Assurance Argument: Criterion 3
Teaching and Learning: Quality, Resources, and Support

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

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

3.A - Core Component 3.A

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

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

Argument

— 3.A.1. —

Courses and Program Currency

- Assessment: For programs in all colleges and institutes, Wichita State University has measures in place to ensure that a high quality education is provided to all students. The university assessment system outlines expectations for ensuring the currency of the curriculum, courses and performance levels including program review, assessment of student learning outcomes and student perceptions of their college experience.

- Faculty oversight: In reviewing and approving changes to curricula and course content (undergraduate and graduate), faculty start with action by a departmental faculty curriculum committee. Review and approval follow, by the department chair, the college curriculum committee, the dean of the college where the review starts, the university Academic Affairs committee (for undergraduate courses, if action affects multiple colleges), the general education committee (for changes relative to general education) and the graduate council (for graduate changes). Changes and approvals are documented on curriculum change forms. Faculty are expected to base suggested curriculum changes on needs and demands in the workforce and industry, and whether the change fits within the strategic plans of the university, colleges and departments. This requires input from external stakeholders, such as advisory committees and employers. When proposing new programs, faculty use the same curriculum change process but with additional reviews by the Faculty Senate for undergraduate programs and the Graduate School for graduate programs. Thereafter, the Kansas Board of Regents reviews and approves all new program requests, as was the case in 2015 when the Master of Innovation Design was approved.

- KBOR program review: All academic programs undergo a yearly cycle of program review as required by KBOR (to assure minimum number of majors, graduates, ACT scores and faculty),
as well as a triennial cycle of self-studies prepared by program faculty for review internally. A university program review committee made up of faculty and staff from the Office of Academic Affairs reviews the self-studies. To ensure continuous quality improvement and set expectations for performance, all programs submit an intensive self-study to address their:

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

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

**Measured Outcomes**

- **KBOR program review outcomes**: All programs assess the currency and expected student performance levels of curricula found in annual KBOR program review reports that indicate the currency of programs and their attendant courses. (See reports from 2012, 2013, 2014, 2015 and 2016). Each program provides evidence of a feedback loop, which is intended to demonstrate improvements and currency. For example, in 2013, 11 programs were identified as needing improvements in their assessment of student learning. When they were reviewed again in 2016, only one program was identified as needing improvements. It was apparent in 2016 review materials that program faculty used 2013 feedback to make improvements in student learning assessment. Other examples of changes resulting from reviews can be found in various program review reports (Business [accountancy, general business]; Education [curriculum & instruction, sport management]; Engineering [mechanical engineering]; Fine Arts [Music]; Health Professions [dental hygiene, public health sciences, nursing]; Liberal Arts and Sciences [geology, community affairs, political science, social work]).

- **Specialty accreditation**: Twenty-seven professional programs across seven academic colleges hold specialized accreditation status and undergo periodic review to maintain accreditation. (See reports from 2011, 2012, 2013, 2014 and 2015)

- **New degree programs**: Example programs implemented by the faculty (based on input from local industry since the 2007 Higher Learning Commission review) include biomedical engineering, health sciences, engineering technology, Honors Baccalaureate, and Master of Innovation Design (degree fact sheets). KBOR reviews and approves all new program requests to ensure minimum standards are met.

- **Student perceptions**: On student exit surveys (n=9,419; 2013-2015 graduating classes; required participation for graduation), more than 80 percent of WSU students were satisfied or higher with their degree program, and with faculty instruction and feedback. Close to 90 percent of undergraduates were satisfied or higher with their level of competence in terms of content in their major and skills related to critical thinking, problem solving, oral and written
communication, and collaboration and teamwork. In addition, 87.8 percent of undergraduate and 85.3 percent of graduate students reported their degree was or would be useful to them in their chosen career. Overall, satisfaction rates are high, but colleges and departments can drill down to program level and monitor their own satisfaction rates. This information is available in triennial program review reports, as well as university-wide student learning outcome reports that incorporate student perception data as an indirect way to measure student learning in the general education program.

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

— 3.A.2. —

**Learning Goals**

- *University-based undergraduate student learning goals (outcomes)* are identified as part of the general education program and evaluated annually by the general education committee. Graduating students are expected to:
  - Acquire knowledge in the arts, humanities, and natural and social sciences;
  - Think critically and independently;
  - Write and speak effectively; and
  - Employ analytical reasoning and problem solving techniques.

