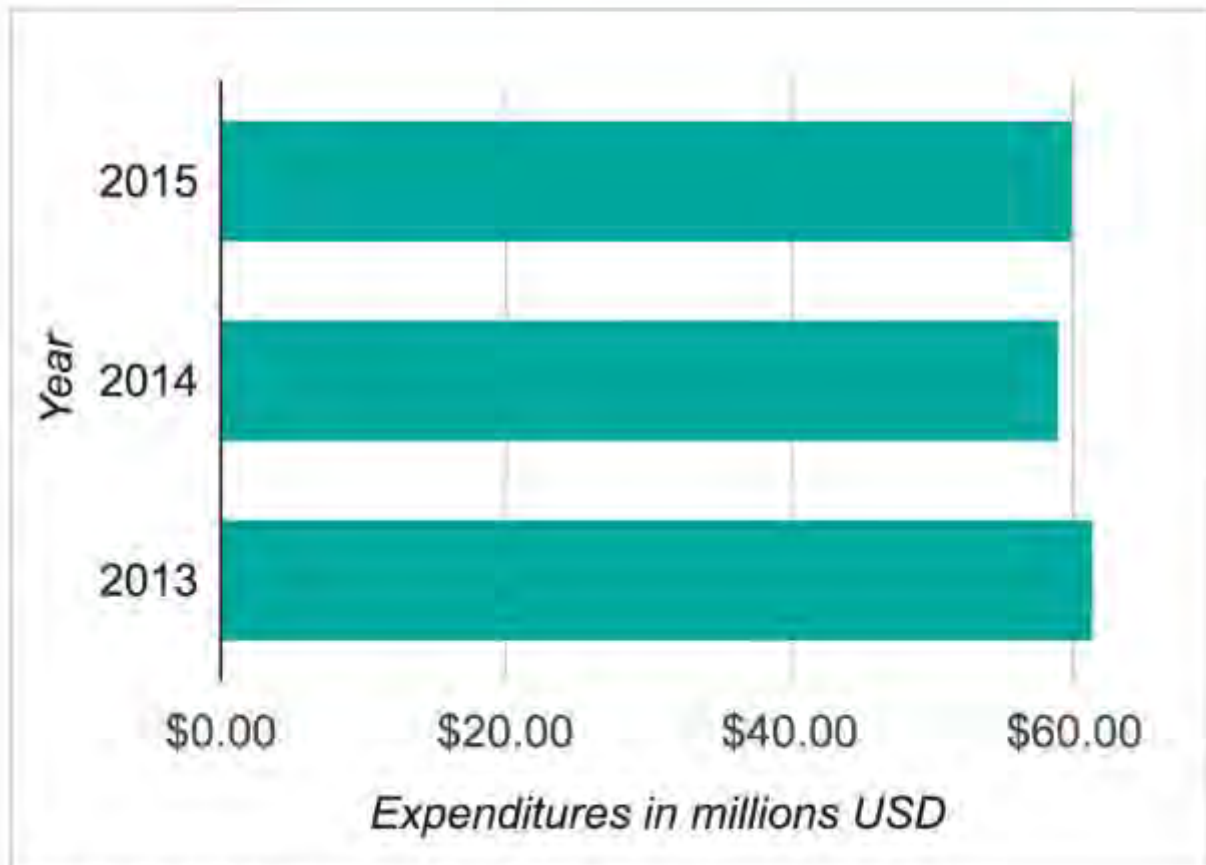
Percent of employed students working directly or indirectly in a job related to their field of study	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	224	258	202
	86.6%	88.0%	91.0%
Undergraduate	143	172	118
	79.7%	85.5%	86.3%
Graduate	81	86	84
	98.8%	93.0%	97.6%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	148	158	124
	66.0%	61.2%	61.3%
Employed in Kansas (excluding Sedgwick County and MSA)	24	31	19
	10.8%	11.9%	9.4%
Employed in the U.S. (excluding Kansas)	47	65	57
	21.1%	25.1%	28.2%
Employed internationally	5	5	2
	2.1%	1.8%	1.1%

(source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence)

Sponsored Research Funding

R&D EXPENDITURES

Amount spent in millions USD



SOURCE: WSU Financial Operations

Description:

- Research and development dollar expenditures (1) of funding received from federal, state and local governments, businesses, nonprofit organizations and (2) for internal grants, graduate research student assistant waivers, cost share on grants and unrecovered indirect costs
- Data Source: WSU Financial Operations, data reported to National Science Foundation for Higher Education R&D (HERD) survey (Associate VP, Administration & Finance for Financial Operations & Business Technology)
- Updated: annually, calendar year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- Sponsored research funding relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- Sponsored research funding pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- While not all research is funded (e.g., journal publications, conference presentations), sponsored research funding provides a sampling of research that is vital to the University's sustainability
- The strategic importance of sponsored research funding is further evidenced by the goal's inclusion among WSU's Foresight 2020 indicators under the category of economic alignment
- Using the National Science Foundation for Higher Education R&D (HERD) data provides a mechanism for comparisons to peer and aspirational institutions
- Decreases in federal funding resulted in a decrease in R&D Expenditures in 2013, with a slight increase in 2015
- Development of the new Innovation Campus at Wichita State University, as well as other initiatives, should result in increased funding, and hence R&D Expenditures
- Using FY2015 as the base, an average of 1% increase each year is expected through year 2020

Target Year 2020:

- \$63.63 million

Detail Data:

1. Dollars by College/unit - for LAS separate into four categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences
 - d. Other

