Assurance Argument

Wichita State University - KS

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Introduction

WSU began in 1895 as Fairmount College, a Congregational institution. In 1926, the College became the Municipal University of Wichita, the first municipal university west of the Mississippi River. After 38 years as a municipal university, WSU entered the state system of higher education in 1964 and is now governed by the Kansas Board of Regents.

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

WSU's Vision is "To be one of the nation's MOST INNOVATIVE PUBLIC RESEARCH universities, known for providing IMPACTFUL STUDENT EXPERIENCES for the people and communities we serve."

Today, WSU has nearly 4,500 employees, 600 of those serving as full-time faculty, with 86 percent of faculty having earned the highest degree in their field. The more than 70 bachelor's degree programs, an associate's degree program, 12 doctoral degrees, 48 master's degrees, a Specialist in Education degree and 62 credit-bearing certificate programs also draw on the professional expertise of adjuncts and guest lecturers from Wichita-based businesses and organizations of all kinds.

These academic programs are offered by eight degree-granting colleges including the newly named College of Innovation and Design and the Dorothy and Bill Cohen Honors College. Student experience with business and industry leaders on Innovation Campus further leverages both the public and private investment in these facilities.

WSU's enrollment for fall 2020 was 15,550 students. There were 10,775 undergraduate students and 3,144 graduate students, with the remaining being non-degree bound. WSU is the most racially and ethnically diverse campus in Kansas. Seventy-eight percent are from Kansas, and the remainder are from every state in the U.S., 111 countries and six continents. WSU was named a 2019 Social Mobility Innovator in a ranking of 1,400 U.S. colleges, based on its success in recruiting and retaining low-income students. Approximately 45 percent of all degree-seeking undergraduates at WSU come from families in which neither parent completed a four-year college degree.

WSU is well-positioned to act as a major driver of economic development in the state's largest urban area. WSU is a highly successful public/private research campus. As part of the 330-acre Main Campus, the Innovation Campus comprises approximately 120-acres that was once a golf course. The Innovation Campus is a unique collaboration of university, public and private partners working together to promote WSU's research and academic mission and the economic development of the region and state. Private development of office, lab, hotel, restaurant, and retail space comprises over 570,000 square feet of third-party developed space on WSU's Innovation Campus. Several private companies, ranging from multinationals listed on Forbes' Global 1000 to start-up firms, call the campus home.

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 quantity of voices involved in creating paths to live the university mission. The work was completed in two phases.

The first phase was conducted during academic year 2018-2019, with the support of administrators, faculty, staff, students, and community members. A series of activation team workshops, town halls and forums, paired with report and data review, shaped both the process and the outcomes. A steering committee, composed of 20 university stakeholders, provided oversight and reporting, and ensured that university activities and investments aligned in support of the mission.

The second phase, academic years 2019-2021, focused on approval of the overall goals, development of objectives and key performance indicators and implementation. Adopted by the campus community in September of 2019, the refreshed plan comprises five targeted goals rather than seven and ties most university activities to the mission and vision. The committee created protocols to collect and evaluate strategic plan initiatives from campus stakeholders, created a website to document campus participation in planning and designed dashboards to report key performance indicators.

In consultation with the then university president, the committee also oversaw the revision of the university vision statement. Calling now for Wichita State to be "one of America's most innovative research universities known for providing impactful student experiences and driving the prosperity of people and communities we serve." The continued focus on innovation, research, students and the public good for south-central Kansas is constant.

The planning phase was completed by the reconstitution of the committee to represent those units responsible for integration of all university operational plans. While forward-facing, the plan continues to build on WSU's capabilities in applied learning, research, innovation and technology transfer, student life and academic excellence. Additionally there is an increased focus on community engagement to position the university to drive educational, cultural and economic outcomes for the region. Efforts continue to:

- Bring university researchers, students, and community partners together to share ideas that will drive change and lead to progress on the region's most pressing problems;
- Move beyond traditional learning to provide real-world student experiences via applied and experiential learning models; and
- Foster an environment where risk-taking is encouraged.

— 1.A.2. —

WSU works systematically to build its specific plans around the stated mission, vision, goals and priorities articulated in its strategic plan. Status reports on the strategic plan and annual priorities are issued by the president's office, in consultation with the executive team (2017, 2018, 2019, 2020).

Tangible changes continue to occur as a result of the guiding statements for the university. The construction and revitalization of several campus buildings, the strategic alignment of academic programs, enhanced focus on research and creative activity, heightened visibility of the entirety of the student experience and expanded partnerships with community and industry are all evidence of the university's efforts to drive educational, cultural and economic prosperity in Kansas.

The innovation university offers unprecedented opportunities to serve the public good by fostering educational opportunities through partnership with the community, business and faculty. This, in turn, provides students with abundant applied learning and research opportunities. WSU's National Institute for Aviation Research (NIAR), which has a 35+-year history of working with industry, and university organizations such as Ennovar (the Institute of Emerging Technology and Market Solutions), the Applied Psychology Research Institute, the Human Performance Lab, the College of Innovation and Design, and Office of Innovation and New Ventures are taking the lead. Additionally, the Innovation Hub, Shocker New Venture Competition and Innovation Fellows, are student activities that demonstrate a keen awareness of the importance of education, economic development and cultural growth inherent in WSU's mission.

Five goals drive the university's strategic plan and further articulate the WSU mission.

1. *Student Centeredness: Promote holistic student success through a supportive learning environment in which all of our students — past, present and future — continually thrive and grow.* This goal focuses on the student experience and is inclusive of relationships prior to and after official enrollment. University personnel are expected to foster lifelong learning opportunities and build connections that facilitate long-lasting relationships — turning neighbors into students, students into graduates, graduates into active alumni, and alumni into donors and lifelong Shockers. Both academic and social activities are aligned under this goal. For example, all academic programs provide an embedded applied learning experience, and an increased number of service-learning courses has placed a renewed focus on community engagement. These initiatives coupled with the Division of Student Affairs' work to connect every student through programming, student organizations, service learning and other co-curricular activities create an environment that allows students to develop both inside and outside the classroom.

As an educational driver for the region, Wichita State University promotes college attendance and works with community partners to improve college-readiness for graduates. Summer programs for youth, TRIO/GEAR UP, and other outreach programs and sponsored conferences engage students with the university and foster a relationship prior to enrollment. The Fairmount Center for Science and Mathematics Education hosts the Kansas Science Olympiad, the Kansas Jason Project and the Kansas Junior Academy of Science.

Continued engagement of university alumni is highlighted in this goal. Connecting alumni to current students, maintaining interest in university life and programming and supporting continued intellectual growth through new university offerings are key to this goal. Key performance indicators for alumni involvement such as giving and other engagements are embedded in the university strategic plan.

2. *Research and Discovery: Accelerate the discovery, creation and transfer of new knowledge.* Innovation, research and entrepreneurship have always been at the forefront of university initiatives. Two WSU college students started Pizza Hut in 1958 and new initiatives continue to be initiated.

The Office of Innovation and New Ventures was introduced in spring 2020 and coalesced several individual efforts into a more responsive and intentional grouping. Reporting to the president, the new structure includes the College of Innovation and Design and the Center for Entrepreneurship. Students, faculty, community, and industry leaders connect with this university unit to innovate from ideation to product development and beyond.

An example of the activities or roles that the new office has initiated would be in the area of securing grants or other funds to strengthen our regional innovation support system. The Office of Innovation and New Ventures, in collaboration with the Office of Strategic Initiatives, received a 2020 Kauffman Foundation Heartland Challenge Grant focusing on local and regional innovation ecosystem building. The Challenge Grant project brings together similar innovation offices from universities across the Midwest (Kansas, Missouri, Nebraska, Iowa, and Oklahoma) and map collaborations on raising capital, establishing a Midwest I-Corps Hub, and coordinating a program request for state-wide Phase 0 support to assist SBIR prospects. In 2021, this office has further Kauffman Foundation and EDA grants under review.

3. *Campus Culture: Empower students, faculty, staff and the greater Wichita Community to create a campus culture and experience that meets their changing needs.* WSU community members are empowered to be change agents and advocates for themselves and their peers through such means as service on university committees, climate and other survey feedback, and representation on one of the three senates on campus; Faculty, Student and the newly combined Unclassified Professional and University Support Staff, or University Staff Senate. Each senate leader attends monthly meetings with the university president and executive vice president. These leaders facilitate the appointment of several of their constituents to the slate of campus taskforces on matters of university strategy and structure. This triad of leaders are also present for university town halls and other meetings where shared governance is showcased.

Additionally, the campus has empowered a group of Shocker Circle Keepers to regularly host structured times for members of the campus community to come together and share voice and thought on any number of university activities. Coupled with the provost's 2019 explicit prioritization of shared governance and transparency, Wichita State University continues to foster a positive campus climate as evidenced by continued evaluation of climate and action planning to address climate concerns.

4. *Inclusive Excellence: Be a campus that reflects and promotes — in all community members — the evolving diversity of society.* WSU is committed to diversity among faculty, staff and students in ways that reflect the community around the university. WSU is the most racially diverse public university in the state, with 18 percent of its student body (as of fall 2020) consisting of under-represented minority students. Diversity and Inclusion has become a greater priority under our current president and provost, and they are leading by example with the diversification of their cabinets and direct reports. More than half of the university executive

team are women and several identify as persons of color and the same is the case with the University Council of Deans.

Wichita State University working on its first diversity plan as a part of strategic planning, due in late fall 2021. The plan will explicitly outline key performance indicators including diversity of the faculty, staff, and students as well as parity of learner outcomes for subpopulations of students. The President's Diversity Council, Tilford Commission, and offices of Institutional Equity and Compliance, formerly known as Equal Employment Opportunity (2017, 2019, 2020), and Diversity and Inclusion are on the front line of the university's efforts to achieve inclusive excellence.

5. *Partnerships: Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.* Wichita State University strives to drive prosperity for the south-central region of Kansas. To that end we partner with industry, government and community leaders to make progress on our most challenging problems. Recent activities include: 1) being named an anchor institution for Wichita by community leaders, with aims of addressing the literacy rates of students living near the university, 2) partnering with NetApp and other Innovation Campus partners to build a stronger applied learning experience by moving corporate headquarters to campus and 3) the creation of a new division of Strategic Engagement and Planning with responsibility for connecting research and resources to community agencies, groups and industries for mutual support and collective impact.

— 1.A.3. —

WSU sets goals and objectives based upon its stated mission, vision and values. Further, individual colleges, departments and other units build goals and objectives to support the larger university goals. In this way, the mission, vision and values serve as crucial foundational documents.

The mission — to be an essential educational, cultural and economic driver for Kansas and the greater public good — links WSU closely to the communities of Kansas and the Midwest region. It suggests inter-reliance between the surrounding community and the university, engaging business, industry, civic and government leaders to ensure that critical educational, cultural and economic needs of the surrounding community, region and state are met. WSU strives to offer educational and programmatic venues appropriate to the groups near these locations. Examples include the expansion of our nursing program on the Kansas State University campus, located or co-located instruction at WSU South, WSU West, Haysville, McConnell Air Force Base and Old Town. The Old Town location illustrates the university's mission to be an essential provider of educational services to Wichita. Several of its community-focused organizations are located there including:

- KMUW Wichita Public Radio;
- Community Engagement Institute;

- 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.

Integrity, transparency, personal responsibility, collaboration, and access and equity are values that have always underscored the culture at WSU. To accomplish the university's strategic plan, the following distinctive values were adopted to guide implementation of the university's planning and priorities: (1) seizing opportunities; (2) innovation and creativity; (3) knowledge creation and dynamic educational opportunities; (4) adaptive approaches; and (5) positive risk-taking.

These values call for continued close-working relationships between all members of the university community, especially faculty, staff and administration. This is evidenced by the way the university's mission, vision and values were developed in a community-wide effort, and the way in which various colleges and departments have continued to develop strategies, tactics and initiatives to support them. Another example of the dependability of forged, value-laden relationships is WSU's ability to bring stakeholders together in the face of COVID-19. Not only did the university manage to pivot to online instruction and student supports, but WSU was also a key provider of personal protective equipment to surrounding communities and health care personnel, and stood up the Molecular Diagnostic Lab (MDL) to provide COVID-19 testing to support south-central Kansas.

Further, the values support WSU's entrepreneurial spirit in its approach to innovation, commitment to inclusion, and readiness to work creatively at addressing needs and opportunities that will benefit citizens in the Wichita area, Kansas and the Midwest region.

— 1.A.4. —

Annual evaluation and reporting of both the university strategic plan and the subsequently developed college operational plans, inclusive of strategies and initiatives, informed the process and outcomes of the 2019-2020 updated strategic plan. Each college and academic support unit was asked to adopt the university strategic plan as its own. In lieu of development of individual plans, college leaders were asked to identify strategic initiatives in each academic unit that support the university plan. Individual units were encouraged to create action plans that pick up at the tactical level. This integrated planning approach provided stronger ties between the university and WSU's colleges/units (College of Applied Studies, College of Engineering, College of Fine Arts, College of Health Professions, Fairmount College of Liberal Arts and

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 efforts have been made to strengthen access to and involvement in applied and experiential learning. The Shocker Career Accelerator, a new office dedicated to the student experience and paired with student recruitment, was created to ensure that real-world learning experiences are a part of every student's educational experience. Many students gain experiences through these educational opportunities and are provided paid positions with local employers, thus helping to stimulate the local economy.

Additionally, the newly developed Workforce Leadership and Applied Learning program was developed to reinforce the connections between theory and practice. This degree allows students to customize their individualized academic tract and requires students to complete 21 credit hours of applied learning. This academic innovation responds to both the needs of working students and workforce/industry. Opportunities to collaborate with technical and community colleges are especially available with this degree program.

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 Kansas universities. This demonstrates that the university is meeting part of its mission as an economic driver in the state, as well as a cultural driver with broad-based student opportunities. Likewise, WSU's international student population contributes significantly to the local diversity and economy when they choose to study at the university.