- *Program specific learning goals (outcomes)* are identified in various ways on program web pages and other printed material including course syllabi (see syllabi template and other samples).

**Measured Outcomes**

- The undergraduate student learning outcome dashboard (2013, 2014, 2015, 2016) indicates that students are performing at or near expectations on outcomes of critical thinking, problem solving and communication skills as measured by direct (e.g., Collegiate Learning Assessment, English 101 writing assignments) and indirect (e.g., National Survey of Student Engagement) measures.

- Program learning goals (outcomes) are found in annual KBOR reports (2012, 2013, 2014, 2015 and 2016). Reports indicate that program learning goals are articulated and differentiated by credential level, e.g., in the mathematics, statistics and physics department report.
Consistency of Quality and Learning Goals across Modes of Delivery

- **Delivery mechanisms**: WSU offers courses and programs (1) on campus in traditional classroom and/or laboratory settings; and (2) in distance formats. Distance formats include online learning, practicum, internships, cooperative education and clinical rotations.

- **Concurrent enrollment**: WSU suspended this program at the beginning of the 2014-2015 academic year to reassess its delivery, cost and faculty credentials. After hiring a coordinator, the program was restarted during the 2015-2016 academic year with reduced tuition to high schools to be competitive in the market. Concurrent enrollment teachers were recredentialed based on new HLC policy.

- **Online learning**: Since receiving HLC approval to offer online courses and programs, the university has established an Office of Online Learning to monitor online expansion and quality. Online courses and programs follow guidelines recommended by HLC to use: (1) best practices for program assessment developed by the Online Learning Consortium; and (2) the Quality Matters Program to promote quality online course development and design. Prior to launching any program, market readiness research is completed (e.g., RN to BSN, dental hygiene completion program, criminal justice, aging studies [also an assessment of prospective students for aging studies], curriculum and instruction, general business administration, master of business administration, and women's studies). To assist with quality, an overall assessment of online courses (not necessarily part of a program) is completed on a semester basis.

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

**Measured Outcomes**

- Data are collected in terms of delivery mechanism (or method) with 67 percent of course offerings falling into traditional face-to-face or hybrid formats (such as in-person lectures/labs), practica and clinical rotations; 8 percent online; 18 percent independent/directed study courses; and 7 percent internships or cooperative education. Faculty interaction occurs in all formats. Method examples include: (1) those showing similarities between online and face-to-face versions of the same course (criminal justice, curriculum and instruction, economics, geology, health sciences, international business, management, and theater); (2) co-ops and internships; (3) concurrent enrollment; (4) independent study; and (5) clinical work in distant settings (undergraduate nursing, graduate nursing, and physician assistant).

- Annual evaluations of WSU's concurrent enrollment program (e.g., 2013-2014) are reported to KBOR. In terms of grades, reports indicate concurrent enrollment students perform similarly to non-concurrent enrollment students.
• Online course data reporting is monitored regularly. The report indicates that, from FY 2007 through FY 2016, online learning at WSU increased significantly. For FY 2016, the number of online course sections offered increased by 25.9 percent, student credit hours increased 26.7 percent, and the number of students enrolled increased 24.6 percent. WSU expects continued growth because of the establishment of the Office of Online Learning and a strategic plan (2013-2015, 2016-2018) to develop more online courses and programs.

• Comparing face-to-face and online formats, there were no differences in student grade outcomes in courses with a sufficient "n" (for comparison purposes) and the same content.

• Online Learning measures the effectiveness of programs through a triennial review using the Online Learning Consortium’s Quality Scorecard for the Administration of Online Programs. It is a self-assessment tool that measures (WSU's results noted parenthetically):

  — What policies and procedures are in place (Institutional Support, 22/27 points);
  — Support and policies for online technologies (Technology Support, 15/21 points);
  — Course Development/Instructional Design guidelines and review processes, what types of materials are in online courses, and whether they meet ADA accessibility requirements (Course Development/Instructional Design, 16/36; Course Structure, 17/24);
  — Faculty interactions with students in online courses (Teaching and Learning, 7/15);
  — Student-to-student social engagement interactions (Social and Student Engagement, 1/3);
  — Faculty readiness and professional development for those teaching online (Faculty Support, 10/18);
  — Student preparedness to be online students and availability of support services (Student Support, 40/48); and
  — What measurements, processes and policies are in place to evaluate the effectiveness of online programs (Evaluation and Assessment, 23/33).

