



HLC Accreditation 2016-2017

Federal Compliance Form

Higher Learning Commission

Wichita State University

Federal Compliance Filing

Additional information:



FORM

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document.

The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: Wichita State University

Main contact in the financial aid office: Sheelu Surender

Number of staff members in the financial aid office: 23

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: Four staff members attended the most recent Department of Education training, Federal Student Aid conference, in December 2015. The staff regularly participate in trainings offered by the Department of Education, National Association of Student Financial Aid Administrators, Rocky Mountain Association of Student Financial Aid Administrators and Kansas Association of Student Financial Aid Administrators. Staff also participate regularly in various financial aid training offered through webinars, which are more cost effective for a staff of 23.

Assignment of Credits, Program Length and Tuition

1. Complete the [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#). Submit the worksheet and the attachments listed in it as **Appendix A**.
2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with

programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

Associate=65; bachelor=120-146; master=30-82; doctorate=55-124; specialist=39

3. Are there any differences in tuition for specific programs?

Yes

No

If so, please identify the programs and explain the rationale for the difference in tuition.

All tuition and fees are set annually by the Kansas Board of Regents upon recommendation from the university. Separate tuition levels are set for residents and non-residents of Kansas and for graduate and undergraduate courses. Exceptions to these rates are provided below. Information on tuition and fees is listed in the graduate and undergraduate catalogs and on the university's website (<http://wichita.edu/tuition>). The comprehensive fee schedule is on the website and further itemizes tuition and fees by campus unit (see appendix A: comprehensive fee schedule).

- Undergraduate and graduate students from the Oklahoma City, Tulsa and Dallas-Ft. Worth MSAs pay in-state tuition rates. Undergraduate and graduate students from Oklahoma and Texas (other than Oklahoma City, Tulsa and Dallas-Ft. Worth MSAs) pay 1.5 times Kansas in-state tuition instead of the full non-resident tuition. WSU views recruitment within the regional economic corridor along I-35 as a means to enhance the future prosperity of Kansas by creating viable, sustainable economic linkages to other cities within the region. Encouraging out-of-state enrollment can be one tool for establishing relationships with businesses that can create these economic linkages. Wichita's location in the south-central section of the state provides opportunity for it to be the portal to the high-growth southern portion of this corridor. Population and economic growth in regions surrounding Kansas is expected to occur in the states to the south. The reduced rates in Oklahoma and Texas allow WSU to take advantage of this growth to impact enrollment, to create stronger business linkages, and to increase the volume of trade goods shipped, all adding substantially to the state's overall economic performance.
- Undergraduate and graduate students majoring in select programs who are from Illinois, Nebraska, North Dakota, Missouri, Wisconsin, Minnesota and Michigan pay 1.5 times Kansas in-state tuition instead of the full non-resident tuition as a part of the Midwest Student Exchange Program, a program within the Midwest Higher Education Compact.
- Market-based tuition rates negotiated with various entities (e.g., employers) are available when providing professional education to non-degree-seeking students. This allows WSU to enter into agreements with employers to meet the needs of their working professionals for non-degree-seeking credit-based education. Tuition rates will take into account the characteristics of the particular market to be served, as well as the role of the program offering within WSU's broader strategic positioning based on its mission. This tuition charge constitutes the total amount for the course exclusive of any administrative cost, books, software, or other materials required to complete the course.
- WSU has two programs with differential tuition: the Executive Master of Business Administration (EMBA) and an accelerated bachelor of nursing program, both of which are administered separately from their regular entry level programs in the W. Frank Barton School of Business and the College of Health Professions respectively. EMBA students are charged an all-inclusive fee of \$38,000, and accelerated nursing students are charged \$30,000. Both programs have been developed to address a need in the workforce.

- Students participating in the National Student Exchange and International Student Exchange pay WSU tuition while they attend a participating school in one of these exchanges. Exchange programs are offered to students desiring an experience to broaden their perspectives.
- The Business, Engineering, Fine Arts, and Health Professions colleges charge a per-credit-hour fee for courses taken by students in their colleges (except business and engineering, which charges for all courses taken by engineering majors) to cover the cost-specific instruction, equipment and technology unique to programs in those areas.
- Undergraduate and graduate students enrolled in 100 percent online courses pay an additional \$94.50 per credit hour, which supports online education infrastructure.
- Tuition and fees for residents age 60 or older are waived. Individuals under this policy must pay other miscellaneous fees (e.g., workshop fees) that may be required. Enrollment in a class for this group is contingent upon available space as determined one week after classes start.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

Overview

WSU takes all complaints related to its educational programs, services and activities seriously and seeks to initiate timely action to address and resolve such complaints. The university strives to resolve complaints regardless of the status of the person who makes a complaint (student, prospective student, employee, or member of the public) or the method of communication, i.e., written or verbal. The university has various processes for students to seek remedies for issues and concerns, including, but not limited to, roommate conflicts in student housing, parking issues, or holds placed on a student's enrollment. These requests are not considered to constitute a complaint against the university but the university takes each such request seriously and attempts to resolve requests in an efficient and positive manner.

