



2018 Strategic Plan Annual Report

December 2018

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Wichita State University Strategic Planning Process Update

Background

WSU President John Bardo launched the strategic planning effort for Wichita State University in 2012, envisioning a dynamic, powerful future for Wichita State University. A Strategic Planning Steering Committee, composed of WSU faculty, staff, and students, as well as community leaders, developed the plan based on input from the campus and off-campus communities. The plan was completed in spring 2013, and adopted by the Kansas Board of Regents in June 2013. Strategic plans for academic Colleges and other selected units (e.g., Student Engagement, Career Development) were completed in spring 2014.

In fall 2014, a Phase 2 Strategic Planning Steering Committee was formed. By spring 2016, the notable accomplishments of this Committee included: a review of all College and selected unit plans; development of a strategic plan self-assessment tool for Colleges and units; and establishment of a [University Strategic Planning Dashboard](#) (including descriptions, rationale, metrics and targets).

A Strategic Planning Advancement Committee was appointed in spring 2016. Each College and other Academic Affairs units selected a trusted person to ensure outcomes and metrics are set and measured within the College or unit and to serve on the Strategic Planning Advancement Committee. Notable accomplishments of this Committee included: facilitation of a Fall 2016 Strategic Planning Annual Review; facilitation of a Spring 2017 Strategic Planning Forum; implementation of a process to review Applied Learning & Research proposals; and development of University policy that created a University-level Strategic Planning standing committee.

The newly formed Strategic Planning Committee began meeting in August 2017. [University policy 1.09](#) outlines the purpose, structure, and responsibilities of the Committee (see Appendix A). As part of their responsibility, the Committee facilitated a Fall 2017 Strategic Planning Annual Review.

Fall 2017 Strategic Planning Annual Review

This event was held on September 15, 2017. The purpose of this engagement process was to provide colleges and other University partners a collegial forum to demonstrate progress on their strategic plan goals and alignment with the University's strategic goals. Instructions for participants are in Appendix B. This event was a two-hour poster session that summarized this information. Approximately 200 people attended. Poster session handouts can be viewed at the [WSU Strategic Planning web page](#).

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report





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Next Steps for Strategic Planning Implementation

During the summer of 2018, a Strategic Planning Transition Subcommittee met to determine the next steps for strategic planning implementation. Their work resulted in the following structure.

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 newly adopted structure is multi-faceted and includes administrative support, a steering committee, and activation teams.

The Strategic Planning Committee is led by the Assistant Vice-President (AVP) of Academic Affairs and includes a representative from each of eight Cross-Cutting Initiatives and the chair of each of seven Goal-Focused Activation Teams.

The new Strategic Planning Committee is charged to:

- approve Goal-Focused Activation Team recommendations and determine how to move forward
- ensure recommendations are forwarded to the appropriate person for final approval
- periodically review college strategic plans and other updated strategic plans, to include:
 - ensuring college and department plans are linked to the University Strategic Plan
 - ensuring colleges and departments engage in continuous improvement of their respective strategic plans
- provide meaningful cross-campus conversation on strategic topics to demonstrate progress on the University's strategic plan
- engage in the strategic planning assessment process to monitor progress toward targets, to include:
 - Strategic Planning Dashboard
 - areas for improvement
 - coordinating University continuous improvement efforts
- transfer implementation responsibility of the strategic plan to Provost, Deans, and other University partners
- facilitate University Strategic Plan events (e.g. Fall Strategic Plan Annual Review, Spring Strategic Plan Forum)
- review University goals for needed revisions, to include additions, deletions, or changes as appropriate.

Cross-Cutting Initiatives

Cross-Cutting Initiatives are initiatives that are already underway at Wichita State University. These initiatives are intricately linked to the implementation of the University's strategic plan. The initiatives are:

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Strategic Enrollment Management (SEM)

The Strategic Enrollment Management team has been charged to help WSU grow enrollment, promote WSU, serve all students and enhance every student's college experience. The work group comprises faculty and staff from a cross section of campus offices and colleges.

Strategic Communications

Strategic Communications leverages their wide range of creative and strategic expertise to help WSU offices maximize their marketing impact through varied services such as social media engagement, advertising, graphic design, video, photography, event planning, and other efforts.

Operations Sustainability (OPS)

The office of Operations Sustainability ensures continuous Improvement and elimination of barriers to help establish procedural paths for repeated actions (efficiency and sustainability of those actions).

President's Innovation Advisory Council (PIAC)

The President's Innovation Advisory Council reports directly to the President and provides bridges from the University to the broader community. They have a dual foci and charge: 1) to serve as an internal focus group providing feedback to Strategic Communications and 2) serve as an external focus group for community and industry entities who seek to partner with WSU.

President's Budget Advisory Committee (PBAC)

The President's Budget Advisory Committee is charged with four specific responsibilities. The PBAC is to: suggest budget priorities that are consistent with the institutional strategic plan; gather information regarding areas where long-term budget efficiencies might be achieved while increasing effectiveness in achieving strategic goals; suggest areas that might result in increased income that are consistent with the strategic plan; and communicate regularly with the campus regarding ideas and discussions.

President's Diversity Council (PDC)

The President's Diversity Council is an advisory and leadership team responsible for developing, overseeing, and monitoring University-wide efforts to achieve Wichita State University's commitment to diversity as a core institutional and educational value.

Student Government Association (SGA)

SGA empowers students to voice their opinions through campus committees and weekly public Senate meetings. SGA is governed by students and committed to student issues and concerns.

