

AFFILIATION BETWEEN WICHITA STATE UNIVERSITY AND WICHITA AREA TECHNICAL COLLEGE
REQUIRED DOCUMENTS FOR THE HIGHER LEARNING COMMISSION
CHANGE OF CONTROL APPLICATION
Application Deadline: May 1, 2017

Wichita State University, 1845 Fairmount, Wichita, KS 67260, John Bardo President
Wichita Area Technical College, 4004 N Webb Rd, Wichita, KS 67226, Sheree Utash President

Expected Closing Date: January 1, 2018

Expected First Term Students Admitted Under Proposed Affiliation: Fall 2018

A. General Introduction

The introduction provides a narrative description of the change, including the nature of the transaction, names and addresses of all relevant parties, the name of the institution, parent corporation or subsidiary entities that have a controlling relationship with the institution, any other institutions that are a part of the transaction and relationship to recognized accrediting agencies, any required internal or external approvals and anticipated dates of those approvals, and the projected closing date of the transaction. This document should provide readers with a broad overview of what change is proposed and how the controlling party intends to transform the institution subsequent to the transaction. This section should be no more than ten pages in length.

Wichita Area Technical College (WATC) and Wichita State University (WSU), both accredited by the Higher Learning Commission (HLC), are seeking approval from HLC to affiliate whereby WATC will become a Kansas Board of Regents governed campus of WSU (WSU Campus of Applied Sciences and Technology [WSU-CAST]), while maintaining its separate accreditation instance.

In an increasingly complex global marketplace—the future success of our economy will require a proactive, innovative approach to higher education. Serving the greater Wichita area and south-central Kansas, both WSU and WATC are joining forces—leveraging similar missions and ongoing collaborations—to create a model for higher education, which will serve as a catalyst of prosperity for generations to come.

Wichita State University has been built through an ongoing relationship with the City of Wichita and Sedgwick County that both supplies the lifeblood of a thriving community and makes it possible to provide the most innovative education in the region. Established in 1895, the university continues to serve nearly 15,000 students by changing to reflect the world around it, and finding new ways to keep future generations of alums one step ahead of the competition. Wichita State uniquely combines a traditional college atmosphere with the unparalleled resources, experiences, and interactive real-world learning opportunities only found in Kansas' largest city.

Wichita Area Technical College is a recognized leader in providing technical training in high-wage, high-demand career fields and affordable, open access general education classes. Established in 1965, WATC has grown to be the largest technical college in Kansas with over 3,600 students and three locations. By actively working with industry partners, WATC is able to respond to their workforce needs by developing new programs and training opportunities. Wichita Area Technical College offers over 100 degree and

certificate options in five distinct areas; aviation, manufacturing, healthcare, business and police science, and specialized trades and transportation.

The foundation for the affiliation is an already powerful partnership between both institutions—forged by a joint commitment to creating opportunities for Kansans through education, innovation and economic growth. In 2010, WSU and WATC created the National Center for Aviation Training, in partnership with Sedgwick County. The center meets the local aviation industry’s demand for highly skilled workers by equipping students with the latest in hands-on, industry-driven manufacturing training. Wichita State and WATC also bridged the gap between their curriculum through Shocker Pathway, a program that provides an affordable, convenient and respected way to start at WATC and finish at WSU—earning a two-year Associate of Arts degree from Wichita State.

The next logical step for the partnership will transform WATC into the new WSU-CAST—which will increase economic growth through educational and workforce development. The proposed affiliation of WATC into WSU-CAST would allow a flexible transition for students to pursue their educational aspirations. The affiliation will also open new avenues for an innovative approach to the continuation of knowledge flow from research to experiential learning partnerships to practical application in industry. It will also consolidate all levels of postsecondary education—from GED to Ph.D.—under one umbrella and encourage the kind of faculty collaboration that leads to innovative methods of teaching and research.

For the community, this will provide area industry with a better-trained workforce, while attracting new industry through partnerships and research and, ultimately, act as an economic driver for south central Kansas.

The affiliation will allow both institutions to be at the forefront of the changing landscapes of education and innovation and continue to write the narrative of the new, quality, qualified contemporary workforce.

The impact of this proposal would mean that WSU and WATC would assist each other in developing new programs designed to meet the needs of industry through certificates and associates degrees. Any new four-year degrees and advanced degrees will be housed within WSU. The Wichita State Campus of Applied Sciences and Technology would not change current open admission requirements, and students on the WSU-CAST campus wishing to take classes offered outside the approved WSU-CAST curriculum would have to meet the admissions requirements currently in place for WSU. The Wichita State University Campus of Applied Sciences and Technology students could also share in other benefits. These students would have access to WSU student housing, participate in WSU student affairs programs, and attend athletic events through a student fee.

In order to build on current initiatives and increase educational opportunities for Kansans, WATC and WSU are requesting to affiliate the two entities where WATC would become the WSU-CAST, which will continue functioning as an independent technical college, but within the operational structure of WSU as governed by the Kansas Board of Regents. WATC would remain a technical college that provides certificates and two-year associate degrees, keep a unique Federal Identification Number, have a separate HLC accreditation process, apply for federal grants as a technical college, and receive state funds that are available to technical colleges.

B. Transactional Documents

An institution should include the documents listed below that are appropriate for the nature of the transaction and that provide information relevant to understanding the effect of the transaction on the institution. If the transaction will occur at the level of a parent corporation or a subsidiary of a parent corporation holding a controlling relationship to the institution, include documents relevant to the outcome for the affiliated entity as well as documents that explain the changes in the parent or other entity. Begin this section with a short introduction that describes what documents are included and what documents from this list are not relevant to the transaction and therefore are not included in the packet.

1. *Contract of sale or transfer, or purchase agreement, including all attachments, exhibits and related agreements or merger agreement, as applicable.*

There is no contract for sale or purchase agreement in this proposal.

2. *Revised or new Articles of Incorporation, Articles of Merger, etc., arising out of the transaction. Institutions must include the Articles of Incorporation for the buyer, all related corporations, and related investors.*

There is no buyer and no articles of incorporation are being changed.

3. *New or revised corporate documents including Corporate Bylaws, Operating Agreement (LLC), Partnership or Joint Venture Agreement, etc. arising out of the transaction. Institutions must include the Bylaws for the buyer, all related corporations, and related investors.*

There are no new Corporate Bylaws, Operating Agreement (LLC), Partnership or Joint Venture Agreement, etc. arising out of the proposed transaction.

4. *For stock-related transactions, relevant filings completed with the Securities and Exchange Commission (SEC) including the S-1 and the 8-K as applicable.*

There are no stock-related elements to the proposed changes.

5. *Pre-acquisition packet filed with the U.S. Department of Education and information filed with the state higher education agency. Pre-acquisition review letter issued by the U.S. Department of Education and letter of approval from state higher education agency or a letter from such agency indicating why approval is not required.*

Not applicable.

6. *Other documents.*

See attached Kansas SENATE BILL No. 174 by Committee on Ways and Means (An ACT concerning higher education; authorizing the affiliation of Wichita area technical college with Wichita state university; amending K.S.A. 72-4472 and 74-4931 and K.S.A. 2016 Supp. 72-4470a and repealing the existing sections) (Attachment I) (approved by the Kansas Board of Regents

for consideration by the Kansas Legislature on January 18, 2017 (Attachment II), unanimously approved by the Kansas Senate [March 16, 2017] and House [March 30, 2017], and signed into law by the Kansas Governor on April 12 2017). The WSU Faculty Senate endorsed the affiliation on April 10, 2017.