Student Support Services

In support of the university mission and strategic plan, WSU has developed a comprehensive Enrollment Management Plan that is shaped and implemented by leaders from many of the offices that provide academic support services to both WSU undergraduate and graduate students.

Support services include:

- OneStop for Student Services, which provides freshmen advising and serves as a centralized physical and virtual location for assistance with admissions, financial aid, records and registration;
- Academic advising through each academic college, supplemented by specialized advisers for select students;

- Housing through the Division of Student Affairs;
- Basic health and wellness services through Student Health Services and Counseling and Prevention Services recently;
- Governance, support and advocacy through the Student Government Association;
- Various campus activities organized and managed through Student Affairs;
- Personal and academic counseling through college advising, TRIO offices and the Office of Student Success;
- Applied learning connections, including cooperative education and work-based learning, professional and career development support, workshops, and employment opportunities through Shocker Career Accelerator;
- Health and physical fitness opportunities including intramural athletics through the Office of Campus Recreation and the newly opened Steve Clark YMCA; and
- Academic and social supports for first-generation and limited income students provided by three campus-based TRIO programs, the McNair Scholars Program, Student Support Services and Disability Support Services; and supports and initiatives coordinated and offered by the First Generation Coordinating Council welcome and integrate the first-generation student population into the campus community.

Wichita State evaluates student satisfaction with WSU's student services staff and said service was rated on the 2019 National Survey of Student Engagement at a mean value of 5.0 on a 7-point scale, where 1 is poor and 7 is excellent. Similarly, student satisfaction with other administrative offices was rated at 5.0 and academic advisers at 5.1. This information is measured on a biennial basis. WSU peers scored similarly. The mean value of satisfaction with student services staff and satisfaction with other administrative offices rated 5.1 while the satisfaction with academic advisers rated 5.4. Several student service offices are currently creating improvement plans based on NSSE data coupled with recent findings from self-studies completed as a part of the newly implemented co-curricular and support service review process.

Other data that indicate WSU service providers are meeting the needs of students and thus supporting the mission include satisfactory marks for student services assessed using the annual exit survey completed by intended graduates, the advising survey and the OneStop survey.

These data allow for continuous improvement to student service provision. Likewise, through May 2019, close to 90 percent of students have been satisfied with OneStop agents in terms of their ability to solve student issues or provide appropriate next steps.

Enrollment Profile

From the perspective of WSU's mission to be an essential education driver and serve the greater public good coupled with its 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 it serves, the university community believes the profile of WSU's student body should mirror the surrounding college-ready population. The university strives to achieve a population at least as diverse as the local community. WSU students come from a varied range of traditional and non-traditional backgrounds, ethnic and cultural backgrounds, socio-economic statuses and academic abilities.

As of fall 2020 census, most undergraduate students at WSU are white non-Hispanic (59.5 percent). The next two major categories of race and ethnicity are Hispanic (14.1 percent) and Asian non-Hispanic (7.2 percent). Black non-Hispanic students and non-resident international students comprise the next largest set of students (6 percent and 5.2 percent respectively). By contrast, in Sedgwick County, Wichita's surrounding county, the white population (81 percent) is higher than the university's profile, as are the black (9.3 percent) and Hispanic (14.9 percent) populations (persons 18 years old and older, including those not eligible for college attendance). First-generation students account for more than 45 percent of the WSU undergraduate population — the highest among all Kansas public universities.

Wichita State University continues to focus on graduating under-represented and first-generation students. Key performance indicators have been adopted around outcomes for both populations and tied to the university strategic plan. Academic colleges, advising offices, International Student Services, the Tilford Commission, Diversity and Inclusion, the President's Diversity Council, Counseling and Prevention, Disability Services, Financial Aid, the First Generation Coordinating Council and TRIO programs all support this effort. WSU emphasizes increasing degree productivity among under-represented minorities and first-generation students as an ultimate outcome as illustrated in the university's performance agreement established with the Kansas Board of Regents.

— 1.A.5. —

Wichita State University makes its mission and vision statements widely available to many audiences; this has been the case both during the refresh of the plan and afterward. The statements are published through its main website, in the undergraduate and graduate catalogs, and on campus signage. With over 9.8 million visitors last year (2019-2020), the university website is the primary method for disseminating and documenting the WSU mission.

WSU’s updated strategic plan includes the mission and revised vision statements, as well as revised goals. Additionally, it has become practice that the university leadership elevates a set of annual priorities on which the university will focus each year. The plan and subsequent priorities are readily available on the university website and are frequently presented in public forums by WSU's president, and other university leaders, departments and programs. The mission and vision statements are articulated frequently through social media, newsletters and university advertising, and in the WSU president's routine campus addresses.

The mission is articulated further by programs and activities that have been and are being developed to carry it out, such as the innovation campus growth, enhancement of community engagement activities, new academic programs and initiatives. Mission, vision, and core-value signage can be found in every major campus building and athletic facility.

All divisions, colleges, departments and programs support the mission's core of service by driving the economic, education, and culture. In addition to submission of strategic initiatives and tactics that support each of the five strategic plan goals, each academic department describes,

with supporting evidence, the alignment of their work to the university plan through the academic program review process (see program review assessments (2017, 2018, 2019) and annual strategic planning reports (2017, 2018, 2019).

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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 or executive team. Decisions about certificates, graduate and undergraduate academic programs to support community, industry and workforce needs are approved in the college, in the office of Academic Affairs, and ultimately by the KBOR.

The following examples illustrate WSU's commitment to the public good.

- Expanded partnerships with Derby and Wichita Public Schools (WPS) to focus services on targeted populations and increase graduation rates.

— Recent designation as an anchor institution by Project Wichita, along with Wichita Public Schools and the local Y, formerly known as the YMCA, in an effort to improve third-grade literacy and high school graduation rates in 67214, the community immediately surrounding the university.

— WSU and WPS partnership to support African American and Hispanic males, BAASE, integrates high achieving high school freshmen into the campus community and provides access to supports that drive high school graduation and post-secondary enrollment.

— WSU's recently announced Shocker Neighborhood Commitment, a scholarship and support network to help those nearest to its campus. The Shocker Neighborhood Commitment provides funding to make college more affordable and attainable for recent high school graduates living in the Shocker neighborhood.

— Continued support of the seven pre-college TRIO and six GEAR UP programs that focus on children, adults, and veterans who are first in their families to graduate college and have limited incomes. These programs serve nearly 3,000 Kansans annually.

- WSU's innovation focus further demonstrates the university's commitment not only to being a provider of educational programs, but also an economic driver for Wichita, Kansas and the greater good. The innovation university includes:

  — The John Bardo Center that supports WSU's vision of being one of the most innovative research universities, and includes engineering laboratories and a maker space available for community members, and provides extensive technological resources that can be accessed by students and the public to develop innovative new ideas and test concepts;

  — Partnership buildings on the WSU campus, hosting the likes of NetApp and Airbus and constructed with non-state funds by entities that lease space to develop new products and services while integrating the talents and expertise of WSU students and faculty;

  — A law enforcement training center with the Department of Criminal Justice;

— Woosley Hall, the new home for the W. Frank Barton School of Business, and National Institute for Research and Digital Transformation, two of the newest planned facilities on the WSU campus and each expected to serve research and community engagement needs of faculty, staff, students and the broader community; and

— Infrastructure to support student housing, eating establishments, and the newly opened Hyatt Place hotel.

- 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 reputation in research and technology to drive the economy of Kansas.

- According to a National Science Foundation Higher Education Research and Development survey, WSU is in the 19th percentile among all U.S. universities in overall industry-funded research and development expenditures. WSU ranks first in industry-funded aeronautical engineering R&D expenditures, and is located in a metro area where these funds are most significant relative to the size of the local economy.

- WSU's community engagement activities also include basic research focused on complex societal problems and responses to emerging community needs such as the needed response to COVID-19.

— 1.B.2. —

WSU is one of six state universities governed by the Kansas Board of Regents. As a state research university, WSU adheres to policies set forth by KBOR that prevent the generation of financial returns for investors or the Regents, and the support of external interests not allowed by KBOR policy.

— 1.B.3. —

WSU and its key constituencies across south-central Kansas are actively engaged with each other in growing and transforming the university. This has included broad community involvement in helping refresh WSU's mission, vision, values, and goals.

The engagement continues as witnessed in the myriad community, civic, business and government leaders involved on campus advisory boards, engaged in university taskforces and in the continued development of WSU as Kansas's innovation university.

Historically, WSU's academic programs and faculty have been engaged in local industry and community programs, providing expertise and service. Examples include:

- Research and expertise through the National Institute for Aviation Research to the local aircraft manufacturing industry;

- Dental and speech-language-hearing services provided by the College of Health Professions, often to local underserved populations;

- 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;

- Arts and creative industry training through the College of Fine Arts;

- Expansion of WSU Service Learning opportunities;

- Training and support of Kansas school districts, including Wichita public schools, the state's largest and most diverse school district, through the College of Applied Studies' Teacher Apprentice Program and Transition to Teaching; and

- The summer program in Puebla, Mexico, an opportunity for students, teachers and other interested individuals to study Spanish, gain the invaluable experience of living in another country and earn college credit toward a degree or teacher certification.

These examples provide a small sample of the magnitude of the university's community engagement with external constituencies. WSU maintains ongoing dynamic relationships, business and international exchanges, and consultations with community, city, state and federal governments; corporate and educational leaders; and professional and civic organizations that reflect the university's commitment to serving the greater public good. Through these relationships WSU can increase the quality of its academic programs through service opportunities, mentorship, internships, and employment.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

— 1.C.1. —

Wichita State University's mission — to be an essential educational, cultural, and economic driver for Kansas and the greater public good — establishes a clear role for the university in a diverse society. The mission implies that building and sustaining a multicultural society is one of the university's priorities. WSU addresses this priority by welcoming broad diversity that will foster collaboration and grow innovation, reaching out not just locally but nationally and internationally.

Efforts are made to expose students to a range of diverse backgrounds through the curriculum. More than 412 courses with diversity content are offered at WSU and 95 percent of students complete at least one diversity course during their academic program. Beginning fall 2021, all new students will be required to enroll in a First-Year Seminar (FYS), many of which are diversity courses. Plans are currently being discussed by the general education committee to possibly expand the assessment of the efficacy of FYS with diversity content to evaluate impact.

In AY 2017, WSU adopted an expressed goal and process for every student to complete a curricular applied learning experience. WSU began scaling curricular applied learning to every academic discipline. As of spring 2020, every academic program has identified a course in the curriculum that is intended to move theory to application via an applied learning opportunity. Audits of completion of the required course are completed prior to graduation for every student. Student research, practicums and clinical placements, class projects and creative performances are just a few experiences that meet the curricular requirement.

Creating opportunities for students to connect their classroom experience to community and industry needs is a hallmark of education at Wichita State. In addition to the curricular experience, many students take advantage of co-curricular experiences that sharpen workplace readiness and enhance overall civic engagement. Service-learning, volunteerism and study

abroad are a few of high-impact practices offered to inform student citizenship. In May 2021, the university adopted a model of community engagement that describes the university's offerings.

— 1.C.2. —

WSU is committed to developing a campus community that reflects the diversity of its surrounding city and region as stated in the Inclusive Excellence goal — to reflect and promote the evolving diversity of society — listed in WSU's strategic plan. As of fall 2019, 18 percent of WSU undergraduate students are identified as underrepresented minorities; that's an increase from 5 percent in 2016. Increasing the number of undergraduate certificates and degrees awarded to underrepresented minorities is a priority goal for WSU as outlined in the performance agreement reported annually to KBOR. From an expected baseline of 291 annually, 316 were awarded in academic year 2017, 386 in 2018, and 402 in 2019.

Sample initiatives to recruit, retain and graduate more underrepresented minorities include:

- Spanish services through Office of Admissions personnel who oversee recruitment of ethnic minorities, with an emphasis on underrepresented minorities;
- Multicultural visit programs and other ethnic minority outreach programming;
- Deploying recruitment representatives to schools in highly-diverse Kansas communities such as Wichita, Garden City, Dodge City and Kansas City and along the I-35 corridor from Houston to St. Louis;
- Increasing recruitment scholarships for underrepresented minorities (URM);
- Adding retention scholarships for disadvantaged students transitioning to their second, third and fourth year;
- Transition programs for first-generation students; and
- Services through the Office of Diversity and Inclusion (see below), special graduation programs for students of color and a lavender graduation recognition for LGBTQ and ally students.

WSU has several offices and programs dedicated to increasing and addressing human diversity, as well as supporting the diversity of faculty, staff and students, including those listed herein.

- The Office of Diversity and Inclusion (ODI) seeks to cultivate and sustain an inclusive campus that strives for academic excellence by creating an environment that educates, empowers and mobilizes WSU students, campus and community. It creates and maintains connections with various groups on and off campus and co-sponsors their events to provide the WSU community wider variety and better quality in multicultural

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, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.

- The University Libraries Gordon Parks digital collection showcases the artistic versatility of a prolific African-American artist and Kansas native son who achieved success as a poet, novelist, composer, film director, pre-eminent documentary photojournalist and fashion photographer. The bulk of the material documents the last three decades of his life and career. The Gordon Parks Papers formally opened to the public as part of the university's fall 2012 celebration of the centennial of Parks' birth. Use of the collection is incorporated into English 101 writing assignments. The WSU Ulrich Museum of Art holds a permanent collection of Gordon Parks' photography work.

- The Office of International Education is primarily responsible for all aspects of interaction with international students and scholars, providing two main areas of service: (1) support and assistance necessary to achieve personal, educational and professional goals; and (2) assurance of institutional compliance with U.S. immigration regulations that govern students' visa status. In addition to serving international students, scholars, faculty and staff, International Education serves domestic students through its Study Abroad program.