Graduate Student Association (GSA)

The Graduate Student Association at Wichita State University enhances the graduate student experience through a unilateral representative body that provides student input on the policies impacting health, finances, and personal and professional development. The GSA supports all graduate students and aims to provide networking opportunities in the form of social events, professional development, and community engagement (on campus and in the city of Wichita and its surrounding communities)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Goal-Focused Activation Teams

Activation Teams are comprised of a chair and a chair elect, both appointed by the Provost, and at least four faculty members, four staff members, and four community members. Invitation to the Activation Teams is open. Success of the Activation Teams in the first year will ensure:

- expanded discussions across campus and the community
- more inclusiveness in dialogue and action around innovation and sustainability
- more concrete and common understandings of terms, goals, and themes through examples of specific actions and initiatives
- more resources for people to feel supported and confident to take new steps to advance the Strategic Plan goals

The Activation Teams and their assigned goals are:

APPLIED LEARNING: Guarantee an applied learning or research experience for every student by each academic program.

INTERDISCIPLINARY: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

COMMUNITY & INDUSTRY PARTNERSHIPS: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

INNOVATION: Accelerate the discovery, creation, and transfer of new knowledge.

CAMPUS CULTURE: Empower students to create a campus culture and experience that meets their changing needs.

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

ASSESSMENT/INCENTIVES/REWARD: Create a new model of assessment, incentive, and reward processes to accomplish our vision and goals.

Fall 2018 Town Hall Meeting

On October 25, 2018, the new structure for implementation of the Strategic Plan was introduced to the Wichita State University campus at a campus-wide town hall meeting. Almost 200 people attended the meeting and many committed to joining Activation Teams. Their work will continue into 2019.

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report



WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Wichita State University Strategic Planning Metrics Update

Introduction

Wichita State University is a complex system with many components interacting to achieve the strategic goals of the organization. Monitoring and assessment of progress toward our strategic plan is necessary and requires many types of evaluations. Quantitative metrics are one method of monitoring and assessment.

The Wichita State University Strategic Planning Steering Committee consulted with University Academic Affairs, including the College Deans, to develop a University dashboard that intentionally gauges collective performance of the University on representative meaningful metrics. Dashboards are used to gauge the performance of a complex system using a small number of metrics to monitor collective performance. The committee researched, deliberated, and selected quantitative metrics as indicators of how well the University is achieving its **mission** *“to be an essential educational, cultural and economic driver for Kansas and the greater public good”* and aspiring to its **vision** to be *“internationally recognized as the model for applied learning and research.”*

Metric Selection

Metric selection is a subjective process. The Strategic Planning Steering Committee considered a large number of indicators before deciding on the final metrics. The objective was to choose meaningful indicators that provide evidence of progress toward achievement of the strategic plan, while at the same time choosing metrics for which data are already collected at the University. Periodic evaluation of these indicators may result in adjustment as better indicators are collected or indicators are found to not drive the intended behaviors.

Dashboard

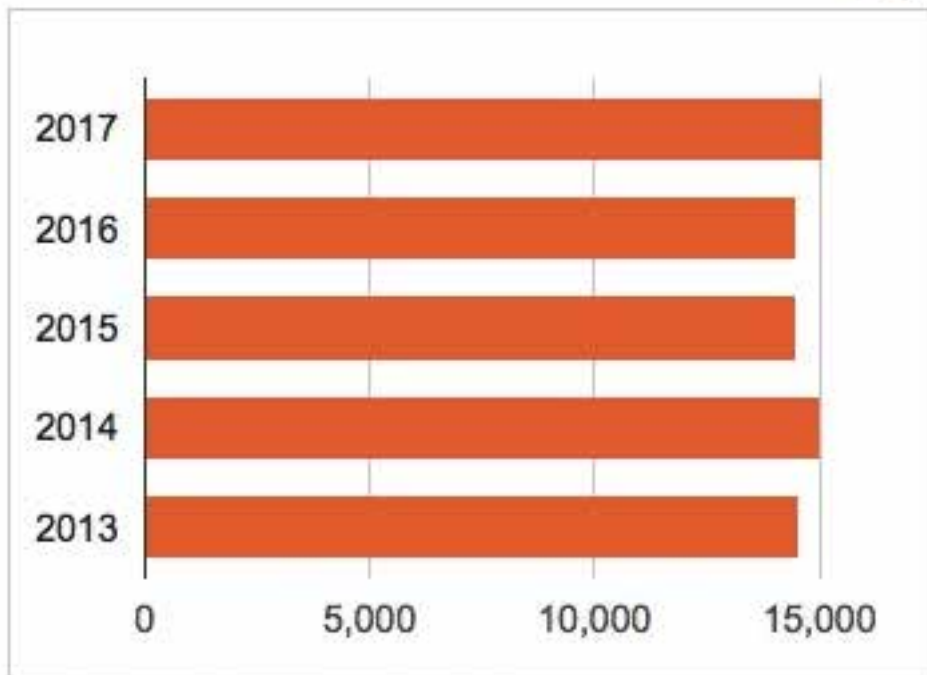
The full University Strategic Planning Dashboard can be found at:
https://www.wichita.edu/about/strategic_plan/dashboard_home.php

The details found at this website were used to develop this annual report.