Senate Bill 174 (Session of 2017) outlines the terms of the affiliation including, but not limited to, governance, funding, facilities, admission of students, accreditation, curriculum, and employment.

7. *Financial information to include the most recent external audit, current budget, Form 990, and six months of cash statements for the buyer, for the institution, and for any parent corporation or for a subsidiary holding a controlling or other relationship with the accredited institution. Buyers and institutions that are for-profit entities should submit two years of federal income tax forms for their corporation and related corporations under the same parent entity. Investors or other third parties must also provide their most recent external audit and tax return. If they do not have an audit, they must provide third-party verification from a bank or other source documenting the funds to support the transaction and other funds to support any investment to be made in the institution within the first year subsequent to the closing of the transaction.*

Attachment III FY 16 Financial Statements (WSU)

Attachment IV FY 17 budget (WSU)

Attachment V FY 17 budget (WATC)

Attachment VI cash statement (WSU)

Attachment VII cash statement (WATC)

Attachment VIII State of Kansas financial report audit (WSU)

Attachment IX WATC audit

8. *Organizational chart showing the institution, any parent or holding companies, governing boards, and key administrators at all levels, currently in place and as anticipated by the transaction. Such charts should outline the relationship between the accredited institution and the corporate structure after the close of the transaction.*

Key Administrators Currently in Place

Wichita State University

Position:	Personnel:
President	John W. Bardo
Provost and Senior Vice President for Academic Affairs	Anthony Vizzini
VP Finance and Administration	Werner Golling
VP Research and technology Transfer	John Tomblin
VP Strategic Communications	Lou Heldman
VP Student Affairs	Teri Hall
General Counsel	David Moses
Executive Director of Operations	Andrew Schlapp
Assistant to the President for Diversity	Marche Fleming-Randle
Senior AVP for Academic Affairs and Enrollment Management	Richard Muma

Director of Athletics	Darron Boatright
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Wichita Area Technical College

Position:	Personnel:
President	Sheree Utash
VP Student Affairs	Justin Pfeifer
VP Finance, Administration and Financial Services	Greg Unruh
Chief Instructional Officer Career and Technical Education	Scott Lucas
Chief Academic Officer General Education and Health Sciences	Pam Doyle
Director Marketing and Communication	Andy McFayden
Executive Director Human Resources	Judy Mount
Executive Director Technology and Institutional Effectiveness	Randy Roebuck
Senior Director Strategic Innovations	Monica Stewart
Director of Advancement	Danielle Lamb

Attachment X current organization chart (WSU)

Attachment XI current organization chart (WATC)

Attachment XII proposed organization chart affiliating WSU and WATC

Attachment XIII proposed organization chart WSU-CAST

9. *Lists of key administrators and governing board members, including qualifications and disclosure statements, at the institution and at each corporate level senior to the institution subsequent to the transaction. Identify any hiring or recruiting that must be done at these levels as a result of the transaction.*

Wichita State University Campus of Applied Sciences and Technology will be governed by the Kansas Board of Regents through Wichita State University. The Board consists of 9 members and are appointed in staggered terms by the Kansas Governor. All members of the Board serve four-year terms. The terms begin on July 1 and end on June 30.

Information regarding the Board of Regents

The current Kansas Board of Regents members are:

Name	Term Expiration
Joe Bain	2018
Shane Bangerter	2017
Ann Brandau-Murguia	2017
Bill Feuerborn	2018
Dennis Mullin	2019
Dave Murfin	2019 (Vice Chair)
Zoe Newton	2019 (Chair)
Daniel Thomas	2019
Helen Van Etten	2017
Blake Flanders	President and CEO

C. Institutional Statement

The institution should provide a narrative response to each of these questions. Include any additional exhibits not provided as Transactional Documents that substantiate and help explain the response. The institution should respond to each question with specific information about the institution as anticipated subsequent to the transaction and over the course of the next five years, and compare the current characteristics of the institution to those anticipated subsequent to the close of the transaction. Note that this section should not describe the current institution but the institution anticipated after the closing.

1. *Explain the mission of the institution before the transaction. How will the mission change subsequent to the transaction? If the current mission will continue, how will the institution with new buyers or investors support the mission under new control or structure?*

Both WATC and WSU have in recent years spent considerable amounts of time updating their vision and mission statements, and although developed independently they are complementary. Each are embedded into a larger effort of strategic planning.

Wichita State University (adopted in 2013)

Vision: Wichita State University is internationally recognized as the model for applied learning and research.

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

Wichita Area Technical College (adopted in 2016)

Vision: WATC will be the leading provider of higher education, specializing in the delivery of career technical education, utilizing state-of-the-art facilities with highly qualified faculty, and offering a competitive advantage that drives economic development in the region.

Mission: The mission of WATC is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

The affiliation of WATC with WSU strengthens the implementation of WSU's and WATC's strategic plans. WATC's philosophy of industry-driven career and technical training fits well with WSU's emphasis on applied learning and being an economic driver. Based on this fit, the visions and missions of the institutions, presented below, are not expected to change substantively in the next five years. In conjunction with WSU's strategic planning process, WATC will review its vision, mission, and strategic plan in light of WSU's strategic plan and align its plan with WSU's goals (see C8).

2. *Outline the educational programs that the institution offers and explain how those programs will be continued and supported subsequent to the transaction. Identify any new programs the parties intend to initiate in the next five years and how these programs will be developed and by whom. Explain the learning and support resources for current and future programs. Include an academic plan prepared by the institution and the proposed buyers or investors that outlines planned academic programs and support services for the next five years.*

Current Programs

Robust, relevant, and flexible academic programming is at the core of both WATC and WSU success. Maintaining these elements while also adopting the potential opportunities brought about by the affiliation is critical to the success of the affiliated institutions. Immediately upon completion of the affiliation, WATC as the WSU Campus of Applied Sciences and Technology will continue to offer its current inventory of academic programs. Likewise, there will be no change to WSU current programs. WSU and the newly affiliated WSU-CAST will continue to look for and implement programmatic pathways, partnerships and synergies across the curriculum.

Attachment XIV current WATC programs

Attachment XV current WSU programs

Developing New Programs

As a technical college that prides itself on responsiveness to the needs of business and industry, it is not unusual for WATC to have multiple new programs in various stages of development at any one time. Upon completion of the affiliation, the new WSU-CAST will continue development of new programs following its current new program development process. The affiliation will provide new opportunities for program partnerships and synergies.

Attachment XVI WATC program development process

Attachment XVII WATC and WSU list of developing programs

Support Services

Support Services at the affiliated institutions will not change. Services such as the learning management System (LMS), library, testing, tutoring, student services, student IT help and career services will remain in each location and independent.

Coordination of Curriculum between WSU and WSU-CAST

Joint meetings of the respective faculty governing bodies, including the Faculty Senate and the General Education committee/Curriculum committee(s), will occur bi-annually to discuss plans and issues involving faculty and curricula that affect each other. Chairing of these meetings will be alternated between campuses (see also C 11).

3. *Explain the current delivery mode(s) (on-ground, on-line, etc.) of the institution's programs. Outline plans to change or expand any of the delivery modes and timeframe for such changes or expansion.*

Both WSU and WATC currently offer traditional on-campus, online, and hybrid delivery modes for institutional programs. There is no plan to change or expand any of the delivery modes in response to the affiliation. Both institutions are approved by HLC for distance education courses and programs.