A complaint is defined as a formal filing, either written or verbal, presented to an institution official for resolution. The institution maintains records of student complaints in the following categories: (1) academic; (2) non-academic; and (3) discrimination complaints, including conduct that violates Title IX. The process for investigation and resolution of a student complaint is dependent on the type of complaint and is described below. Tracking the resolution of a complaint is the responsibility of the office that oversees the process for that type of complaint. When the university is legally required to investigate and resolve a complaint for which a written complaint has not been submitted (i.e., sexual harassment in violation of Title VII or Title IX or a report of sexual assault that constitutes discrimination on the basis of sex in violation of Title IX), the university investigates and resolves such complaints without a written complaint in accordance with federal law. A flowchart (see Appendix B: student complaint process guide) summarizes the processes by which the university handles, tracks and resolves student complaints. Tabulations are made of the number and type of student complaint, each described below. In situations where the university implemented an improvement in services or in teaching or learning as a result of a complaint, a brief description is noted in the far right column of the tabulations document (see Appendix C: complaint tabulation document). In many situations, student complaints may not result in a direct modification of the university's processes or services. However, the university

consistently strives to enhance and improve the learning, living and working environment of students when presented with an opportunity to do so.

Academic Concerns & Complaints

Grade Appeal Complaints

The grade appeal process is governed by the process set forth in Section 2.03/Court of Student Academic Appeals (see Appendix B) of the WSU Policies and Procedures Manual and applies to undergraduate and graduate students. Most academic complaints arise when a student disagrees with a grade on a test or assignment, or in a course. In accordance with university policy, students are encouraged to address their concerns about a grade with the course instructor in an attempt to resolve the concern in an informal manner. The basis for disagreement with the grade may be instructor error in calculating the grade or in assigning the grade during grade entry. In such cases, the issue is typically resolved and the formal process is not implemented. The student may seek assistance from the instructor's department chair as part of the informal process. If the issue is not resolved through the informal process, the student may initiate a complaint, in writing, through a formal grade appeal process as described in section 2.03. Students seeking a formal change of grade submit a completed appeal form to the associate vice president for Academic Affairs. The form is routed to the instructor, the instructor's department chair, and the college dean for comments and recommendations. After routing, the associate vice president submits the appeal to the Court of Student Academic Appeals for consideration and decision. The court schedules and conducts the hearing and has the authority to change the grade and recommend further actions, as determined by the court. The court's decision is final and there is no further appeal available to the student. The hearing is audio recorded and a copy of the tape/digital recording is filed with the Academic Affairs office, along with a copy of the decision/report of the court. The decision and rationale of the court are reported to the student, along with all parties who reviewed the appeal.

The policy and procedures pertaining to instances where a student is found to have engaged in academic misconduct are set forth in the WSU Policies and Procedures Manual Section 2.17/Academic Honesty (see Appendix B). The academic honesty policy and processes do not arise from a student complaint and are not discussed in this section of federal compliance. The grade appeal process described herein is not available to students who have been charged with academic misconduct.

Concerns about Instruction

There is no formal process for addressing a concern about an instructor (not grade-related). In situations where a student has a concern about an instructor, the student is encouraged to discuss the concern with the instructor. If the matter is not resolved, the student is encouraged to seek the assistance of the department chair and/or the dean of the college. If the student's concern is not resolved, the student may contact the associate vice president for Academic Affairs. Depending on the nature of the concern, the associate vice president may initiate discussions with the instructor, chair or dean to bring a satisfactory resolution to the situation.

Program or Other Academic Concerns

Students having a program-related concern or concerns about other issues are encouraged to seek a resolution at the most immediate level. If the concern is program-related, the student should contact the chair or program director. As with instruction concerns, if the concern is not satisfactorily resolved, the student should seek assistance from the college dean. The associate vice president for Academic Affairs should be contacted if a satisfactory resolution is not achieved. Students are encouraged to use the same process if they have concerns in other academic areas, such as advising and other student support areas.

The university is committed to resolving issues at the most immediate level if possible, but also at higher levels should the need arise.

Non-Academic Concerns & Complaints

Students may express concerns about non-academic matters in a variety of ways and to many different offices. Non-academic concerns and complaints may range from violations of the Student Code of Conduct to concerns about services provided by the university. Concerns about food service, housing or other non-academic matters are usually addressed in a timely, efficient manner to improve the student's experience at the university and are not formally tracked. Complaints alleging a violation of the Code of Conduct are formally tracked. A summary of student complaints alleging a violation of the Code of Conduct by another student is included in Appendix C (complaint tabulation document).