Enrollment

ENROLLMENT

Fall census (unique headcount)



SOURCE: WSU Student Information System

Description:

- Number of students enrolled at Wichita State University based on student head count as of the 20th day of the fall semester
- Data Source: Wichita State University Office of Planning and Analysis, Student Information System, Fall Census (Associate VP, Academic Data Systems)
- Updated: annually, 20th day of fall semester

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver for Kansas and the greater public good, enrollment growth is essential
- While numerous metrics (e.g., student credit hours) relate to enrollment growth, the annual enrollment figure based on the fall census is the most widely recognized and reported

Target Year 2020:

- 22,000 students (based on goal set by Wichita State University Strategic Enrollment Management process; includes one-time gain of 4,000 students from WSU-Tech)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Detail Data:

1. number of resident, nonresident, international
2. number of graduate, undergraduate
3. number of historically under-represented groups
4. number of female, male

Enrollment	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	14,550	15,003	14,495	14,474	15,081
Resident	12,189	12,208	11,913	11,811	12,227
Non-resident	828	1,033	1,007	1,175	1,339
International	1,533	1,762	1,575	1,488	1,515
Undergraduate	11,208	11,299	11,060	11,037	10,970
Graduate	2,763	3,024	2,804	2,651	2,683
Other	579	680	631	786	1,428
American Indian/Alaskan Native	98	106	85	80	78
Black (non-Hispanic)	683	696	638	666	723
Hispanic	1,049	1,154	1,200	1,298	1,487
Hawaiian	18	13	9	9	13
Female	7,575	7,757	7,606	7,719	8,206
Male	6,975	7,246	6,889	6,755	6,875

Source: Student Information System, Fall Census, unique headcount

Comments:

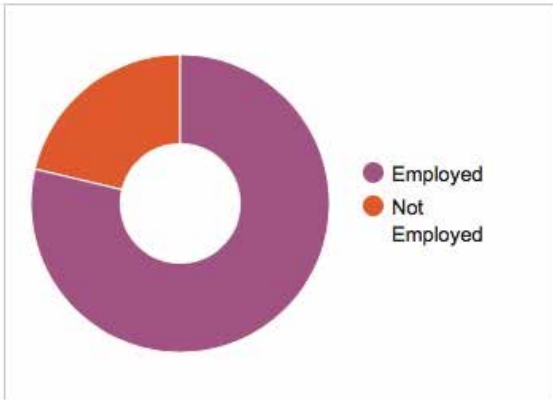
- Increased enrollment figures in 2017 are a direct result of specific University plans to increase enrollment by 2020
- The 2017 new first-time freshman class was the largest in school history for the second consecutive year
- In conjunction with the University's Strategic Planning process, WSU has developed a Strategic Enrollment Management (SEM) plan for growth the next three-to-five years (see the following website for the full SEM plan:
https://www.wichita.edu/academics/academic_affairs/SEM/index.php)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Employment

UNDERGRAD EMPLOYMENT

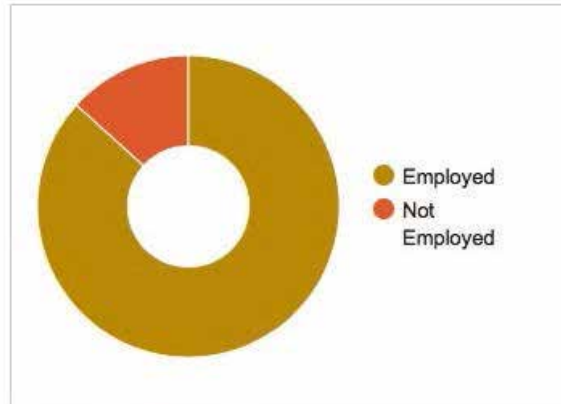
Percent of 2017 graduates employed 6 months after graduation



SOURCE: WSU Alumni Survey

GRADUATE EMPLOYMENT

Percent of 2017 graduates employed 6 months after graduation



SOURCE: WSU Alumni Survey

Description:

- Number and percent of students employed six months after graduation
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver, the University's graduates must find success in the job market
- The settings in which they are employed may vary, but given the breadth of the University's service area—Kansas and the greater public good—equal value is found in different placement settings

Target Year 2020:

- 90% of undergraduate students (based on Foresight 2020)
- 95% of graduate students

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international
2. percent self-employed [future data collection]

Percent of students employed 6 months after graduation	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	273	317	241	246	178
	82.1%	81.4%	83.8%	82.5%	80.9%
Undergraduate	184	225	148	145	127
	77.7%	76.4%	79.7%	78.6%	78.7%
Graduate	89	92	93	98	51
	91.0%	93.5%	90.3%	88.1%	86.7%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	149	164	125	120	97
	66.5%	63.6%	61.9%	58.9%	67.4%
Employed in Kansas (excluding Sedgwick County and MSA)	26	29	22	27	18
	11.6%	11.2%	10.9%	13.4%	12.5%
Employed in the U.S. (excluding Kansas)	43	59	53	51	27
	19.2%	22.9%	26.2%	25.2%	18.8%
Employed internationally	6	6	2	5	2
	2.7%	2.3%	1.0%	2.5%	1.4%

Source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Comments:

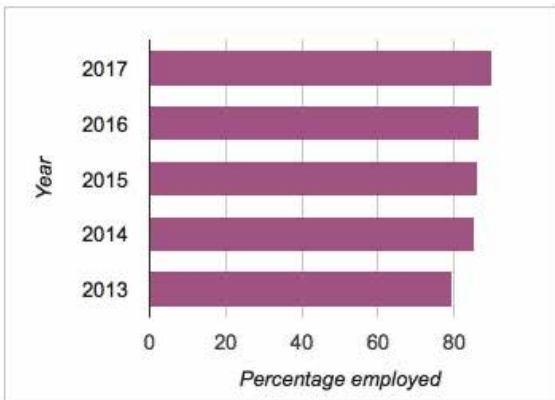
- Employment by undergraduate and graduate students six months after graduation has remained relatively consistent over the past five years
- While a majority of Wichita State University students are employed six months after graduation, the plan is to increase the employment status of graduates
- Implementation of guaranteed applied learning or research experiences for students over the next few years will help increase opportunities for students to be employed shortly after graduation