4. *Provide the current student enrollment by department and modality (on-ground, on-line, iTV, etc.) at the institution. Outline plans in progress to support students through the transition and to assist students who may need or want to be transferred and taught-out if existing programs will be terminated or modified in the next twelve (12) months. Describe the anticipated student body subsequent to the transaction, the plans and targets for recruitment, and the basis on which these plans are deemed attainable.*

Neither WATC nor WSU have intentions to terminate any existing programs as a result of the affiliation. If the need to suspend a program arose for unforeseen reasons, no new students would be admitted and current students would be given the opportunity to complete the program in the original time frame.

WATC had experienced declining adult enrollment numbers since hitting its peak in 2013, but efforts and initiatives for fall 2016 enrollment have helped WATC reverse that trend for the semester hitting a record high for adult enrollment for any one semester. This focused enrollment growth gives WATC reason to be cautiously optimistic for future enrollments despite the nationwide trend for declining enrollment at 2 year colleges. No changes to the composition of the student body are expected as a direct result of the affiliation; however, expanded opportunities for potential students will likely impact enrollment numbers.

Wichita State University has had relatively flat enrollment for several years, but had the largest new freshman class ever in fall 2016. A new strategic enrollment management plan is being implemented in pursuit of goals for increased enrollment. The new affiliation with WATC will provide stronger connections for student transition and thus contribute to enrollment growth.

Attachment XVIII WSU current enrollment
Attachment XIX WATC current enrollment

Factors Impacting Enrollment Projections

- WSU-CAST will continue to operate as an open admission college as a new campus of WSU. Wichita State will continue to operate as a qualified admission university for its degree-bound programs per Kansas statute and administrative regulations.
- WSU-CAST personnel will continue to recruit students who have the ability to benefit from the education and workforce training currently available at WATC. In addition,

through WSU-CAST, there will be expanded opportunities available to those who wish to attend WSU but who fail to meet the Kansas Board of Regents qualified admissions requirements through an exception process approved by the Kansas Board of Regents. The affiliation will both strengthen and streamline the already strong partnership between the institutions to meet the needs of these students.

- WSU-CAST will have a greater ability to serve the residents of Kansas who are outside of the commuter zone and who can benefit from the housing available through WSU Office of Housing and Residence Life. Through the affiliation, students who relocate to Wichita for training will have access to a safe and secure living environment that promotes academic success and community development.
- International students who attend WSU-CAST will have the support of the Office of International Education at WSU. WSU-CAST does not currently have the international student enrollment to support a dedicated office to the processing and support of these students. Post-affiliation, international students of the new campus will have access to the full scope of support offered currently at WSU.
- WATC's current recruiting territory is confined to the greater Sedgwick County area while Wichita State University recruits nationally and internationally. With the affiliation, WSU recruiters, in coordination with staff from the new WSU-CAST will promote all programs at recruiting events that WATC did not previously have the resources to attend. This will provide exposure for WSU-CAST's programs across the state, region, and internationally. A significant new market for the combined institution will be a continuation and expansion of the Shocker Pathway partnership that currently exists between the two institutions. The pathway has created an open access option for students in the greater Wichita area who are not able to initially meet the admissions requirements at WSU. This "college capable but not college bound" demographic has tremendous growth opportunities for the combined institution.

5. *Identify the projected enrollment for each quarter or semester for the next five years by campus, additional location or distance modality or correspondence by department at each degree level.*

Attachment XX Projected enrollment WSU-CAST and WSU

6. Provide the marketing plan for the institution for the next five years after the closing. How will the institution market to new or continuing students as well as to different populations of students?

The Wichita State University Campus of Applied Sciences and Technology will offer world-class educational opportunities at an excellent value on three student-centered locations in the Wichita metro area. As WSU and WATC unify into this institution of choice for South Central Kansas and beyond, an integrated marketing plan will be developed to ensure all audiences understand the value of WSU-CAST to students and the greater community.

Primary Marketing Goals and Objectives

Upon the affiliation of Wichita State University and Wichita Area Technical College, the two will attain their overarching strategy by focusing on three key marketing goals and strategic objectives outlined below.

Goal 1: Create Awareness of WSU-CAST

Awareness Goals and Objectives

- Create awareness within the Wichita community, regionally, nationally and globally
- Build pride by educating the public of its benefits for the student and for the community
- Communicate technical education opportunities and coursework to prospective audiences
- Create internal awareness to create brand advocates
- Minimize the risk of brand equity loss

Goal 2: Support Recruitment, Retention and Student Success Recruitment Retention and Student Success Goals and Objectives

- Develop and execute integrated marketing and communications campaigns that promote, enhance and broaden awareness for the new campus.
- Drive enrollment in support of the overarching strategic plan.
- Engage key constituents within the university to create an environment that allows for necessary tools and resources that support recruitment, retention and student success.
- Provide marketing communication support and solutions to various departments throughout the university to promote student success.
- Promote wins, successes and offerings.

Goal 3: Support the Mission of the University Objectives

- Communicate the mission to stakeholders
- Identify and create opportunities for strategic marketing communications that are in line with the mission of the university
- Improve processes to maximize efficiencies and increase productivity
- Focus resources on projects/tasks supporting the overall mission
- Develop goals and measure key performance indicators

Marketing Mix Goals and Channels

It is the purpose of each marketing department to increase the public awareness of the programs that are offered at WSU-CAST to prospective students, current students, business and industry, and to the local, state, national and global community using a wide variety of media outlets. In addition, each marketing department will develop and deliver integrated marketing programs highlighting economic impact advancing innovation, experimental learning, and workforce development.

Goal 1: Expand brand awareness and recognition of the campus, its programs, offerings and events in an effort to promote student access and success.

- Submit news releases on a regular basis to area news agencies highlighting the school, its programs, and offerings.
- Produce marketing materials and purchase paid advertising specifically targeted for prospective students showcasing programs and career opportunities available through WSU-CAST.
- Promote the campus and student success stories through news releases to area news outlets and post to website.
- Utilize social media to communicate with students, prospective students, and the public about programs and events.

Goal 2: Raise public awareness of WSU-CAST's educational opportunities in high school, the community, individuals and among businesses.

- Provide marketing materials for high school counselors and high school teachers, home school associations and to community groups to improve visibility, recognized value and support of technical education.
- Keep the campus in the spotlight through community and high school events.
- Continue to build partnerships with high schools regarding dual credit for general education and technical programs.
- Keep website up to date with high school and community events to continue to build awareness of the opportunities at WSU-CAST.