Complaints about another Student

The Office of Student Conduct and Community Standards (SCCS) oversees complaints alleging a violation of Section 8.05/Student Code of Conduct brought by other students, faculty or staff, and tracks the complaints. Complaints are reviewed by the SCCS staff or a hearing board appointed by the assistant vice president. A hearing board is composed of students, faculty and/or staff members. Complaints alleging a violation of the Sexual Misconduct, Relationship Violence, and Stalking Policy for Students are also reviewed by the assistant vice president. These complaints are not eligible for review by a hearing board, but instead are investigated by the Title IX coordinator, or designee, using processes established for such matters (see Appendix C: complaint tabulation document).

University Service Concerns

Each university office or department is responsible for resolving student concerns regarding university services offered by that office or department. In instances where the director is unable to resolve the student's concern, the student should contact the vice president for Student Affairs for assistance with resolving the concern.

Other Non-Academic Concerns

Students who have non-academic concerns that are otherwise unresolved or involve third-parties/vendors/visitors/etc. should contact the vice president for Student Affairs for assistance with resolving the concern.

Discrimination Concerns & Complaints

WSU does not discriminate in its employment practices, educational programs or activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Sexual misconduct, relationship violence and stalking are forms of sex discrimination and are prohibited under Title IX of the Education Amendments Act of 1972. Complaints or concerns related to alleged discrimination may be directed to the director of Equal Opportunity or the Title IX coordinator. The processes for initiating a discrimination complaint are set forth in the WSU Policies and Procedures Manual in sections 8.16/Sexual Misconduct, Relationship Violence, and Stalking Policy for Students; 3.06/Sexual Misconduct, Sexual Harassment, Relationship Violence, and Stalking Policy for Employees and Visitors (for complaints arising from student employment); and 3.47/Discrimination Review Procedures (see Appendix B).

Complaints about another Student

A student who believes that he/she has been discriminated against by another student or who has been subjected to retaliation for reporting alleged discrimination is encouraged to contact the director of Equal Opportunity. In situations alleging discrimination on the basis of sex or gender in violation of Title IX, a student is encouraged to contact the assistant vice president for Student Advocacy, Intervention, and Accountability/Deputy Title IX coordinator for students or the Title IX coordinator.

Complaints about Employees

A student who believes that he/she has been discriminated against by an employee or who has been subjected to retaliation for reporting alleged discrimination is encouraged to contact the director of Equal Opportunity. In situations alleging discrimination on the basis of sex or gender in violation of Title IX, a student is encouraged to contact the associate director of Human Resources/Deputy Title IX coordinator for employees and visitors, or the Title IX coordinator.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

See student complaint process guide in Appendix B. This information is also provided in the Orientation Guide (Appendix S, page 47); and this web address:http://webs.wichita.edu/?u=eeo&p=/filing_a_complaint/. or attach as **Appendix B**.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.
7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

The university reviews and responds to all concerns and complaints and makes reasonable efforts to make improvements in services or in teaching and learning based on evolving student needs, changing legislation, and observed trends.

Use of Concerns for Improvement Purposes

Some concerns brought forth by students, as shown by examples below, have led to improvements in functional and academic processes.

- The process for late withdrawal from a class required two separate exception petitions, which became a burden for a parent trying to initiate a late withdrawal for a student for medical reasons. The concern led to discussions by advisers and was then referred to the Academic Operations Council for review. This body enacted changes to the withdrawal process in 2015 to include a new code and expedited process for medical withdrawal, so that medically-related late withdrawals could be handled expeditiously to include course withdrawal and tuition refund in the same petition.
- Students expressed perceived concerns about the lack of campus security during the fall of 2015. In response, the university hired additional law enforcement officers and increased through-campus foot patrols during the peak hours of student traffic on campus.
- Concerns were also prevalent regarding the location of reserved parking off-campus for students who resided at Shocker Hall. In fall 2015, the parking area was moved back to main campus to alleviate concerns regarding late-night returns to campus and student safety.