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Job Relevance

UNDERGRAD JOB RELEVANCE

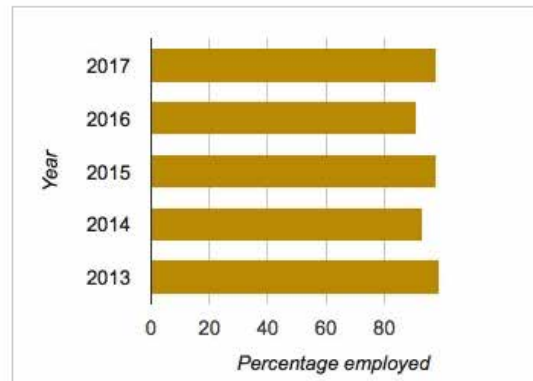
Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

GRADUATE JOB RELEVANCE

Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

Description:

- Number and percent of employed students working in a job directly or indirectly related to their field of study
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- One of the key outcomes associated with WSU's mission to serve as an economic driver and its emphasis on applied learning is that graduates are able to find employment in areas that are related to their field of study
- Students employed in a job related to their field of study relates to applied learning opportunities and capitalizing on relevant existing and emerging societal and economic trends
- The identified linkage may be either direct or indirect, such as cases in which graduates are applying competencies gained through their field of study to their work in a different area (e.g., a sociology graduate working in marketing research)

Target Year 2020:

- 90% of undergraduate students
- 95% of graduate students

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international

Percent of employed students working directly or indirectly in a job related to their field of study	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	224	258	202	202	144
	86.6%	88.0%	91.0%	88.6%	92.4%
Undergraduate	143	172	118	114	100
	79.7%	85.5%	86.3%	86.8%	90.0%
Graduate	81	86	84	88	44
	98.8%	93.0%	97.6%	90.9%	97.7%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	128	139	113	103	91
	66.0%	61.2%	61.4%	57.2%	68.4%
Employed in Kansas (excluding Sedgwick County and MSA)	21	27	17	26	16
	10.8%	11.9%	9.2%	14.5%	12.0%
Employed in the U.S. (excluding Kansas)	41	57	52	47	24
	21.1%	25.1%	28.3%	26.3%	18.0%
Employed internationally	4	4	2	4	2
	2.1%	1.8%	1.1%	2.2%	1.5%

Source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

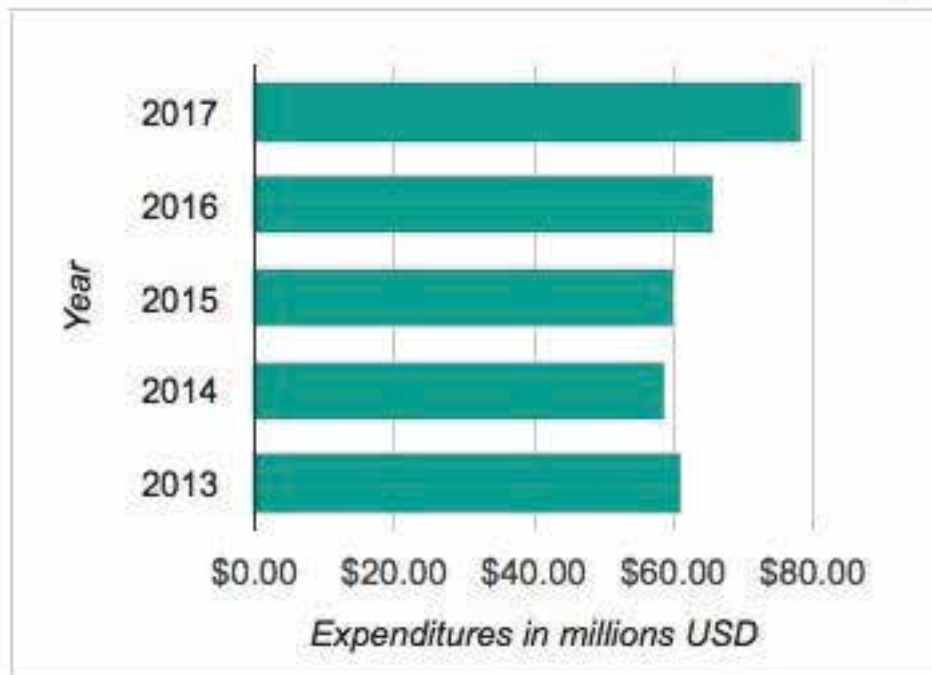
Comments:

- For the most part, job relevance for undergraduate and graduate students experienced a rebound in 2017
- The majority of this increase is demonstrated in the Metropolitan Statistical Area; those employed outside the MSA, elsewhere in the U.S., and internationally experienced a decrease in job relevance in 2017
- Implementation of guaranteed applied learning or research experiences for students over the next few years will help increase opportunities for students to be employed in jobs related to their fields of study

Sponsored Research Funding

R&D EXPENDITURES

Amount spent in millions USD



SOURCE: WSU Financial Operations

Description:

- Research and development dollar expenditures (1) of funding received from federal, state and local governments, businesses, nonprofit organizations and (2) for internal grants, graduate research student assistant waivers, cost share on grants and unrecovered indirect costs
- Data Source: WSU Financial Operations, data reported to National Science Foundation for Higher Education R&D (HERD) survey (Associate VP, Administration & Finance for Financial Operations & Business Technology)
- Updated: annually, calendar year

Rationale:

- Sponsored research funding relates to numerous WSU strategic goals, including the discovery, creation, and transfer of new knowledge
- Sponsored research funding pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- While not all research is funded (e.g., journal publications, conference presentations), sponsored research funding provides a sampling of research that is vital to the University's sustainability