Marketing Channels

- Paid Advertising
- Community Outreach
- Employer Engagement
- Internal Engagement
- Earned Media (including print, electronic, online news media)
- Digital Engagement /Social Media
- Website

Marketing Budgets, Schedule and Monitoring

Year One: Identity and Awareness – Building Phase

- Key messages during transition
- Vision & Mission: This affiliation will increase applied learning and research, grow the Kansas Economy and improve the quality of life in Kansas.
- Changes:
 - Name change for WATC (WSU Campus of Applied Sciences and Technology)
 - Operational governance
 - WATC employees become WSU employees
- Benefits:

- Workforce development
- Economic growth for KS
- Business designed degrees
- Board of business leaders
- Single pathway from GED to degree completion
- Promotion of region specific programs
- Keeps students in their home county
- Opens the door for new demographics
- Increased housing options for technical students
- Option to dual enroll
- Increases number of skilled and ready to work individuals for local industry
- Create / deploy a new logo for the WSU-CAST
- Launch new WSU-CAST website
- Update signage and collateral

Year Two: Strengthen Presence of the WSU-CAST

- Develop and deploy key messages during transition focusing identity of Campus of Applied Sciences and Technology and new offerings – All audiences
- Optimize WSU Campus of Applied Sciences and Technology’s value proposition for all audiences
- Launch / Welcome events

Years Three-Five: Assessment and Adjustment Phase

- Evaluation
- Results and optimization

7. *Provide the business plan for the next five years after the closing. How will the institution assure it can meet its debt or other financial obligations? What improvements or expansions to technology or infrastructure will be necessary to sustain financial operations, support current or planned enrollment increases, new educational programming, etc., and what will be the source of the funds? If the institution intends to use funds provided by an investor(s), what is the evidence of the investors’ commitment to continue to provide funds over time to sustain operations and expansion?*

As affiliated institutions, WSU and WSU-CAST will be financially stable as they draw on each other’s strengths. Although both institutions rely on state appropriations as essential revenue sources, both institutions have experienced reductions over the years. Because both institutions receive state appropriations and funding support, future state budgetary reductions, should they occur, will not impact a unified institution more adversely than if they remained separate. Both institutions currently operate under five-year strategic plans that run through the year 2020, which is included as separate attachments (see C8). Focusing resources in alignment with the strategic plan, the unified institution will remain financially stable over the next five years. The financial projections after the affiliation, draw on conservative projections of enrollment, tuition, and fees growth, while assuming that state appropriations for both institutions will

remain flat. Overall, the business plan calls for the revenue structure for both institutions to remain the same after the affiliation.

Key revenue sources for both institutions are outlined below

WSU-CAST

- Student tuition and fees
- State appropriations for post-secondary aid, vocational education capital outlay, and National Center for Aviation Training (NCAT) equipment and training expenditures
- Kansas Senate Bill 155, which provides state financed college tuition for high school students in post-secondary technical education courses
- KPERS employer contribution funded by the state
- Annual contribution from Sedgwick County
- Federal and state grants
- Auxiliary income from bookstores
- Auxiliary income from workforce development services

WSU

- Student tuition and fees
- State appropriations to Regent institutions, as well as funding earmarked for Aviation Infrastructure (NCAT), Aviation Research (KART), and Technology Transfer Facility (Innovation)
- Local property tax levy from Sedgwick County
- Federal and state contracts and grants
- Auxiliary income from housing and parking services

Tuition and fees are based on student enrollment, which is expected to increase as shown in section C5. Wichita State Campus of Applied Sciences and Technology tuition and fees for tiered technical programs will vary based on the program, and will remain separate and independent from the fixed-fee structure at WSU. This ensures WSU-CAST students continue to have access to low-cost education and training that lead to high-wage/high-demand technical positions. Wichita State Campus of Applied Sciences and Technology will continue to offer students open access and enrollment. For the Wichita State Campus of Applied Sciences and Technology, state funding will be based on formula-driven appropriations from the state. The business plan assumes that WATC's current status of being underfunded in regards to the recommended state funding formula will continue at the same amount in the future. Any changes in the formula will affect the college's revenue stream regardless of whether the affiliation takes place. If the state legislature were to change its position and fully fund the system based on the formula, the additional dollars would be reinvested in academic excellence and student success. For WSU, state funding is currently allocated under the authority of the Kansas Board of Regents.

Currently, Sedgwick County funding to WATC is approved each year by the Board of Sedgwick County Commissioners through their budget process. Additionally, the county owns the NCAT facility that WATC uses as its main campus. The operating agreement between the college and

Sedgwick County provides for the college to lease the facility at an annual fee of \$1. In exchange, WATC serves as the operator of the facility and is responsible for the costs associated with the operation and maintenance of the facility. This agreement will remain in effect with the existing terms after the affiliation. WSU also receives local funding in the form of a 1.5 mill annual property tax levy. The revenue allocation is used to retire debt, provide funding for the Innovation Campus and NCAT, fund local scholarships and assistantships, and local economic research.

The current WATC bookstores will be merged with the WSU bookstore, which operates as a separate corporation. Wichita State Campus of Applied Sciences and Technology will receive a commission from WSU for sales made at the various campus locations or to WSU-CAST students.

Wichita State Campus of Applied Sciences and Technology will continue to invest resources in workforce development and expand its partnerships with key industries and employers in the region after the affiliation. Workforce development is not-for-credit training designed for specific companies who need employees to develop certain skills and capabilities.

Currently WATC acquires new equipment, adds new programs, and provides professional development to instructors through federal and state grants directed to two-year colleges. As a campus of applied sciences and technology with a separate HLC accreditation instance, they will continue to be eligible and apply for these grants awarded to two-year community and technical colleges after the affiliation. This will allow WSU-CAST to continue to enhance student educational opportunities and remain state-of-the-art in its training tools and methods.

As part of the affiliation, the state will continue to pay for the employer's contribution to KPERs for WSU-CAST employees who continue on that retirement plan. As an indicator of the strength of the WATC's financial position, the HLC financial reporting model for FY2015 reflected a strong total composite financial indicator (CFI) score of 4.83 for WATC, with a similar score anticipated for FY2016. The strong scores are the result of WATC working to build reserves sufficient to support institutional needs should revenue instability occur.

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 the CFI. WSU exceeds or is comparable in terms of these ratios. Its overall CFI has declined from 3.28 in FY 2014 (restated from 5.45) to 1.57 in FY 2015. A portion of this decline is due to the implementation of the GASB 68 (i.e., accounting and financial reporting for pensions), 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 (i.e., demolition of Wheatshocker Apartments). The remainder of the decline is evidenced in the transformation occurring on campus (e.g., bonding for Shocker Hall, student center renovation, experiential engineering building).

Once the institutions are affiliated, operating and capital budget submissions to the State of Kansas will be approved by the Kansas Board of Regents (KBOR), as is the current case for WSU.

In addition, annual tuition and fee proposals will be submitted to KBOR for approval as part of the annual budget process and will incorporate the relative information for WSU-CAST related operations. Wichita State embraces an inclusive and collaborative budget development process that draws on both employee and student involvement through the University Budget Advisory Committee, discussions with campus interest groups, WSU-CAST's industry advisory board (discussed in C13), and the President's Budget Advisory Team.

Debt Obligations

WATC does not have any debt obligations except for a 3-year capital lease for an IT operating system. The final annual payment for this debt obligation is \$50,670 and will be made on October 1, 2017. Wichita State has debt obligations that are funded by a mix of tuition revenue, student fees, state grants, local contributions, and housing fees. The attachment below outlines WSU's current schedule of debt service, with outstanding principal of \$137.9 million as of June 30th, 2016. The proposed affiliation will not impact the revenue streams already dedicated to satisfying existing debt obligations.

Attachment XXI WATC debt obligations

Attachment XXII WSU debt obligations

Equipment and Technology

Both institutions possess adequate technology and infrastructure to sustain financial operations and support current and planned enrollment increases. Savings generated through operational efficiencies will be reinvested in faculty and student learning opportunities. Savings will be achieved by optimizing purchases, licenses, and contractual agreements as a larger institution. Wichita State and WSU-CAST will leverage existing assets to increase the value of the student experience. Currently, WATC is relocating its allied health, practical nurse, surgical technology, and medical assistant programs to a building where WSU offers physician assistant and physical therapy programs. Co-locating these programs in the same facility allows for the sharing of labs and simulation equipment, better leveraging scarce resources.