Use of Complaints for Improvement Purposes

- A discrimination complaint in 2013 led to changes in complaint procedures for psychology doctoral students.
- A complaint by a graduate student in 2014 regarding dismissal from the Physician Assistant program led to revision of the College of Health Professions' student handbook to clarify academic misconduct procedures.
- A discrimination complaint in regard to accessibility of technology was brought forth in 2016 by a student who is blind. The complaint has led to increased efforts to ensure accessibility of web-based materials in the classroom and the university in general. The university's web portal is undergoing revision to ensure that images and links are accessible to read-aloud software for web navigation. Academic deans were provided information on e-textbooks and online course materials, with the expectation that faculty will incorporate accessible materials in the classroom and online, as much as possible, and will offer reasonable and appropriate accommodations when accessible materials are not available. Although the complaint is not fully resolved, the university has learned much about the challenges that visually impaired students face in accessing the online, mobile and social networking technology that drives the educational mission of today's university. Efforts to improve accessibility are ongoing with the assistance of the offices of Disability Services, Information Technology Services, Media Resources Center, and Online Learning.
- The university has improved the response to Title IX and discrimination complaints through a restructuring of coordination responsibilities. Upon the departure of the EEO executive director and Title IX coordinator in July 2015, the university determined that it needed to split the position into two in order to better serve the campus community with relation to discrimination prevention education and incident response. The university hired its first stand-alone Title IX coordinator in February 2016 and reassigned the interim EEO executive director to EEO-only responsibilities. Previously, the EEO director was responsible for overseeing the resolution of discrimination and Title IX complaints, and the training, awareness and coordination activities associated with those areas. Now, the Title IX coordinator is able to bring renewed focus to WSU's Title IX process, and several initiatives are already in process. A training program for responsible employees and campus security authorities has been developed and launched. An awareness-raising campaign to involve the campus community in efforts to end sexual violence has also begun. The Title IX coordinator is initiating a data-tracking process so the university can identify trends and develop targeted responses based on analysis of reports and areas of concern. The complaint process has been clarified and simplified and a process guide has been developed to guide students to the appropriate resource for reporting concerns (see Appendix B: student complaint process guide).
- WSU has also undertaken a significant policy review and revision process in recent months. Many policies have been revised to clarify expectations and processes as a result of feedback from students. Others have been revised or eliminated to meet the needs of the ever-changing landscape in higher education (see various policies in Appendix B).

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirement: Assumed Practice A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

Information regarding both admission and transfer-credit awarding for students transferring from other institutions is published in the Undergraduate Catalog (see appendix D: Transfer policies, pages 9-11,

2016-17 catalog). Text includes transfer acceptance policy and information regarding how transfer work appears on the WSU official transcript. As well, transfer policy and detailed transfer equivalencies are found online at www.wichita.edu/transfer.

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.]

Disclosure to students is made through various web pages at the state and institution level. The public Kansas higher education system through the Kansas Board of Regents has a system-wide transfer and articulation process (http://www.kansasregents.org/transfer_articulation). System-wide transfer and articulation is coordinated by a committee with representation from the public two- and four-year institutions. Course equivalencies are based upon an agreed set of core learning outcomes for each course by faculty in the disciplines. Likewise, the university has online transfer guides for all Kansas community colleges and the Wichita Area Technical College. Those guides can be accessed at www.wichita.edu/transfer. Articulation agreements for program-specific articulations can also be found at www.wichita.edu/transfer.

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

All transfer equivalencies, including courses articulated through system-wide transfer, are programmed into WSU's student information system (Banner) so they are applied consistently to each student taking that transfer course. Articulation agreements between WSU and other institutions provide additional procedures about how courses transfer between the institutions as coordinated by the university registrar and departmental advisers.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

See attached in Appendix F. or attach as **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

Related HLC Requirement: Assumed Practice A.5.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No

12. How does the institution verify the identity of students enrolled in these courses?

For students to access their online records and courses, a centralized authentication process is used to securely access myWSU (the Ellucian portal system used to access student records, enroll in classes and pay tuition), OneStop (a Blackboard portal and tracking system used to track applications, financial aid and student accounts), Blackboard Learn (Blackboard's learning management system exclusively for online courses) and WSU email. The myWSU ID and a unique password allow access to all these tools.

Soon after applying to the university all students receive an individual email that requires them to go through the following steps before accessing their WSU records, courses and email.

- Check receipt of their myWSU ID via an email generated after applying (see appendix: student identity validation email).
- After checking receipt of their myWSU ID, setting up their myWSU account by going to mywsu.wichita.edu and clicking on "New to myWSU," students are directed to a page that requires them to enter their myWSU ID emailed to them and their email address they entered when applying. An email is generated pointing them to a page to create a password. Passwords are required to be reset every 90 days (via an email prompt) by going to mywsu.wichita.edu and clicking on "Manage your Password."
- At the time a password is created by the student, a telephone access code is also generated (for optional access to the OneStop trackers via telephone). Answers to two security questions are also requested of the student to reset his/her password (if assistance is needed).

Besides using the secure Blackboard Learn site as the exclusive gateway for course information, content, communication and assessment, faculty teaching online also use the following pedagogical practices that allow for verifying student identity.

