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UNIVERSITY**

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Criterion 5. Resources, Planning, and Institutional Effectiveness

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HLC Accreditation 2016-2017

Evidence Document

Wichita State University

HLC Workgroup

Assurance Argument: Criterion 5 Resources, Planning, and Institutional Effectiveness

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.)

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

— 5.A.1. —

Fiscal Resources

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

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

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

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

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

In other examples of recent fiscal decisions, WSU has:

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

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

Human Resources

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

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

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

Physical and Technological Infrastructure

Physical Infrastructure

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

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

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

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

private donations.

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

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

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

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

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

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

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

Technology Infrastructure

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

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

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

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

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

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

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

Affairs and Strategic Enrollment Management.

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

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

— 5.A.2. —

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

— 5.A.3. —

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

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

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

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

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

— 5.A.4. —

Processes to Assure Employees are Qualified and Trained

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

Hiring Procedure

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

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

Performance Evaluations

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

Training and Professional Development

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

— 5.A.5. —

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

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

Budget Development Process

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

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

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

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

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

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

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

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

guide their deliberations and decision making process.

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

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

Funding of the University Budget

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

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

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

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

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

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

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

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

Monitoring Expenditures

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

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

except salaries and fringe benefits.

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

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

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

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

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

Sources

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5.B - Core Component 5.B

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

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

Argument

— 5.B.1. —

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

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

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

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

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

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

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

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

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

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

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

— 5.B.2. —

WSU Policies and Procedures

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

KBOR's role

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

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

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

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

WSU Board of Trustees

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

Administration

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

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

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

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

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

— 5.B.3. —

Shared Governance Structures

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

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

— 5.C.1. —

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

Resource Allocation Process

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

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

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

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

Each unit followed the same general process.

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

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

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

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

— 5.C.2. —

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

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

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

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

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

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

— 5.C.3. —

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

— 5.C.4. —

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

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

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

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

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

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

— 5.C.5. —

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

Technology Demands

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

Demographic Changes

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

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

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

Local, National and Global Forces

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

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

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

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

— 5.D.1. —

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

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

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

Strategic Planning

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

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

Performance Agreements

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

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

Program Review

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

Division of Student Affairs

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

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

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

— 5.D.2. —

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

University Administration

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

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

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

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

Business Continuity Planning

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

Innovation University

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

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

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

Retention and Graduation Rates

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

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

STEM

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

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

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

New Buildings and Shuttle Service

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

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

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5.S - Criterion 5 - Summary

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

Summary

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

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

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

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

Sources

There are no sources.