Equipment and infrastructure costs are primarily funded through designated state appropriations and federal and state grants for both WSU and WATC. The state appropriations include capital outlay and NCAT equipment and training expenditures. Additionally, WATC receives federal Carl Perkins funds annually. WATC has also established a maintenance reserve fund and a capital reserve fund to pay for infrastructure needs. Wichita State receives annual allocations from the State of Kansas' Educational Building Fund for rehabilitation and repair projects, which will not be impacted by the proposed affiliation. New construction projects are traditionally bonded, dependent on the cost. Funding is traditionally generated through revenue streams separate from state appropriations or tuition.

Currently both WSU and WATC utilize Banner to manage its operations. There will not be a transition to a single instance of Banner as part of the affiliation.

Funds from Investors

Neither WATC nor WSU utilize funds provided by investors. No investment is required nor will investments be made by third parties due to the affiliation.

8. *Describe immediate and long-range strategic planning for the institution and at the parent or corporate level as contemplated by the transaction and how it will affect the institution.*

The affiliation strengthens the implementation of WSU's and WATC's strategic plans. WATC's philosophy of industry-driven career and technical training fits well with WSU's emphasis on applied learning and being an economic driver. Based on this fit, the visions and missions of the institutions, presented below, are not expected to change substantively in the next five years.

Wichita State University (adopted in 2013)

Vision: Wichita State University is internationally recognized as the model for applied learning and research.

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

Wichita Area Technical College (adopted in 2016)

Vision: WATC will be the leading provider of higher education, specializing in the delivery of career technical education, utilizing state-of-the-art facilities with highly qualified faculty, and offering a competitive advantage that drives economic development in the region.

Mission: The mission of WATC is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

Both institutions spent considerable time and effort developing their strategic plans. These similar philosophies and emphases provide a firm strategic foundation for success of this affiliation.

In conjunction with WSU's strategic planning process, WATC will review its plan in light of WSU's strategic plan and align its plan with WSU's seven strategic goals. This process begins with a review of WATC's current strategic goals and how they align with WSU's strategic goals (shown below).

WSU Goal 1: Guarantee an applied learning or research experience for every student by each academic college.

WATC Goal 3: Improve internal efficiencies and meet workforce needs.

WATC's goal shows an emphasis on being responsive and flexible to industry needs and successfully and seamlessly affiliating with WSU. This goal demonstrates WATC's ability to guarantee an applied learning experience for every student of WATC.

WSU Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

After the affiliation, WATC will be in a position to explore interdisciplinary collaboration with other colleges across the university.

WSU Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

WATC Goal 2: Create focused enrollment growth and foster student success.

WATC Goal 5: Develop sustainability.

WATC's enrollment and sustainability goals demonstrate a need to capitalize on trends that increase quality educational opportunities in order to reach performance measures associated with, for example, student headcount, credit hours, and placement rates.

WSU Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

WATC Goal 5: Develop sustainability.

WATC's goal focuses on data-informed decision making and creating development and advancement capability. These activities may lead to discovery, creation, or transfer of new knowledge as WSU and WATC begin working together more closely.

WSU Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

WATC Goal 4: Improve student experience.

WATC's student experience goal maps directly to WSU's campus culture and experience goal.

WSU Goal 6: Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.

While WATC does not have a specific diversity goal currently, after the affiliation the new campus will explore how better to align with this WSU goal.

WSU Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.

WATC Goal 1: Create competitive talent advantage.

WATC's goal relates to organizational culture, hiring and retaining people and developing employees' skills and knowledge—all related to assessment, incentive and reward processes.

It is envisioned that there will be little if any change to WSU-CAST's vision and mission in this review and alignment process. The process will focus on aligning WSU-CAST's goals with WSU's goals. Within five years, WSU-CAST will be assimilated into the strategic planning process at WSU as an affiliated campus of the institution.

Attachment XXIII WSU-CAST strategic plan

Attachment XXIV WSU strategic plan

9. *Explain the governance and management structure at the institution and at the parent or corporate level as contemplated by the transaction and how it will affect the institution.*

In order to build on current initiatives and increase educational opportunities for Kansans, WATC and WSU are requesting to affiliate the two entities where WATC would become the WSU-CAST, which will continue functioning as an independent technical college, but within the operational structure of WSU as governed by the Kansas Board of Regents. WATC would remain a technical college that provides certificates and two-year associate degrees, keep a unique Federal Identification Number, have a separate HLC accreditation process, apply for federal grants as a technical college, and receive state funds that are available to technical colleges.

Attachment I Kansas SENATE BILL No. 174

Attachment XII proposed organization chart affiliating WSU and WATC

10. *Explain the knowledge of and experience in higher education, or with accreditation, of any of the buyers, investors or other key parties in the transaction. Include key administrators in place or being hired.*

Both WATC and WSU have benefitted from experienced and knowledgeable leaders in higher education. At the presidential, vice presidential, and associate vice presidential level, administrators have significant experience in higher education and with specialized and regional accreditation organizations.

11. *Describe the current faculty including the number of faculty members in each department, a summary of their qualifications, the nature of their employment relationship (tenured, union, etc.) at the institution, and plans in progress to terminate, retain, or supplement those faculty members after the completion of the transaction. Provide numbers of full- and part-time faculty before the transaction and numbers anticipated within one year of the transaction. Provide drafts of all employment agreements or employment documents anticipated for update at or subsequent to closing as well as evidence that faculty have seen the draft documents and provided an acceptance or rejection of an offer of employment.*

Current WATC faculty will maintain their assignments in the newly created Campus. WATC faculty will continue to provide technical programs, adult basic education, developmental and general education supporting degrees and certificates. Although WATC faculty will become employees of WSU, faculty hiring, evaluation, governance, and rights will be articulated and implemented through the governing structures of WSU-CAST.

WATC employs 63 full-time faculty and 161 adjunct faculty as of fall 2016. The adjunct faculty number includes instructors who may not have current assignments as well as 55 high school instructors who teach concurrent credit courses for WATC. Full-time faculty include 79% who have 11/12 month agreements, and 21% who have 9/10 month agreements. Full-time faculty are provisional for their first three annual appointments and are presumed non-provisional after their fourth offer of annual employment. Currently, 32% of full-time faculty are non-provisional and 68% are provisional.

Wichita State University has 382 tenure-eligible or tenured faculty, 31 non-tenure eligible instructors, and 126 non-tenure eligible unclassified professional (UP) teaching faculty. In addition to tenured or non-tenure eligible full-time faculty, WSU employs approximately 250-300 adjuncts who are hired on a course-by-course semester basis. There are no unionized faculty at either institution.

WSU non-tenure eligible faculty include full-time instructors and full-time unclassified professional teaching faculty. Full-time instructors are hired on temporary annual contracts with no guarantee of reappointment. Full-time unclassified professional teaching faculty have an annual appointment. Upon completion of three years of service as a provisional unclassified professional employee, UP teaching faculty are placed in regular status unless notice of non-reappointment has been previously provided. As regular unclassified professionals, notice must be provided if the contract will not be renewed. Employees in regular unclassified appointments on July 4, 2016, must be notified 12 months prior to the proposed termination. Employees in regular unclassified appointments hired on or after July 5, 2016, must be given 60 days from the date of notice of non-reappointment. The status of non-tenure eligible faculty at Wichita State University is comparable to the status of full time faculty employed by WATC. However, requirements for notice of non-reappointment differ between WSU and WATC. After the fourth annual appointment, WATC faculty can be dismissed only with cause. Following the affiliation with WSU, these continuing WSU-CAST faculty will maintain this non-reappointment provision (K.S.A. 72-5445). New faculty hired after the institutional affiliation will fall under the employment policies in place at WSU. Currently, non-tenure eligible faculty at both institutions are not expected or required to engage in research, and there is no plan to change this expectation following the affiliation. WSU-CAST will maintain authority to issue annual letters of appointment, annual performance evaluations, merit and other pay adjustments.

