Assurance Argument

Wichita State University - KS

Review date: 6/14/2021

1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Mission Statement

The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

— 1.A.1. —

Process

Wichita State University has recently completed an update of the university strategic plan. The updated plan continues to capitalize on the historic close connection between the university, Wichita, and south-central Kansas, and builds on the progress made since adoption of the original plan, approved by the Kansas Board of Regents on June 19, 2013. In October of 2018 the strategic planning committee was reconstituted to enhance the diversity, quality and

2. *Research and Discovery:*

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- Training and Technology Team; and
- Physician Assistant and Physical Therapy graduate degree programs.

The focus of our broader guiding vision — to be one of the nation's most innovative research universities known for providing an impactful student experience and driving the prosperity for the people and communities we serve — is on serving students through an education program designed to equip them to be ready to lead and engage on day one after graduation, in an ever-competitive global marketplace. This advantage is fostered through the Shocker Career Accelerator, a newly reorganized unit, partnering undergraduate admissions with career services and employer-based learning opportunities in an innovation university.

Sciences, W. Frank Barton School of Business, University Libraries) and allowed even the smaller colleges, the College of Innovation and Design and the Dorothy and Bill Cohen Honors College, to fully engage in planning, implementation and reporting on their roles in support of the university strategic plan.

As an essential educational driver as of fall 2020 WSU provides 70 bachelor and 64 graduate programs, with nearly 80 percent of undergraduates and 48 percent of graduate students attending full-time.

Partnerships and industry/community engagement have been key supports for the university mission. Intentional [illegible]

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1.B - Core Component 1.B

The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

— 1.B.1. —

Wichita State University embraces its role and obligation to serve the greater needs of the Wichita community and the citizens of Kansas, as well as surrounding states, the nation and the world. The university meets its mission to serve the greater public good primarily by successfully preparing graduates who will contribute to economic and social progress at home and abroad. The terms "public good" are embedded in its mission statement with WSU’s undergraduate and graduate programs making a substantial impact on the public good. Further, WSU’s longstanding efforts in research, innovation and entrepreneurship, coupled with the newly created division of Strategic Engagement and Planning, serve to improve the human condition and advance social and economic progress and prosperity.

Each of the five strategic plan goals strives to articulate a way the university will serve the public good. Whether explicitly noting our service to pre-k–12 students in our local school districts (goal 1) or our desire to advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs (goal 5), WSU's strategic plan advances the public good.

Decisions related to strategies that support the commitment to public good are made at different levels of the university structure. Vice presidents generally advance initiatives with high visibility and investment of university resources, with approval of the executive team. The recent implementation of market-based compensation has been a campus-wide process that has required multiple levels of approval culminating with the executive team. Some decisions, such as policy modifications, require the full engagement of shared governance and input from several stakeholders but are shy of campus-wide involvement, with the executive team approval. Decisions with moderate investment and visibility are often made by the executive vice president

- The Office of Innovation and New Ventures demonstrates the university's commitment to public service and engages in three primary activities: protecting and licensing of WSU inventions; connecting industry with WSU researchers; and linking WSU researchers and technologies to start-up potential with investors and entrepreneurs.

- Ennovar emphasizes education, emerging technology, experiential learning, evolutionary research, exploration and engagement. Ennovar employs nearly 100 students from 33 different student majors and is committed to strengthening WSU's re(e)4 Tw (100 m5 (.)]TJ 0 Tc 0 Tw 5

- Industry research and specialized training in entrepreneurship, management development, real estate, airline quality and other areas through the W. Frank Barton School of Business and Office of Innovation and New Ventures;

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abroad

programming. ODI has an expressed mission to support the retention of multicultural students.

- The Office of Disability Services annually serves approximately 400 students with various disabilities. The office provides students, parents and faculty with a wide range of resources designed to help people with disabilities integrate into the campus community and succeed in their academic efforts.

- The Office of Institutional Equity and Compliance was established in 2016 to increase awareness of and compliance with Title IX regulations and houses the Title IX coordinator. The office is committed to preventing and eliminating discrimination or harassment based on race, color, national origin, pregnancy, sex, age, disability, creng aare-2 (l)-2 (i)12 (

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1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

The history of Wichita State University is built upon big ideas and a faculty, staff and student body who turn them into reality. For this reason, the university created a bold strategic plan in 2013 and strengthened the commitment to Kansas in the recent refresh in fall 2019. This plan, along with the onboarding of a new leader, capitalizes on WSU's uniqueness in a way that continues to have a lasting impact on students, the city and the region.