• WSU's overall self-assessment score is 151/225, or 67 percent. The university's strongest area is Student Support because of (1) OneStop; and (2) dedicated online advisers who meet with students before they start an online program and continue that academic support throughout the student's college career. The second and third strongest areas are Institutional Support, and Evaluation and Assessment. These are areas for which WSU has been focusing efforts to ensure procedures, resources and assessments are in place to support online education adequately at WSU. Areas targeted for immediate improvement follow.

  — Course Development and Teaching and Learning: All existing online courses are reviewed according to Quality Matters minimum standards and training opportunities for faculty who are new to online teaching, or who have not had past adequate training.
  — Retention of online students: WSU has hired a retention specialist to monitor online student activity using Blackboard Analytics, develop intervention plans to help retain struggling students and create more online tutoring options.
Online community: To address social and student engagement, WSU is creating a virtual campus community for students to interact online outside of course areas in the Learning Management System.

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

**Sources**

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

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

Argument

— 3.B.1. —

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

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

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

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

- Tier 1. Foundation Courses (12 hours) covers fundamental skills needed throughout college.
Tier 2. Introductory Courses in the Disciplines (21 hours) introduces students to the scope of human knowledge and inquiry.

Tier 3. Advanced Further Study and Issues & Perspectives Courses in the Disciplines (9 hours) provides for more focused study on topics of interests found in Tier 2 courses.

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

— 3.B.2. —

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

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

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

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

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

— 3.B.3. —

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

— 3.B.4. —

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

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

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

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

Students for whom study abroad experiences are not appropriate or affordable can participate in a domestic exchange program through the National Student Exchange (NSE) — a consortium of nearly 200 accredited, baccalaureate-granting colleges and universities in the United States, Canada, Guam, Puerto Rico and the U.S. Virgin Islands. Through this program, WSU students may attend another participating college or university while paying WSU tuition. Similarly, students from other
institutions can come to WSU on exchange. While nine students participated during the 2012-2013 academic year, the program grew to 17 for the 2015-2016 academic year.

— 3.B.5. —

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

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

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

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

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

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

The WSU Graduate School has a university-wide symposium every year to showcase graduate student research projects, known as the Graduate Research and Scholarly Projects Symposium.
(GRASP). The purpose of GRASP is to spread awareness on campus about research and scholarly projects being conducted, showcase world-class research to the wider community, and provide a forum for graduate students to practice presentation skills in research and scholarly activities.

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

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

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

- Faculty in the aerospace engineering department and in NIAR are responsible for research concerning aerodynamics/fluid mechanics, aircraft structures/solid mechanics/composites/materials and flight mechanics/controls/simulation.

- Anthropology research facilities include laboratories, darkroom mainframe and various field research stations. Research topics include archaeology, biological anthropology, cultural anthropology and linguistics.

- Biology and life science research includes environmental, cellular and molecular biology, with facilities ranging from environmental growth chambers, refrigerated rooms, herbarium, vertebrate study collection, climate-controlled greenhouse, animal care facility and the Biology Field Station at the Ninnescah Reserve.

- Business/commerce/economics research is conducted by faculty in the School of Business who specialize in areas such as the stock market, labor relations, real estate, entrepreneurship, human resource management, international business and finance, management, supply chain and branding.

- Faculty in the department of chemistry specialize in areas including biochemistry; organic, inorganic and physical materials; and analytical, bio-organic and medicinal chemistry. Research is focused on health, alternative energy and advanced materials.

- The criminal justice department produces textbooks and publications in research areas such as crime statistics, computer crime, homicide, human rights, policing, police behavior and training, and public policy issues. Research provides current information on community-oriented policing, specifically addressing the needs and issues of police agencies in Kansas and Nebraska.
3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

— 3.C.1. —

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

- Program review ensures that sufficient numbers of tenure-track faculty are available for all degree programs for all aspects of classroom and non-classroom activities. Programs that do not meet these requirements are triggered in the KBOR minima report, to which the university responds to KBOR by written explanation with input from program faculty. The number of triggered programs has decreased, as university administration has worked closely with each program and corresponding dean to fill gaps in expectations. For example, in 2015 there were 11 triggered programs for tenure-track faculty numbers. All had positions filled with non-tenure-track faculty who had the relevant credentials and/or experience needed to teach in the program.

- The consolidated faculty report details the ages and number of faculty members employed at WSU to ensure continuity. The report includes the number of retirements, terminations and resignations of faculty members; the number of tenure appointments; the number and percentage of pay increases; counts by rank, sex and ethnicity; and a summary of full-time
equivalent positions. These indicators help KBOR as well as the university monitor the number of faculty employed.