Both WSU and WATC hire adjunct faculty on a course-by-course, semester basis. After the affiliation, WSU-CAST will maintain authority for the hiring of appropriately credentialed adjunct faculty. WSU will maintain authority for hiring of WSU adjunct faculty.

Specific employment policies that may be held in common under the affiliation are under review and may be updated as needed during the implementation phase of the affiliation. Other than typical turnover, there are no plans to terminate or supplement faculty members after the completion of the affiliation. Faculty numbers for both institutions will remain approximately the same after the affiliation. Faculty from both institutions have been informed in written communications and campus-wide meetings that there will be no terminations as a result of the affiliation.

WSU requires all teaching and graduate faculty to 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 as the level at which they teach. When faculty are employed based on equivalent experience, departments must provide appropriate documentation at the time of appointment or attainment. WSU maintains and exercises authority over faculty qualifications through the search and hiring process as well as the tenure and promotion process for tenure-track faculty. Non-tenure eligible faculty must have the same required academic credentials for teaching as tenure-eligible faculty.

Current WATC faculty teaching general education courses meet the same HLC guidelines for credentialing requirements as WSU faculty. WATC faculty teaching Career and Technical Education (CTE) courses are credentialed through degree attainment and professional experience. The credentialing of WSU-CAST CTE faculty will continue as before, and these credentials, too, will be tracked and monitored by WSU-CAST.

Following the affiliation, WSU-CAST faculty will be employed, evaluated, and provided with professional development as determined by WSU-CAST. Teaching loads for WSU-CAST faculty may be maintained or adjusted as appropriate to ensure fair and equitable workloads for teaching faculty under the affiliation.

Although WSU and WSU-CAST will maintain independent authority for curricular and hiring decisions, the affiliation will be best served by frequent and strategic communication between the faculty of the WSU-CAST and WSU. To that end, both WSU and WSU-CAST will seek ways to foster and enhance faculty cooperation and interchange of pedagogies and innovations for curricular improvements. Joint meetings of the respective faculty governing bodies, including the Faculty Senates and the General Education/Curriculum committee (s) will occur bi-annually to discuss plans and issues involving faculty and curricula that affect each other. Chairing of these meetings will be alternated between campuses. Faculty within units that offer a similar curriculum will coordinate with each other during the schedule building period each semester to avoid unnecessary or detrimental overlap or duplication of courses.

Wichita Area Technical College Actively Employed Faculty as of November 1, 2016

Faculty type	Unduplicated Headcount
Total	224

Full-time non-provisional	20
Full-time provisional	43
Adjunct	161

Qualifications by Department

Aviation (CTE)

Doctorate	1
Master's	1
Bachelor's	5
Associate's	3
Industry Experience	4
TOTAL	14

Manufacturing (CTE)

Master's	1
Bachelor's	1
Associate's	2
Industry Experience	7
TOTAL	11

Transportation & Skilled Trades (CTE)

Bachelor's	2
Associate's	3
Industry Experience	3
TOTAL	8

Health Care (CTE)

Master's	3
Bachelor's	9
Associate's	4
Industry Experience	1
TOTAL	17

Business/Interior Design/Police Science (CTE)

Master's	3
Bachelor's	1
TOTAL	4

General Education

Doctor of Chiropractic	1
Master's	8
TOTAL	9

Adjunct (CTE)

Doctorate	1
Master's	17
Bachelor's	21
Associate's	11
Industry Experience	11

Concurrent Credit	
Master's	19
Bachelor's	11

Adjunct (General Education)

Doctorate	2
Master's	32
Bachelor's	11

Concurrent Credit	
Master's	18
Bachelor's	7

12. Explain the institution's current efforts to assess student learning and what efforts will be undertaken subsequent to the transaction to ensure continuity or improvement of these efforts.

Both institutions have been actively engaged in assessment and efforts to foster a culture of continuous improvement.

In 2006, WATC moved from competency-based assessment to student outcome assessment. Since that time faculty have been practicing assessment of student outcomes in classrooms, labs, and clinical settings. A lack of structured assessment practices was more the norm prior to 2015. Following the 2014 HLC visit, the visiting team commended the college for many good practices that are making a positive difference for students. However, in one area, the visiting team recommended WATC submit a monitoring report to communicate efforts to create a "more formalized structure of assessment." Over the past two and half years, WATC has invested in revamping and implementing new assessment processes.

Students in technical programs and general education courses regularly engage in activities, assignments, and assessments that offer them the opportunity to build and refine general education core skills relevant to their academic future and/or career development plan. These skills are specifically centered on communication, analysis, technology usage, and critical thinking and are defined using the descriptions, outcomes and competencies outlined in the student learning outcomes listed above. The college utilizes four Student Learning Outcomes that are integrated into Technical and General Education at the program and course levels. In order to streamline the integration of the four student learning outcomes into Technical Programs and General Education courses across the college, the outcomes are grouped together

to form the acronym Edu-CATE. The plan to Edu-CATE has been adopted college wide, with each unique technical program and general education course defining specific skills, activities, assignments and assessments within the program/ course that facilitate the learning process and ultimate fulfillment of the student learning outcomes. These outcomes allow for the objective and relevant evaluation of the attainment of these outcomes in each course, program, and at the college-wide level. Each year, WATC programs examine a core outcome within their program assessment process. Piloted in AY 2016, full implementation of the communication outcome is taking place in AY 2017.

As WATC sought to refine the assessment process and deepen the culture of academic improvement at the college, a two-phased approach was designed. In AY 2015, WATC hired a Director of Assessment who began working with faculty to revamp the program and course outcome assessment process. The Director met individually with each program faculty member as well as the deans and directors at the college to discuss plan for implementing the Student Learning Outcomes in each technical program and in all general education courses and committed to retrieving and aggregating the data for the fall and spring semesters. In AY 2016, the plans were put into place with the Director assisting program and general education faculty with identifying and revising outcomes, measurements, expectations, and results all of which was done through the Worldwide Instructional Design System (WIDS) software system. Throughout this process, faculty members worked with both full time and adjunct instructors in their departments and kept the other faculty members informed and involved about the general education assessment process.

Assessment leadership transitioned to an Assessment Committee in AY 2017. Made up of Faculty and members of the Instructional Technology and Support group, after forming and setting roles, the first step was to assist program and general education faculty with completion of the 2016 Assessment reports, specifically the areas of assessment results and analysis. In fall 2016, all programs and departments analyzed their assessment results and reviewed their structure for the AY 2017 plan (see attachment XXV).

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

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

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

For WSU, one of the most encouraging findings is the improvements departments have made in their ability to effectively evaluate their programs. Evaluation rubrics indicate that departments are using data to make changes and overall making progress on program improvements. For example, from the 2013 program review most departments were deemed not meeting expectations for alignment of stated assessments with stated learning outcomes. From the most recent review (2016), only one department was deemed not meeting expectations.

Subsequent to the affiliation, WATC will continue with the same assessment process with the focus on program and course outcomes supported through WIDS and driven by faculty. Additionally, the Edu-CATE framework will continue to be integrated throughout the college. Finally, all WSU-CAST programs will undergo program review as required by KBOR.