- Hold office hours and review sessions via secure video chat using Blackboard Collaborate or Blackboard IM and requiring the student to show government-issued identification.
- Identify and address issues related to changes in student performance, writing style and conflicting statements in discussions or email.
- Measure student learning frequently through a variety of low-stakes assessments that measure formative learning, such as quizzes that can be repeated without penalties to demonstrate mastery, journals and course discussions, group projects, case studies, portfolios, individual projects that require the student to submit revisions showing his/her progress throughout the term, and assessments that build on previous knowledge and understanding of the learning materials.
- Design quizzes and assignments in Blackboard Learn that check for plagiarism in assignments and exams, use question pools with randomized questions and answers, require time limits with forced submission at the end of the time, require students to proceed one question at a time, and do not allow backtracking in an exam. A limit to the number of times a student can take an exam is also used.
- Use proctored exams (through ProctorU, see also Appendix G: ProctorU usage report) that require the student to show government-issued identification at the time of proctoring. Proctoring costs are included in the university's fee schedule, and faculty disclose whether a student must bear the costs for proctoring up front in their syllabus. The university's Counseling and Testing Center has a coordinator for distance exams that can help the students schedule proctoring and find out current costs depending on the option the students choose for proctoring. Faculty provide a variety of proctoring options. A no-cost-to-the-student option includes on-campus proctoring at a time and place scheduled by the faculty, with the faculty or graduate assistant as proctor. Cost options include scheduling an in-person proctoring session with the university's Counseling and Testing Center or another institution's proctoring center, or virtually through ProctorU.

Enhancing Services for Student ID Verification at WSU

To verify student identity beyond current practices, WSU is evaluating enhanced ID verification services for every student enrolled in an online course. This may take one of two routes depending upon which vendor the university chooses. In one case, a student will connect live with a vendor at certain key points in the semester (or at random); students must verify their identity with government-issued ID before they can complete an interaction with the university such as enrolling, completing an assignment, taking an exam, or continuing with course materials. In another case, there will be a technology layer that will randomly be able to be verified using biometric identity tools (keystroke, or mouse or finger movement, in addition to challenge questions). Either solution will allow WSU to further verify that the students registered for the class are those completing the coursework and exams.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

Yes

No

14. What are these additional costs?

Distance Proctoring Fees – Via ProctorU:

1. Per test (0-30 min) \$8.75
2. Per test (31-60 min) \$17.50
3. Per test (61-120 min) \$25.00
4. Per test (121-180 min) \$33.75
5. Per test (181+min) \$42.50

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Tuition and fee web page, <http://wichita.edu/tuition> (see also comprehensive fee schedule, Appendix A)

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

Family Educational Rights and Privacy Act of 1974 (FERPA)

All authentication and verification processes were developed pursuant to FERPA (see Appendix G: policy 3.12). WSU's compliance with FERPA is of key importance to the institution and its students. WSU adheres to FERPA requirements to prevent the unauthorized release of personally identifiable, nondirectory information from student records without the permission of the student. To establish consistent awareness of FERPA requirements and ensure privacy for WSU students, the university has established a requirement (administered by the registrar's office) for all faculty and staff, regardless of level of access, to complete online FERPA training. An automated process identifies all employees required to complete the training who either have not done so or who completed it more than three years ago. Those individuals receive an email with instructions to complete the training. Employees can view their FERPA training status under Employee Required Training on the Faculty/Staff tab in myWSU. All employees are expected to be knowledgeable of FERPA as evidenced by successful completion of the online tutorial. New employees are required to complete the tutorial within 30 days of beginning employment.

For more information see Federal Requirement 34 CFR §602.17(g).

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

- a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

05/03/2013

- b. When was the institution's most recent Title IV program review?

Wichita State has never had a Department of Education (DOE) Program Review. Our annual state audits have been sufficient to meet the federal audit requirements.

- c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

Yes

No

- d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

- e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

The DOE has not conducted a review of WSU Title IV financial aid programs during this 10-year HLC review period. Therefore, there are no DOE audit findings to report.

- f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

On July 18, 2013, the DOE notified Kansas Gov. Sam Brownback of the failure of the annual state audit submission within required timelines (for all Kansas Board of Regents [KBOR] universities). The letter stated the following:

"Citation for failure to submit acceptable compliance and financial statement audits timely is a past performance violation under 34 C.F.R. § 668.174(a)(3), which results in, among other things, provisional certification, the posting of a letter of credit, and placement on a heightened cash monitoring payment method, for a minimum of five years. Further, 34C.F.R. § 668.171(e) provides that an institution's failure to submit compliance and financial statement audits by the date permitted and in the manner required under 34 C.F.R. § 668.23 may result in the Department initiating adverse action against the institution, including terminating or revoking the institution's program participation agreement. In addition, if the institution has an application pending for renewal of its certification, the Department may deny that application for continued participation." The state was given seven days to respond (see Appendix I: letter to Kansas Gov. Sam Brownback).

Soon after the notification, WSU was informed of the following from the KBOR Finance Division: "The US Department of Education has rescinded the July 18, 2013 citation letter, and everything is back to normal in returning the state universities back to the advanced payment method...the change in status was put into their systems today and will be effective tomorrow." Therefore, all the Regents

schools are now back to their normal statuses as they were prior to the July 18 citation letter. Further action was not required (see Appendix I: letter from the Kansas Board of Regents).

- g. What response and corrective actions has the institution taken in regard to these Department actions?

N/A

- h. What are the consequences of these challenges for the institution's short- and long-term financial health?