WSU fulfills Criterion 1 through a consistent mission and updated strategic plan that allows for intentional alignment with existing university activities and the needs of the state. The strategic plan is aspirational and demonstrates that the university's pioneering spirit is alive and well. It is clearly articulated, and at its heart is a mission statement that indicates the university's desire to reimagine higher learning while it remains dedicated to serving as lifeblood to the region and doing its part to provide the highest quality of life possible to area residents.

While WSU has met Criterion 1, the university's future is not without challenges.

- Much transition has taken place at WSU during the time of 4.5 tenure (h)4(s)-we t Twd10n'(la)6 (c)nd1

— 2.A.2. —

- *Research:* The manual contains all relevant guidelines for research conducted at or supported by the university, including administration, processes for pre- and post-service awards, research and sponsored program authorization, federal anti-lobbying laws and resources, and all facets of university ownership and intellectual property policies including patent and copyright management. Policies also address misconduct in research and subsequent processes of address and redress, commitment of time, consulting and other employment, conflict of interest reporting procedures, depository for certifications and assurances, cogent policies on research involving human subjects and animal use, indirect costs, U.S. government property management procedures, and compliance with federal export regulations and conflict of interest policies for public health service-supported investigators and their staff.

- *Communication and technologies*: The university's Acceptable Use standards for university computing and information technologies are articulated in the manual.

Integrity in human resource functions

- *Human resources:* The Office of Human Resources demonstrates sustained commitment to ethical hiring and promotion by publicizing compliance with the Equal Opportunity Act, child labor laws, Family Medical Leave Act, federal minimum wage, military family, workers compensation, Title VII, Title IX, USERRA and Workers with Disabilities.

- *Organizational governance:* The Office of the President maintains an organizational chart for the university. Faculty and staff senates each maintain web pages with definitions of their electorate, governance and responsibilities.

- *Compliance:* WSU is committed to maintaining easily accessible information online about the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), Title IX, and safety for students, faculty and

- *University Support Staff policies* cover information relevant to the role of university support staff, including university job listings, pre-employment drug screening, commercial driver's license drug and alcohol testing, promotion and transfer protocols, time and types of leave, additional compensation for hourly employees, leaving employment, disciplinary actions, paycheck information, performance evaluations, retirement and benefits, political activity and the articulated layoff plan.

- *Unclassified Professional policies* cover information relevant to unclassified professional employees, including definitions of administration, policy, title, status and status changes, appointment, evaluation, types of leave, retirement, benefits, professional development, disciplinary processes, grievances, financial exigencies and internal promotion.

- *Faculty policies* contain all information relevant to general employment, appointment, benefits, responsibilities, tenure and promotion, resignation, standards, evaluation, ranks and titles, emeritus status and post-tenure review.

Integrity in auxiliary (affiliated corporations) functions

Auxiliary campus corporations exist to further the mission of the university and provide additional services and support to benefit students, faculty, staff and the university community. Policies regarding affiliated corporations and their function within the university can be found in 1.06.

- *Athletics:* Athletics maintains its web page with current and comprehensive policies relative to National Collegiate Athletic Association (NCAA) rules and regulations, commitment to Title IX initiatives, eligibility, financial aid and recruiting (see 2017-2020 annual reports).

Complaint procedures: In the event of a discrimination complaint by a student, employee or visitor, the university has clearly worded policies, procedures and processes that seek the best, most fair outcomes possible. Separate policies address sex-based and other forms of discrimination. Policy 3.06 addresses situations where a student, any category of employee or a visitor to the university is the respondent in a sex-based discrimination complaint.

Complaints based on all other types of discrimination related to students, employees or visitors are addressed through 3.47. WSU also has a policy prohibiting retaliation against any individual filing or participating in a discrimination complaint proh 210.96 T.15 Td a had8(o)-10 (y 8 0 0 1 rg 0 Tc 0 Tw [(

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outcome. Equal Opportunity (EO) annual plans and goals note how this information is documented and used to make improvements (2019, 2020).

EO policies and procedures are regularly reviewed and updated as necessary procedural revisions become evident or as changes in applicable law require. Wichita State adapts to meet changing requirements such as the training for students on sexual assault and violence and to further examine the best way to handle equal employment and Title IX issues. WSU continues to allocate resources to preventing and addressing discrimination (e.g., new Title IX coordinator position, substance and sexual violence training program for students). Changes are summarized below.

- Prior to 2014, EEO and Title IX responsibilities were coordinated by the university general counsel's office.