13. *Explain how the institution will continue to meet each of the Eligibility Requirements and each of the Criteria for Accreditation, including each Core Component, subsequent to the completion of the transaction. (If the transaction intends to consolidate another institutional entity into the structure of an institution affiliated with the Commission, the narrative must establish that the accredited institution will have sufficient academic and corporate control of the other component as outlined in the Commission's Eligibility Requirements.)*

Wichita State and WSU-CAST will maintain its own instance of accreditation. Wichita State had a comprehensive reaffirmation review October 2016. Accreditation was reaffirmed without any requirements for interim monitoring. All criteria were met. The next review will occur in 2026-2027. Wichita Area Technical College was reaffirmed by HLC in July 2014. This was WATC's first reaffirmation after receiving accredited status in 2008. Four of the five criterion were met. Criterion four was met with concerns. Follow-up action was to take place with an embedded interim report of the college's assessment activities, plan, implementation, and results at the next assurance visit. WATC's assessment activities following the 2014 visit and report will be outlined in the Criterion Four section and further discussed in Section 14. There will be no changes on how WSU will continue to meet accreditation eligibility requirements

Attachment XXVI WSU 2016 comprehensive accreditation report
Attachment XXVII WATC 2014 comprehensive accreditation report

Criterion One. Mission

There are no plans to substantially change WATC's mission, vision, and values. The newly formed WSU-CAST mission will continue to serve the traditional technical college mission of preparing individuals for gainful employment in technical and professional careers, supporting

economic development and civic responsibility. It will do so by providing technical programs, adult basic education, developmental and general education supporting technical degrees and certificates, and customized training to assist business and industry. As such, these traditional technical college mission areas also naturally support the WSU mission.

The current open admission policy of WATC makes workforce training and general education available to everyone. Under the affiliation, WSU-CAST would retain the ability to be an open access campus within the WSU system. However, students would have to meet both KBOR and WSU requirements for “transfer” into any other school or college within WSU. Students admitted to WSU-CAST who do not meet KBOR admission standards would be able to enroll only in courses leading to associate degrees offered at WSU-CAST until becoming eligible for transfer into other schools, colleges, programs, or universities (except for currently articulated programs, e.g., Shocker Pathway). In addition to the mission, vision, and values, WATC created the following Hedgehog Statement to drive the strategic planning process. WATC is the recognized leader in providing open access, affordable higher education, and industry-driven career and technical training. This statement and the new Vision 2020 strategic plan will continue following the affiliation. All materials will be available to the public on the WSU and WSU-CAST websites. Wichita State University Campus of Applied Sciences and Technology will continue to serve the community and the region and, as the values indicate, will continue to focus on equity, diversity, and practice behaviors that promote responsible, successful, and ethical students, employees and citizens.

Criterion Two. Ethical and Responsible Conduct

Because both institutions are public, state-funded institutions in Kansas and either governed or coordinated by KBOR, the statutory, legal, and financial responsibilities will continue to be upheld to the highest levels. Wichita State University Campus of Applied Sciences and Technology will maintain fiscal and personnel accountability for the activities within the newly created campus. WATC employees will become state of Kansas employees, the same as all KBOR-governed institutions. Another change within the affiliation is the shift of the Sedgwick County Technical Education and Training Authority from the governing board of WATC to the Kansas Board of Regents. The existing governing board of WATC will become an industry advisory board for WSU-CAST, the purpose of which will be to increase community, business, and industry outreach for WSU specifically focused on the activities at WSU-CAST. The president of WSU will appoint the members of the industry advisory board. The industry advisory board will work with WSU-CAST President and employees on policy, fiscal responsibilities and other decisions. With this change, governance of WSU-CAST campus shall rest with the President, WSU falling under KBOR policy. Day-to-day management will continue to be with the President of WSU-CAST. The WSU-CAST Leadership Team, which includes all of the Campus President’s direct reports, will remain committed to the college’s mission and will ensure that their departments and divisions adhere to the policies and procedures currently in place and any HR or KBOR policies that will be implemented due to the affiliation. Following the affiliation, faculty will continue to enjoy academic freedoms and professional opportunities will expand due to the partnership in certain academic areas such as healthcare, nursing, engineering, and general education. The WSU-CAST will maintain administrative organization over its own faculty and

staff, curriculum oversight, as well as maintaining budgetary and hiring authority. Policies that cover student and academic conduct will remain in place and further encompass any already established policies appropriate for all WSU students. Many of the employee policies are similar in nature and will be reviewed and merged together. Any WSU policies not covered through the affiliation may be adopted by WSU-CAST. WSU may also adopt WATC policies not currently being covered. Any future changes will follow the WSU and WSU-CAST policy process.

Criterion Three. Teaching and Learning Quality, Resources, and Support

The mission of WSU-CAST will continue as a provider of quality higher education and leadership in workforce training. Traditional offerings will continue in certificates and associate of applied science degrees as well as workforce training opportunities to local business and industry. The affiliation will offer more opportunities for students in further associate degree options in addition to bachelor degrees and beyond. No significant changes in programs are anticipated. Wichita State University Campus of Applied Sciences and Technology will continue to provide a low-cost opportunity for students in the local area as well as delivering educational opportunities for students who cannot come to campus regularly. Concurrent enrollment in both general and technical education will continue after the affiliation with the same rigor and opportunities as previously demonstrated. General Education offerings by WSU-CAST will be integrated into the courses that are appropriate for the programs and degree-levels offered relating to the mission of the campus, which will remain as the mission as the campus. Currently an overwhelming majority of general education courses offered by WATC are also offered by WSU and covered by Kansas Common Core Courses project. This project guarantees students transfer (and reverse transfer) for 66 courses across all KBOR institutions. All program outlines and course standards for WSU-CAST will be continued to be housed on the WIDS system with all listed program and course outcomes.

Academically, WSU-CAST will embrace diversity in the classroom, lab, and external learning environments. Faculty are currently, and will continue to be, encouraged to investigate and implement a variety of learning materials and instructional techniques whenever possible to accommodate different learning styles. All employees are encouraged to participate in professional development opportunities. Wichita State University Campus of Applied Sciences and Technology faculty will be appropriately qualified in their area of instruction. Wichita Area Technical College was approved for an extension to work on aligning HLC policy with concurrent enrollment qualifications (as was WSU). Wichita Area Technical College's Industry Advocate Teams that provides direction to technical programs will continue to provide guidance following the affiliation. Policies and processes covering students with disabilities will continue with the affiliation. Wichita State University Campus of Applied Sciences will continue to provide support services but one of the most positive aspects of the affiliation is the vast student life, support, co-curricular, and extra-curricular opportunities offered by a university that will now be available to all WSU-CAST students.

Criterion Four. Teaching and Learning: evaluation and Improvement

Inclusion into WSU as the newly formed WSU-CAST will require programs to be included in the WSU and KBOR program review and assessment process. Program Review includes a tri-annual review and substantiation of items related to program resources and an annual review of program enrollment and financial figures. Both institutions participate in Kansas Transfer and Articulation and Core Outcomes meetings. Numerous individuals in the Registrar office and in Academic Affairs participate in the review of prior learning and transfer credit and this practice will continue after the affiliation. Faculty will continue to direct pre-requisites for courses and will be processed through the WIDS course review process. Concurrent and high school only courses will continue to be vetted to ensure that equivalent competencies, outcomes, and instructional materials are being utilized. Wichita State University Campus of Applied Sciences also has several programs that maintain specialized external accreditations and affiliations that will be continued to be maintained. Many of these accreditors along with KBOR currently require WATC to evaluate the success, transfer, and placement of WATC's graduates.