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

- The strategic importance of sponsored research funding is further evidenced by the goal's inclusion among WSU's Foresight 2020 indicators under the category of economic alignment
- Using the National Science Foundation for Higher Education R&D (HERD) data provides a mechanism for comparisons to peer and aspirational institutions
- Using FY2015 as the base, an average of 1% increase each year is expected through year 2020

Target Year 2020:

- \$63.63 million

Detail Data:

1. Dollars by College/unit - for LAS separate into four categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences
 - d. Other

Research and Development Expenditures (\$ in millions)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	\$61.388	\$58.859	\$59.940	\$65.930	\$78.514
College of Education	\$0.822	\$0.162	\$0.032	\$0.154	\$0.104
College of Engineering	\$8.248	\$8.140	\$8.000	\$8.122	\$7.163
College of Fine Arts	\$0.003	\$0.005	\$0.003	\$0.016	\$0.017
College of Health Professions	\$3.701	\$4.167	\$3.765	\$0.544	\$0.039
Fairmount College of Liberal Arts & Sciences	\$5.053	\$3.531	\$2.820	\$2.696	\$3.561
Humanities	\$0.012	\$0.007	\$0.040	\$0.010	\$0.006
Natural Sciences & Mathematics	\$3.578	\$2.378	\$1.400	\$1.653	\$2.115
Social & Behavioral Sciences	\$0.865	\$0.746	\$1.280	\$1.020	\$0.478
LAS - Other	\$0.598	\$0.400	\$0.100	\$0.013	\$0.962
W. Frank Barton School of Business	\$0.095	\$0.002	\$0.008	\$0.028	\$0.078
NIAR	\$38.112	\$37.208	\$36.627	\$40.165	\$48.840
Other	\$5.354	\$5.644	\$8.685	\$14.205	\$18.712

Source: data reported to National Science Foundation for Higher Education R&D [HERD] survey, fiscal year)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

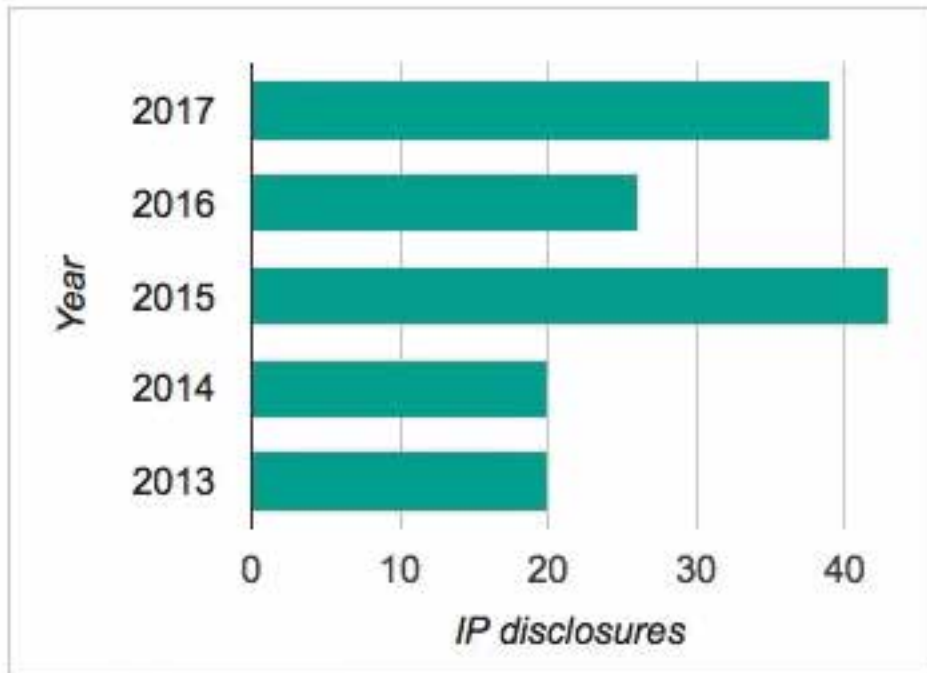
Comments:

- The nature of grants and contracts result in major fluctuations in R&D expenditures from year to year, which is reflected in 2017
- This metric measures R&D Expenditures, and one of the drivers of these expenditures is R&D awards. Wichita State University set a new record for total R&D awards in fiscal year 2018 with a total of \$104.5 million. This is the first time the University has achieved greater than \$100 million in research awards in its history
- The increase is a direct result of strategic efforts of the Office of Research to increase the exposure of grant opportunities available through industry and government agencies and to facilitate the development of strong proposal submissions
- Development of the new Innovation Campus at Wichita State University, as well as other initiatives, should result in increased funding, and hence R&D Expenditures

Intellectual Property (IP) Disclosures

IP DISCLOSURES

Number of intellectual property disclosure forms received, fiscal year.