N/A

- i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

WSU is fulfilling its Title IV responsibilities related to financial management. During this 10-year HLC review period three findings in Legislative Audits have occurred: one in FY 2011, FY 2014 and FY 2015.

In FY 2011 the finding pertained to the requirement for exit loan counseling to be completed within 30 days of a student leaving the institution. Although the sample test group had received exit counseling, it was outside the 30-day deadline as described in the Student Financial Aid Handbook. Turnover within the Office of Financial Aid in the positions jointly responsible for performing this function was noted as the reason for the error.

The Legislative Audit report includes the WSU response and correction plan, with a noted completion date of summer 2011. The institution's A-133 Audit for FY2011 is available at the link below (see Appendix I: LPA, State of Kansas – Fiscal Year 2011, pg. 42-43).

Additionally, the Legislative Audit for FY14 had one finding that does not directly impact the processing of financial aid, but was cited related to compliance. The finding pertained to requirements that university contracts with third-party services are in compliance with all statutory or regulatory provisions, and special arrangements, agreements, limitations, suspensions and terminations entered into under the Title IV HEA programs. Any finding a third-party servicer receives becomes a finding of institutions they service. Therefore, it was noted that Heartland Campus Solutions ECSI (ECSI) as a third-party servicer did not include specific language in all contracts and was not in compliance with Third-Party Eligibility Compliance Requirements listed in Section IV of the DOE's SFA Guide.

The university had no disagreement with the audit finding and agreed to meet the recommendation for corrective action to implement a thorough review process of all third-party servicer contracts to make sure they comply with all DOE Rules and Regulations. This was completed by the university Controller and took 60-90 days to complete from the report issuance date. The institution's A-133 Audit for FY2014 is available at the link below (see Appendix I: LPA, State of Kansas – Fiscal Year 2014, pg. 95-96).

In FY2015, the LPA noted three items of concern related to the Student Financial Assistance Cluster. The findings pertained to enrollment reporting, 240 Day Rule and Schedule of Expenditures of Federal Awards (SEFA) accuracy.

- In the review of enrollment reporting, seven institutions were found to have reporting errors that were not corrected and returned to the National Student Loan Data System (NSLDS) within the

prescribed timeframe. The collective use of the National Student Clearinghouse (NCS) led to the lack of timeliness of reporting and it was noted the universities did not have a monitoring process in place to ensure that the NSC corrected errors in a timely manner. Although there was no disagreement with the finding, the issue is not unique to Kansas Regents institutions and the NSC has implemented enhancements to their services to meet NSLDS reporting requirements. Action to ensure that errors are corrected within the mandated timeframe has been implemented.

- The audit also found that WSU did not meet compliance related to return of Title IV funds not claimed by the student or parent within 240 days of the date of disbursement due to outstanding checks not cashed. There was no disagreement with the audit finding, and new processes were implemented in February 2016 to monitor uncashed checks and return to the Department of Education within the required timeframe.
- The last finding was due to inconsistent reporting of federal expenditures between the SEFA and the Fiscal Operations Report and Application to Participate (FISAP) due to a data entry error on the DA-89 report by the university. The amount was corrected after being discussed with the university. There was no disagreement with the finding and the corrected SEFA reporting process has been instituted as of February 2016.

(see Appendix I: LPA, State of Kansas – Fiscal Year 2015, pg. 64-68).

- j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

- Pell Grant
- Federal Family Education Loan
- Federal Direct Stafford Loan
- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I**.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

- a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?
WSU has not received notification of any concerns or potential concerns regarding the financial health of the institution that would have arisen from analyses of the university's financial ratios by the DOE, the HLC, or any other entity monitoring Title IV participation (see Appendix J: 2015-2016 institutional update for the latest financial ratios, last three years).
- b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?
No.

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

- c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

N/A

Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

Institutions and teams should use the three-year default rate to complete this section.

- a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: 2011 - 7.80

Year 2: 2012 - 6.60

Year 3: 2013 - 7.00

- b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

WSU's default rates are well below the level that would require a management plan. According to the administration of the Federal Family of Education Loans (FFEL) or direct loan programs and the Code of Federal Regulations (34 CFR 668.14)(b)(15)(ii), the institution is not required to use an approved default management plan if it is not participating in the FFEL or direct loan programs for the first time and if the institution does not have a cohort default rate in excess of 15 percent. WSU follows regulatory guidance with regard to entrance and exit counseling for borrowers, the reporting of timely and accurate enrollment information to the DOE, and the sharing of satisfactory academic progress information.

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

- c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

Yes

No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

WSU does not recommend private loans to students and requires advising related to federal aid options prior to certifying private loan applications. The institution does not endorse any lenders; however, WSU provides a list of lenders whom students have selected as a lender over the prior two-year period. Students are not prohibited from selecting any lender of their choosing. Likewise, there are no agreements with our alternative loan providers. WSU adds lenders to the list based on the lenders students use. The lender list is reviewed every year to ensure that the list represents active lenders used by WSU students.