- In 2014, the Office of Equal Employment Opportun10 (g)10 (., n1 . (i)-l61 (t)-2 (o-2 (r)e)4 (t)-2 (he)4 (positne weJ T*[e(l)-(t)-2bo2 (e)4h4 (ne)4h2 (l)-14, EEeofcoordinaiOnd Title1Ieofcoordina a positeedpÁqpositneq re iTplplX iieeooreooretdinatne te Of tacee1eaTinatqua ofun10 (g)oO aambediicOH (

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

— 2.B.1. —

Transparency

In compliance with the Kansas Open Records Act and federal regulations, Wichita State University articulates [illegible]

Specific graduate program information is accessible through the Graduate School web page — which links to graduate degree programs, assistantships, financial aid and graduate student orientation — and through individual department/school pages (see sample pages). The Graduate Catalog contains all applicable standards and policies for Graduate School, graduate programs, faculty, staff and students.

Policies regarding academic forgiveness, exceptions, honesty, grading, transfer and registration are clearly outlined in print and online catalogs.

Cost to Students

The Office of Financial Operations and Business Technology web page has links to tuition and fees required of every student enrolled on the WSU main campus, and in classes held in the city of Wichita, Wichita's contiguous industrial sites, WSU South, WSU Haysville, WSU West, online and at the Old Town location. Tuition and fees are subject to change by action of the Kansas Board of Regents (KBOR) based on recommendations from the WSU administration. The senior vice president for financial services is responsible for the assessment and collection of fees.

Student fees support the Rhatigan Student Center, Heskett Center, Student Health Services, Student Government Association, student publications, music, dance, and theater productions, including opera and musical theater, and similar entities and efforts. In an act of shared governance, the Student Government Association publishes graphics on the distribution of collected fees to increase student awareness. Additionally, complete and accurate information related to the cost of education is available to candidates and current students via the Net Price Calculator through the College Portrait page (WSU website home page) and Financial Aid page as required by the Higher Education Opportunity Act.

Faculty and Staff

Information on faculty and staff is available through the following resources.

- Faculty qualifications are listed in the undergraduate and graduate catalogs and updated annually by Academic Affairs.

- Departmental web pages provide information (e.g., listings, research interests, etc.), and faculty and staff contributing to each program under departmental control. The 2019 addition of WSU profiles has made it even easier to find faculty based on research interest or area of study. Information is maintained at the departmental level.

- The WSU website provides convenient access to faculty and staff directories and the mechanism to look up individual faculty and staff. The search result also provides title, department, campus address, phone number and email address. This information is pulled from university-controlled databases.

Governance

The nine-member KBOR controls governance at WSU and serves as the statewide coordinating board for the state's 32 public higher education institutions (six state universities, one municipal university, 19 community colleges and six technical colleges). WSU is recognized as a public institution in the State of Kansas through legislation as defined in Kansas statutes. (See 2.C.)

Accreditation Relationships

WSU maintains formal relationships with several specialty accreditation organizations as well as the Higher Learning Commission (HLC). Specialty accreditation relationships are available online in a document that is updated quarterly. All departments participating in accreditation provide documentation and/or the most currently available information regarding their accreditation. WSU's current accreditation status can be found through the following resources.

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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. Members of Greek organizations average 12.5 hours of community service per semester, and more than 36 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. Students are 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, Student Affairs, and Strategic Engagement and Planning, with the goals of creating an infrastructure for service-learning; gathering and disseminating service-learning resources to suppor0.002 Tto97(our)3 (c)-6 (-3 w)2 (i)-natinsup5-6 (-3 w

- Student research: WSU values and is increasingly focused on student research. Among

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

— 2.C.1. —

Constitution of the Governing Board

Established in 1925 by the Kansas Legislature, the Kansas Board of Regents (KBOR) is composed of nine members appointed by the governor with the advice and consent of the Kansas Senate. Board members serve overlapping terms of four years; no more than five members may be identified with the same political party. KBOR is assisted by a professional staff, allowing the members to address questions of general policy. In its consideration of policies, it is guided by recommendations from the chief executive officers of each Regents university.

Through deliberations and meetings, KBOR governs and coordinates certain activities of the entire public higher education system, including Wichita State University. KBOR coordinates functions of its 32 member institutions with regard to:

- Determining institutional roles, reviewing institutional missions and approving performance agreements 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, distributing state and federal funds, and requiring accountability for use of those funds;
- Representing state universities and the Regents system before the governor and Legislature; and

- Collecting, aggregating, and reporting common and institution-specific information documenting effectiveness of each institution in meeting its mission and goals.