SOURCE: WSU Ventures

Description:

- Number of Intellectual Property (IP) disclosure forms received
- An IP disclosure form provides a summary of information related to an idea or invention
- Mechanism to identify and protect the intellectual property of the University
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of intellectual property disclosures relates to numerous WSU strategic goals, including the discovery, creation, and transfer of new knowledge
- The number of IP disclosures pertains to WSU's mission of being an educational, cultural, and economic driver for Kansas and the greater public good
- Intellectual property disclosures are one of the many outcomes associated with WSU's emphasis on creativity, innovation, and entrepreneurship
- FY2010-FY2012, 21 total IP disclosures were received from WSU researchers (average seven per year)
- Increased emphasis at WSU on IP disclosures resulted in an increase of IP disclosure submissions (FY2013 = 20; FY2014 = 20)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

- Creation of WSU Ventures to serve as an integrated support system resulted in a significant increase in IP disclosures (FY2015 = 43)
- Link between research dollars obtained and IP disclosures is typically found to be \$1.5 million to \$3 million research dollars per IP disclosure (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Based on 2013, WSU generates approximately \$50 million in total research dollars per year (this refers to awards obtained, not to expenditures)
- Using FY2013 as the base, an average of 15% increase each year results in 45 disclosures in FY2020

Target Year 2020:

- 45 IP disclosures

Detail Data:

1. Disclosures by College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. Number of interdisciplinary disclosures

Number of intellectual property disclosures	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	20	20	43	26	39
College of Education	7	0	3	1	4
College of Engineering	6	3	6	7	11
College of Fine Arts	0	0	2	5	8
College of Health Professions	0	1	4	0	0
Fairmount College of Liberal Arts & Sciences	1	1	12	4	7
Humanities	0	0	0	0	0
Natural Sciences & Mathematics	1	1	7	3	3
Social & Behavioral Sciences	0	0	5	1	4
W. Frank Barton School of Business	0	0	1	0	0
NIAR	2	11	8	5	3
Other	0	1	1	1	1
Students	1	2	4	2	4
Interdisciplinary	3	1	2	1	1

Source: WSU Ventures; IP Disclosure forms received, fiscal year

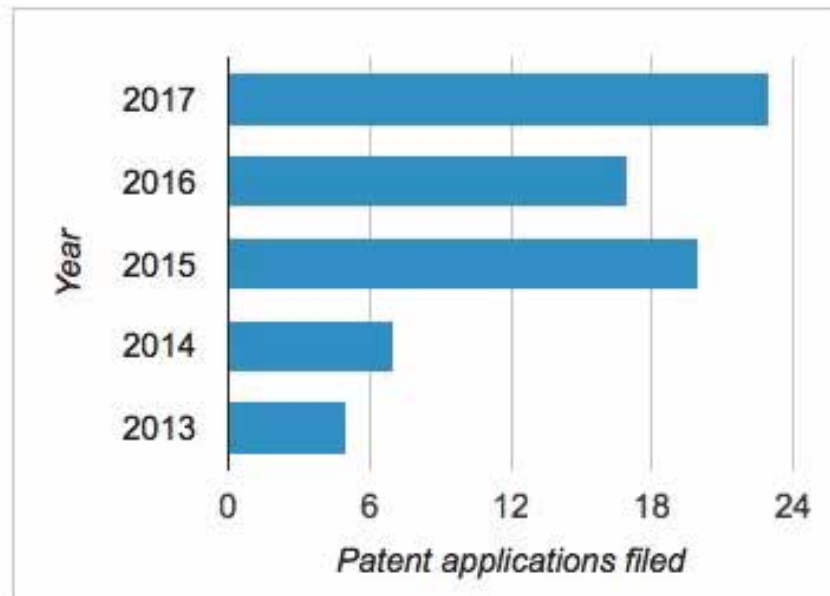
Comments:

- The number of 2017 IP disclosures is on track for a 15 percent increase each year, over the base year of 2013

Patents Filed

PATENTS FILED

Number of patent applications filed



SOURCE: WSU Ventures

Description:

- Number of provisional and non-provisional patent applications filed with the United States Patent and Trademark Office (USPTO)
- A patent is a set of exclusive rights granted to an inventor for a limited period of time in exchange for detailed public disclosure of an invention (i.e., a product or process solution to a specific technological problem)
- A patent excludes others from making, using, selling, offering for sale, or importing the invention
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of patents filed relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge and applied learning experiences for students
- Patents filed also pertains to WSU's mission of being an educational, cultural, and economic driver for Kansas and the greater public good
- Patents are one of the many outcomes associated with WSU's emphasis on creativity, innovation, and entrepreneurship

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

- The patent process is expensive; therefore, chances of smaller research universities, such as WSU, recovering the money spent is limited in terms of likelihood and timeframe
- Nationally, approximately 50% of IP disclosures result in patents (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Given the high costs of patenting, it would be anticipated that the percentage of patents filed by WSU of total IP disclosures would be less than the national average
- Using FY2013 as the base, an average of 15% increase each year results in 20 patent filings in FY2020

Target Year 2020:

- 20 patent applications filed

Detail Data:

1. Number of patent filings by College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

Number of WSU patents filed	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	5	7	20	17	23
College of Education	1	0	1	0	3
College of Engineering	2	2	3	7	10
College of Fine Arts	0	0	0	0	0
College of Health Professions	0	0	0	0	0
Fairmount College of Liberal Arts & Sciences	1	3	10	8	9
Humanities	0	0	0	0	0
Natural Sciences & Mathematics	1	2	6	5	6
Social & Behavioral Sciences	0	1	4	3	3
W. Frank Barton School of Business	0	0	0	0	0
NIAR	1	2	5	2	1
Other	0	0	0	0	0
Students	0	0	1	0	0

Source: WSU Ventures; Number of provisional and non-provisional patents filed, fiscal year)

