Assurance Argument: Criterion 4
Teaching and Learning: Evaluation and Improvement

Additional information: See the HLC Website for more information on 2016 Wichita State Accreditation: http://www.wichita.edu/thisis/home/?u=wsuhlc (Accessed October 4, 2017.)
4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

— 4.A.1. —

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

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

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

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

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

— 4.A.2. —

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

Credit for Prior Learning

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

The only college that accepts credit for life experience is the Fairmount College of Liberal Arts and Sciences. The catalog describes the process for crediting life experience. LAS requires that learning from life experience fit the approved curriculum of the college and that students be fully admitted to WSU.
Data over the past nine years indicate that less than 7 percent of undergraduate degrees awarded include credit for prior learning as part of the degree.

— 4.A.3. —

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

KBOR recognizes courses with automatic transfer between Kansas institutions. These courses are listed on KBOR's website.

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

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

Transfer Guides

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

Dual Advising

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

Community and Technical College Events

University advisers visit community colleges in the state on a rotating basis. In addition, an annual community college day brings advisers, faculty, students and administrators to campus to learn more about WSU and discuss transfer concerns. Both events are well received, and feedback is that WSU is committed to good working relations with community colleges. Annually, the university provides community college student retention and graduation rates to the community colleges to assist them in understanding their students.
One recent development involves a partnership with a local technical college. Shocker Pathway, in conjunction with Wichita Area Technical College (WATC), assists students who want to begin their coursework at WATC and finish their Associate of Arts degree, or beyond, at WSU. The program is designed to create a clear and guided route toward degree completion at WSU. The pathway provides a seamless transition for students through a collaborative advising process.

— 4.A.4. —

Curriculum

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

Prerequisites

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

Rigor of Course

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

Faculty Qualifications

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

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

**Dual Credit (Concurrent Enrollment)**

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

— 4.A.5. —

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

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

— 4.A.6. —

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

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

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

**Sources**

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

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

Argument

— 4.B.1. —

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

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

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

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

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

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

— 4.B.2. —

**General Education Outcomes**

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

**Program Review Outcomes**

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

**Co-Curricular Assessment**

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

— 4.B.3. —

**Data Communication and Use**

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

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

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

— 4.B.4. —

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

**Assessment Best Practices**

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

**Assessment Funding Support**

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

**Program Level Oversight**

At the program level, participation by faculty and staff for designing, implementing and evaluating student learning goals and outcomes is key to the success of curriculum development and program review as defined at WSU. One of the university's greatest responsibilities is to develop and implement high quality educational programs; central to this is reliance on faculty-driven processes for maintaining and exercising authority over educational programs, learning environments, licensures and support services. Program review provides formal assessment procedures for exercising authority...
over educational quality in individual units. This assessment process, coupled with the curriculum change process, accommodates course changes and new courses — including degree, certificate and badge programs — and ensures that faculty and staff work together to design and assess high quality programming for students.

Sources

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- ACAD AFFAIRS ASSESS Assessment Matrix 2015
- ACAD AFFAIRS ASSESS Assessment Symposia Webpage 2016
- ACAD AFFAIRS ASSESS COMMITTEE Meeting Minutes 2011-2016
- ACAD AFFAIRS ASSESS Office of Assessment Homepage 2016
- ACAD AFFAIRS ASSESS Program Review Annual Timeline 2016
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- LAS Program Review Reports 2016 (page number 52)
- LAS Program Review Reports 2016 (page number 116)
- STUD AFFAIRS STUD INVOLVEMENT Assessment of the Stud Experience 2016
- STUD AFFAIRS STUD INVOLVEMENT Assessment Plan 2016
- STUD AFFAIRS STUD INVOLVEMENT Service-learning 2016
4.C - Core Component 4.C

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

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

Argument

— 4.C.1. —

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

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

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

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

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

The Graduation Partnership goals are to:
• Increase retention rate of first-time, full-time freshmen, 70 percent (2010) to 80 percent by 2020;

• Increase six-year graduation rate of first-time, full-time freshmen, 40 percent (2010) to 50 percent by 2020; and

• Develop metrics to measure and then increase graduation rates for transfer students, 10 percent by 2020.

— 4.C.2. —

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

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


• Degree Conferred Factbook

• Student Retention and Graduation Rates

— 4.C.3. —

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

Purpose

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

• How well is the program being delivered?

• Should the initiative be modified?

• What is the effectiveness of the initiative?

• What is the impact of the initiative?
**Evaluation Strategy, Measurement and Timeline**

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

**Results and Changes**

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

- **Meeting minutes from Retention Council**

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

- At the program level, the WSU 101 course was replaced with general education freshman seminar courses. These program-related seminars embed student success materials with engaging general education topics. The courses fulfill an introductory general education requirement and are taught by senior faculty.

- The change of early-alert procedures using GradesFirst to an in-house-developed Student Early Alert System (SEAS) requires faculty to intervene directly with students instead of referring them to student advising centers. Collaboration with student advisers is still encouraged but direct faculty contact with at-risk students appears to work better ([2015](#), [2016](#)).

--- 4.C.4. ---

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

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

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

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

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

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

- Data Governance Charge
- Data Governance Structure for Wichita State University Data Systems and Reporting Standards
- Data Governance By-Laws
- Reporting Terminology, Definitions and Standards
- Data Glossary

Sources

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4.S - Criterion 4 - Summary

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

Summary

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

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

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

Sources

There are no sources.