The governing board is trained as evidenced by the

2.D - Cor

Human Subjects and Animal Research Support and Policy Addressing Misconduct

To ensure ethical use of human subjects and animals in faculty and student research, WSU has devoted section 9.17 of its Policies and Procedures Manual specifically to research involving human subjects and 9.18 for animal research.

The 9.17 policy calls for the establishment of a university Institutional Review Board (IRB) and articulates the board's make-up and responsibilities. Likewise, 9.13 addresses allegations of misconduct in research by university employees involved with a research or research training project supported by a federal, state or local government agency, private foundation or business, or for which an application has been submitted. See the USDA animal welfare regulations, used by investigators to guide animal research, the WSU Animal Welfare Assurance document, forms for submission of an animal use protocol, and the committee rosters for the IRB and IACUC.

Conflict of Interest Disclosure

In section 9.22 of its Policies and Procedures Manual, WSU maintains and enforces a written conflict of interest policy that complies with federal policies (National Science Foundation's

— 2.E.3. —

To ensure that students are offered appropriate and sufficient guidance in the ethical use of information resources, WSU has committed efforts to address these goals at every level.

Ethical Use of Information

Freshman students are grounded in library skills and research principles and ethics in required courses such as English 101 and 102 through faculty in those courses or through faculty librarians. In English 101, students must sign and submit a Plagiarism Contract signifying that they understand what constitutes plagiarism and what penalties may be imposed should they plagiarize. All English 102 students spend significant time addressing ethical and effective research practices and are exposed to copyright concerns. The university also provides a fully staffed Writing Center, for documentation and research consultation, for all students. For transfer students, this is assured through WSU's Transfer Gateway (see also the transfer equivalency course look-up page).

University Libraries also offers a range of workshops and events to support researchers at all levels. Professors routinely work with college specific librarians to create workshops on ethics and other subjects for their classes. Student researchers can also access these resources independently.

WSU employs SafeAssign Software, which is available for every university course via the Blackboard learning management system. SafeAssign allows faculty to easily calibrate the software to act as a learning tool for students to find instances of plagiarism in their own work that they mistakenly assumed to be effectively paraphrased or summarized, and then change that work until it is

of student life, but particularly in academics. Therefore, it is the policy of the Kansas Board of Regents that student academic dishonesty not be tolerated on the campuses of the Regents institutions."

KBOR policy requires that WSU implement and promote specific policies, procedures and programs that seek to: (1) identify prohibited academic conduct by students; (2) educate students, faculty and administrators with regard to the nature, impact and consequences of student academic dishonesty; (3) effectively report and seek to reduce such behaviors; (4) provide for due process for students accused of academic dishonesty; (5) set forth clear sanctions, ranging from reprimand to dismissal from the university, for students who have committed acts of academic dishonesty; and (6) implement a comprehensive and integrated plan to promote academic integrity among students, faculty and administrators.

In response to KBOR policy, section 2.17 of WSU's Policies and Procedures Manual states that a standard of academic honesty, fairly applied to all students, is essential to a learning environment. WSU ensures expectations for academic honesty are included in every course syllabus. Additionally, the WSU Academic Integrity Flowchart is available online to outline the student conduct process for academic integrity issues.

Students who engage in academic misconduct are referred to the Student Conduct and Community Standards (SCCS) office for consideration of disciplinary action from the university as determined by the academic college or the vice president for Student Affairs. Policy 2.17 outlines the procedures and potential outcomes for such violations. In fall 2018, the Academic Integrity Process was updated to better ensure that students were afforded due process. Under these new updates, Academic Affairs and the Faculty Senate own Policy 2.17, and SCCS staff carry out the process outlined therein. Reported violations in AY 2019 were 181, and 153 in AY 2020.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Wichita State University is committed to ethical and responsible conduct and, therefore, is in compliance with Criterion 2 as evidenced by having in place:

- A full complement of policies that guide the integrity and ethics of its governing board, administration, faculty, staff and students as well as appropriate steps for due process;
- A governing board appointed by the governor (and defined by statute) that holds public meetings, and publishes meeting agendas and minutes;
- An office of internal audit that regularly audits functional areas for compliance with institutional, KBOR, state and federal policies;
- Publicly available documents that advertise WSU's admission/degree requirements and processes, educational costs, faculty and staff qualifications, and accreditation status;
- Policies and procedures that demonstrate WSU's commitment to freedom of expression and intellectual pursuits; and
- Mechanisms to ensure that faculty, staff, and students use and apply knowledge responsibly and ethically.

Sources

There are no sources.