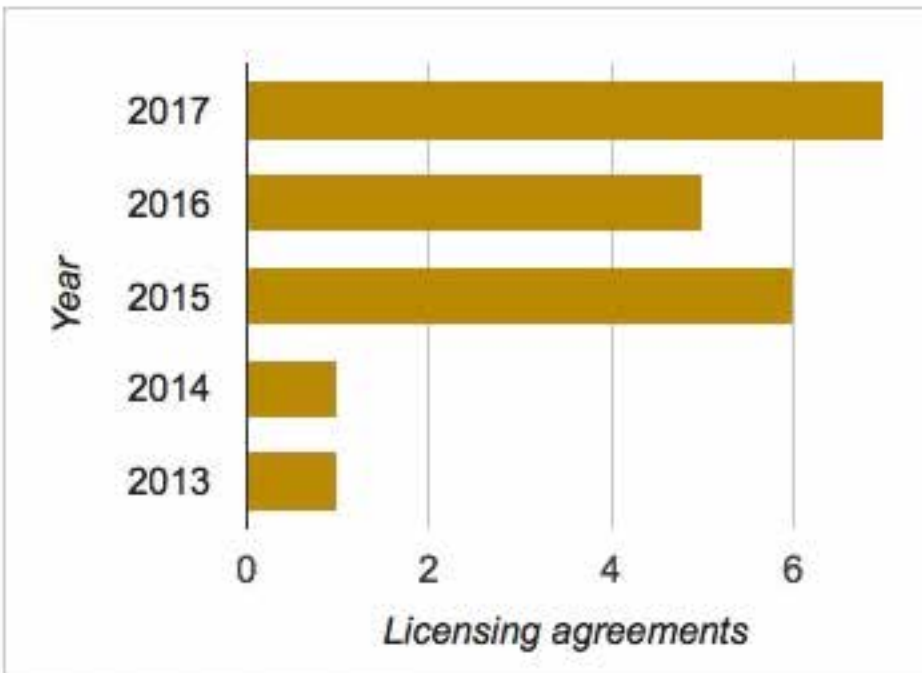
Comments:

- The increase in patent filings in 2017 followed the increase in IP disclosures

Licensing Agreements

LICENSING AGREEMENTS

Number of agreements signed



SOURCE: WSU Ventures

Description:

- Number of agreements signed by WSU to enable external use of WSU inventions, technologies, copyrights, or trade secrets (includes exclusive licenses, non-exclusive licenses, and option agreements)
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of licensing agreements relates to numerous WSU strategic goals, including the discovery, creation, and transfer of new knowledge
- The number of licensing agreements also pertains to WSU's mission of being an educational, cultural, and economic driver for Kansas and the greater public good
- Licensing agreements are one of the many outcomes associated with WSU's emphasis on creativity, innovation, and entrepreneurship
- There is a long time lag between a patent application and an institution receiving a patent
- Nationally, approximately 30% of patent applications result in a license

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- There is typically a time lag between five and 15 years between a disclosure and significant commercial activity (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- According to AUTM (a leader in efforts to educate, promote, and inspire professionals to support the development of academic research to drive innovation forward), patents on university discoveries are typically filed five to 12 years before commercial activity results
- Based on these benchmarks, Wichita State University should generate approximately six license agreements in FY2020

Target Year 2020:

- 5 license agreements

Detail Data:

Number of licensing agreements	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	1	1	6	5	7

Source: WSU Ventures; licensing or revenue sharing agreements, fiscal year)

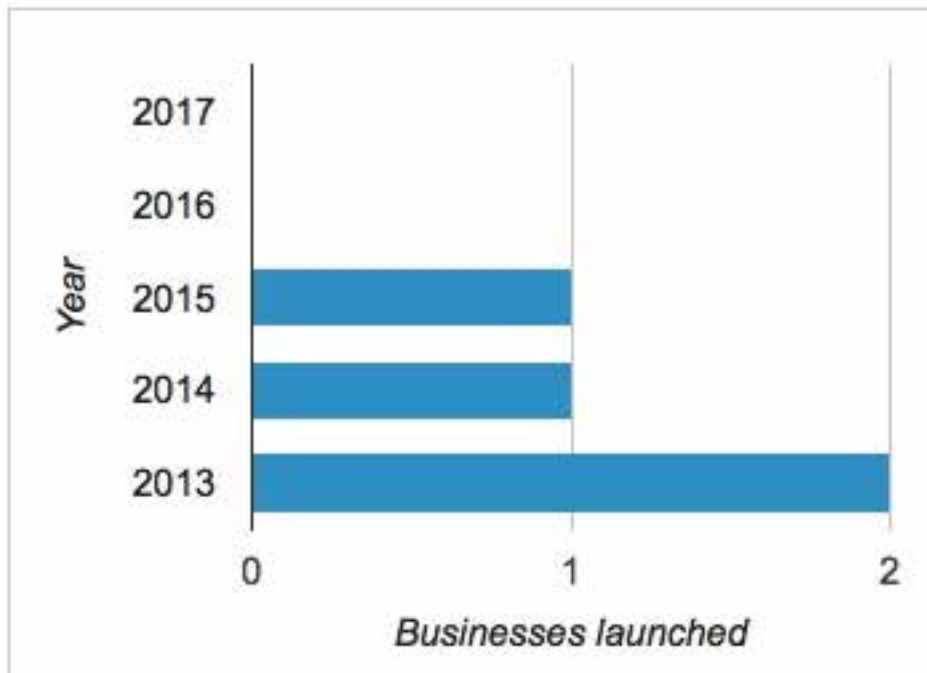
Comments:

- Licensing agreements have exceeded the 2020 target

Businesses Launched

BUSINESSES LAUNCHED

Number of new companies launched with WSU technology



SOURCE: WSU Ventures

Description:

- Number of new businesses launched with WSU technology, as evidenced through some type of contractual relationship
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of new businesses launched relates to numerous WSU strategic goals, including the discovery, creation, and transfer of new knowledge
- The number of new businesses launched also pertains to WSU's mission of being an educational, cultural, and economic driver for Kansas and the greater public good
- New businesses are one of the many outcomes associated with WSU's emphasis on creativity, innovation, and entrepreneurship
- Estimates indicate startups form around 1.5% of intellectual property coming out of universities (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)