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

Financial Aid with the assistance of the Office of Planning and Analysis and other offices as applicable, e.g., the WSU police department provides the campus crime report.

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

Yes

No

c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

N/A

d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to

disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?
Financial Aid with the assistance of the Office of Planning and Analysis and other offices as applicable.
See Appendix M.
- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?
 Yes
 No
- c. Does the institution have any findings from the Department regarding these disclosures?
 Yes
 No
- d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
N/A
- e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

- a. Are these policies readily available to students?
 Yes
 No
- b. Do they satisfy state or federal requirements?
 Yes
 No
- c. Does the institution have any findings from the Department regarding these disclosures?
 Yes
 No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.

N/A

- d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.

- e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

Yes

No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R**.

26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.

Consumer Information is at http://webs.wichita.edu/?u=finaid_home&p=/studentconsumerinfo. This site may also be accessed from WSU's home page (<http://wichita.edu>) by clicking on Consumer Information.

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution's advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution's accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

Yes

No

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution's website include advertising and recruiting information? Provide the webpage name and link for each.

See Appendix T

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U**.

31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

<http://wichita.edu/hlc>

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

The university regularly collects and reviews student learning outcomes using the Student Learning Assessment System (see Appendix V: student learning assessment system) and evaluation activities in Student Affairs (see Appendix V: student affairs assessment plan). The following processes exist to guide assessment:

- a. University assessment plan structured around evaluating the general education program;
- b. Program assessment plans structured around evaluating degree programs; and
- c. 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 (see appendix V: university assessment plan), individual program assessment plans (see Appendix V: program assessment plan), and plans from Student Affairs (see Appendix V: Student Affairs assessment plan). 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 (see Appendix V: assessment committee minutes). See below.

33. List the types of student outcome data available to the institution:

The Office of Assessment serves as a point of centralization and assistance for colleges, departments and programs as they develop and implement their ongoing assessment plans.

University-level student learning outcomes (with annual reports documenting changes) can be found at <http://webs.wichita.edu/?u=generaleducation&p=/originals0808/tracking/>

Program-level learning outcomes (documenting changes) can be found at <http://wichita.edu/assessment> and clicking on College Assessment Plans and Reports. Alternatively a sample can be viewed in Appendix V: sample program level learning outcomes.

Overall program-level departmental assessment reviews (with annual reports documenting departmental progress on assessment) can be found at <http://webs.wichita.edu/?u=shockerassessment&p=/processforprogramreview/>

Student affairs outcomes (with reports documenting changes) can be found at: http://webs.wichita.edu/?u=involvement&p=/about_us/reports/

Job placement data is collected through exit and alumni surveys: http://webs.wichita.edu/?u=opa&p=/bipm_reports_stu/

Student outcomes are also available in the Voluntary System of Accountability through their College Portrait website: <http://www.collegeportraits.org/KS/WSU> or attach as **Appendix V**.

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

Evidence of learning outcomes and use of those outcomes to make improvements can be found in the links above. The following examples provide noteworthy changes.

Evaluation of university-level student learning outcomes is evaluated annually by the General Education Committee. Annual reports document the reviews and provide information that informs changes and subsequent planning for those changes. A recent example involved hiring a consultant in 2013 to conduct an on-campus general education forum to allow discussion of best practices and changes that may be needed. The consultant also provided feedback on WSU's general education program. In response to annual reviews of the general education program, forum feedback and a recommendation by the University Retention Council, it was decided to phase out WSU 101 (WSU's first-year course for freshmen). The committee (after consultation with the Faculty Senate Executive Committee) began work on a proposal to replace WSU 101 (starting in AY 2016-2017) with a Freshmen Seminar general education course concept. The proposal (see appendix V: First-year seminar proposal) was approved by the Faculty Senate fall 2015 and will be implemented fall 2016 on a trial basis (see Appendix V: first-year seminar courses fall 2016).

To evaluate student 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 student organizations, community service, leadership positions, and so forth. Through assessment (see Appendix V: assessment of the student experience), Student Involvement found that more students than anticipated desired more volunteer and service-learning opportunities. In response to this finding, civic engagement programs are now 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 needed to have a more robust service-learning program on campus (<http://wichita.edu/servicelearning>).

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the [College Scorecard](#).

Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

The data presented in the Scorecard mirrors data that WSU regularly monitors and evaluates in terms of costs, financial aid and debt, retention and graduation rates, and earnings of graduates. The university's outcomes are mostly above average. Even though WSU's graduates are paying down their debt at an above average rate, the university has put in place several ways to educate students on minimizing their debt. For example, the Offices of Financial Aid and Student Success collaborate on providing financial literacy information to help students manage their financial habits and to forge positive management practices in their daily lives.