- Led by the Office of Academic Affairs, the Tilford Commission (named after late Graduate School dean Michael Tilford, a statewide promoter of diversity) is a campus-wide group of faculty, staff, students and administrators dedicated to promoting diversity, equity and inclusion in all areas of the university community. The commission hosts faculty and staff development events, leads efforts to diversify curriculum and helps coordinate efforts across campus to address diversity-related issues.

- The Office of Special Programs administers 16 wholly or partially federally-funded TRIO and GEAR UP programs that provide comprehensive services to low-income, first-generation students, ethnic minorities, and students with disabilities from sixth grade through college graduation. WSU is a leader among other universities in the number of TRIO programs, several of which have been on campus for 50 years, including programs focusing on preparing students for careers in math and science, the pursuit of graduate education, veteran transitions, returning adult transitions, and students with disabilities.

When combined, WSU's TRIO programs serve an average of 2,900 students annually, with GEAR UP programs serving an additional 4,350 students.

- The President's Diversity Council is composed of individuals (faculty, staff, students from Wichita State University) and community members who are involved in efforts to promote and cultivate a diverse campus climate.

  Members of the council receive an official university appointment, on behalf of the Office of the President of Wichita State University, under the direction of the vice president and chief diversity officer (CDO). As advocates for diversity, inclusiveness and equity, the council values and promotes cross-campus collaboration; consults with faculty, staff and university departments; and regularly supports and participates in diversity enrichment opportunities.

Recently a university taskforce was created to explore the creation of a unified Office of Diversity, Human Resources and Professional Development that would better leverage our personnel and resources and elevate this priority to achieve a goal of having a workforce that was more reflective of our diverse student body. The president agreed with the fundamental findings and recommendations of that taskforce: that more time, attention and resources need to be devoted to increasing and retaining a diverse workforce. However, officials decided that a new VP position was not needed and charged the VP/CDO and the executive director of HR to prepare a comprehensive workforce diversity, equity, and inclusion (DEI) plan that captures the objectives and recommendations made by the taskforce. In addition, Human Resources (HR) was charged to continue its professional development efforts by devoting more time and resources to innovative initiatives. The initiative is overseen by the president's office. Once reviewed and adopted by the university, the President's Diversity Council will monitor, update, and use the plan to make improvements in DEI as a part of the university's integrated planning structure.

— 1.C.3. —

Wichita State fosters a climate of respect for diverse members of the community through routine assessment and planning; establishment of community standards; policies including principles for accountability; training and educational offerings; and programming.

WSU routinely assesses the campus climate to gauge success of its effort to create a climate of belonging for all. The university completed its second campus-wide climate survey in fall 2019 and shared the results with the campus community during the spring of 2020. Using the climate survey, results from an LBGTQ+ survey and a Collaborative on Academic Careers in Higher Education COACHE survey for faculty and staff both completed in fall 2019, a representative committee was created in 2020 to develop a campus-wide diversity plan. The plan (as discussed in 1.C.2) will speak to the activities, policies and philosophies that will drive inclusive excellence at Wichita State and identify metrics that will be reported annually, including student outcomes and goals related to the diversity of faculty, staff and students.

Wichita State publishes its statement of nondiscrimination on university publications and advertisements as a way to inform campus stakeholders of its expectation of respect for all members of the community. Additionally, the university upholds equity as a core value in its strategic plan, which has two goals — Campus Culture and Inclusive Excellence — that support the creation of a climate of respect for campus community members. Campus climate surveys (2016, 2020) targeting faculty and staff are used to evaluate the climate, and metrics have been determined to evaluate the success of initiatives.

WSU also has a policy articulating the university's long-standing commitment to freedom of expression activities on campus. Developed by a working group composed of faculty, staff, students and administrators, the Free Expression Statement is broadly available and shared with all members of the campus community through orientations, workshops and informational meetings.

Other campus policies that foster and protect a climate of respect and protect unfettered expression are noted in the university Student Code of Conduct and include sections on tolerance, respect and civility; harassment, internet use policies, protest and demonstration policies; and the Housing and Residence Life Handbook.

In 2019, university service standards were integrated into the non-teaching staff performance evaluation to convey the importance of adherence to university values that foster respect. The Office of Diversity and Inclusion partners with Human Resources to provide training for faculty, staff and students who want to learn more about becoming allies for members of our diverse community.

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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 the strategic plan was refreshed and socialized. The untimely passing of former President Bardo, the onboarding and subsequent resignation of President Golden, and the reliance on two interim presidents in less than three years has required the campus to adapt to different visions, but the community was fully engaged in shared governance and transparent communication between administrations. There is significant ownership by the campus community related to the updated plan. Monthly newsletters (2017, 2018, 2020, 2021) and annual updates by the president are meant to sustain interest and momentum.

- In May of 2021, Dr. Richard Muma was announced as the 15th president of Wichita State after serving as interim president on two occasions. Dr. Muma formerly served as the provost and has supported the strategic planning process throughout. Tailoring the plan to accommodate his vision is a unique opportunity for the entire campus community.

- WSU has not yet achieved the diversity that it strives for among its student body, faculty or staff. The increased prioritization of Goal 4, Inclusive Excellence, has led to development of a robust plan that many campus stakeholders have a hand in crafting. The plan, along with annual metrics, reporting and accountability will help Wichita State live into our core value of access and equity.

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2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

— 2.A.1. —

As stated in Criterion 1, Wichita State University developed its mission statement and supporting strategic plan in 2013. Then the Kansas Board of Regents (KBOR), WSU's state-mandated governing body, adopted the mission statement. The refresh of the WSU strategic plan in 2019 excluded revisions to the mission statement and did not require subsequent approval. The WSU plan was completed alongside the creation of the KBOR strategic plan. This alignment helps ensure support from the governing body.

Additionally, KBOR pursues measurable continuous improvement in the quality and effectiveness of WSU, while expanding participation for all qualified Kansans. To achieve that mission, KBOR:

- Demands accountability, focuses resources and advocates powerfully;
- Maintains a program review cycle and process that allows the university to demonstrate that it delivers quality academic programs consistent with its mission (see 4.A.); and
- Follows policies and procedures (including selection and qualifications of board members, terms of office, compensation and expense policies, conflict of interest, identification and all aspects of management) that are kept current and made available online through KBOR's website.

— 2.A.2. —

WSU operates with integrity in its financial, academic, human resources and auxiliary functions**.** There are several policies that guide university practice and set high standards for professional behavior. Policies are routinely reviewed and updated using shared governance to assure evolving best practices are incorporated.

WSU Policies and Procedures

The WSU Policies and Procedures Manual, kept current and accessible online, defines policy-initiating authorities and codifies a standard for policy format, approval and dissemination processes. The manual includes all policies and procedures applicable to the university and aligns with KBOR policies. The president, vice presidents, general counsel, Faculty Senate, University Staff Senate and Student Government Association are designated as the policy-initiating authorities. Policies require review and approval by the president prior to implementation and inclusion in the manual. Key policies are summarized below by category.

Integrity in financial functions

- *Internal audit:* The director of the Office of Internal Audit works administratively with the director of operations and reports to the president.

- *Finance:* The Division of Administration and Finance is responsible for developing, implementing and assessing the financial management plans and activities of WSU, and provides leadership and support to the university community in the planning and management of physical, fiscal and human resources to enhance the learning environment. Administration and Finance maintains a web page that shows the organizational chart and outlines all its duties and responsibilities.

- *Purchasing policies:* WSU takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf. All purchases to outside contractors must be made through and approved by the Office of Purchasing.

- *Financial interests:* Wichita State has updated its policies regarding disclosures of conflicts of interest previously required to faculty and unclassified staff with full-time appointments. Now all WSU employees are required to submit an updated Annual Conflict of Interest Form.

Integrity in academic functions

- *Academic policies* are explained in sections concerning academic appeals procedures; class and office hours; students with disabilities; teaching loads; subvention; thesis and dissertation sequestration; chair procedures; procedures and processes for centers, institutes and bureaus; student academic honesty; and the definition and assignment of credit hours.

- *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 staff, family members and guests. Pertinent information is published and distributed via email to students, as university mailings and flyers, and as part of numerous outreach initiatives.

- *Tenure and promotion:* The manual contains relevant information and links for tenure and promotion policies and requirements, conflict of interest, and rights and responsibilities related to teaching.

- *Students:* In addition to comprehensive information regarding WSU students' rights, responsibilities and resolving concerns, the manual articulates university support for undergraduate and graduate students' paths to safe and successful educational experiences in all facets. Incidence bias reporting, complaints, and other helpful information are on the university website to help students understand the roles and responsibilities of student government and WSU traditions, and navigate career and financial aid concerns pre- and post-graduation.

- *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 process (3.19). All policies related to discrimination complaint resolution assign responsibility for compliance and investigation.

Developing, Communicating, Reporting and Monitoring for Integrity

Integrity begins with policy and governance, but adherence is the university's primary goal. To encourage fidelity, constituents are engaged in policy development, policy changes are communicated broadly, and reporting, auditing and monitoring are routine.

Constituent Involvement in Developing Policies

The Faculty Senate has been involved in the creation and implementation of several WSU policies since 2016. Fall 2019 saw the adoption of a new faculty workload policy and the modification of the university general education program. The workload policy took effect fall 2020 and the general education changes were immediate. Another example includes a new policy that addresses dismissal for cause due to chronic low performance of tenured faculty.

Communication of Policy Changes

University policies are compiled on a central web page for all campus constituents to access. When changes are made, the Office of Strategic Communications communicates intentions and final actions via a daily email (WSU Today) that broadcasts new policies, updates and changes among other items. Town Halls, hosted by university administrators, are often used as opportunities to solicit information on policies from the campus community.

Financial Reporting

Financial reporting annual financial reports are prepared in conformance with Generally Accepted Accounting Principles (GAAP). Once completed, affiliated corporation statements are consolidated into WSU's statements for presentation as part of WSU's annual financial statements (see 2020 statement). After compilation, the data are submitted to the State of Kansas chief financial officer for consolidation with all other Kansas agencies, and then as the Kansas Consolidation Annual Financial Report (CAFR) (see complete 2020 report). State of Kansas financial reports are audited annually by an external accounting firm, Clifton, Larson, Allen, LLP. This audit includes a full review of WSU's financial data, processes and reports (see independent auditors report). As part of the audit, the firm performs tests to ensure compliance with OMB Uniform Guidance A-133, which encompasses Federal Grants and Student Financial Aid.

Consumer Transparency

Consumer information is linked to the university's main web page as required by federal financial aid regulations (the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 requiring the disclosure of general information to prospective and current enrolled students with regard to consumer information). In accordance with the regulations, every effort has been made to provide the most accurate and up-to-date information available.

Institutional Equity and Compliance

The Office of Institutional Equity and Compliance is committed to preventing and eliminating discrimination or harassment based on race color, national origin, pregnancy, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. In the event of a discrimination complaint by a student, employee or visitor, the university has policies, procedures and processes that seek a fair

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 Opportunity and Title IX was established and a full-time executive director of EEO/Title IX was hired to focus on best practices, training and outreach, acquiring this responsibility from the general counsel's office. The new position reported directly to the president.
- In 2016, EEO and Title IX responsibilities were separated and a new full-time Title IX coordinator position was established to handle Title IX separately from equal employment issues. This allowed for better coordination of prevention (see quick reference guide) and awareness of sex-based discrimination.
- In 2016, the Office of EEO and Title IX was renamed the Office of Equal Opportunity and Title IX to emphasize the focus on addressing all discrimination issues, not just those related to employment. The EO director and the Title IX coordinator are direct reports to the president.
- In 2018, the university realigned this area and created the director of Institutional Equity and Compliance position to oversee both the EO coordinator and Title IX coordinator positions.
- In addition to addressing issues of discrimination, the Office of Institutional Equity and Compliance and Human Resources annually compile an Affirmative Action Plan (AAP). The AAP (2019, 2020) serves as a guide in monitoring progress and developing operational processes to enhance equal opportunity in all sectors of employment at WSU.

Internal Auditing and Monitoring

The Office of Internal Audit provides independent, objective audit and consulting services that help the university achieve its objectives and fulfill its vision. As required by the Kansas Board of Regents' (KBOR) Internal Audit Function Policy, the director of Internal Audit has a direct reporting line to the University president on all audit matters. The most recent reports to the Regents Fiscal Affairs and Audit Committee detail the breadth of coverage and collaborations provided by the Office of Internal Audit (2020, 2021).

KBOR's Internal Audit Function policy specifies that the internal audit function shall serve the university in a manner that is consistent with the International Professional Practices Framework (IPPF) promulgated by the Institute of Internal Auditors (IIA). The IIA is an international professional association with more than 200,000 members that serves as the internal audit profession's recognized authority. Members work in internal auditing, risk management, governance, internal control, information technology audit, education and security.

KBOR's Internal Audit Function policy also specifies that "each state university internal audit department shall report annually to the Board's Committee on Fiscal Affairs and Audit, summarizing the prior year's activities and plans for the coming year." Written reports are due to the KBOR office in January, followed by a meeting with the Fiscal Affairs and Audit Committee soon thereafter.

The most recent report to the Regents Fiscal Affairs and Audit Committee, dated January 20, 2021, details the breadth of coverage and collaborations provided by the Office of Internal Audit.

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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 the Open Records Act and clearly explains how the university complies in its Policies and Procedures Manual available through WSU's website, which has links to academics, admissions, arts, assessment, athletics, libraries, email, student/staff directory, a search engine, A-Z index, complaint processes, consumer information and myWSU (the faculty and student web portal). The landing page offers a campus profile complete with facts, figures and links to information about student life, academic life, administration, history and tradition, and life in Wichita, Kansas.

A link to WSU's accreditation has brief information about the university's accreditation with the Higher Learning Commission. Additionally, a list of specialty accreditations (2018, 2019, 2020, 2021) within university programs is available for review.