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

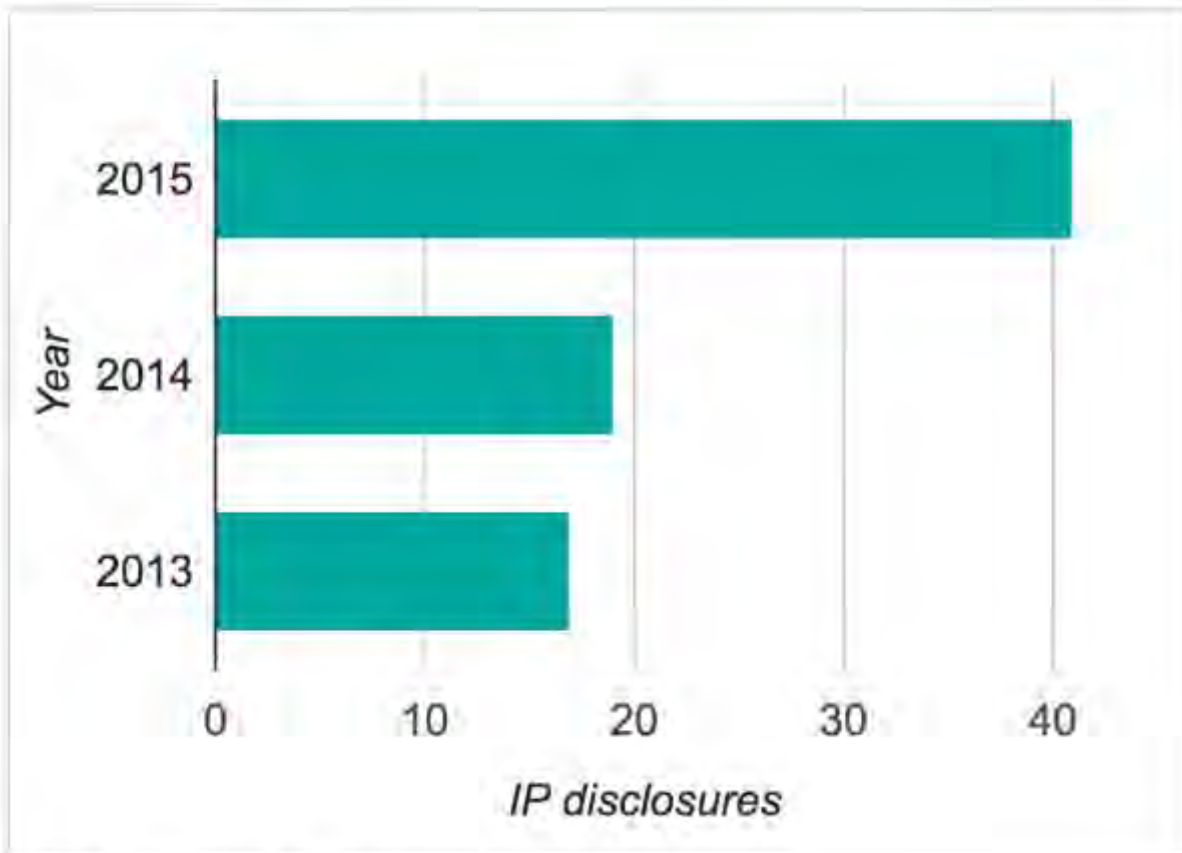
Research and Development Expenditures (\$ in millions)	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	\$61.388	\$58.859	\$59.940
College of Education	\$0.822	\$0.162	\$0.032
College of Engineering	\$8.248	\$8.140	\$8.000
College of Fine Arts	\$0.003	\$0.005	\$0.003
College of Health Professions	\$3.701	\$4.167	\$3.765
Fairmount College of Liberal Arts & Sciences	\$5.053	\$3.531	\$2.820
Humanities	\$0.012	\$0.007	\$0.040
Natural Sciences & Mathematics	\$3.578	\$2.378	\$1.400
Social & Behavioral Sciences	\$0.865	\$0.746	\$1.280
LAS - Other	\$0.598	\$0.400	\$0.100
W. Frank Barton School of Business	\$0.095	\$0.002	\$0.008
NIAR	\$38.112	\$37.208	\$36.627
Other	\$5.354	\$5.644	\$8.685

(source: data reported to National Science Foundation for Higher Education R&D [HERD] survey, fiscal year)

Intellectual Property (IP) Disclosures

IP DISCLOSURES

Number of intellectual property disclosure forms received, fiscal year.



SOURCE: WSU Ventures

Description:

- Number of Intellectual Property (IP) disclosure forms received
- An IP disclosure form provides a summary of information related to an idea or invention
- Mechanism to identify and protect the intellectual property of the University
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- The number of intellectual property disclosures relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of IP disclosures pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- Intellectual property disclosures are one of the many outcomes associated with WSU's emphasis on creativity, innovation and entrepreneurship
- FY2010-FY2012, 21 total IP disclosures were received from WSU researchers (average seven per year)
- Increased emphasis at WSU on IP disclosures resulted in an increase of IP disclosure submissions (FY2013 = 17; FY2014 = 19)
- Creation of WSU Ventures to serve as an integrated support system resulted in a significant increase in IP disclosures (FY2015 = 41)
- Link between research dollars obtained and IP disclosures is typically found to be \$1.5 million to \$3 million research dollars per IP disclosure (University of Chicago Tech Transfer Benchmarking Report 2007
http://tech.uchicago.edu/docs/techtransfer_benchmarking.pdf)
- Based on 2013, WSU generates approximately \$50 million in total research dollars per year (this refers to awards obtained, not to expenditures)
- Using FY2013 as the base, an average of 15% increase each year results in 45 disclosures in FY2020

Target Year 2020:

- 45 IP disclosures

Detail Data:

1. Disclosures by College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. Number of interdisciplinary disclosures

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

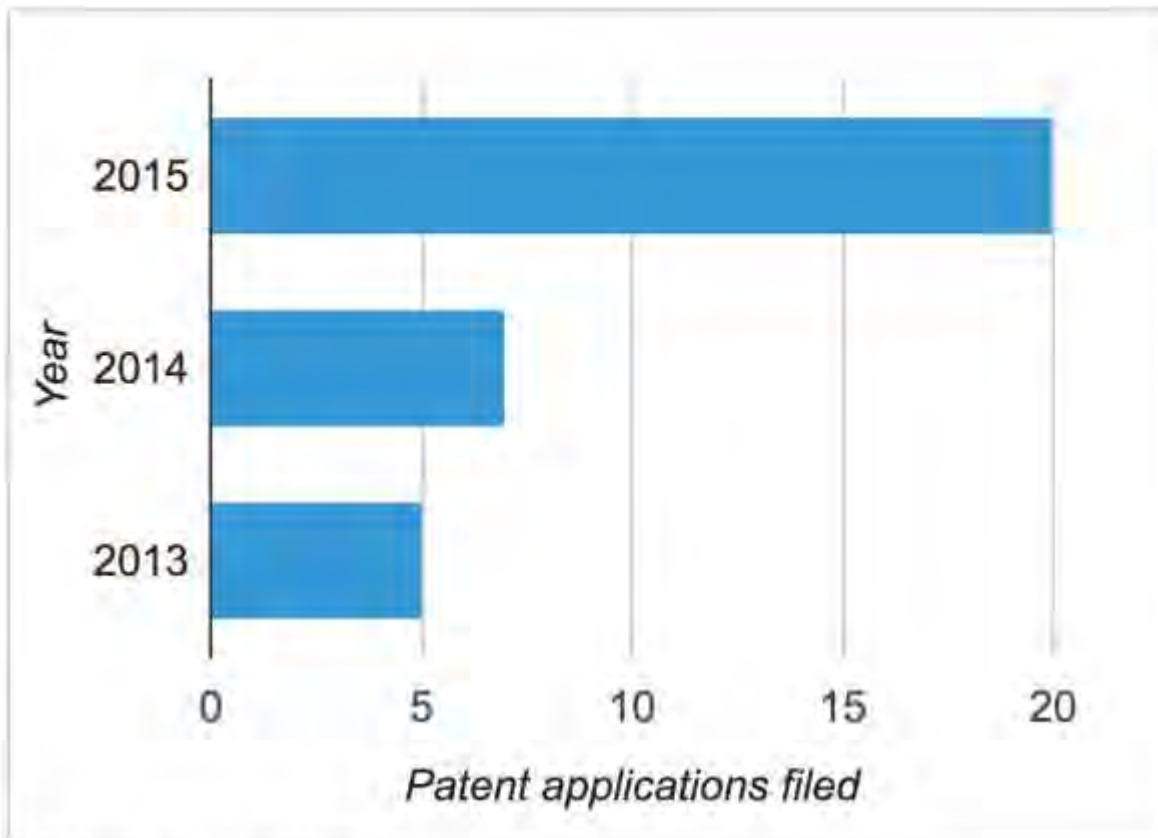
Number of intellectual property disclosures	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	17	19	41
College of Education	7	0	3
College of Engineering	6	3	6
College of Fine Arts	0	0	2
College of Health Professions	0	1	4
Fairmount College of Liberal Arts & Sciences	1	1	12
Humanities	0	0	0
Natural Sciences and Mathematics	1	1	7
Social and Behavioral Sciences	0	0	5
W. Frank Barton School of Business	0	0	1
NIAR	2	11	8
Other	0	1	1
Students	1	2	4
Interdisciplinary	3	1	2