MyCollegeMoneyPlan.org was developed at WSU utilizing federal College Access Challenge Grant funding administered by the Kansas Board of Regents. This free resource is available to help students succeed in college and beyond, with the target audience being students who are considering attending college and those who are new to the college environment. The course provides students and their families with the information and resources they need to make wise decisions about:

- Choosing a college they can afford.
- Surviving and thriving financially while in college and beyond.

- How much student debt to take on, from what sources.
- How to manage student debt after college.

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution’s website following the specifications above?

Yes

No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

All departments and their academic programs are reviewed every three years where student learning outcomes are evaluated and the results are posted on the university assessment web page (<http://wichita.edu/assessment>).

38. Provide a link to the webpage(s) that contains the student outcome data.

University-level student learning outcomes (with annual reports documenting changes) can be found at <http://webs.wichita.edu/?u=generaleducation&p=/originals0808/tracking/>

Program-level learning outcomes (documenting changes) can be found at <http://wichita.edu/assessment> and clicking on College Assessment Plans and Reports. Alternatively a sample can be viewed in Appendix V: sample program level learning outcomes.

Overall program-level departmental assessment reviews (with annual reports documenting departmental progress on assessment) can be found at <http://webs.wichita.edu/?u=shockerassessment&p=/processforprogramreview/>

Student Affairs outcomes (with reports documenting changes) can be found at http://webs.wichita.edu/?u=involvement&p=/about_us/reports/

Student outcomes are also available in the Voluntary System of Accountability through their College Portrait website at <http://www.collegeportraits.org/KS/WSU>

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

AACSB International: The Association to Advance Collegiate Schools of Business - Accountancy

AACSB International: The Association to Advance Collegiate Schools of Business - Business programs

ABET, Inc. (Aerospace, Biomedical, Computer/Computer science, Electrical, Industrial, Manufacturing, Mechanical). Engineering Technology (pending granting accreditation approval).

Accreditation Review Commission on Education for the Physician Assistant

American Psychological Association

Commission Collegiate Nursing Education - undergraduate and graduate nursing

Commission Collegiate Nursing Education - doctorate of nursing practice

Commission on Accreditation for Physical Therapy Education

Commission on Accreditation of Athletic Training Education

Commission on Dental Accreditation American Dental Association - dental hygiene

Commission on Dental Accreditation American Dental Association - advanced education in general dentistry

Commission on Sport Management Accreditation

Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association - graduate speech-language pathology

Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association - doctorate of audiology

Council on Social Work Education

Human Factors and Ergonomics Society

Kansas State Board of Education

Kansas State Board of Nursing

National Accrediting Agency for Clinical Laboratory Sciences

National Association of School Psychologists

National Association of Schools of Art and Design

National Association of Schools of Dance

National Association of Schools of Music

National Association of Schools of Public Affairs & Administration

National Council for Accreditation of Teacher Education

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the [Procedure on Third-Party Comments](#).

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

Students, faculty, staff, community members, alumni

42. What media did the institution use to solicit comments?

Local daily newspaper - The Wichita Eagle

Local weekly newspaper - Wichita Business Journal

WSU student newspaper - The Sunflower

WSU alumni magazine - The Shocker

University web page - wichita.edu

WSU daily online newsletter - WSU Today

WSU online student newsletter - WSU Blast

Social media - Facebook, Twitter, Google, LinkedIn, Pinterest

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

Yes

No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

Yes

No

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

46. Provide a list of direct assessment or competency-based programs offered by the institution.

N/A

47. How does the institution ensure that faculty in these programs regularly engage with students?

Please respond to the following questions:

- a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

N/A

- b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

N/A

- c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

N/A

- d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

N/A

- e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

N/A

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition

Appendix A..... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

Institutional Records of Student Complaints

Appendix B..... *Institutional complaint policy and procedure, and web address*

Appendix C Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies

Appendix D Published transfer policies

Appendix E..... List of articulation agreements, and web address

Appendix F..... *Evidence that decisions regarding transfer align with disclosed policy*

Practices for Verification of Student Identity

Appendix G Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities

Appendix H Most recent program review or other inspection or audit reports since last comprehensive evaluation

Appendix I Correspondence with the Department and other documents explaining the institution's general program responsibilities

Appendix J Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements

Appendix K..... Correspondence with the Department related to default rates and any required default rate management plan

Appendix L Samples of loan agreements and disclosure information

Appendix M Disclosures to students about campus crime information, athletic participation and financial aid, and web address

Appendix N Disclosures to students required by student right to know/equity in athletics responsibilities, and web address

Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address

Appendix P..... List of contractual relationships

Appendix Q List of consortial relationships

Required Information for Students and the Public

Appendix R Course catalogs and student handbooks

Appendix S..... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

Appendix T..... Advertising and recruiting materials

Appendix U Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

Appendix V..... Types of student outcome data available to the institution

Standing With State and Other Accrediting Agencies

Appendix W..... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies

Appendix X..... Sample disclosures of institution’s standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

Appendix Y..... Notices of opportunity to comment