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 online Program Management system to enact a similar 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 (KBOR) reviews and approves all new program requests, as was the case in December 2020 when the Bachelor of Arts in Applied Linguistics and three data science degrees were approved, based on industry needs.

- *KBOR program review*: All academic programs undergo a yearly cycle of program review as required by KBOR (to ensure minimum number of majors, graduates, ACT scores and faculty), as well as a

- *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 2017, 2018, 2019, 2020). Each program provides evidence of a feedback loop, which is intended to demonstrate improvements and currency. For example, in 2016, biomedical engineering, electrical engineering and computer science were identified as needing improvements — one in mission alignment and one in service to the discipline and beyond. When they were reviewed again in 2019, both programs had made improvements. It was apparent in 2019 review materials that program faculty used 2016 feedback to make improvements in each identified area. Other examples of changes resulting from reviews can be found in various program review reports (Business [human resource management]; Applied Studies [human performance studies, sport management]; Engineering [aerospace engineering]; Fine Arts [School of Performing Arts, art and design]; Health Professions [physician assistant, public health sciences]; Liberal Arts and Sciences [biology, chemistry]

- *Specialty accreditation*: Twenty-seven professional programs across seven academic colleges hold specialized accreditation status and undergo periodic review to maintain accreditation. (See reports from 2018, 2019, 2020, 2021)

- *New degree programs*: Example programs implemented by the faculty (based on input from local industry since the 2016 Higher Learning Commission review) include doctorate in biomedical engineering; master's in data science, business analytics, human resource management and mathematical foundations of data analytics; bachelor's in applied linguistics, digital media arts, health management, engineering technology, homeland security, and workforce leadership. KBOR reviews and approves all new program requests to ensure minimum standards are met.

- *Student perceptions*: On student exit surveys (n=9,563; 2016-2018 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, 87.6 percent of undergraduate and 84.6 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 quadrennial 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 84.2 percent of undergraduate and 93.8 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

— 3.A.3. —

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, clinical rotations, and other applied and experiential learning experiences.

- *Concurrent enrollment:* The state of Kansas allows concurrent enrollment agreements (Board Policies, Chapter III.A.13) and KBOR encourages participation. As part of Wichita State's local outreach efforts, the current concurrent enrollment program allows for credit at 16 local high schools. WSU resumed offering concurrent enrollment in AY 2016 with reduced tuition to high schools to be competitive in the market. Teachers were recruited who met the new HLC credentials. Concurrent enrollment students are considered non-degree bound and are advised within the College of Liberal Arts and Sciences.

- *Online learning*: Online learning at WSU is managed academically through individual colleges and academic departments, and administratively through the Office of Online Learning, which reports to the associate vice president for Strategic Enrollment Management. Online Learning provides support to fully online programs through market research, marketing and recruiting new online students, undergraduate advising, student support, retention, and oversight and reporting for State nkre f EMC BT /Link /MCID 73 a(73 a(7r[mLB

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating

- Foundation Courses (12 hours) covers fundamental skills needed throughout college.
- Divisional Courses in the Disciplines (12 hours) introduces students to the scope of human knowledge and inquiry.
- Additional Courses in the Disciplines (12 hours) provides for more rigor and focused study on topics of interests. One course must be a first-year seminar (if required).

Degree levels: The general education program accounts for 36 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 (gich)-9nbs12tEt (d)]Tgco7p8(c)4 (h)-10 (

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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

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. Since 2016, roughly 10 students per year have participated. The 2020 academic year was negatively impacted by the global pandemic.

— 3.B.4. —

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-

Undergraduate students are encouraged to participate in research, whether collaborating with faculty or engaging in original research. New initiatives since 2016 include both the First Year Research Experience (FYRE), which aims to build a community of students that form identities as scientific researchers, and the Summer Research Institute (SRI), a week-long experience focused on developing research skills and collaborating in research laboratories. Additionally, 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 (2016, 2017, 2018, 2019)

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.

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create a workforce diversity plan. The plan includes goals for sourcing, posting, searches, hiring and onboarding; training and development; awards and recognition; performance evaluation; and activities to improve the campus culture. The plan is to be finalized by fiscal year end.

—3.C.2. —

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

— 3.C.3 —

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. The decision on minimum degree requirements is determined at the department level regardless of modality. Faculty teaching graduate courses must be nominated for an appointment to the graduate faculty. Chapter 4 of the WSU Policies and Procedures Manual constitutes the faculty handbook.

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.4 —

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 4.31 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, a mandatory review of tenure-track faculty is conducted by the tenured members of the department. A record of performance documents progresses 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.5. —

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 Faculty Senate 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. Faculty development is 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

- Developmental seminars, workshops and presentations for teachers (instructional design and technology options), researchers and staff are on-going.