(source: WSU Ventures; IP Disclosure forms received, fiscal year)

Patents Filed

PATENTS FILED

Number of patent applications filed



SOURCE: WSU Ventures

Description:

- Number of provisional and non-provisional patent applications filed with the United States Patent and Trademark Office (USPTO)
- A patent is a set of exclusive rights granted to an inventor for a limited period of time in exchange for detailed public disclosure of an invention (i.e., a product or process solution to a specific technological problem)
- A patent excludes others from making, using, selling, offering for sale or importing the invention
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- The number of patents filed relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge and applied learning experiences for students
- Patents filed also pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- Patents are one of the many outcomes associated with WSU's emphasis on creativity, innovation and entrepreneurship
- The patent process is expensive; therefore, chances of smaller research universities, such as WSU, recovering the money spent is limited in terms of likelihood and timeframe
- Nationally, approximately 50% of IP disclosures result in patents (University of Chicago Tech Transfer Benchmarking Report 2007 http://tech.uchicago.edu/docs/techtransfer_benchmarking.pdf)
- Given the high costs of patenting, it would be anticipated that the percentage of patents filed by WSU of total IP disclosures would be less than the national average
- Using FY2013 as the base, an average of 15% increase each year results in 20 patent filings in FY2020

Target Year 2020:

- 20 patent applications filed

Detail Data:

1. Number of patent filings College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

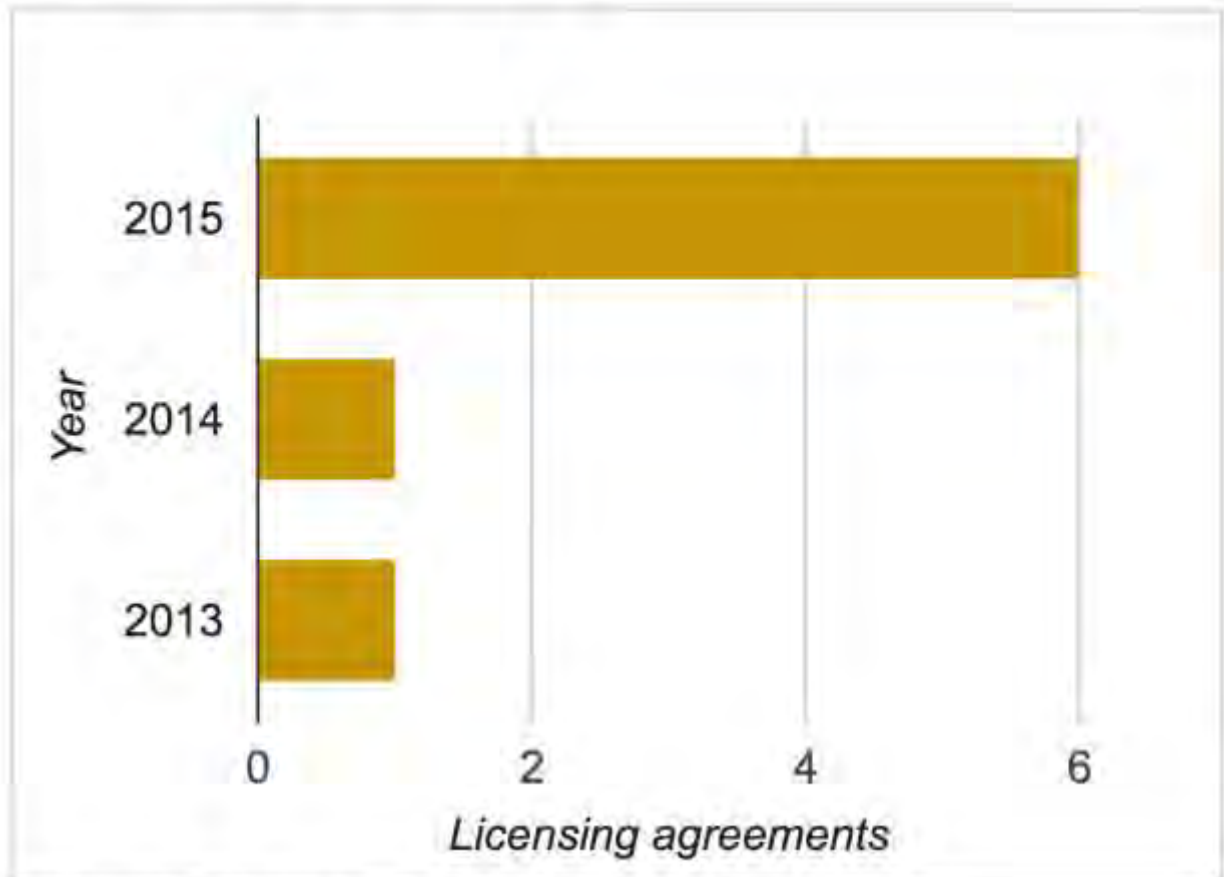
Number of WSU patents filed	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	5	7	20
College of Education	1	0	1
College of Engineering	2	2	3
College of Fine Arts	0	0	0
College of Health Professions	0	0	0
Fairmount College of Liberal Arts & Sciences	1	3	10
Humanities	0	0	0
Natural Sciences & Mathematics	1	2	6
Social & Behavioral Sciences	0	1	4
W. Frank Barton School of Business	0	0	0
NIAR	1	2	5
Other	0	0	0
Students	0	0	1

(source: WSU Ventures; Number of provisional and non-provisional patents filed, fiscal year)

Licensing Agreements

LICENSING AGREEMENTS

Number of agreements signed



SOURCE: WSU Ventures

Description:

- Number of agreements signed by WSU to enable external use of WSU inventions, technologies, copyrights or trade secrets (includes exclusive licenses, non-exclusive licenses and option agreements)
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- The number of licensing agreements relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of licensing agreements also pertains to WSU’s mission of being an educational, cultural and economic driver for Kansas and the greater public good
- Licensing agreements are one of the many outcomes associated with WSU’s emphasis on creativity, innovation and entrepreneurship
- There is a long time lag between a patent application and an institution receiving a patent
- Nationally, approximately 30% of patent applications result in a license
- There is typically a time lag between five and 15 years between a disclosure and significant commercial activity (University of Chicago Tech Transfer Benchmarking Report 2007 http://tech.uchicago.edu/docs/techtransfer_benchmarking.pdf)
- In FY2013, patents on university discoveries were typically filed five to 12 years before commercial activity resulted (https://www.autm.net/AUTMMain/media/Resources/Documents/AUTM_US_Highlights_FY2013_no_Data_Appendix.pdf)
- Based on these benchmarks, Wichita State University should generate approximately six license agreements in FY2020

Target Year 2020:

- 5 license agreements

Detail Data:

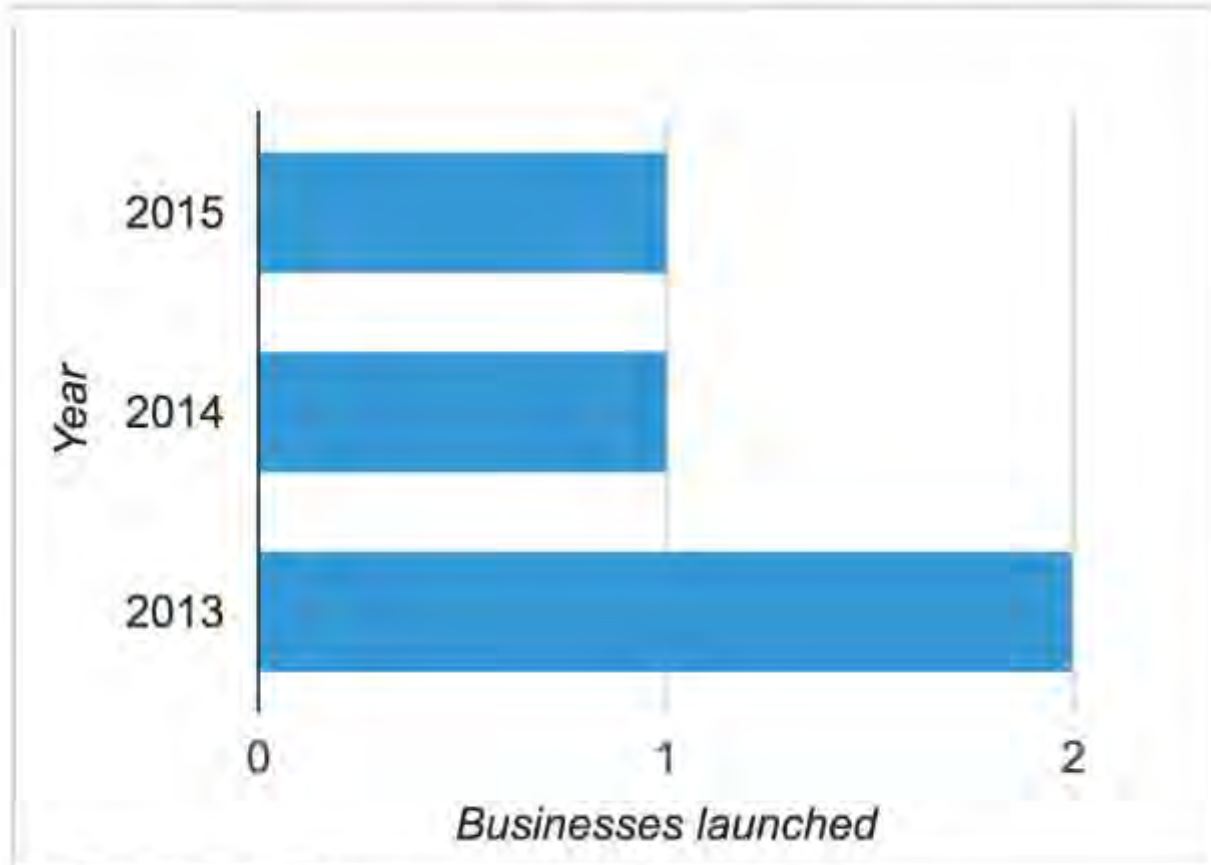
Number of licensing agreements	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	1	1	6

(source: WSU Ventures; licensing or revenue sharing agreements, fiscal year)

Businesses Launched

BUSINESSES LAUNCHED

Number of new companies launched with WSU technology



SOURCE: WSU Ventures

Description:

- Number of new businesses launched with WSU technology, as evidenced through some type of contractual relationship
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- The number of new businesses launched relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of new businesses launched also pertains to WSU’s mission of being an educational, cultural and economic driver for Kansas and the greater public good
- New businesses are one of the many outcomes associated with WSU’s emphasis on creativity, innovation and entrepreneurship
- Estimates indicate startups form around 1.5% of intellectual property coming out of universities (University of Chicago Tech Transfer Benchmarking Report 2007 http://tech.uchicago.edu/docs/techtransfer_benchmarking.pdf)
- Variance in startup activity is linked to research funding (University of Chicago Tech Transfer Benchmarking Report 2007 http://tech.uchicago.edu/docs/techtransfer_benchmarking.pdf)
- Businesses launched are influenced by various innovation ecosystem variables (e.g., availability of private sector early stage venture capital, entrepreneurial cultivators in the region) (<http://www.brookings.edu/about/programs/metro/innovation-districts>)
- Using FY2013 as the base, an average of 15% increase each year results in five businesses launched in FY2020

Target Year 2020:

- 5 businesses launched

Detail Data:

1. Number of businesses launched by:
 - a. faculty
 - b. staff
 - c. students
 - d. community partners

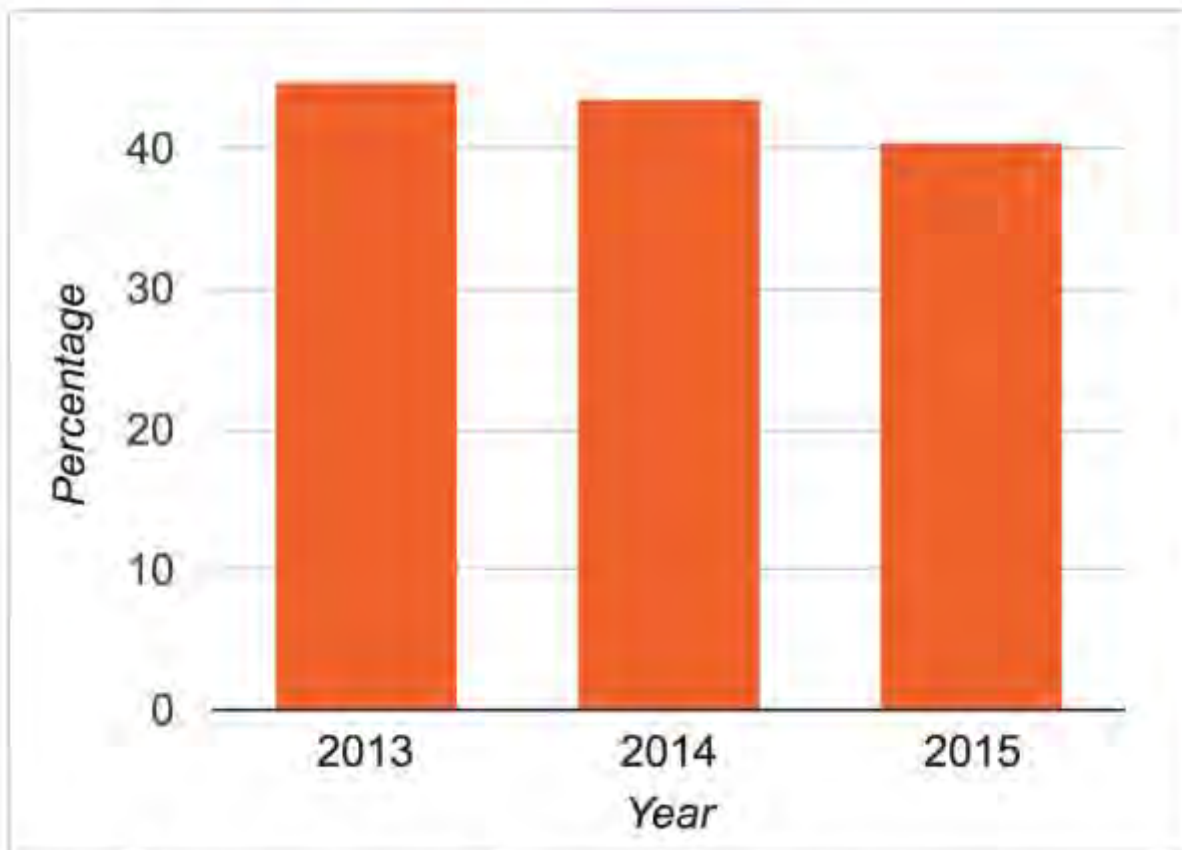
Number of new businesses launched	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	2	1	1
Faculty	2	1	1
Staff	0	0	0
Students	0	0	0
Community Partners	0	0	0