Academic Offerings and Requirements

Complete and accurate information from the Office of Admissions related to admissions requirements is available to students and the public through the undergraduate and graduate web pages. Pages are audited by the Office of Strategic Communications in consultation with the Office of Admissions and updated when requirements change.

On the main WSU web page, each major/program links to a specific web page and the undergraduate and graduate catalogs outline requirements, which are updated annually. Specifics of academic programs and admission/degree requirements are available through main web pages for each college/institute (Business, Applied Studies (formerly Education), Engineering, Fine Arts, Health Professions, Honors, Innovation and Design, and Liberal Arts and Sciences) and department web pages (see sample pages). Also found online are the Office of Student Success and OneStop for Student Services for additional resources.

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.

- *External web resources:* HLC and accreditation standing for all 30 currently accredited programs at WSU is available on the WSU accreditation web page.

- *Catalogs:* WSU accreditation standing is listed in the undergraduate and graduate catalogs.

As noted in the university strategic plan, students are empowered to create a campus culture and experience that meets their changing needs. The Division of Student Affairs figures prominently in this effort. Student Affairs is responsible for departments such as Campus Recreation, the Child Development Center, Counseling and Prevention Services, Housing and Residence Life, the Office of Diversity and Inclusion, Student Health Services and Student Involvement. This division provides programs, activities and services to help students attain educational experiences, and offers learning experiences outside the classroom to enhance students' academic experience. An annual report demonstrates recent activities and accomplishments.

WSU has recently adopted the Council for Advancement of Standards as a tool to assess co-curricular learning outcomes. Documentation of co-curricular learning outcomes, as evaluated by Student Involvement, can be found in its latest assessment report.

For example, Student Involvement has found that more students desire volunteer and service-learning opportunities. In response, civic engagement programs have been developed with intentional focus to impact both student and community organizations. Academic Affairs partnered with Student Involvement to further develop service-learning opportunities by providing fellowships for faculty to work with Student Involvement on the infrastructure needed to have a more robust service-learning program on campus.

Students can participate in a variety of co-curricular activities sponsored by Student Affairs that are intended to empower students to create a campus culture that meets their ever-changing needs. Several are listed below.

Paths to Student Empowerment

- *Civic engagement:* Opportunities for students to support the needs of the community and society through intentional outreach programs are available through the YMCA, Ronald McDonald House Charities, Open Door Community Food Ministry, His Helping Hands, Girl Scouts of Kansas, Habitat for Humanity and the Kansas Food Bank. Students can become members of the Community Service Board, which offers more opportunities for civic engagement. 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 support faculty, students and community-based organizations; assessing faculty on service-learning efforts on campus; recognizing faculty and student participation in service-learning initiatives; and evaluating the impact of implementing service-learning for the university and its students.

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

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

- *Living-learning communities:* Housing and Residence Life partnered with Academic Affairs and Student Affairs to offer 10 living-learning communities (LLCs) (academic year 2019-2020). A 2015 assessment indicated that LLC students enjoyed a built-in

support system, personal attention, leadership opportunities and an enhanced sense of community, more so than non-LLC students. WSU has continued to refine the LLC program to improve participation. A 2018 qualitative study has provided recommendations for improvement that are under consideration by the university administration.

- *Housing and Residence Life*: Approximately 1,200 students lived on campus as of Fall 2020. This is approximately 7 percent of the university's student population. Students living on campus have access to additional co-curricular activities and programs.

- *Campus Recreation:* Campus Recreation has a mission of promoting physical, emotional, intellectual and social growth of individuals by encouraging the development of lifelong skills and positive attitudes through recreation and leisure activities. Intramural team sports include soccer, flag football, volleyball, basketball and softball, and students can join one of three types of sport clubs: instructional, competitive and recreational. In a given year more than 3,500 students participate in intramural sports. There are always at least six-13 sport clubs (e.g., fishing, table tennis) and, on average, 150 students participate.

— 2.B.2. —

Wichita State is diligent in its effort to ensure that students are empowered to contribute to society during college and upon completion and ready for the workforce or graduate school after graduation. Experiential learning opportunities are one way the university transforms theory to practice.

Opportunities for Applied and Experiential Learning

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

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

- *Experiential learning*: WSU combines quality degrees with the real-world, experience-based learning opportunities found in Kansas' largest city, Wichita. In FY 2020, more than 5,000 students participated in an experiential learning experience connected to the Shocker Career Accelerator. WSU graduates have what they need to build the futures they want through continuing education programs.

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

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

  The Ronald E. McNair Post-baccalaureate Achievement Program, a TRIO program at WSU since October 1995, identifies and prepares eligible students for graduate studies leading to a doctoral degree by providing research training and early scholarly experiences to high-achieving undergraduate students. It targets under-represented minorities and first-generation college students. These experiences help students define goals and develop critical skills needed for success at the doctoral level. As of fall 2019, 295 students have earned a bachelor's degree, 149 a masters, and 13 a doctorate.

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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 retreat hosted prior to the academic year. These retreats, coupled with campus visits and other activities to increase knowledge of the respective campuses, prepare the board for leadership experiences such as the approval of new academic programs and tuition and fee proposals as well as selecting new university leaders. These and other legal and fiduciary responsibilities are noted in the KBOR Policy Manual.

KBOR has authority to control state universities and to supervise their operation and management.

— 2.C.2. —

Open Meetings

KBOR meetings are public, and notice is given in accordance with the Kansas Open Meetings Act (KSA 75-4317 through 75-4320a). Under prevailing statutes, the only time KBOR may go into closed executive session is by a motion to recess an open meeting for an executive session. Furthermore, there are no secret ballots for Regents' votes.

KBOR meets regularly from September through June. In July, members meet for a workshop to review appropriations requests from state universities and others for the upcoming state budget and appropriation process. Minutes for KBOR meetings (see highlighted areas where WSU issues are addressed) are publicly available online. Public meetings, minutes and agendas foster enhanced communication and feedback to continually improve the institution.

Additionally, each university CEO is responsible for alignment of their university plans to KBOR's strategic plan, which prioritizes the needs of families, businesses and the Kansas economy. WSU's mission statement and subsequent strategic plan and priorities are in alignment.

— 2.C.3. —

KBOR membership is carefully defined to ensure broad, balanced and representative viewpoints giving all internal, external and political constituencies a voice during decision-making deliberations. Two Regents are from the Wichita area and are able to participate in campus life to connect with the campus community they serve.

KBOR relies on a broad range of committees and councils to provide and disseminate important information and policy changes. Committees focus and report on such issues as board governance; academic affairs; fiscal affairs; audits; and retirement plans. Examples of councils

include the Council of Presidents and System Council of Presidents, and the councils of Business Officers, Chief Academic Officers and Chief Student Affairs Officers; Faculty Senate Presidents; and Government Relations Officers. Committees/councils are made up of Regents and institution officers, faculty and students, and community members. For FY 2021, WSU leaders chaired each of the board councils listed. Both internal and external constituencies are well represented during all elements of deliberations.

— 2.C.4. —

KBOR acknowledges that integrity, accountability and openness of financial relationships and other relevant interests are essential to responsible and credible administration of the State of Kansas system of higher education. A process for disclosing and considering potential conflicts and managing actual conflicts enhances transparency and confidence in KBOR actions. Documentation of recent disclosures can be found in the September 9-10, 2020 minutes.

— 2.C.5. —

Through explicit policies disseminated by KBOR and WSU on their respective websites, the Regents have conferred upon WSU's president and other senior administration and faculty the authority to develop appropriate measures and procedures to ensure compliance with KBOR and other state and federal policies, including faculty oversight of the curriculum and academic matters.

The WSU Policies and Procedures Manual states (1.01): "The board delegates to the university chief executive officer and his/her staff the internal administration and operation of an individual university." This commitment is echoed in KBOR's own mission statement.

KBOR defines its basic principles and operating procedures to include the following statement (edited for space): With regard to the state universities, the board governs them, which means that the board has the authority to control these institutions and to supervise their operation and management. The board's governing functions include appointing the chief executive officer at each state university and having an employer/employee relationship with those chief executive officers, and having authority to oversee many of the daily operational functions of the state universities, although the board has chosen to delegate actual performance of those functions to the chief executive officers and their staffs. An example of such includes a recent WSU proposal to transfer authority over supervision of certain classified information to a campus committee that was approved by KBOR in October 2020.

In its desire to work closely with institutions under its aegis and foster strong, mutually supportive relationships between state institutions, KBOR includes in its make-up numerous committees/councils (see 2.C.2.) composed of members from the student body, faculty and

administrators of each school. Several state councils provide the mechanisms through which cooperation and coordination among the Regents universities are achieved.

The definition and role of faculty and faculty governance are in the WSU Policies and Procedures Manual (1.10). WSU faculty members have specific responsibilities with respect to academic rules, regulations and programs of the university; university governance; and faculty governance.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

— 2.D. —

WSU Policies and Procedures

Wichita State University has expressed freedom of expression as a university value and developed curriculum, available to every faculty member, in order to permeate the campus culture. Additionally, the Policies and Procedures Manual addresses freedom of expression in several ways.

- Policy 3.06 and 3.19 reaffirm university commitment to maintaining an environment free of intimidation, fear, reprisal and coercion — one in which students, faculty, unclassified professionals and university support staff can develop intellectually, personally and socially.

- Section 4.06 (Rights and Responsibilities of Faculty) denotes the teachers' entitlement to full freedom in research and, in the publication of the results, subject to the adequate performance of the teacher's academic duties.

- The preamble for section 9.10 (Intellectual Property) outlines the purpose of WSU's Intellectual Property policy: ". . . to foster the creation and dissemination of knowledge and to provide certainty in individual and institutional rights associated with ownership and with the distribution of benefits that may be derived from the creation of intellectual property."

- Specific uses for university and non-university groups respective to First Amendment activities (11.12) are noted, in addition to the specific guidance KBOR provides in its manual for how students, faculty, staff, and the general public may use WSU facilities.

- Faculty members who believe that their academic freedom has been compromised may address such action through the grievance process, which is designed to resolve internal disputes, ensure careful consideration of personnel actions and complaints, and safeguard academic freedom. (See WSU Policies and Procedures Manual, chapter 4.04). No grievances have been filed since the last review.

In addition to administrative policies, Article III, of the Association Journal for the Student Senate and Article 1, section 1: Protection of Freedom of Expression of the Student Government Bill of Rights declares that students should be free to take reasoned exception to the views

offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

KBOR policy

KBOR has a statement on freedom of expression that accompanies its policy, which has strong, decisive language in its Policy Manual declaring that the board "strongly supports principles of academic freedom. It highly values the work of state university faculty members. Academic freedom protects their work and enhances the valuable service they provide to the people of Kansas." It goes on to cite and endorse the 1940 Statement of Principles of the American Association of University Professors that illuminates those concepts. In 2014, KBOR passed a social media policy, and WSU did the same.

University Libraries

WSU Libraries' support for free inquiry is supported by faculty librarians in the professional code of ethics set forth by the American Library Association. The Library Bill of Rights specifically addresses academic freedom in library collections and services.

Other Publications

WSU has many avenues for students to publish their works and voice their ideas in print and online publication form. The Sunflower, a student-run newspaper, provides opportunities for student-led forums as do the dozens of university academic departments that host, support or encourage student work. Although WSU supports student publications as necessary forums for the upholding of ideas of academic freedom and the active pursuit of truth by leaving content, media and format concerns in the hands of student editors, writers, photographers and computer artists, the editors are held accountable for abiding by the standards laid down in the Student Code of Conduct. The Student Government Association also maintains a Board of Student Publications to help foster and adjudicate, as needed, student publication issues.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

— 2.E.1. —

To ensure responsible acquisition, discovery and application of knowledge and to meet the needs of diverse student and faculty populations, Wichita State University provides oversight and support services to ensure the integrity of research and scholarly practice at all levels. Chapter 9 of the WSU Policies and Procedures Manual provides guidance on the conduct of research for the university.

Maintain Professional Standards

WSU policy 4.31 creates a standard for the evaluation of research and scholarly practices as it states that faculty with half-time or more appointments, and those 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 the Academic Affairs division of the university. The review includes steps for establishing performance goals related, though not exclusively, to research and scholarly practices. In addition, 4.20 (post-tenure review) provides faculty a plan to supplement their annual faculty evaluation by identifying opportunities that will enable them to reach their full potential for contribution to the university. Faculty with graduate status are required to be reviewed periodically to assure currency in their research discipline.

Oversight Ensuring Regulatory Compliance, Ethical Behavior and Fiscal Accountability

The Office of Research ensures university compliance with Section 7009 of the America Competes Act, and provides Responsible Conduct of Research training. Researchers are required to participate in the training during the first 90 days of receiving salary support. Graduate students can be required to complete the training too.

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 Investigator Financial Disclosure Policy and Public Health Service's Objectivity in Research) for its employees. The university requires that such individuals disclose annually any significant interest that would reasonably appear to be related to their research, teaching, or service assignments, and emphasizes that disclosure will protect professional reputations and careers from potentially harmful allegations of misconduct.

— 2.E.2. —

Chapter 9, specifically policy 9.01, provides guidance and policy for overall administration of research. WSU's Office of Research, managed by the dean of the graduate school and associate vice present for research, facilitates and promotes ethical research at every step of the process. The office supports faculty and staff researchers with the development and implementation of proposals, grants and contracts.

Workshops are offered on internal and external protocols. Internal grant opportunities and research start-up funds are often available. The office also provides fiscal management and oversight.

A separate Tech Transfer and Commercialization Office was created in 2020 to foster technology transfer by supporting the development of new business ventures, partnerships, patenting and licensing.

— 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 either sufficiently original, or clearly and appropriately cited. Blackboard analytics indicates this is widely used.