- 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.

— 3.C.6. —

Policies address instructor accessibility for students, including policies on classroom assignments, class time and lists, and attendance obligations (4.10). Per policy 4.09, 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.

— 3.C.7. —

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 4 (ul)-2 (t)-12dos

The Center for Management Development offers a variety of courses that employees can take to earn certifications in different areas. The Instructional Design and Access office provides training, mentoring and support for instructors of any rank with several technologies including Blackboard, mobile devices, using the video lecture tool Panopto, Zoom, accessibility concerns and teaching with technology. IDA hosts routine conferences to provide additional professional development that enhances instruction.

The Office of Human Resources was working on a plan for personnel training in 2016. That plan has resulted in several 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.

Policies and procedures for evaluation of employees (unclassified and university support staff) can be found in 3.50 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 completed using myPerformance, the performance management software. If the staff member is not meeting minimum expectations, a remediation process is triggered by policy 3.48.

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 resources for 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 offerings and the needs of its students.
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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

foundational general education requirements by the time 48 credit hours are earned to ensure a solid basis for further learning.

In support of the Student Centeredness goal of the strategic plan, WSU helps 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 needed to intervene at the appropriate time. A custom Student Early Alert System (SEAS) (2017, 2018, 2019, 2020) 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

Results from the latest undergraduate exit survey, a requirement for graduation, indicate that 94 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, 80 percent were satisfied or very satisfied with their academic advising. Similarly, for graduate students, 96 percent of students believed that their academic adviser was accessible; 93 percent agreed that their academi(p)-3.9 (er)-1.1 (cen)-4 (t((--10 (

Ennovar, one of WSU's centers, promotes solving complex technology problems and building

- 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; 166 student PC/Mac workstations loaded with production software such as Microsoft Office, Adobe Creative Suite, and SPSS; a 26-seat library instruction lab; 25 study rooms for group or single users; one seminar room; and two video studios. The first floor of Ablah Library contains two areas developed to support collaborative and creative learning. The south-end Learning Commons provides access to media tables, Apple TVs, flexible furniture and mobile whiteboards. The north-end C-Space provides supported access to 3D printing, digital production, a sound booth, advanced document scanners, and more. Students may check out a variety of technology from the Libraries, including cameras, projectors, laptops and tablets. In 2019, the 24-hour study room in Ablah Library was remodeled, more than doubling its size and incorporating whiteboards, a restroom, an enhanced computer lab space, and a variety of seating styles.

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

Practice sites: Students in the School of Education practice teaching and other education specialties 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. Students in Sports Management benefit from applied learning experiences in any number of regional locations.

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 6,700 pieces of artwork, including 81 outdoor sculptures, valued at $15,332,921. The Holmes collection has grown to more than 7,800 items from 6,600 ethnographic objects in 2016 and is valued at $2,198,483.

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

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3.S - Criterion 3 - Summary

The institution provides 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 adapt3 by hulyzing wyz3uLBody

Sources

There are no sources.

Board of Regents. As stated in Program Review Policy, the primary goal of review “is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating use of faculty time and talent."

Each degree-offering program is reviewed annually to ensure minimum requirements and is on a four-year cycle for a more in-depth review. Yearly data and four-year summary reports are then compiled into an eight-year report, which is submitted to the Kansas Board of Regents (KBOR). Hence, there is continuous review and evaluation of each academic department/program as overseen by faculty, deans, the university review committee, vice president for strategic engagement and planning, and the provost. At each four-year review point, programs use feedback from the university review committee to set goals for program improvements. Additionally feedback from the programs involved in the review process

— 4.A.2. —

As stated on the Academic Affairs' web page, credit is evaluated upon admission to the

Transfer Guides

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

Dual Advising

The university offers dual advising for community college students who believe they might attend WSU in the future. Students do not need to be admitted to take advantage of this program. The potential student may go online or complete the form in the appropriate Transfer Guide to submit the dual advising application request. Once the request is received in Academic Affairs, the student is assigned an appropriate university adviser based on area of interest. This program provides a single point of contact within the university and has responded to 318 applications since August 2019.

Community and Technical College Events

University advisers visit community colleges in the state on a rotating basis. In addition, an annual community college day brings advisers, faculty, students and administrators to campus to learn more about WSU and discuss transfer concerns. Both events are well received, and feedback is that WSU is committed to good working relations with community colleges. Annually, the university provides community college student retention and graduation rates to the community colleges to assist them in understanding their students.