(source: WSU Ventures, number of companies launched with WSU technology, as evidenced through some type of contractual relationship, fiscal year)

Applied Learning Experiences

APPLIED LEARNING

Percent of graduating students participating in applied learning courses



SOURCE: WSU Office of Planning and Analysis

Description:

- Applied learning occurs when students develop knowledge, skills and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances) and professional services (e.g., practicums, internships, clinical rotations and cooperative education)

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- To be considered Applied Learning, the personal direct experience must fit the above definition and all the following criteria:
 - mirrors or embodies knowledge and practice in real world situations
 - prepares student for a career or post graduate education
 - involves development or creation of a work product, service or idea
 - includes occupationally focused work
 - applies learned program skills
 - engages populations outside the University
- The long-term purpose of the Applied Learning metric is to confirm at the College level that each student meets a College graduation requirement that an applied learning or research experience is met through satisfactory completion of designated courses or experiences that meet this set of defined criteria
- It will take the Colleges some time to achieve this long-term purpose. In the meantime, data that are available will be used to establish a baseline metric for Applied Learning Activities

Short Term

- Courses identified as Applied Learning Activities are Practicum, Internship, Co-op, Clinical Rotation, Service Learning, Performance, Ensemble, Thesis, Dissertation
- Two metrics are presented:
 1. Number and percent of graduating students participating in an Applied Learning course as a graduation requirement in a major
 2. Number and percent of graduating students participating in an Applied Learning course
- Note that total “percent of graduating students enrolled in applied learning courses” is a larger number than the total “percent of graduating students participating in an applied learning course as a graduation requirement in a program of study.” Students complete applied learning courses that are not designated as graduation requirements
- Note that the cumulative of the courses for “percent of graduating students enrolled in applied learning courses” is larger than the total number reported. Students may be enrolled in more than one applied learning course during their time at WSU
- Data Source: WSU Office of Planning and Analysis (Associate VP, Academic Data Systems)
- Updated: annually, academic year fall-spring-summer sequence

Long Term

- Over time, this measure will be modified to ensure that every student engages in an applied learning or research experience in their College as a graduation requirement

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Rationale:

- This measure is critical to successful implementation of Wichita State University's strategic plan as it applies to WSU's vision, mission and the goal of guaranteeing an applied learning or research experience for every student
- Graduates with applied learning experiences take less time and training to become productive in initial employment
- Graduates with applied learning experiences have a competitive advantage when seeking employment

Target Year 2020:

- 100% implementation of each academic College ensuring an applied learning or research experience is part of a graduation requirement for students entering WSU beginning Fall 2018

Detail Data:

- Percent of graduating students participating in an Applied Learning course as a graduation requirement in a major
 1. percent of Graduate students participating
 2. percent of Undergraduate students participating
 3. percent of students in each College participating - for LAS separate into 3 categories:
 - d. Humanities
 - e. Social & Behavioral Sciences
 - f. Natural Sciences & Mathematics
- Percent of graduating students participating an Applied Learning course
 1. Practicum
 2. Internship
 3. Co-op
 4. Clinical Rotation
 5. Service Learning
 6. Performance
 7. Ensemble
 8. Thesis
 9. Dissertation

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Percent of graduating students participating in an applied learning course as a graduation requirement in a program of study	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	2,891	2,960	2,909
Non-applied	2,061	2,139	2,202
Applied Learning	830	821	707
% Applied Learning	28.7%	27.7%	24.3%
Undergraduate	350	363	276
% Applied Learning of Undergraduates	17.0%	17.5%	13.7%
Graduate	480	458	431
% Applied Learning of Graduate	57.8%	51.8%	48.1%
College of Education	270	261	191
% Applied Learning of Education	63.1%	58.7%	47.4%
College of Engineering	94	93	95
% Applied Learning of Engineering	23.2%	19.7%	16.4%
College of Fine Arts	51	74	64
% Applied Learning of Fine Arts	37.8%	49.0%	54.7%
College of Health Professions	180	173	151
% Applied Learning of Health Professions	34.1%	33.9%	30.2%
Fairmount College of Liberal Arts & Sciences	222	205	195
% Applied Learning of College Liberal Arts & Sciences	23.9%	22.0%	23.4%
Humanities	3	4	4
% Applied Learning of Humanities	2.3%	2.9%	3.5%
Natural Sciences & Mathematics	20	17	18
% Applied Learning of Natural Sciences & Mathematics	11.4%	8.9%	9.9%
Social Sciences	199	184	173
% Applied Learning of Social Sciences	31.8%	30.4%	32.2%
W. Frank Barton School of Business	13	15	11
% Applied Learning of W. Frank Barton School of Business	2.9%	3.4%	2.3%

(source: WSU SIS, unique headcount enrollment in any applied learning related course, academic year fall-spring-summer sequence)

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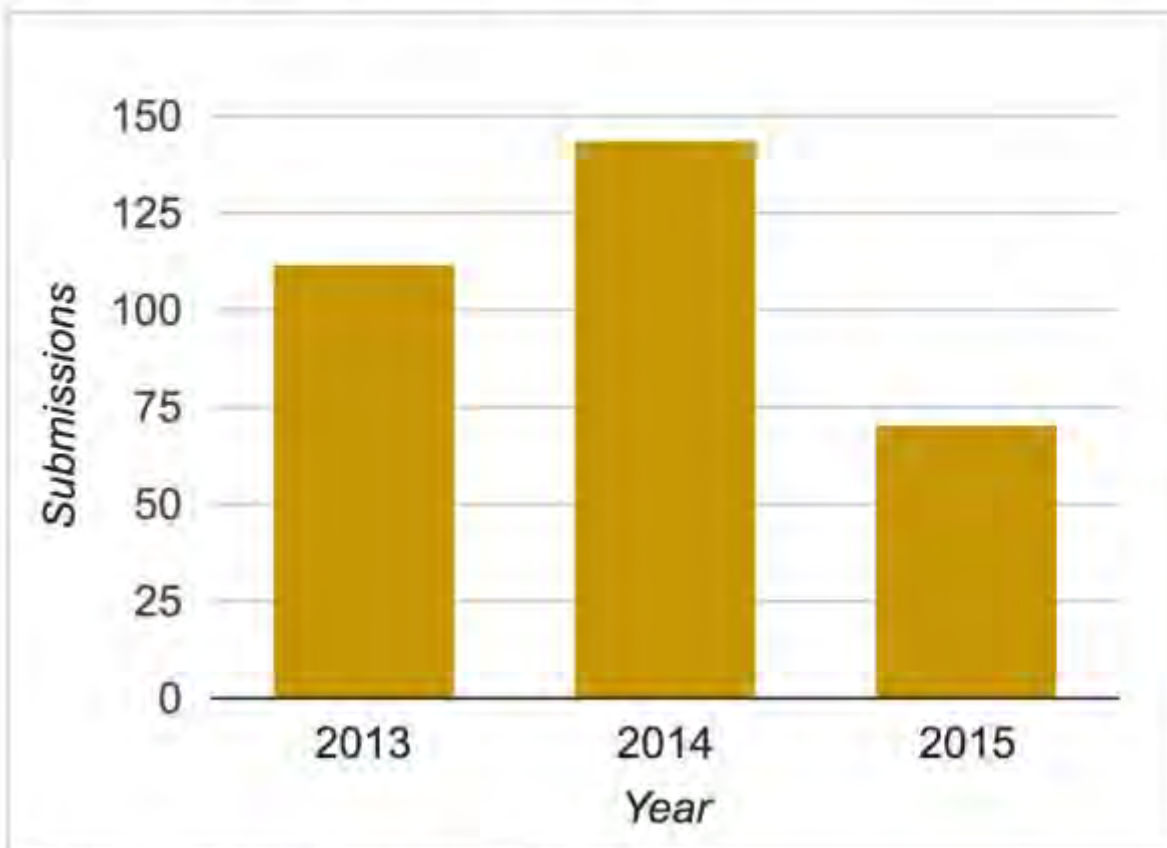
Percent of graduating students enrolled in applied learning courses	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	2,891	2,960	2,909
Non-applied	1,595	1,668	1,732
Applied Learning	1,296	1,292	1,177
% Applied Learning	44.8%	43.7%	40.5%
Undergraduate	743	754	685
% Applied Learning of Undergraduates	36.1%	36.3%	34.0%
Graduate	548	536	491
% Applied Learning of Graduate	66.0%	60.6%	54.8%
Practicum	462	407	349
% of Applied Learning Practicum	16.0%	13.8%	12.0%
Internship	98	93	67
% of Applied Learning Internship	3.4%	3.1%	2.3%
Co-op	524	522	490
% of Applied Learning Co-op	18.1%	17.6%	16.8%
Clinical Rotation	51	50	48
% of Applied Learning Clinical Rotation	1.8%	1.7%	1.7%
Service Learning	55	86	113
% of Applied Learning Service Learning	1.9%	2.9%	3.9%
Performance	42	39	24
% of Applied Learning Performance	1.5%	1.3%	0.8%
Ensemble	25	36	43
% of Applied Learning Ensemble	0.9%	1.2%	1.5%
Thesis	220	193	159
% of Applied Learning Thesis	7.6%	6.5%	5.5%
Dissertation	56	54	56
% of Applied Learning Dissertation	1.9%	1.8%	1.9%