Completion of a training program in professional and scholarly integrity (Collaborative Institutional Training Initiative) is a requirement for all faculty and staff engaged in research involving human subjects, and a graduation requirement for all doctoral and master's students admitted after fall 2013. The training, at a minimum, covers four topical areas: research misconduct; publication practices and responsible authorship; conflict of interest and commitment; and ethical issues in data acquisition, management, sharing and ownership.

— 2.E.4. —

Academic Honesty

The Kansas Board of Regents is committed to academic integrity and states: “The Board of Regents believes that academic dishonesty is inimical to the fundamental ideas of public higher education. Furthermore, the Board believes that public higher education has a mission to develop the moral reasoning abilities of students and to promote the importance of integrity in all aspects

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.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

— 3.A.1. —

Wichita State University assures that courses and program maintain currency using program assessment, faculty oversight and program review.

Courses and Program Currency

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

- *Faculty oversight*: In reviewing and approving changes to curricula and course content (undergraduate and graduate), faculty start with action by a departmental faculty curriculum committee. Review and approval follow, by the department chair, the college curriculum committee, the dean of the college where the review starts, the university Academic Affairs committee (for undergraduate courses, if action affects multiple colleges), the general education committee (for changes relative to general education) and the graduate council (for graduate changes). Changes and approvals are documented using the online Course Inventory Management system. Faculty are expected to base suggested curriculum changes on needs and demands in the workforce and industry, and

whether the change fits within the strategic plans of the university, colleges and departments. This requires input from external stakeholders, such as advisory committees and employers. When proposing new programs, faculty use the 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 quadrennial cycle of self-studies prepared by program faculty for review internally. Modified from the three-year cycle in 2019 to better align with KBOR reporting and specialty accreditation schedules, a university program review committee made up of faculty and staff from the Office of Academic Affairs reviews the self-studies. To ensure continuous quality improvement and set expectations for performance, all programs submit an intensive self-study to address their:

  — Centrality to fulfilling the mission and role of the institution;

  — Quality as assessed by the strengths, productivity and qualifications of faculty;

  — Quality as assessed by its curriculum and impact on students;

  — Demonstrated student need and employer demand;

  — Service provided to the disciplines, the university and beyond; and

  — Evidence of a feedback loop including plans for improvement.

Programs triggered by KBOR for low enrollment, graduates, ACT scores and faculty counts undergo an additional annual review to determine improvements. In September 2019, KBOR began a Strategic Program Alignment Pilot, requiring institutions to review programs with historically low enrollment and recommend further enhancement, elimination, or other modifications in hopes of correcting enrollment trends. Wichita State was among the first institutions to present on three programs of focus. The recommendations were approved and implementation has begun.

Measured Outcomes

In addition to program review outcomes and the addition of academic programs to support industry needs, the maintenance of specialty accreditation indicates currency with discipline standards and student perceptions, and employment reflects on the currency of academic offerings and preparation for the workforce.

- *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).

Measured Outcomes

- The undergraduate student learning outcome dashboard (2017,2018, 2019, 2020) indicates that students are performing at or near expectations on outcomes of critical thinking, problem solving and communication skills as measured by direct (e.g., Collegiate Learning Assessment, English 101 writing assignments) and indirect (e.g., National Survey of Student Engagement) measures.

- Program learning goals (outcomes) are found in annual KBOR reports (2017, 2018, 2019, 2020). Reports indicate that program learning goals are articulated and differentiated by credential level, e.g., in the electrical engineering and computer science, statistics and biology report.

— 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 Authorization, as a member of NC-SARA, and supports the Strategic Enrollment Management Plan (goal 7). Training opportunities for teaching at a distance are provided by the Office of Instructional Resources.

To ensure that the institution's program quality and learning goals are consistent with in-person instruction, Online Learning and the Media Resources Center are working on an improved internal Online Course Review process for courses that are part of a fully-online program. Seven of the courses that have already undergone previous internal review processes have also received official Quality Matters Certification: AGE 717, AGE 804, DH 430, IB 600, IB 333, MGMT 681, and NURS 346. Every three years, all online courses taught in that academic year go through a "friendly audit." This audit allows us to evaluate courses on a periodic basis that are not part of the design review process that is in place for online programs. Additionally, periodic student satisfaction surveys help demonstrate improvement areas for online services and offerings. In order to validate student identity (see the email a student receives to set up an account) for all students, WSU's online courses are only accessible through a learning management system (Blackboard) that requires students to enter an assigned username and unique password, known only to them.

Measured Outcomes

- Data are collected in terms of delivery mechanism (or method) with 45 percent of course offerings falling into traditional face-to-face or hybrid formats (such as in-person

lectures/labs, practica and clinical rotations); 13 percent online; 30 percent independent/directed study courses; and 11 percent internships or cooperative education. Faculty interaction occurs in all formats. Method examples include: (1) those showing similarities between online and face-to-face versions of the same course (criminal justice, curriculum and instruction, English, health sciences, international business, management, theater and music); (2) co-ops and internships; (3) concurrent enrollment; (4) independent study; and (5) clinical work in distant settings (undergraduate nursing, graduate nursing, and physician assistant).

- Concurrent enrollment assessments are conducted every two years according to KBOR policy and indicate students are passing at high rates.

- Online course data reporting is monitored regularly. The report indicates that online learning continues to grow. Since 2016, student credit hours increased from 15 percent to 27 percent of all credit hours. Fifteen additional online programs have been created since 2016, representing nearly 1,600 enrolled sections, an increase of 165 percent in online offerings.

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

- Online learning measures the effectiveness of its administration and support through a triennial review. WSU uses the Online Learning Consortium's Quality Scorecard for the Administration of Online Programs, a self-assessment tool. Online Learning is in the process of creating a new survey instrument and will allow students and faculty to provide direct input into the effectiveness of online course administration and faculty and student support.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

Argument

— 3.B.1. —

Wichita State University’s general education program prepares students for upper-level courses required for their degree. Through general education courses, students explore subjects outside of their major, and expand knowledge, perspective and skills.

The program is structured by committee to ensure that its goals and learning outcomes correlate with the university mission and offer the foundational skills needed to pursue any of WSU's educational offerings. In conjunction with the curriculum change process, the committee uses a separate form to ensure courses are appropriate for the program. Annual reports (2017, 2018, 2019, 2020) document the program's overall evaluation.

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

Educational offerings: WSU has a wide variety of educational offerings and degree programs, and general education requirements can be tailored to suit the interests of the student. The 36-hour general education program framework has three tiers.

- 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 major (see samples). The student degree audit system, Degree Works, allows students and their faculty advisers to complete ongoing degree audits to ensure all requirements are satisfied. Students are given the general education brochure upon entry to WSU during their initial advising appointment.

— 3.B.2. —

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

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

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

Reporting outcomes: The general education committee primarily uses the Collegiate Learning Assessment (CLA) as a direct assessment of outcomes gained through the student's educational experience. Each fall and spring semester, a representative sample of entering and graduating

students participate in the CLA, which is used, in conjunction with program review, to verify WSU's impact on learning outcomes and contribute to continuous improvement of university programs.

Learning outcomes: Outcomes are reported using the assessment dashboard and an annual report (2017, 2018, 2019, 2020) produced by the general education committee. Every fall semester, the committee assesses the data collected and, in the spring semester, submits a report to the Faculty Senate, whose members discuss the report with other faculty for approval. Approved changes appear in the next issue of the Undergraduate Catalog. Student performance meets expectations.

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

— 3.B.3. —

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

To promote diversity courses among students and advisers, in 2014 WSU created a course attribute, a code attached to courses that contain content related to diversity and designated as such by faculty members of the Tilford Commission. Students can view the schedule of courses on the WSU website, and customize or filter their search by variables, one being course attributes. As of March 2021, 412 different course titles contain the diversity content attribute representing 40 different academic discipline departments. In academic year 2020 (fall-spring-summer sequence) 7,021 distinct headcount undergraduate degree-seeking students (56 percent of degree bound undergraduate students in academic year 2020) enrolled in a course with diversity content. In the most recent undergraduate graduating class (academic year 2020), 95 percent of students completed at least one course with diversity content during their degree program.

The university also offers study abroad experiences that give students the opportunity to learn about other cultures and individual differences, develop confidence and independence, complete an internship abroad, and participate in service-learning. WSU's different types of study abroad opportunities are: (1) exchange programs; (2) faculty-led programs; and (3) independent programs, providing students with various options for studying abroad. The number of students who participate in study abroad remains similar to previous years, with a reduction in 2020 due to the global pandemic and travel restrictions.

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-related technologies (see university research reports from FY 2007, 2009-2010, 2020-2021 and NIAR and other related reports from 2017, 2018, 2020). The university has multiple research centers and institutes, receives more than $160 million annually in externally funded research (FY 2020), and has more than 200 industry and government clients and research partners. In 2014, to help realize its strategic plan, WSU embarked on creating an innovation campus on the eastern half of the university footprint, where ideas and innovation can germinate, advance and connect to other ideas that previously did not seem to have connections.

To ensure that research is being infused at the departmental level, each academic department is expected to evaluate the centrality of its mission to the university mission during the quadrennial program review process. This includes connecting the missions regarding a student applied learning or research experience. Documentation can be found in annual program reports (2017, 2018, 2019, 2020). All departments to date are on target or meeting expectations.

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

Undergraduate students are encouraged to participate in research, whether collaborating with faculty or engaging in original research. 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.

- Anthropology research facilities include laboratories, darkroom mainframe and various field research stations. Research topics include archaeology, biological anthropology, cultural anthropology and linguistics.
- Biology and life science research includes environmental, cellular and molecular biology, with facilities ranging from environmental growth chambers, refrigerated rooms, herbarium, vertebrate study collection, climate-controlled greenhouse, animal care facility and the Biology Field Station at the Ninnescah Reserve.
- Business/commerce/economics research is conducted by faculty in the School of Business who specialize in areas such as the stock market, labor relations, real estate, entrepreneurship, human resource management, international business and finance, management, supply chain and branding.
- Faculty in the department of chemistry specialize in areas including biochemistry; organic, inorganic and physical materials; and analytical, bio-organic and medicinal chemistry. Research is focused on health, alternative energy and advanced materials.
- The criminal justice department produces textbooks and publications in research areas such as crime statistics, computer crime, homicide, human rights, policing, police behavior and training, and public policy issues. Research provides current information on community-oriented policing, specifically addressing the needs and issues of police agencies in Kansas and Nebraska.

Research continues to be at the apex of activity at WSU. As the university grows and increases its focus on research, the number of projects will continue to grow.

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3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

—3.C.1. —

Wichita State University has the most diverse student body in the state of Kansas with a mission of service to diverse communities. The desire to have a faculty and staff who reflect this diversity is expressed in the Inclusive Excellence goal in the university strategic plan. Tri-annually, WSU administers a survey to assess the climate and identify areas for enrollment. Overall, satisfaction for employees is high (2016, 2019). One of the goals for improvement centers on recruitment of diverse faculty.

118 of 400 tenured faculty are non-white. In FY 2018, the Faculty Senate approved a Latinx cluster hire to increase the diversity of the faculty. Four successful hires have been made in two academic units bringing the tenured, Hispanic faculty to 11. In FY 2021, WSU was the recipient of an NSF Advance Catalyst grant to enhance recruitment of women and minorities in STEM. An advisory board supports the campus-wide activity, which includes deliberative dialogues and will result in a strategic plan to address barriers to success.

Further diversification of the WSU workforce was one of the identified priorities for the FY 2020 academic year. A campus committee, reporting to the president, was created in FY 2021 to

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 student performance in majors, as outlined in KBOR program review policy. Undergraduate programs are required to have at least three faculty members. Departments with master's degree programs have a requirement for an additional three, and doctoral programs require an additional two. Each department is responsible for ensuring it has a sufficient number of faculty per this policy. Programs that do not meet the minimum number of faculty are triggered annually and required to provide a justification and remedy for the trigger.

- Program review ensures that sufficient numbers of tenure-track faculty are available for all degree programs for all aspects of classroom and non-classroom activities. Programs that do not meet these requirements are triggered in the KBOR minima report, to which the university responds to KBOR by written explanation with input from program faculty. The number of triggered programs has decreased, as university administration has worked closely with each program and corresponding dean to fill gaps in expectations. For example, in 2020 there were 12 triggered programs for tenure-track faculty numbers. All had positions filled with non-tenure-track faculty who had the relevant credentials and/or experience needed to teach in the program.

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

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

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

— 3.C.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 and high school concurrent enrollment faculty occur each semester.

- Department, college and university travel support to professional meetings for faculty and staff has ranged from $2,569,000 to $3,344,000 between fiscal years 2016 and 2020.

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

- Small university-supported grants for multidisciplinary research and creative projects are awarded annually in the amount of $112,000 (average), each between $4,000 and $7,500. On average 25 faculty receive awards each year.

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

- The Office of Instructional Design and Access has developed hundreds of hours of training in a variety of modalities, most of which are available anywhere/anytime on demand, but also through a twice a year Academic Resources Conference.

- Tuition assistance policy allows staff to take two courses each semester. Assistance provided to staff has ranged from approximately $66,000 to $216,000 between fiscal years 2016 and 2020.

- 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 offered support and professional development similar to faculty, including opportunities to attend conferences, certification programs and in-depth institutes for specialized training. Staff are also afforded tuition assistance.

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

The Center for Management Development offers a variety of courses that employees can take to earn certifications in different areas. The 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.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

— 3.D.1. —

To meet the varying needs of a diverse student population — including first-time freshmen, transfer, returning adult, online and international students — Wichita State University provides a multitude of support services. More than $37 million (21.9 percent of the general use funding for the university) is allocated for academic and student support services on an annual basis. Determinations of which support services should be provided and resourced are made by the Strategic Enrollment Management group, managed by Academic Affairs and placed in the university SEM plan. Support services are assessed for effectiveness by the Office of Assessment every four years using the CAS Standards. Others who offer targeted interventions, such as TRIO Student Support Services or the Office of Diversity and Inclusion, are evaluated by comparing outcomes for served and non-served students.