Assessment activities at WATC have significantly changed over the past two years with more faculty involvement in the assessment process, integration of general education outcomes in technical programs, and the use of WIDS as the central repository of assessment data. These activities will continue after the affiliation as WSU-CAST faculty examine student learning activities to better improve instruction. Many of WATC's students also have opportunities to earn external, third-party credentials. Results of these credentials provides faculty in-direct and direct measures of learning specifically related to industry requirements. Institutional Research provides information on student retention, completion, and placement that is integrated into the annual program review process. Wichita State University Campus of Applied Sciences strategic plan includes strategies and goals related to enrollment growth, retention, and continued evaluation and improvement related to improving student learning.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Wichita State University Campus of Applied Sciences will continue to have the current financial resources and human capital to offer all current programs and services after the transition with funding sources remaining the same. With the affiliation, WSU-CAST marketing should increase due to the name recognition of WSU and provide broadened higher education and financial options for students in south central Kansas higher education. This will also increase the overall university's presence in the community by adding more transfer students. The chance for growth as part of a university is another positive aspect of the affiliation. Processes for planning, budgeting, and hiring will remain with WSU-CAST personnel. Governance will transfer to the KBOR through the President of WSU. Wichita State University Campus of Applied Sciences' board will serve in an advisory capacity to the WSU President and WSU-CAST campus president. The WATC President will change titles to Campus President of WSU-CAST and WSU Vice President for Workforce Development and will report to the President of WSU.

The responsibilities of the WSU-CAST Campus President encompass the following areas:

- Educational Programs currently taught and any new programs developed at WSU-CAST
- Faculty and Staff Appointments
- Student Services at WSU-CAST
- Community Relations including Workforce Development
- WSU-CAST Foundation and Grants
- Maintenance and Care of WSU-CAST properties and equipment
- Facility Planning
- HLC Accreditation and Assessment
- Finances and Budget of WSU-CAST

These responsibilities and the reporting structure to the President, WSU and KBOR allows WSU-CAST to remain independent to continue to pursue the college's current mission, vision, and values but at the same time affiliates the college to sharing in activities within and supporting WSU and the KBOR system.

Wichita State and WATC faculty and staff have been briefed numerous times, and began the planning process with a joint meeting in June 2016 with key faculty and staff from both institutions. Policy and Procedures will change to align with University policy but will remain in place if they are program or WSU-CAST specific. Faculty will retain ownership of curriculum and faculty and staff will continue to have opportunities to provide input into the planning process. The WATC 2016-2021 Strategic Plan will remain as the WSU-CAST plan. Wichita Area Technical College will continue to provide indicators and data that fulfill KBOR's Foresight 2020 plan and participate in the Performance Agreement process. Involvement from industry members via the Industry Advocate Teams will also remain practice.

14. *Outline how the institution has been working to address any challenges identified by the last comprehensive evaluation team and any issues to have been addressed in upcoming Commission monitoring. How will the transaction assist the institution in resolving the issues identified by the Commission?*

Wichita State, in its last comprehensive visit in 2016, had no recommendations for follow-up and the university met all of the criteria.

For WATC, the response from the spring 2014 HLC comprehensive visit was very positive. Four of the Criterion were met with every Core Component also being met. Criterion Four, specifically Core Component 4B, was the sole area met with concerns.

The team noted that "met with concerns" was based on interviews and document review. "The team believes the WIDS software could be a helpful tool to contribute to WATC's understanding and development of a systematic assessment process. Even with initial assessment processes underway it is clear that the college's approach to assessment would benefit from exposure to more experienced colleagues, models from others, trainers, conference attendance or hosted events in order to expand thinking related to how best conduct assessment. Currently processes are inconsistent and results have not netted the most meaningful of insights. Although an Assessment Committee is referenced in WATC's Assessment Handbook, the VPAA and faculty

reported that a formal Assessment Committee has not been established. The team recommends that the institution consider formalizing an institutional assessment group---possibly within some existing structure---as well as giving consideration to a position, possibly an Assessment Director that would facilitate the conduct of assessment activities and provide oversight for the assessment process. Such a position could also provide leadership in how to move multiple processes into a cohesive system to serve the institution.”

Furthermore, in the Team Recommendation section rationale, “The College has specific work to accomplish in the assessment area over the next few years and the time allotted before submission of a monitoring report will allow the college to spend more time focused on this area.” In addition to continuing WATC’s accreditation through 2023-2024, The Higher Learning Commission’s Institutional Actions Council required WATC to include the recommended interim report into an embedded report in the Year 4 Assurance Review and Comprehensive Evaluation with the focus on the development of the college’s assessment activities, plan, implementation, and results.

As outlined in Section 12, WATC has been implementing program outcome assessment since 2006. Prior to the 2014 accreditation self-study and visit, WATC purchased software, WIDS, specifically for housing curriculum and providing a central location for assessment activities. As noted in the report, WATC had not fully implemented the software by the time of the visit. Following the visit, during AY 2015, WATC re-envisioned student learning assessment plans. The first step was to create a part-time director of assessment position to move multiple processes into a cohesive system to serve the institution. Next the college adopted a new set of four core general education outcomes to cohesively support student learning of core components. The assessment process called Edu-CATE is integrated into Technical and General Education at the program and course levels and allows for the objective and relevant evaluation of the attainment of these outcomes in each course, program and at the college-wide level.

- Communication: The student will demonstrate the ability to communicate effectively using written and oral communication.
- Critical Thinking: The student will demonstrate the ability to think critically, logically and abstractly.
- Information Literacy: The student will recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.
- Problem Solving: The student will demonstrate the ability to analyze information and solve problems.

Beginning in AY 2016 after developing the college-wide general education outcomes, the director of assessment began meeting with individual faculty to focus on and institute program and course-level student learning assessment processes. The director worked with faculty to transition outcomes from paper-based resources into the WIDS system. During this transition, they worked together to review and evaluate the outcomes, measurements, expectations, and any supporting documentation faculty were using in the assessment process. The Director of Assessment met with every program and department individually multiple times to assist faculty in understanding the process with the goal being an annual review of assessment data and the creation of annual reporting system created by faculty housed in WIDS. During this same time,

assessment processes and materials focused on the Edu-CATE core outcome of communication were piloted in a department. By the end of AY 2016, all programs had created new assessment plans and had started monitoring the success of students on program-level outcomes.

In summer 2016 with the assessment plans firmly in place, the Director of Assessment transitioned to a new position within the college and assessment oversight was given to a newly formed faculty committee. The committee is coordinated by the dean of Instructional Technology and Academic Support and consists of faculty from each academic department. After establishing their roles, the first step was to have faculty complete the AY 2016 assessment reports. Their next step was to work with faculty in their departments to implement assessment of the core outcome in communication in every program. Furthermore, a select few programs also began piloting the core outcome in information literacy.

The new process has helped faculty examine issues in their programs. An example is the Automotive Service Technology program that had 100% student success on their Skills Based Assessment- Diagnostic Assessment. After analyzing these results, faculty realized that their process for assessment needed adjusted with a new standardized assessment tool. Other programs have used the assessment process to adjust instruction for the next upcoming courses. The college has made significant investments in the past two years to support the new structure from hiring a director to providing financial incentives for faculty to participate on the assessment committee.