(source: WSU Office of Planning and Analysis; Academic Year, fall-spring-summer sequence)

Graduate Research Initiatives

GRADUATE RESEARCH INITIATIVES

Number of submissions for Graduate Research and Scholarly Projects (GRASP)



SOURCE: WSU Graduate School

Description:

- Number of submissions to the Graduate Research and Scholarly Projects (GRASP) competition
- The WSU Graduate School has held the GRASP symposium every year since 2005 (www.wichita.edu/grasp)
- The GRASP symposium is a key showcase for the diversity of graduate education at WSU
- Students present posters and papers that are judged by a set of GRASP judges
- Abstracts are collected into a GRASP bulletin that is archived digitally on the Wichita State University Library's SOAR (Shocker Open Access Repository) system

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- Source: Graduate School (Dean, Graduate School)
- Updated: annually, in December for next calendar year's GRASP competition

Rationale:

- GRASP is interdisciplinary with posters and presentations from all the Colleges and many departments
- Each student works with a faculty member, ensuring a connection between the research and scholarship that is taking place among faculty, and responds to an editorial board made up of faculty that also ensures a professional level of quality, thus capitalizing on existing and emerging societal and economic trends
- Judging takes place with a team that represents a range of disciplines, ensuring that each presenter has to convey their work to a non-specialist audience, a key element of applied learning and scholarship and empowering students to create a campus culture and experience that meets their changing needs
- The presentation of research in a public setting helps develop an essential set of social skills important in the workforce, contributing to our graduates being better at functioning in careers once they graduate
- Using the average of academic years 2011-2015 as the base, an increase of five applications per year results in 140 submissions in year 2020

Target Year 2020:

- 140 submissions

Detail Data:

1. number of submissions by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. number of submissions by Degree Type (Masters/Ph.D.)

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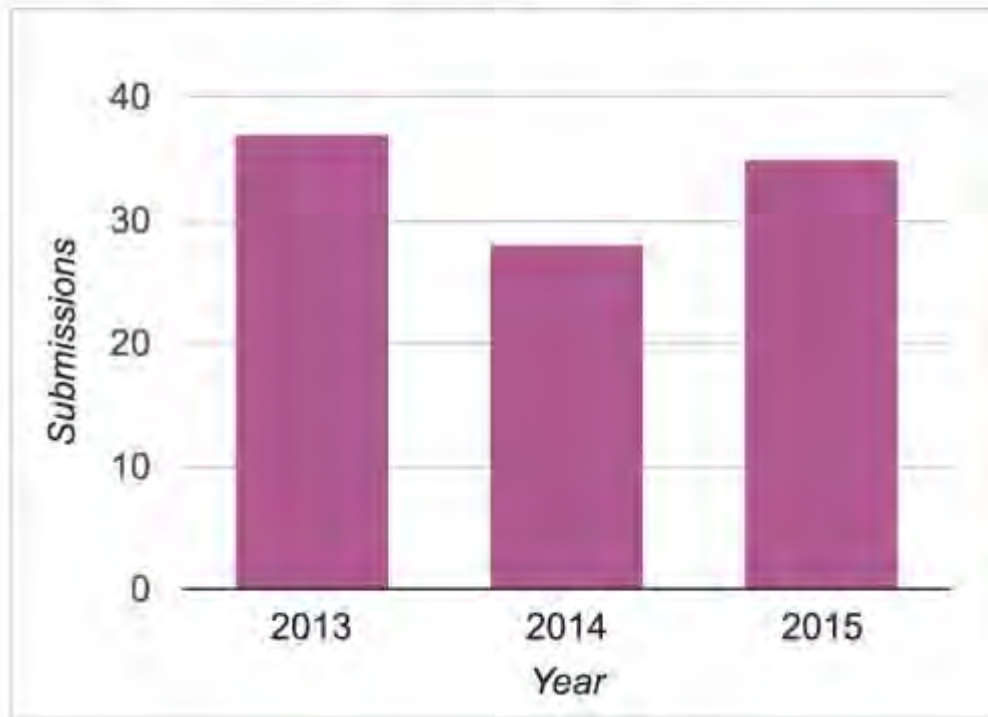
Number of Student Applications for Graduate Research and Scholarly Projects (GRASP)	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	112	144	71
Master's degree students	71	85	48
Doctoral students	41	59	23
College of Education	8	10	5
College of Engineering	31	29	18
College of Fine Arts	7	4	5
College of Health Professions	25	31	24
Fairmount College of Liberal Arts & Sciences	41	69	19
Humanities	1	6	1
Natural Sciences and Mathematics	18	25	9
Social and Behavioral Sciences	22	38	9
W. Frank Barton School of Business	0	1	0

(source: Graduate School)

Undergraduate Research Initiatives

UNDERGRAD RESEARCH INITIATIVES

Number of submissions to the Undergraduate Research in Creative Activity Fourm (URCAF)



SOURCE: URCAF Committee

Description:

- Number of abstract submissions to the Undergraduate Research in Creative Activity Forum (URCAF)
- URCAF provides an annual opportunity for undergraduate students at Wichita State University to present their scholarly and creative activity to a faculty, student and community audience, while competing for cash awards (<http://www.wichita.edu/thisis/home/?u=urcaf>)
- Undergraduate students from all disciplines are encouraged to apply
- There are three presentation categories: oral presentation, poster presentation and exhibition/performance. Oral and poster presentation categories are divided into two separate competitive groupings: humanities/social sciences and natural/applied sciences
- Each activity is mentored by a WSU faculty member