Academic Support Services

The Office of Student Success provides students with support, which includes financial literacy and money management training, success coaching, tutoring, study skills workshops, supplemental instruction, a peer connections program that matches new students with peer leaders who assist their transition to campus, and a new Shocker Learning Center. Parents of students are also provided assistance as appropriate.

Other academic resources include:

- Services for returning adult students in the Office of Adult Learning, ranging from technology workshops, academic and personal advising, and general transfer support;

- TRIO programs to serve populations including first-generation students, minority students, students with disabilities and student military veterans, with approximately 3,100 students served each year;

- Applied learning experiences, cooperative education/internships and career exploration offered through the Career Development Center, recently rebranded to the Shocker Career Accelerator, with more than 5,100 students placed annually;

- OneStop for Student Services, offering support 24 hours a day, seven days a week, on topics such as general advising, admissions, financial aid, records and registration, student accounts and technical assistance, with nearly 59,000 inbound calls, chats and emails taken annually to assist students on various questions, and more than 70,000 outbound campaigns provided to proactively encourage students, for example, to complete admission applications, the FAFSA form and course registration;

- Library and research help through Ask a Librarian via online chat, phone or email, for citation, interlibrary loan and working closely, for example, with courses such as First Year Seminar and Biology 210; a for-credit Introduction to Library Research course offered both face-to-face and online, in addition to teaching hundreds of library instruction sessions each year, and being embedded in more than 90 courses on campus,

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

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

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

Personal Support Services

There are many opportunities for students to become engaged and involved in campus activities and take advantage of support services. Activities include fraternity and sorority life, student government, and campus recreation (see handbook and annual report). Student Involvement (2017, 2018, 2019, 2020) provides opportunities to participate in civic engagement, service-learning and more than 200 diverse student clubs and organizations.

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

The Office of International Education provides support and assistance for international students for their educational and professional goals, and for ensuring institutional compliance with U.S.

immigration regulations that govern the visa status of international students. Domestic students are served by International Education through the Study Abroad program; WSU has formal exchange agreements with 20 universities in other countries.

Student Health Services offers health options to WSU students at little to no cost. Services include, but are not limited to, immunizations, injury and illness examinations, men's and women's health screenings, and laboratory and prescription services. Nearly 9,200 clinic visits occur annually and over 7,500 students are reached through various outreach prevention events.

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

The Student Conduct and Community Standards staff is responsible for protecting the rights, safety and well-being of members of the campus learning, working and living environment. This is achieved through providing an accountability process that is procedurally sound, legally compliant, developmentally focused and student centered for reviewing and responding to individual students' and student organizations' behavior. 485 cases were reviewed in FY 2020, a 26.5 percent decrease from FY 2019 due to COVID-19.

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

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

— 3.D.2. —

For students who do not meet minimum requirements set by the faculty in each discipline for Math 111 or English 101, placement exams (mathematics, English) are available to determine which course they should begin with; both are needed for general education requirements. Similarly, a Spanish placement exam is used to place students in the appropriate Spanish class, and other subjects use placement exams the same way. Students are required to complete their

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

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 discuss the issue and take action to remove the at-risk indicator. Data indicate that use of SEAS changes students' behavior (low attendance, poor test taking, etc.), with an average of 30 percent being removed from at-risk after a flag is raised by faculty. 70 percent of WSU students were assessed by SEAS in 2020, compared to 68 percent in 2015. In fall 2020, 89.5 percent of all degree bound undergraduate students participated in a class where the faculty member voluntarily used SEAS. Deployment of SEAS is exceeding expectations, especially given that it is a voluntary commitment by faculty.

WSU is a member of the Student Success Collaborative of the Educational Advisory Board (EAB). This tool is used by student support staff and faculty to monitor students' academic behavior and provide them assistance in terms of degree completion. WSU has the ability to use an EAB-hosted interface that presents historical WSU student data and predicts whether a given student is on track to graduate. The OneStop and college advising offices conduct campaigns to various groups of at-risk students to intervene if they are not on track. A dashboard is used by colleges/departments to monitor progress.

— 3.D.3. —

Academic advising responsibilities are assigned to each academic college for students who have a decided major, resulting in varied models. The university implemented 2016 plans to further strengthen the advising experience for first-year students by launching OneStop. Undecided majors and non-degree bound advising is offered through the Liberal Arts and Sciences advising center and the Office of Adult Learning. Advising for graduate students is via the Graduate School by a faculty member. Each college has an advising syllabus (sample syllabus). Students learn about advisement during orientation and can access advising in a face-to-face, telephone or online session, and are encouraged to see their adviser before enrolling each semester to ensure that they are on target.

Results from the latest undergraduate exit survey, 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 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. These results have been consistent over the last three years. WSU's strategic enrollment management plan also addresses improvements in the advising process for all students.

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

— 3.D.4. —

Technological Infrastructure

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

Blackboard offers a variety of features and tools to support online learning. WSU has access to Blackboard Collaborate, an online platform providing web conferencing capabilities. The Media Resources Center houses the WSU instructional design team supporting development and use of academic technology for online and hybrid courses and programs, as well as providing classroom technology consultation to strengthen the quality of teaching through use of technology. Training is provided for instructional and administrative staff, and live workshops are offered several times a month.

OneStop for Student Services offers student support in real-time technology via online, live web chat or telephone, as a convenience for students so they do not have to physically come to campus for questions regarding financial aid, admissions and registration. A physical location is on campus that students can visit.

Ennovar, one of WSU's centers, promotes solving complex technology problems and building partnerships to provide experiential learning opportunities for students. Ennovar is partnered with Cisco, Spirit Aerosystems, NetApp, and several other corporations and private businesses. Ennovar supports students of any major.

Academic Resource Conferences are scheduled regularly for WSU instructional staff, student-facing staff, and others. Trainings cover topics related to instructional design and technologies such as Zoom, Panopto, and video production. Video versions of workshops are available on a YouTube channel 24/7.

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

Learning Venues

Classrooms: WSU has five primary types of classrooms: Master, Mini-Master, Bring Your Own Device, Legacy Master and Gray Box. The university works to adhere to national standards for audiovisual, ADA, networking, fire/building codes, etc. Classrooms systems are managed through a coordinated Managed AV System. Resources are routinely allocated for continued maintenance and enhancement.

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

University Libraries: The University Libraries system (2020) comprises the main Ablah Library, the McKinley Chemistry Library, the Thurlow Lieurance Memorial Music Library, and Special Collections and University Archives. University Libraries provides access to a comprehensive collection of resources, including print and electronic journals, books, maps, standards, conference proceedings, technical reports, media, streaming video, government documents and textbooks. To date, University Libraries has provided access to more than 2.6 million digital or print volumes including more than 150,000 unique e-journal titles, 530,000-plus e-books, and more than 360 electronic databases.

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

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

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

- University Libraries supports effective teaching and learning through its facilities that provide seating for more than 900 people; 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 purpose is to examine the interrelationships between exercise and aging through research, education and service. Research findings are integrated into practical forms that allow older adults to improve or maintain their quality of life. The Department of Human Performance Studies also has Heskett Center labs that are equipped with research and clinical grade fitness and physiological assessments. Specialized labs include the Physiology of Exercise lab, the Fitness and Body Composition lab, and the Neuromotor lab.

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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 adaptable to changing environments;
- Proven research programs where faculty and students contribute to the discovery and application of knowledge;
- A sufficient number of faculty and staff who are appropriately credentialed, current in their field of study and accessible to students;
- A diverse faculty and staff who respond to the needs of a diverse student body and drive the university mission as a public good;
- Excellent learning and support facilities to address student needs in terms of advising, libraries, technology, laboratories, practice sites, and effective use of research and information resources; and
- A well-rounded co-curriculum administered by Student Affairs.

The continuing foci for the future will be on:

- Increasing the diversity of the faculty and staff; and
- Continuing to strengthen advising processes through our strategic enrollment management plan.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

— 4.A.1. —

Wichita State University regularly evaluates its academic programs to ensure that each department/program meets program goals, professional standards, institutional mission, accreditation expectations, learning outcomes and faculty qualifications. Each academic program is expected to establish assessment plans, including their program review, per the university's assessment system implemented in 2014 and last updated in 2021, 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 and Accreditation — "is bound to academic quality and allocation of resources within public universities governed by the Kansas

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

Each degree-offering program is reviewed annually to ensure minimum requirements and is on a 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 provide feedback to the committee. The current process instructions are under revision to simplify language and reflect use of digital storage.

Reviews have resulted in various changes (2017, 2018, 2019, 2020). Although all programs reviewed in these reports have been recommended for continuance, some have been required to submit additional information. Effective FY 2019, programs scoring a "2" or "Partially Meets Expectation," were required to submit a two-year update on the evaluated section to gauge improvement measures. An intentional focus has been placed on tying goal-setting to self-study findings and programs are encouraged to submit forward-facing goals. Reviews without solid metrics for those goals are provided an opportunity to resubmit.

In 2019 the triannual assessment schedule was changed to a quadrennial cycle to better align with KBOR and special accreditation timelines, the rubric was expanded to provide for greater detail, and an orientation for chairs and deans was developed. The process changes impact the ability to make direct comparisons, but preliminary findings show departmental improvements in the effective program evaluation. Evaluation rubrics indicate that departments are using data to make changes and overall making progress on program improvements. For example, from the 2018 program review four departments were deemed not meeting expectations for alignment of stated assessments with stated learning outcomes. From the most recent review (2021) all the departments met expectations. *Other examples of how departments have made changes as a result of reviews can be found in various reports (Business [human resource management]; Applied Studies [human performance studies,* sport management*]; Engineering [aerospace engineering]; Fine Arts [School of Performing Arts, art, design and creative industries]; Health Professions [physician assistant, public health sciences]; Liberal Arts and Sciences [biology,* chemistry*]).*

In spring 2019, WSU implemented further reviews for seven low-enrollment/productivity programs as did other Regents' institutions, as requested by KBOR. Concentrated efforts were placed on three of the seven: Manufacturing Engineering, Honors Baccalaureate, and Philosophy. As a result of the review programs revised their curriculum and made other changes including program names. This strategic program alignment will continue annually.

— 4.A.2. —

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

Credit for Prior Learning

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

The only college that accepts credit for life experience is the Fairmount College of Liberal Arts and Sciences. The catalog describes the process for crediting life experience. LAS requires that learning from life experience fits the approved curriculum of the college and that students be fully admitted to WSU.

Data over the past nine years indicate that less than 7 percent of undergraduate degrees awarded include credit for prior learning, including retroactive credit, as part of the degree.

— 4.A.3. —

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

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

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

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

Transfer Guides

The Registrar's office annually publishes a Transfer Guide for each two-year college in Kansas. The guides identify academic standards and community college courses that are acceptable or required for entry into WSU programs. The Registrar's web page provides links to the transfer guides (sample, Butler 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) assists students who want to begin their coursework at WSU Tech and finish their Associate of Arts degree, or beyond, at WSU. The program is designed to create a clear and guided route toward degree completion at WSU. The pathway provides a seamless transition for students through a collaborative advising process.

— 4.A.4. —

Curriculum

University authority and oversight related to curriculum is managed in the Office of Academic Affairs. Academic Affairs has replaced the curriculum change forms with a new online curriculum change system (CIM). Submission of a CIM request is required to initiate or change curricula. The CIM form and process help to determine whether a new course or a course change will affect other courses and delineate prerequisites required for the new or changed course.

Prerequisites

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

Rigor of Course

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

Faculty Qualifications

WSU maintains and exercises authority over faculty qualifications through the search and hiring process as well as the tenure and promotion processes for tenure-track and non-tenure-track faculty. These processes are a joint administration and faculty process in which Academic Affairs oversees the faculty promotion and tenure process and Human Resources oversees the search process. Steps in the search process ensure review of each applicant against the stated criteria for any faculty position. Subsequent to the hiring process, annual reviews are required during the first five years with a tenure and promotion review during the sixth year (following policies on tenure, promotion and retirement in the WSU Policies and Procedures Manual [4.21]). The undergraduate and graduate catalogs list university faculty and graduate faculty, as well as their academic qualifications, rank and appointments. These hiring policies have led to a faculty with appropriate credentials, with 92 percent having the appropriate degree, and the remaining having the requisite experience needed to teach in their position. (See 3.C.2. on faculty credentials and teaching in dual credit programs).

Learning Resources

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

Dual Credit (Concurrent Enrollment)

Quality is maintained through faculty qualifications for concurrent enrollment teachers (see KBOR Concurrent Enrollment Policy and 3.C.2) and assessment (see latest assessment report 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 specialty programs. The accreditation cycle ranges from five years (accountancy) to 10 years (nursing, physical therapy).

A listing of accredited programs for each of the university's seven colleges is posted on the Academic Affairs web page, or see 2017, 2018, 2019 and 2020. The Office of Assessment and Accreditation manages and supports program level accreditation.

— 4.A.6. —

WSU employs an internal review process that evaluates graduate and workforce success. The WSU Exit Survey allows graduating students a chance to provide feedback on their academic program. Results are compiled by academic year (fall, spring and summer) and reported by college division and academic program. Recent exit surveys show students' high satisfaction with WSU degree programs, instruction and faculty; their level of competence in terms of content in their major and skills; and the usefulness of their degree in their career. Annually, nearly 8 percent of undergraduate exiting students report being accepted to graduate or professional schools.

Latest alumni survey data indicate that WSU graduates are employed at a high rate, with 83.8 percent of undergraduate and 93.8 percent of graduate students employed full-time six months after graduation.

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

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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 for feedback and dissemination. A university assessment committee, made up of liaisons from each college/Student Affairs, provides guidance 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 general education and program review. The Office of Assessment and Accreditation reviews reports to ensure that data are being used for improvement. As demonstrated in the minutes of the general education committee (below), the reports/dashboard provide an effective mechanism for feedback and improvement.