WSU's connection with Wichita Area Technical College has grown into an affiliate relationship and spawned the Shocker Pathway. Now called the Wichita State University Campus of Applied Studies and Technology, (WSU Tech

Dual Credit (Concurrent Enrollment)

Quality is maintained through faculty qualifications for concurrent enrollment teachers (see KBOR Concurrent Enrollment Policy and 3.C.2) and assessment (see latest assessment report 2019-2020). Due to pending changes by the Higher Learning Commission and KBOR, WSU continues to transition its concurrent enrollment teachers to more stringent qualifications, specifically that the teachers demonstrate possession of (1) a master's degree in the content area; or (2) a master's degree in a non-related field, plus 18 graduate hours in the assigned course content.

— 4.A.5. —

WSU maintains 60

Sources

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

— 4.B.1. —

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

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

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

The learning outcomes associated with the general education program are evaluated annually by the general education committee (with representation from each college) and reported to the Faculty Senate. Outcomes at the major level are evaluated annually by the program review committee (with representation from the Faculty Senate, Provost Office, and the Office of Planning and Analysis). Outcomes from Student Affairs are evaluated by the Office of Student Involvement and occur at three points in an academic year. All are reported to the Office of Assessment and Accreditation

General Education Outcomes

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

Program Review Outcomes

As noted in aggregate reports, including 2017, 2018, 2019, and 2020, WSU systematically and regularly monitors and reports on student learning goals, outcomes and changes (see sample reports above). Evaluation rubrics indicate that departments are using data to make changes and are, overall, making progress on program improvements. For example, from the 2018 program review most departments were deemed not meeting expectations for alignment of stated assessments with stated learning outcomes. From the most recent review (2021), only one department was deemed not meeting expectations.

Co-Curricular Assessment

In fall 2019, the university adopted the CAS standards to support uniform reporting of student learning outcomes. These standards are connected to the planned fall 2021 implementation of student engagement software, which will improve data collection, incentivize involvement with high impact practices and support creation of co-curricular transcripts. Prior to 2019, the Office of Student Involvement in Student Affairs used their student competency guide as a map for students as they grew and developed through participation in organizations, community service, leadership positions, and so forth. Through assessment, Student Involvement found that more students than anticipated desired more volunteer and service-learning opportunities. In response, civic engagement opportunities have been expanded. Academic Affairs now provides fellowship opportunities for faculty who embed service-learning in their courses (2016, 2017, 2018, 2019).

— 4.B.2. —

Data Communication and Use

Performance reports and dashboards (e.g., general education and others found throughout the assurance argument) have been developed to centralize selected data in a convenient format for review by various constituents. Constituents include individual academic units (such as program committees and advisory boards) as well as university level committees such as

visit, writing or critical thinking assessment projects, graduate assistants to conduct data analysis, and resources for employer surveys. The typical award ranges from $500-$3,000.

Program Level Oversight

At the program level, participation by faculty and staff for designing, implementing and evaluating student learning goals and outcomes is key to the success of curriculum development and program review as defined at WSU. One of the university's greatest responsibilities is to develop and implement high quality educational programs; central to this is reliance on faculty-driven processes for maintaining and exercising authority over educational programs, learning environments, licensures and support services. Program review provides formal assessment procedures for exercising authority over educational quality in individual units. This assessment process, coupled with the curriculum change process, accommodates course changes and new courses — includgrammeam-2 (dpiSrp04 (s p0(e)4 (s)-11 (pons)-1P (sr(ng)10 (dp56(ng)1Tnk)Tj EMC 3)4 (ur

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Results and Changes

Results are reviewed by the WSU SEM Workgroup. Documentation of changes is found in the Student Success dashboard and indicates that the university is making improvements based on data it collects.

- Success of the previously piloted freshman seminar courses will be mandatory for all entering freshmen beginning fall of 2021. These program-related seminars embed student success materials with engaging general education topics.

Overall, the new Student Success dashboard shows that students are effectively participating in most measurable areas. Even areas not meeting targeted goals show significant improvement.