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- Competition for cash awards: winning entries receive \$250 and second-place finishers receive \$100
- Data Source: URCAF Committee (URCAF Committee Chair)
- Updated: annually, in May for current calendar year’s URCAF event

Rationale:

- A higher number of URCAF submissions would reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty in those activities
- Support and encouragement by faculty and others for undergraduate research and creative activities affects participation and is reflected in the number of URCAF submissions
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of submissions
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs
- Action plans developed by the URCAF committee indicate that a 2020 target of 60 submissions, while representing a 71% increase over the next five years (compared to 2015), is reasonable

Target Year 2020:

- 60 submissions

Detail Data:

1. number of submissions by College

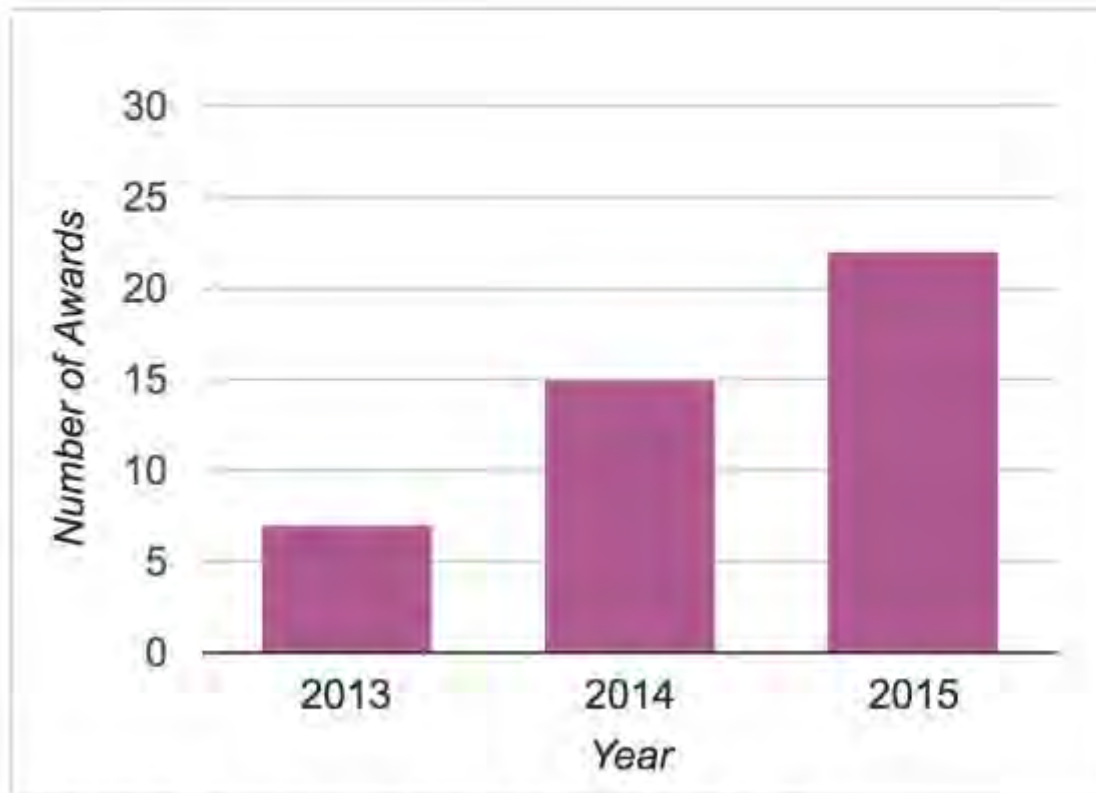
Number of Student Applications for Undergraduate Research in Creative Activity Forum (URCAF)	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total	37	28	35
College of Education	1	1	0
College of Engineering	13	11	12
College of Fine Arts	2	2	0
College of Health Professions	4	5	3
Fairmount College of Liberal Arts & Sciences	16	9	19
W. Frank Barton School of Business	1	0	1

(source: URCAF committee)

Undergraduate Research Awards

UNDERGRAD RESEARCH AWARDS

Number and value of awards



SOURCE: Dorothy and Bill Cohen Honors College

Description:

- Number of Undergraduate Student Research Grants awarded by the Dorothy and Bill Cohen Honors College
- Undergraduates from all disciplines are encouraged to participate in research and creative projects in collaboration with WSU faculty
- Grants of up to \$1,000 each, are awarded with proposals reviewed on a continuous cycle from September through March 15
- Funds must be used within one year from the date of the award
- Data Source: Honors College (Dean, Honors College)
- Updated: annually, academic year (summer, fall, spring sequence)

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Rationale:

- A higher number of awards reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty in those activities
- Support and encouragement by faculty and others for undergraduate research and creative activities affects participation and is reflected in the number of awards
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of awards
- This measure is related to strategic goals, including goals associated with guaranteeing research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 40 awards

Detail Data:

1. number of awards by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

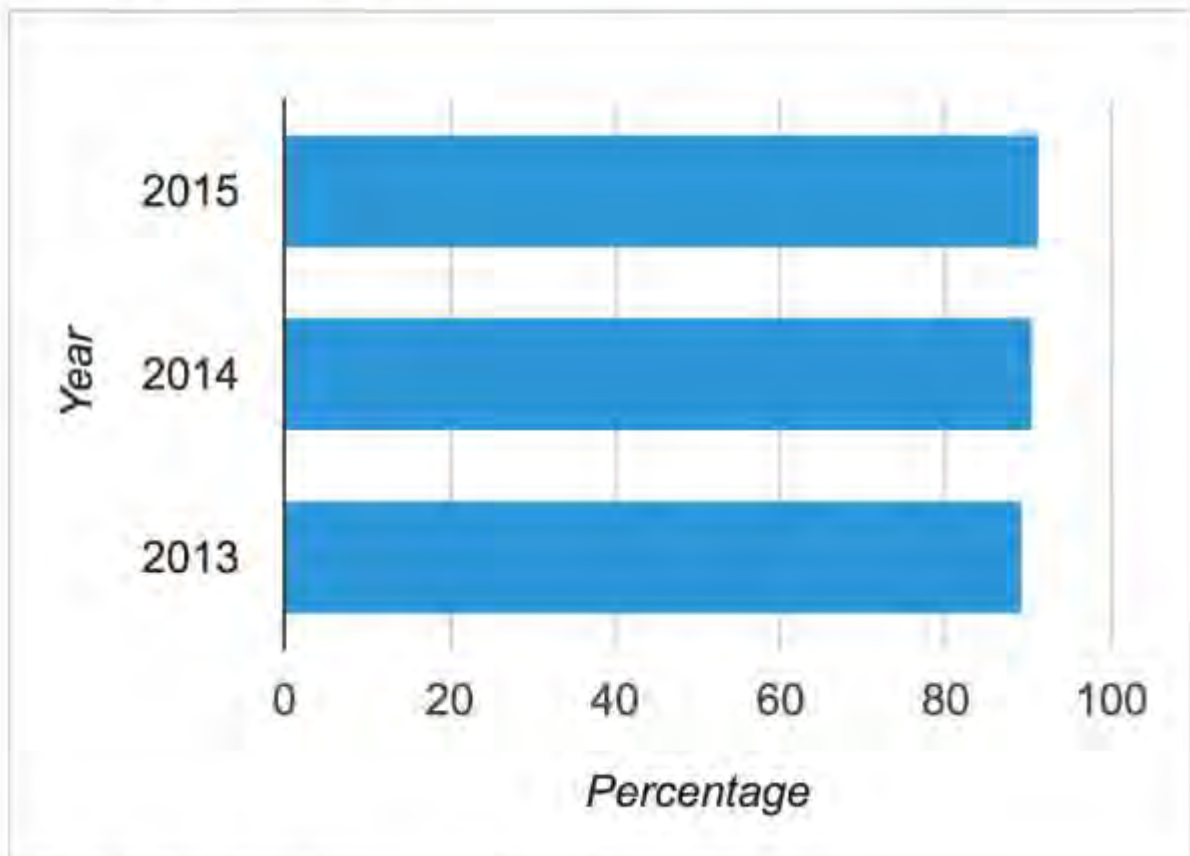
Undergraduate research awards	<u>2013</u>	<u>2014</u>	<u>2015</u>
Annual award amount	\$6,730	\$14,424	\$21,207
Annual Undergraduate Awards	7	15	22
College of Education	0	0	0
College of Engineering	0	1	8
College of Fine Arts	0	1	2
College of Health Professions	0	2	3
Fairmount College of Liberal Arts & Sciences	7	11	9
Humanities	0	0	0
Natural Sciences & Mathematics	3	0	4
Social & Behavioral Sciences	4	11	5
W. Frank Barton School of Business	0	0	0