The general education committee monitors and reports on outcomes and changes to the general education program annually (2017, 2018, 2019, 2020). Results indicate that students are performing at or near expectations on learning outcomes of critical thinking, problem solving and communication skills, as measured by direct (e.g., CLA) and indirect (e.g., National Survey of Student Engagement [NSSE], exit survey) measures. An example of how assessment of student learning outcomes has been used to make changes is the continued refinement of the WSU first-year seminar general education courses and the larger general education program. Success in the two-year pilot led to broader adoption for all students and a change in the general education requirements (see also 5.C.2.).

Based on program review feedback, program units have adopted or proposed changes to improve student performance and enhance student success in meeting program goals, including creation of new courses, and changes in course content and scheduling, assessment procedures, and degree requirements. Examples of use of data can be found on the program review web page and various program review reports listed in 3.A.1. and 4.A.1. One specific example is found in aerospace engineering where an administered survey resulted in new knowledge of weaknesses in AE 528/628 that led to enhanced use of hands-on activities. As a result, student outcomes are improving. Another example is the recent hire of an astronautics focused faculty member based on student feedback.

— 4.B.3. —

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

Assessment Best Practices

Assessment symposia are held regularly by the Office of Assessment and Accreditation to showcase units with solid assessment practices and bring additional expertise to campus. TRIO Student Support Services recently offered a workshop on logic models, one of their strong assessment practices. The office trains faculty and staff on best practices based on the Principles of Assessment. In the last year, 93 faculty and staff have attended one or more of the assessment symposiums.

Assessment Funding Support

Approximately $35,000 is available annually for specific assessment initiatives (provided by the Office of Assessment and Accreditation) to encourage individual units to develop robust assessment systems by fostering training on best practices as well as providing Funding for Assessment Initiatives. Examples of funding include providing resources for an external review

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

Program Level Oversight

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

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

— 4.C.1. —

Wichita State University continues its commitment to educational improvement as demonstrated by its recently completed work with the Kansas Board of Regents Foresight 2020, which focused on retention, persistence and completion rates in degree programs. The university saw improvements in fall to spring persistence (85.9 to 88.1) and four-year (22.2 percent to 24.7 percent) and six-year (44.2 percent to 50.2 percent) completion rates. Our new goals are reflected in the Student Success dashboard.

The Foresight 2020 initiatives and subsequent goals were designed to impact WSU's long-term retention and graduation rates. The initiatives aimed to enhance the student experience by: identifying academically at-risk students paired with proactive advising, developing a robust freshmen orientation, deploying an early alert system, launching a revised first-year experience course (WSU 101), and increasing supplemental instruction. The initiatives and dashboard continue to play a role in the assessment of student learning performance, retention and persistence and serve as the foundation of the aforementioned Student Success dashboard which, the SEM group is responsible for reviewing, to inform university actions related to retention, persistence and graduation rates. For example, WSU's six year graduation rate has improved to 50 percent over the last six years, due in large part to fewer undecided majors and increased use of the early alert system by faculty.

— 4.C.2. —

In terms of retention, persistence and completion of its programs, data collection and evaluation that began as a part of the Graduation Partnership's retention and graduation efforts continue as a part of the strategic enrollment management (SEM) plan. Data collected by the Office of Assessment and Accreditation and the Office of Planning and Analysis throughout the academic year are reported in dashboard format and reviewed by the SEM Committee, whose representatives include administrators, deans, associate deans, advisers, faculty, financial aid and admissions staff, and the provost. Additional annual reports/presentations document changes and improvements.

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

- Degree Conferred Factbook
- Student Retention and Graduation Rates

— 4.C.3. —

WSU continues to use a mix of methods in the evaluation process to ensure continuous review, modification and adjustment of the activities and plans to meet the ultimate goals of increasing retention and graduation rates. This is the work of the SEM Committee, which meets weekly.

Purpose

The purpose of evaluation is to analyze student success data in relation to the following questions.

- What is the level of engagement for current student success initiatives?
- Is there evidence of change in behavior/outcomes?
- Have goal outcomes changed?

Evaluation Strategy, Measurement and Timeline

The evaluation design (the three questions identified in the dashboard and noted above) has been developed to allow assessment of the extent to which program components are meeting the SEM goals. The SEM plan targets undergraduate students.

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 related to institutional data used for accreditation.

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

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

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

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

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4.S - Criterion 4 - Summary

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

Summary

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

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

WSU continues to improve the coordination of assessment activities across divisions, particularly Student Affairs. The universal adoption of CAS standards and the administrative restructuring that placed the Division of Student Affairs under the Provost’s Office is facilitating stronger communication and activities.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

— 5.A.1. —

Wichita State University has governance and administrative structures in place that involve its governing board, the Kansas Board or Regents (KBOR), and its internal constituencies.

Engagement of the Governing Board

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

Examples of engagement with KBOR and WSU are facilitated by having representation from WSU on KBOR councils below. Each was led by a WSU leader in 2020-2021. KBOR minutes demonstrate the type of input and collaboration created by the structure.

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

- 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, reviewing missions, and approving performance agreements and program review reports for each institution;

- Developing a comprehensive plan for coordinating program and course offerings and locations, including transfer and articulation procedures;

- Developing a unified budget for state funding of state system institutions (e.g., see KBOR minutes from August and September that document development and approval of the 2021-2022 unified budget);

- Representing WSU's interests (as documented in KBOR minutes, WSU actions highlighted); and

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

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

- Appointing the chief executive officer at each state university and having an employer/employee relationship with those officers;

- Overseeing many of the daily operational functions of state universities, while choosing to delegate actual performance of those functions to chief executive officers and their staffs (see KBOR minutes above and 2.C.5);

- Maintaining the state universities' physical assets (see minutes above); and

- Developing policy on a wide range of institutional issues (see minutes above).

Engagement of Administration, Faculty, Staff and Students

In terms of shared governance, the university has processes in place to keep all constituent groups (President's Executive Team [PET], Faculty Senate, Unclassified/University Support Staff Senates, and the Student Government Association [SGA]) engaged and informed of

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. Vice presidents are open to input and suggestions from their constituencies and meet regularly with department leaders and pass on that input to PET. In response to the last site visit, where it was broadly conveyed to the peer review team that the decision making process was periodically more closed than open with limited opportunity to influence decisions at the executive level, the university has purposively made the following changes:

- Made shared governance a priority;
- Provided shared governance forums to gain feedback;
- Identified three key areas of improvement: communication, transparency, and involvement/input, with activities to address; and
- Addressed improvement with such examples as updated shared governance policy; engagement with constituency groups in a new President's Innovation Advisory Council (PIAC) meant to engage with potential new directions of the university; semester-based college town halls for faculty/staff and students; semester-based university town halls for faculty/staff and students. The PIAC recently hosted a forum on the new digital transformation initiative.

Minutes documenting shared governance activities can be found on the faculty, unclassified, and university support staff senate web pages and the Student Government Association web page. Recent examples include minutes from the Reintegration Group that has managed the campus response to COVID-19 and the return to campus. This group comprised students, faculty, staff and administrators in order to ensure diverse perspectives.

— 5.A.2. —

WSU strives continuously to improve its performance. Input is sought at different levels and feedback from faculty, staff and students is reviewed by the President's Executive Team, with representation from all divisional vice presidents, the WSU Foundation, Intercollegiate Athletic Association and Governmental Relations. Internal Auditing provides an independent, objective assurance and consulting activity designed to add value and improve university operations. An example of WSU's practices in action involves the recent taskforce on a possible merger between the Alumni Association and Foundation that led to additional auditing and ultimately a consultant.

The Office of Planning and Analysis (OPA) provides support for evaluation and assessment; performs institutional research services; and serves as the repository for all data. It also submits external reports of institutional data to the KBOR's Postsecondary Database, IPEDS, and other

consortia or organizations of which the university is a part. OPA services are vital to the university's data-driven planning process.

Use of the OPA's business intelligence and predictive modeling (BIPM) has transformed the way WSU evaluates its performance. BIPM is an integrated student/course data system spanning 1980 to present, encompassing the life cycle of students from recruitment to degree conferral. The primary use of BIPM is to provide data that inform internal decision-making and planning. Besides reporting current and historical data trends, BIPM is used to forecast outcomes and create student, institutional, geographic and course scoring from models to identify at-risk behavior and recruitment opportunities. For example, BIPM support is provided in strategic planning (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 university; define policy initiating authorities; and develop a standard policy format, review, approval and dissemination process. The president, members of the executive team, Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association are designated as policy initiating authorities. These designations are meant to encourage governance at all levels. Examples such as a new shared governance policy, a student academic integrity policy, and a recent update of the strategic planning policy provide evidence of all constituency groups being involved in their development.

Faculty

Faculty in each academic department are collectively responsible for setting academic requirements, policy and processes, including the curriculum, and assume individual responsibility for their classes. All faculty members are entitled to full freedom in research and in publication of results, subject to adequate performance of their academic duties.

Administration

The president, as chief executive officer of the university, is responsible to KBOR for the operation of the entire university. The WSU president has a management team approach to governance and delegates operations and decision making through the vice presidents and other direct reports. The president and CEO of the WSU Foundation reports to the Foundation board, meets with the university president on a regular basis and attends meetings of the President's Executive Team. (See organization chart.)

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 deans, and the associate vice presidents for Academic Affairs. Deans are the chief administrative officers for their college or school. Management is exercised largely through department chairpersons and directors. In 2020, WSU's research enterprise was moved under the provost/executive vice president and led by the associate vice president for research and dean of the Graduate School. This area is responsible for faculty-led research.

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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 prioritizing expenses, while maintaining program quality. To evaluate its success, the university benchmarks itself to peers using various financial ratios. WSU is comparable in terms of these ratios.

As examples of fiscal decisions, WSU has:

- Increased tuition and fees to levels consistent with the prevailing rate among peers, and focused recruiting strategies to increase the proportion of non-resident students (see tuition/fee comparison to peers);
- Continued fundraising by the WSU Foundation for financial aid for students, departmental support, faculty of distinction and targeted program enhancements;
- Increased the level of funded research and public service grants; and
- Created initiatives to increase enrollment, and retention and graduation rates.

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

Human Resources

Salaries and fringe benefits make up approximately 56 percent of the university's operating budget, a percentage that is similar to its peers (FY 2018 data). WSU monitors the sufficiency of human resources with the following metrics.

- *Student-faculty ratios*: Faculty counts are monitored to ensure appropriate coverage of educational offerings. In WSU's latest HLC institutional updates, steady increases in full-time equivalent faculty have occurred with the most recent student-to-faculty ratio (2020 annual HLC report) reported as 19:1. The ratio has not changed over time and in line with WSU's peer institutions.

- Student-staff ratios: Non-instructional staffing levels have remained fairly constant over the past four years (2017-2020, measured each fall), with a student FTE/staff reported as 5.5, 5.3, 5.2 and 5.2 respectively. A comparison to WSU peers is not available.

- Student-adviser ratios: Ratios for the last two years (2019, 2020 measured each fall) are 234/1 and 226/1 respectively, with the range of ratios extending from a high of 372 for the College of Engineering and the College of Fine Arts as low as 166 students/adviser. A comparison to WSU peers is not available. Based on 2011 NACADA National Survey of Academic Advising (Carlstrom, 2013), the median caseload of advisees per full-time professional academic adviser is 296. By institutional size, the median individual adviser caseloads are 233, 333, and 600 advisees for small, medium and large institutions, respectively. WSU falls somewhere between a medium and large institution, which would make its overall adviser ratios in line with this data. However, some academic units need additional resources to help address high student/adviser ratios.

Physical and Technological Infrastructure

Physical Infrastructure

As guided by the strategic plan to ensure the university has a infrastructure for operations and programs, the campus is composed of approximately 363 acres of land, including the main campus at 21st Street and Hillside, and the Eugene M. Hughes Metropolitan Complex at 29th Street and Oliver. Additional locations are noted below. A recent example of how physical infrastructure development is tied to the strategic plan is the development of the National Institute for Research and Digital Transformation.

- WSU West is an owned facility located on approximately 8.8 acres of land northwest of Wichita in Maize, Kansas.

- WSU Haysville is housed in a leased facility in Haysville, Kansas just south of Wichita.

- WSU South is housed in a leased facility in south Wichita.

- WSU Downtown, near downtown Wichita, houses the Community Engagement Institute, KMUW radio station, and the Training and Technology Team. In 2017 the departments of physical therapy and physician assistant began their operations at this site.

- A new testing facility for the National Institute of Aviation Research is housed in the former Kansas Coliseum in Park City, Kansas.

- 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 2,150,714 square feet, and a current replacement cost of $1,064,685,754. A five-year capital improvement plan is submitted annually to KBOR for approval (see also campus master plan).

Plans for an innovation campus were approved in 2014 and included buildings for public/private research initiatives; one of those will house the W. Frank Barton School of Business. Significant progress has been made since the last site visit as depicted in this map (see east side of campus or the right side of the map). More than 20 companies are now located on the innovation campus, working with our students and faculty to prepare for employment opportunities and increase research productivity respectfully.

Technology Infrastructure

WSU has made significant investments in information technology tools and infrastructure, since the last review to address changes in teaching pedagogies, how work is performed, data security, and increasing research productivity to name a few, all of which support strategic goals of student centeredness and campus culture.

- *Information Security:* WSU created and filled a new Chief Information Security Officer role in 2020. Additionally, new network border and web application firewalls have been added, multi-factor authentication has been implemented, and new security monitoring tools were put in place to further improve WSU's security posture.

- *Remote Work:* The Jamf mobile device management platform was implemented to securely manage mobile devices, a loaner-laptop program was instituted, and remote training programs were instituted. Collectively, these changes allowed for ongoing productivity and continued education during the COVID 19 pandemic.