- Faculty counts are monitored to ensure appropriate coverage of educational offerings. In WSU's latest Higher Learning Commission annual institutional update, steady increases in full-time equivalent faculty have occurred with the most recent student-to-faculty ratio being reported as 18:1. The ratio has decreased over time, which is in line with WSU's peer institutions.

- Faculty and staff engage in a variety of non-classroom activities including serving as advisers to student organizations and judging student awards and competitions.

— 3.C.2. —

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

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

— 3.C.3. —

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

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

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

— 3.C.4. —

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

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

**Development Support and Activities**

- Orientation sessions occur for new faculty each fall and new staff each spring; orientations for graduate teaching assistants and high school concurrent enrollment faculty occur each semester.

- Department, college and university travel support to professional meetings for faculty and staff has ranged from $2,569,000 to $3,344,000 between fiscal years 2007 and 2015.

- Principal investigators retain 5 percent of the indirect costs recovered on their grants. The home department receives 5 percent for the faculty members and the home college 10 percent. These funds are considered a reinvestment in the university’s research capacity and are identified by university policy to be used for promoting research and scholarly activity.

- Small university-supported grants for multidisciplinary research and creative projects are awarded annually in the amount of $92,679 (average), each between $4,500 and $7,500. On average 21 faculty receive awards each year.

- A pre-tenure club to support probationary faculty meets monthly during the academic year.

- The online learning faculty/staff professional development group, aimed at maintaining and increasing the quality of online learning, is supported with $50,000 annually.

- Tuition assistance policy allows staff to take two courses each semester. Assistance provided to staff has ranged from approximately $66,000 to $216,000 between fiscal years 2007 and 2016.

- Developmental seminars, workshops and presentations for teachers (see 2014 and 2015 calendars and instructional design and technology options), researchers and staff are provided annually. Feedback helps shape the seminars.

- The Academy for Effective Teaching, made up of emeritus faculty and working in conjunction with Academic Affairs, fosters effective teaching by assisting in the development of good
teachers and the rewarding of accomplished teachers.

- **Sabbaticals** are a reward for excellent faculty teaching and scholarship, and an investment in future productivity. Tenured faculty members are eligible for sabbatical leave after six years of continuous service.

- The **Full Professor Incentive Review** (PIR) program, initiated in 2000, provides a financial incentive and reward for continuous faculty productivity after the rank of full professor.

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3.C.5. —

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

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3.C.6. —

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

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

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

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

Policies and procedures for evaluation of staff can be found in 6.07 (unclassified staff) and 7.14 (university support staff) of the Policies and Procedures Manual. Policy includes information
on who evaluates the staff member (immediate supervisor, with review by the divisional vice president) and how the evaluation is to be documented (see form). If the staff member is not meeting minimum expectations, a remediation process is triggered by policy 6.12 (unclassified staff) and 7.12 (university support staff).

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

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

— 3.D.1. —

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

Academic Support Services

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

Other academic resources include:

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

- Library and research help through Ask a Librarian via online chat, phone or email, help with citation, interlibrary loan and an Introduction to Library Research course (see 3.D.5.);

- **Disability services** including testing, interpreting, book scanning, note-taking, brailling, transcribing and typing, and tables, chairs and auxiliary aids;

- **Orientation programs** for freshmen, transfer, returning adult, international and online students; and

- **Personal and Academic Success Seminar (PASS)**, specifically designed to support students participating in NCAA sports.

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

### Personal Support Services

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

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

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

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

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

The **Student Conduct and Community Standards** staff is responsible for protecting the rights, safety and well-being of members of the campus learning, working and living environment. This is achieved through providing an accountability process that is procedurally sound, legally compliant,
developmentally focused and student centered for reviewing and responding to individual students' and student organizations' behavior.

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

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

— 3.D.2. —

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

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

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

WSU is a member of the Student Success Collaborative of the Educational Advisory Board (EAB). This tool is used to monitor students' academic behavior and provide them assistance in terms of degree completion. WSU has the ability to use an EAB-hosted interface that presents historical WSU student data and predicts whether a given student is on track to graduate. Campaigns can be conducted on various groups of at-risk students to intervene if they are not on track. A dashboard is used by colleges/departments to monitor progress.
 Academic advising responsibilities are assigned to each academic college for students who have a decided major. Undecided majors and non-degree bound advising is offered through the Liberal Arts and Sciences advising center and the Office of Adult Learning. Advising for graduate students is via the Graduate School by a faculty member. Each college has an advising syllabus (sample syllabus). Students can access advising in a face-to-face, telephone or online session, and are encouraged to see their adviser before enrolling each semester to ensure that they are on target.