(source: Honors College)

Graduation Completion

GRADUATION COMPLETION

Percent of students graduating within 6 years of entering WSU



SOURCE: Student Information System

Description:

- Of those students graduating in a specific year, the percent that completed their degree within six years from the first time they enrolled at WSU
- Note that this six-year graduation completion is not the same as the “six-year graduation rate of first time, full-time freshmen” as reported in WSU Foresight 2020
- Graduation Completion degree years are based on the first degree conferred minus the first degree-bound enrollment year; the degree completion values are not cohort defined nor rates of degree completion
- Data Source: WSU Office of Planning & Analysis (Associate VP, Academic Data Systems)
- Updated: annually by year, 20th day of fall semester

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Rationale:

- Student engagement plays an important role in improving graduation completion
- Implementation of ideas related to applied learning and research is likely to affect student engagement and consequently improve graduation completion
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 100%

Detail Data:

1. Bachelor Degrees
2. Master Degrees
3. Doctoral Degrees

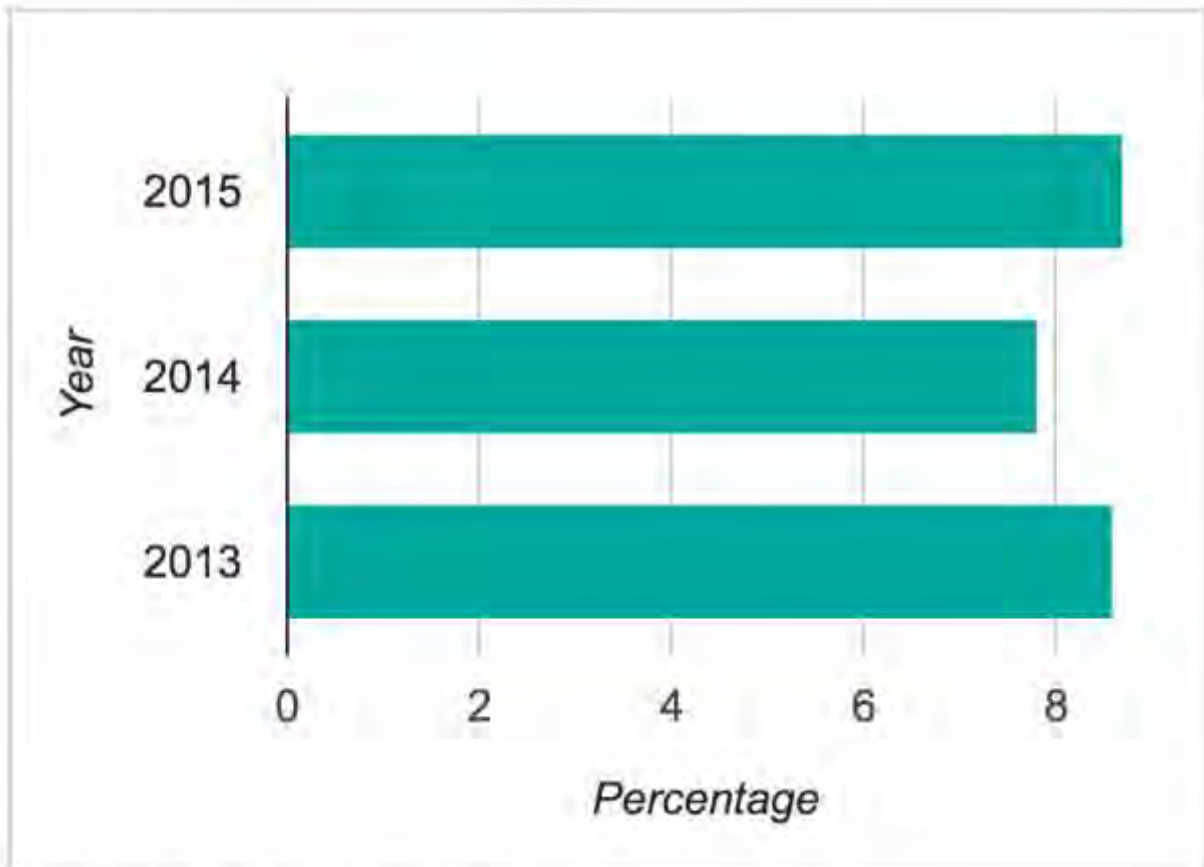
Six-year graduation completion for students enrolled for the first time at WSU	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total Graduates	2,730	2,833	2,786
6 years or less	2,441	2,562	2,550
	89.4%	90.4%	91.5%
Bachelor Degrees: Total Graduates	1,947	1,990	1,920
6 years or less	1,684	1,752	1,711
	86.5%	88.0%	89.1%
Master Degrees: Total Graduates	706	751	767
6 years or less	692	735	760
	98.0%	97.9%	99.1%
Doctoral Degrees: Total Graduates	77	92	99
6 years or less	65	75	79
	84.4%	81.5%	79.8%

(source: WSU Office of Planning and Analysis; academic year fall-spring-summer sequence)

Donations

DONATIONS

Percent of alumni who donated to WSU



SOURCE: WSU Foundation

Description:

- Dollar amount of donations to Wichita State University spent in a specific year
- Number and percent of living alumni with at least a bachelor's degree from Wichita State University who donated to the University in a specific year
- Number and percent of Wichita State University faculty and staff who donated to the University in a specific year
- Data Source: Wichita State University Foundation (WSU Foundation VP, Finance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2016 Strategic Plan Annual Report

Rationale:

- An important gauge of engagement with alumni, faculty, staff and the greater community is their willingness to make financial contributions to support the University's strategic goals
- Recognition of WSU across the nation and internationally as a model for applied learning and research should reflect in increased donations
- This measure is related to strategic goals, including goals associated with pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- \$23 million (amount of donations spent in a specific year)
- 9.0 % (alumni giving)
- 21.0 % (faculty and staff giving)

Detail Data:

Donations to WSU Foundation	<u>2013</u>	<u>2014</u>	<u>2015</u>
Donations to Wichita State University Foundation spent (\$ in millions)	\$11.065	\$11.671	\$13.890
Percent of living alumni with a bachelor's degree that gave to the University	7,497	7,108	7,868
	8.6%	7.8%	8.7%
Percent of faculty and staff that donated to the University	395	394	377
	20%	18%	18%

(source: Wichita State University Foundation, fiscal year)