- *High Performance Computing Environment:* WSU's new high-performance computing (HPC) cluster will help researchers, instructors and students who have compute-intensive jobs to process. The new cluster has two large Graphics Processing Units and over 700 Central Processing Units or Cores.

- *Master Classroom Initiative:* Functionality has been added to about half of the master classrooms on campus. Networked cameras, instructor microphones and room microphones have been added to make it possible to stream lectures from the classroom to overflow rooms or to students at home in an effective way, allowing students to view the lecture and interact no matter how they are attending.

- *Lightboard Studios:* Lightboard studios were implemented to create dynamic, visually appealing recordings and even live lectures, presenting with a glass "whiteboard" between the instructor and the camera, so the instructor can face the camera (and therefore the students) while writing and interacting with the glass board.

- *Online Student Orientation:* WSU implemented Comevo's Online Orientation software to move incoming student orientation programs online. This allowed First Year Programs to provide important information to incoming students in a remote format to help them successfully start their college careers at WSU in a socially distanced, remote format.

- *Student Safety:* Forty-two network-integrated, 360-degree security cameras were placed across the campus to help improve student safety.

- Online Learning*:* A Power User Certification program, along with the LinkedIn Learning Platform, were implemented to improve the technical skills of students, faculty and staff.

- Increased Network Capacity*:* Network bandwidth across the university has been dramatically increased, from 1GBPS to 10GBPS across the campus (and 40GBPS across the backbone), allowing for faster performance and higher data transfer volumes.

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

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

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

- *Student spending-physical plant ratios:* Although IPEDS no longer reports this data, WSU continues to rely on 2015 reports where spending on the physical plant/student FTE had increased from $1,844 to $2,066, which was comparable to WSU peers (see also square footage peer comparison).

- *Student spending-technology ratios:* Over the past three years (2017-2019, measured each fall), spending on the technology/student FTE has been $620, $631 and $604 respectively. Peer comparison is not available.

— 5.B.2. —

WSU's vision, mission, values and goals were originally approved by KBOR in June 2013. The statements were updated (not a wholesale change) by the campus in 2020 but not required to be re-approved by KBOR.

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.

— 5.B.4. —

Under the budget process established for universities of the KBOR system, each university has its own base budget line-item appropriation from the State of Kansas general fund that is carried forward from the previous fiscal year, and increased funding is appropriated through the

operating grant to KBOR, which then determines the allocation to each KBOR university. This allocation becomes part of each university's state general-fund base budget. Each university may determine the use of the operating grant allocation, subject to KBOR guidelines.

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

Budget Development Process

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

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

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

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

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

WSU's internal budget process begins during February and March. The process is participatory and 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.

- The developed revenue and expenditure estimates used in the budget process take many forms and are often dependent on the changing budgetary concerns confronting the university for the upcoming fiscal year. Examples are below.
  — In coordination with the university president, the Student Government Association is responsible for recommending and adopting student fee budget requests that support a variety of student services and programs (e.g., Student Health Services).
  — In formulating budgetary decisions, the university relies on revenue estimates, as well as expenditure requests, that are refined throughout the budget process. Estimating and tracking documents are used to formulate and reconcile recommendations with available resources.

- The university president allocates salary increase funds and other budget increases to each division vice president.

- Vice presidents provide instructions and allocate funds to colleges and major units within their respective areas.

- Deans and directors then allocate funds to departments for budget input and salary recommendations.

- Departmental budgets then flow up through the organizational structure of the university with reviews at each level.

- The University Budget Office balances and finalizes the annual operating budget.

- Once the fiscal year budget is fully approved, it is loaded into the Banner finance system. When expenditures are entered into the system, it checks to ensure the expenditure does not exceed the amount of available budget for a given department. If it does, the transaction is suspended pending further correction by the department's budget officer.

Funding of the University Budget

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

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

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

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

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

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

The FY 2021 university budget is $417,433,700, divided in the following ways.

- 85,725,976 — state general fund allocation (1.9 percent increase from FY 2020);
- 85,168,459 — general fees fund (tuition) (5.49 percent decrease from FY 2020); and
- $246,539,265 — restricted use funds.

Monitoring Expenditures

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

- *Salaries* include wage and benefit costs for faculty, unclassified professional staff, university support staff, lecturers and graduate assistants. Personnel in these categories are under the auspices of KBOR policy that awards annual increases on a merit basis resulting from the outcome of the budget appropriation process.

- *Student salaries* are salaries paid on an hourly basis to enrolled students who work for the university.

- *Fringe benefits* are those expenditures paid by the university for each employee for retirement contributions, health insurance, Federal Insurance Contributions Act (FICA), workers compensation, unemployment compensation, and leave upon retirement assessment.

- *Shrinkage* is the amount of savings that the university must generate from employee turnover or vacant positions, as mandated by state law. The shrinkage rate for WSU is 2.28 percent of all general use-funded salaries and fringe benefits.

- *Other operating expenditures* are those funds budgeted for all university operating expenditures except salaries and fringe benefits.

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

- Detailed departmental budget-to-actual reports are available for budget officers to execute and review on a monthly basis (FCD00106 – Organization Financial Report for GU funds, e.g., dental hygiene), but can also be executed daily. The Office of Financial Operations also monitors budget to actual by using the Banner finance system to stop processing of expenditures anytime there is non-sufficient budget for the expenditure.

- Restricted use cash deficits are identified on the FCD00105 – Organization Financial Report for RU funds (e.g., economics). Reports are available for execution by each budget officer on a daily basis, and the deficits are closely monitored by the Office of Financial Operations, which works with the department chair to correct the deficit.

- Budget review officers and vice presidents use summary reports by organization and division to easily identify variance between budget and actual within their units (FCD00200 – Organization Financial Summary, e.g., College of Applied Studies Dean' Office).

- Full-time permanent positions are assigned position budgets. Monitoring of the position budget is accomplished at the department level with oversight by the University Budget Office using an online, real-time form in Banner (PWIEBUD).

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

There are multiple examples of how WSU supports its offerings and its plans for maintaining and strengthening their quality in the future. After a review of restricted use cash balance report (FCS00315 RU Ending Cash Balance Report) it was determined that two departments should be analyzed further due to their negative cash balances. The first department is the Molecular Diagnostic Lab. This lab has a negative balance because staff and supplies are expended prior to receiving cash for the services provided. In addition, the lab will receive funding from the CARES Act. By looking at this data, WSU is confident this lab will have a positive cash balance in the future. The second department is the Teacher Apprentice Program, which has another cohort group that will begin this program prior to fiscal year end. When this occurs, the program should have a positive cash balance. Finance continues to monitor both of these departments to ensure fiscal compliance is achieved.

As a public university, WSU submits financial statements each year (2017, 2018, 2019, 2020) to the auditor of the State of Kansas. The university has had a balanced budget during all years of this accreditation period. Another example of auditing activity is the recent financial review of the WSU Alumni Association by the university Office of Audit in order to inform decisions about a possible merger of the Alumni Association and the Foundation. The sum of these activities support the quality of programs and student success identified in 5.B.1.

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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.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

— 5.C.1. —

Wichita State University engages in continuous systematic and integrated planning as evidenced through its strategic planning process. In 2018, the university community began the process of updating the strategic plan as adopted in 2013. Multiple stakeholders were engaged in the process, specifically through solicitations from students, faculty, staff, community and political leaders, and employers (see how the plan was updated and the new revised plan.). Annual reports are provided each year (2017, 2018, 2019, 2020).

Resource Allocation Process

WSU embraces an inclusive and collaborative resource development process that draws on faculty, staff, and student involvement through multiple engagement opportunities. New resource considerations are weighed based on their impact on the goals of the university's strategic plan and four key criteria. The university budget advisory committee makes recommendations to the executive vice president and vice president for Administration and Finance. The final decisions are made by the president who will:

- Suggest budget priorities consistent with the strategic plan.
- Gather information regarding areas where long-term budget efficiencies may be achieved while increasing effectiveness in achieving strategic goals.

- Suggest areas that might result in increased income that are consistent with the strategic plan.

- Communicate regularly with the campus regarding ideas and discussions.

The transformation of the university, as guided by planning processes, has steered resources toward strategic enrollment management, new degree programming, increasing faculty salaries (see 2018-2019 priorities report), increasing research resources (e.g., high performance computing resources, and increasing PhD stipends), and the construction of a new business school building.

— 5.C.2. —

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

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

A recent example of how assessment of student learning has been linked to budgeting is the development of a new first-year seminar general-education course being approved for entering freshmen fall 2021. The course came about after determining that an existing first-year experience course (WSU 101) was neither achieving its educational purpose nor contributing to improvements in retention. The provost added new resources to develop the first-year seminar course beyond what was allocated to WSU 101.

An additional example relates to the creation of a new Latinx studies area. Given the realities of national and regional demographics, WSU, like many universities, recognizes how critical recruiting and retaining Latinx (also traditionally called Hispanic or Latino/Latina) students is to the university's growth. While WSU has seen its Latinx student population grow and, recently, has made admirable improvements in retaining these students, there are two circumstances on campus that threaten this progress: a lack of Latinx faculty and a lack of Latinx concerns reflected in the curriculum. In response to this proposal, the provost allocated resources to hire a director of Latinx studies and has since procured additional resources to add additional faculty in this area.

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

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

— 5.C.3. —

The strategic planning effort in 2018 that led to the update of the original plan adopted in 2013 was managed by a committee appointed by the university's provost. The committee engaged hundreds of people — faculty, staff, students, business and community leaders — to generate ideas, gather and analyze data, and interpret results. Data from discussions within the committee and several town hall meetings, surveys of faculty, staff, students and alumni, and strategic planning retreats were distilled into a strategic plan. This process continues through the work of the committee: facilitating the annual review process, reviewing university goals, and reviewing tools and metrics for changes.

— 5.C.4. —

WSU has processes for planning and the possible impact of fluctuations in revenue determined by the state economy as described in 5.B.4. Systematic reviews and monitoring of local, regional and global trends have allowed WSU to engage in a dynamic planning process to thrive in the complex fluid environment of higher education.

A major initiative that grew out of WSU’s assessment of trends and changes in the environment was growing enrollment as a primary method to increase revenue. WSU consulted the American Association of Collegiate Registrars and Admissions Officers for assistance with strategic enrollment management in an effort to position the university for long-term enrollment success. This effort has since led to an increase in enrollment by 7.4 percent over the last five years.

Environmental scanning occurs through data and feedback from advisory committees such as the WSU Foundation's National Advisory Council, whose 115 business and professional members are drawn from states across the nation. The council:

- Proves effective in keeping the university abreast of emerging trends in technology, demographic shifts and globalization, and WSU’s obligations in a multicultural society;
- Solicits input related to evaluation of specific segments of the educational environment, such as the impact of social, technological, economic and cultural trends on university giving by donors; student enrollment and performance; the impact of rising tuition on the public’s perception of cost and quality; and the uniqueness of WSU; and

- 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

Reorganization in 2014 of University Computing and Telecommunications into Information Technology Services (ITS) has improved support. Examples of this include new ITS staff to support Blackboard and other infrastructure needs. One related area that was added in 2020 includes a new office of Information Security. Prior to this time, information security was embedded in ITS across several positions, but is now a separate office reporting directly to the vice president of Administration and Finance. A new director and security engineer were added to assist two security analysts.

Demographic Changes

Equally important to planning is the composition of the student body. In the past 10 years the median age of undergraduate and graduate students has stayed constant at 22, and the percentage of undergraduates who attend full time increased to 79.6 percent of the student body in fall 2020 (full-time status is defined as enrollment in 12 undergraduate or nine graduate credit hours per semester). Currently, the median age of new freshmen is 18 years. These data reflect national norms with respect to the age of entering freshmen. Data also may reflect a trend developing in the WSU student population toward a younger, full-time student and away from past characterizations of the student body as older and largely part-time.

One out of five of WSU undergraduate students are now considered underrepresented minorities (URM), 45 percent are first-generation, and 56 percent are underserved (URM, low income, and first-generation). These demographic changes have led the university to develop more support for all students, especially these at-risk students (e.g., Office of Student Success [student success coaches], Office of Diversity and Inclusion, and the First-Generation Coordinating Council).

Local, National and Global Forces

Forces in the workplace have increased demand for STEM (Science, Technology, Engineering and Mathematics) graduates. Spiraling technological advancements drive demand for engineers, scientists and mathematicians to fill vacancies in traditional STEM careers and fill a rapidly growing number of positions in an equally rapid growing number of new careers that demand technological skills. Kansas legislators and KBOR share an interest in increasing the level of

technology competence in the Kansas workforce to meet anticipated future employment opportunities. This motivated a State of Kansas initiative to support engineering education in the amount of $105 million, divided equally between WSU, Kansas State University, and the University of Kansas for 10 years (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.

— 5.C.6. —

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 needing improvement, such as increasing student retention and participation of first-generation students.

University Administration

Based on feedback from constituencies, the President's Executive Team has restructured administrative roles to better serve WSU and its new strategic plan. The most important change has included enhancement of the provost role into an executive vice president who is now responsible for Academic Affairs, Student Affairs, Research, Military and Veteran services, and a new area named Strategic Engagement and Planning. (See organization chart.)

Business Continuity Planning

Development of a comprehensive Business Continuity Plan (BCP) is of vital importance to WSU in terms of sustainability. The university is responsible for providing services to its students, faculty and staff, and must be prepared continually to meet these responsibilities in the face of major disasters, as well as small routine disruptions. The project officially started in August 2013, with several training sessions having been held to date, with the most recent one being held in 2019. Tabletop exercises are meant to practice use of the BCP with staged events. Periodic reminders are sent to primary continuity planners to provide updates to the BCP.

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5.S - Criterion 5 - Summary

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

Summary

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

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

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

As mentioned in Criterion 3, a focus on continuing to strengthen advising processes through WSU's strategic enrollment management plan will be a priority.

Sources

There are no sources.