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

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


Technological Infrastructure

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

Blackboard offers a variety of features and tools to support online learning. WSU has access to Blackboard Collaborate, an online platform providing web conferencing capabilities. The Media Resources Center houses the WSU instructional design team supporting development and use of academic technology for online and hybrid courses and programs, as well as providing classroom technology consultation to strengthen the quality of teaching through use of technology. Training is provided for instructional and administrative staff, and live workshops are offered several times a month.
OneStop for Student Services offers student support in real-time technology via online, live web chat or telephone, as a convenience for students so they do not have to physically come to campus for questions regarding financial aid, admissions and registration. A physical location is on campus that students can visit.

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

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

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

Learning Venues

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

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

- Special Collections and University Archives contain rare books and incunabula, historical manuscripts and maps, photographic collections, and historical archives of WSU. Both Special Collections and the University Libraries institutional repository, SOAR, are engaged in digitizing unique, locally held collections and scholarship.

- University Libraries has been a Federal Depository Library for more than 100 years, and is the only U.S. Patent and Trademark Resource Center in the state.

- University Libraries is a member of the RAPID ILL interlibrary loan cooperative in which journal articles are typically provided within 24 hours, and University Libraries also provides Scan on Demand services.

- University Libraries supports effective teaching and learning through its facilities that provide seating for more than 900 people; wireless internet throughout the buildings; 166 student PC/Mac workstations loaded with production software such as Microsoft Office, Adobe
Creative Suite, and SPSS; a 28-seat library instruction lab; and 23 group study rooms, including two seminar rooms and one disability services room. A recent expansion of the Ablah Library Learning Commons has facilitated collaborative learning through the addition of media tables, Apple TVs, flexible furniture and mobile whiteboards. Additional support services include printing, scanning, copying and faxing.

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

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

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

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

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

— 3.D.5. —

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

Faculty librarians are involved in projects to assess student learning and achievement of academic success in research and critical thinking while collaborating with other WSU faculty across disciplines to promote information literacy, digital literacy, evidence-based practice and applied learning. They
also work closely, for example, with English (English 102, 210), Biology and Social Work classes. In addition to teaching hundreds of library instruction sessions each year, and additionally being embedded in more than 40 courses on campus, a for-credit Introduction to Library Research course is offered both face-to-face and online periodically throughout each semester. Additional assessment documents provide evidence on the collaborations with WSU faculty.

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- CHP CSD Speech-Language-Hearing Clinic 2016
- CHP SOH Advanced Edu in General Dentistry 2016
- CHP Stud Success Collaborative Outreach Campaign 2015
- EDU College Readiness Partnership Initiative 2012-2016
3.E - Core Component 3.E

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

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

Argument

— 3.E.1. —

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

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

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

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

Paths to Student Empowerment

- Civic engagement: Opportunities for students to support the needs of the community and society through intentional outreach programs are available through the YMCA, Ronald McDonald House Charities, Open Door Community Food Ministry, His Helping Hands, Girl Scouts of Kansas, Habitat for Humanity and the Kansas Food Bank. Students can become members of the Community Service Board, which offers more opportunities for civic engagement. The WSU-based task force “Enough is Enough,” established in summer 2015 and
open to students, focuses on creating safe and economically vibrant neighborhoods near campus. Members of Greek organizations average 12.5 hours of community service per semester, and more than 30 percent of all undergraduate students participate in volunteer service (approximately five hours a week), a figure that has remained steady over the past four years.

- **Leadership:** Student Involvement offers formal leadership training, such as the Engaging Leaders program, which offers students the opportunity to explore, discuss and analyze various fields under the leadership of executives from businesses and corporations in the Wichita area. The program provides exposure to different styles and philosophies of leadership and helps students in the transition from classroom to workforce. The Summer Leadership Institute, offered every summer, is a five-day experience designed for students to expand and evolve their leadership skills and abilities. Fifty students participate annually. New in 2016, students will be able to use some of these experiences to obtain an academic for-credit leadership certificate.

- **Service-learning:** The definition of service-learning at WSU is “an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity.” Service-learning is a partnership between Academic Affairs and Student Affairs, with the goals of creating an infrastructure for service-learning, gathering and disseminating service-learning resources to support faculty, students and community-based organizations; assessing faculty on service-learning efforts on campus; and evaluating the impact of implementing service-learning.