— 4.C.4. —

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

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

Academic Affairs maintains these managed data systems. The mission of the Data Governance Council (DGC) is to provide oversight to systems to ensure data integrity, best practices in data management, reporting standards, information consistency and security access. The DGC is charged with identifying data and reporting needs related to strategic planning priorities and the sharing of business knowledge across divisions to ensure data and reporting optimization related to the latest business practices within units. The DGC ensures compliance with HLC requirements rel]TJ 0 Gesif() ((ir)5 (e)6 (me)6 hh.<)10 tf() ((ir)5 (o6e)64 (r)5 (-2 (e)4 (dM d2 (e)4 (dta)(n)-4 u)

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

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

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- Council of Chief Academic Officers (membership — chief academic officers from universities)
- System Council of Presidents (membership — presidents of universities and two-year colleges)
- Council of Presidents (membership — presidents from universities)

KBOR coordinates functions of its 32 member institutions, and specifically WSU, with regard to:

- Determining roles, ~~R~~

university decisions and opinions that affect those groups and to allow input toward decisions and university policies and/or procedures. The president and provost meet monthly at a minimum with all of the senates/SGA leadership, and the president meets weekly with PET. The senates/SGA are engaged in any policy development/modification that affect them at the outset.

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 (and the annual priorities update) and performance agreements (i.e., in the decision to add an indicator to increase the number of undergraduate certificates and degrees awarded to first-generation students).

— 5.A.3. —

Collaborative Structures

WSU has internal policies and procedures to authorize and designate an operational policies and procedures manual for the univer 0 0 1 rg -hM s;(da)4 (e)4 (d t)(i)-2 (c)4 (r)-7ici(n)-7( )-10 (a)4 (t) (i)-2 2 2 2

Under direction of the provost/executive vice president there is administrative responsibility for the educational and public-service mission of the university, along with allocation of more than 70 percent of the general use budget. The major direct reports to the provost are the vice president for Strategic Engagement and Planning, the vice president for Student Affairs, the

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

— 5.B.1. —

Processes to Ensure 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 benefit eligible employees;
- Equal Opportunity; and
- Diversity, Equity, and Inclusion plan.

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 professional development opportunities for faculty, unclassified professionals and university support staff through various programs on campus.

Fiscal Resources

Since the Higher Learning Commission visit in 2016, WSU 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 2021, the state's share of WSU's operating budget is 20.5 percent, and the remaining 79.5 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. This is a decline of 1.7 percent since the last site visit during FY 2017; however, each decline is offset by tuition increases (see fiscal year budgets 2017, 2018, 2019, 2020, 2021).

WSU has obtained sufficient resources to meet operational needs by increasing revenues and

- 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 Sciences.

The campus has 80 buildings containing 3,691,634 gross square feet, a net assignable area of

- *Online Student Orientation:* WSU implemented

The mission and goals guide 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.C.)

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 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 and NetApp relocating to campus). In turn, companies will gain regular interaction with university faculty, students, research and other technology-driven companies.

The positive collaboration 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. This has proven to be successful in terms of evaluating the university's research productivity.

Another priority of how realistic the mission is to WSU includes increasing enrollment. 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 student headcount and corresponding revenues to enhance all areas of the university. To date enrollment along the I-35 corridor has increased 200 percent and this is expected to continue to grow given the population increases in the communities along the I-35 corridor.

— 5.B.3. —

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. See 5.B.4. for further description of how the universities' finances are monitored.

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 pr

WSU's internal budget process begins during February and March. The process is participatory and is co-chaired by the vice president for Administration and Finance and the provost, and includes the associate vice president for Administration and Finance and director of budgets, deans from the academic colleges, and presidents from the senates of faculty, unclassified professionals and university support staff, and student government. It is a three- to four-month process with the university's strategic plan providing the foundation for funding allocation decisions.

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

- 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 tu3.478 0 Td [(e)4.1677 (x)a

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution’s sources of revenue and enrollment.

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- Provides university leaders with feedback, which is distributed to divisions and colleges.

— 5.C.5. —

Driven by its own strategic plan and KBOR goals in Building a Future (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.

Technology and Security Demands

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Reorganization in 2014 of University Computing and Telecommunications (UCT) (a large shared-service)

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 (first round 2011-2021). In April 2020, the legislature approved a second round through 2032.

Equally important is growth in digital transformation and the way this is permeating every area of the economy. WSU has responded by developing a digital ecosystem, with the development of a number of new degree programs in data science, support of campus-based innovation (The Smart Factory @ Wichita and NetApp), and research and testing capabilities with the planned construction of the National Institute for Research and Digital Transformation.

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KBOR performance agreements, administrative actions, and business continuity planning are used to evaluate WSU's progress on priorities as well as to ensure WSU systematically improves its operations and student outcomes.

Performance Agreements

The performance agreement report (most recent report was completed for academic year 2019) is submitted to KBOR annually for review and approval (latest approval February 2021). Progress has been made on several fronts, including increases in degree completion overall, degree productivity in STEM fields, and research expenditures. Several initiatives are underway to address areas n a

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