- **Rhatigan Student Center:** The newly renovated student center has ample space and facilities to hold student meetings and events, and offers services such as campus ministry, an information desk, a bowling alley and dining. The center houses Greek life programs, student government, and student organizations and activities.

- **Student Activities Council and student organizations:** The Student Activities Council sponsors yearly events such as Welcomefest, Shocktoberfest and international festivals, and co-sponsors other events with campus organizations and departments. Students can choose from a diverse variety of organizations that meet their interests; new organizations can be created to fill different needs and interests.

- **Living-learning communities:** Housing and Residence Life partnered with Academic Affairs and Student Affairs to offer 10 living-learning communities (LLCs) during the inaugural year (academic year 2014-2015). Assessment indicated that LLC students enjoyed a built-in support system, personal attention, leadership opportunities and an enhanced sense of community, more so than non-LLC students. Nearly 300 students participated in the inaugural year; however, attendance at specific programming was lacking. As a result, Housing and Residence Life will send an LLC agreement to prospective students prior to assigning them an LLC community to help clarify the LLC mission and purpose before they arrive each semester for move in.

- **Housing and Residence Life:** Approximately 1,000 students lived on campus as of Fall 2015. This is approximately 7 percent of the university’s student population. Students living on campus have access to additional co-curricular activities and programs.

- **Campus Recreation:** Campus Recreation has a mission of promoting physical, emotional, intellectual and social growth of individuals by encouraging the development of lifelong skills and positive attitudes through recreation and leisure activities. Intramural team sports include
soccer, flag football, volleyball, basketball and softball, and students can join one of three types of sport clubs: instructional, competitive and recreational. In a given year more than 3,500 students participate in intramural sports. There are always at least six-10 sport clubs (e.g., fishing, table tennis) and, on average, 150 students participate.

— 3.E.2. —

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

**Paths to Student Learning**

- **Recruitment materials**: Materials demonstrating university claims of an applied learning experience can be found on the WSU website, and in the viewbook, visitor guide and other program-specific materials.

- **Experiential learning**: WSU combines quality degrees with the real-world, experience-based learning opportunities found in Kansas' largest city, Wichita. Annually, more than 1,000 students are placed in Kansas’ largest program of cooperative education and internship experiences. WSU graduates have what they need to build the futures they want through continuing education programs.

- **Student research**: WSU values and is increasingly focused on student research. Among the hallmarks of WSU’s approach are: (1) collaborative student-faculty research and creative/performance activities in concert with the university's research mission; (2) original research and creative activity, which is one of the best ways to foster problem solving and critical thinking skills, encourage innovation and support students from their first year through graduate study; and (3) an infrastructure designed to support and promote high-quality student-faculty collaborative academic endeavors.

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

The Ronald E. McNair Post-baccalaureate Achievement Program, a TRIO program at WSU since October 1995, identifies and prepares eligible students for graduate studies leading to a doctoral degree by providing research training and early scholarly experiences to high-achieving undergraduate students. It targets under-represented minorities and first-generation college students. These experiences help students define goals and develop critical skills needed for success at the doctoral level. To date, of 261 students served, 112 (43 percent) have gone on to graduate school (96 have received a master's degree, and 16 have received doctoral degrees).
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3.S - Criterion 3 - Summary

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

Summary

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

- Current and relevant undergraduate and graduate degrees, across all modes of delivery that are mindful of the human and cultural diversity necessary to help make students successful;

- A curriculum with a robust and effective general education program that emphasizes critical thinking, analytical reasoning and problem solving;

- Degree programs that emphasize collecting, analyzing and communicating information; mastering modes of inquiry and creative work; and developing skills adaptable to changing environments;

- Proven research programs where faculty and students contribute to the discovery and application of knowledge;

- A sufficient number of faculty and staff who are appropriately credentialed, current in their field of study and accessible to students;

- Excellent learning and support facilities to address student needs in terms of advising, libraries, technology, laboratories, practice sites, and effective use of research and information resources; and

- A well-rounded co-curriculum administered by Student Affairs.

A focus for the future will be on:

- Improving concurrent enrollment processes and paying close attention to faculty credentialing requirements outlined by the HLC;

- Fully implementing an electronic tracking system for faculty and staff evaluations; and

- Continuing to strengthen advising processes through our strategic enrollment management plan.
Sources

There are no sources.