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- Variance in startup activity is linked to research funding (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Businesses launched are influenced by various innovation ecosystem variables (e.g., availability of private sector early stage venture capital, entrepreneurial cultivators in the region) (<https://www.brookings.edu/essay/rise-of-innovation-districts/>)
- Using FY2013 as the base, an average of 15% increase each year results in five businesses launched in FY2020

Target Year 2020:

- 5 businesses launched

Detail Data:

1. Number of businesses launched by:
 - a. faculty
 - b. staff
 - c. students
 - d. community partners

Number of new businesses launched	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	2	1	1	0	0
Faculty	2	1	1	0	0
Staff	0	0	0	0	0
Students	0	0	0	0	0
Community Partners	0	0	0	0	0

Source: WSU Ventures, number of companies launched with WSU technology, as evidenced through some type of contractual relationship, fiscal year

Comments:

- Year-over-year fluctuations in the number of businesses launched are expected because of normal fluctuations in timing and the influence of various innovation ecosystem variables (e.g., availability of private sector early stage venture capital, entrepreneurial cultivators in the region)

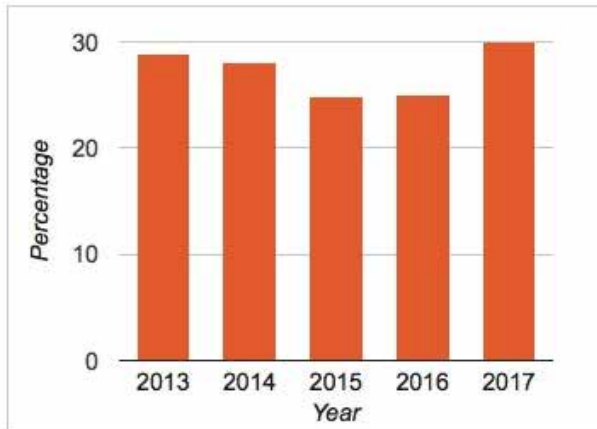
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Applied Learning or Research Experiences

APPLIED LEARNING

Required, Percentage

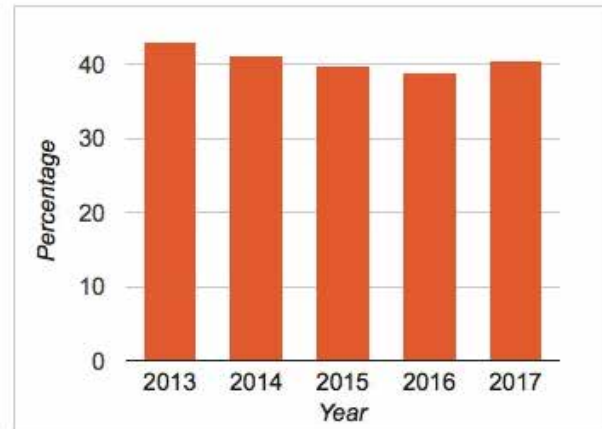
Percent of all graduating students participating in applied learning courses as a graduation requirement



APPLIED LEARNING

Enrolled, Percentage

Percentage of all graduating students enrolled in applied learning courses



Source: WSU Office of Planning and Analysis

Description:

- Applied learning or research occurs when students develop knowledge, skills, and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances), and professional services (e.g., practicums, internships, clinical rotations and cooperative education)
- To be considered applied learning or research, the personal direct experience must fit the above definition and all the following criteria:
 - mirrors or embodies knowledge and practice in real world situations
 - prepares student for a career or post graduate education
 - involves development or creation of a work product, service or idea
 - includes occupationally focused work
 - applies learned program skills
 - engages populations outside the classroom
- The long-term purpose of the applied learning or research metric is to confirm at the College level that each student meets a College graduation requirement that an applied learning or research experience is met through satisfactory completion of designated courses or experiences that meet this set of defined criteria
- It will take the Colleges some time to achieve this long-term purpose. In the meantime, data that are available will be used to establish a baseline metric for applied learning activities

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Short Term

- Courses identified as applied learning activities are Practicum, Internship, Co-op, Clinical Rotation, Service Learning, Performance, Ensemble, Thesis, Dissertation
- Two metrics are presented:
 1. Number and percent of graduating students participating in an applied learning course as a graduation requirement in a major
 2. Number and percent of graduating students participating in an applied learning course
- The total “percent of graduating students enrolled in applied learning courses” is a larger number than the total “percent of graduating students participating in an applied learning course as a graduation requirement in a program of study.” Students complete applied learning courses that are not designated as graduation requirements
- The cumulative of the courses for “percent of graduating students enrolled in applied learning courses” is larger than the total number reported. Students may be enrolled in more than one applied learning course during their time at WSU
- Data Source: WSU Office of Planning and Analysis (Associate VP, Academic Data Systems)
- Updated: annually, academic year fall-spring-summer sequence

Long Term

- In 2016, the Strategic Planning Advancement Committee developed an applied learning and research implementation process
- The Wichita State University Faculty Senate approved the implementation process on December 12, 2016 and the Graduate Council approved the process on February 2, 2017
- Appendix C provides an explanation of the process and the form used by programs to gain endorsement of their applied learning or research experience proposals by the Strategic Planning Committee. Proposals are endorsed by the Committee or sent back to the program with questions or feedback. Revised proposals may be resubmitted to the Strategic Planning Committee for endorsement. Proposals then go through the University’s Curriculum Change process and are added to the University Catalog as a program requirement
- Over time, the applied learning or research measure will be modified to capture the number of programs that ensure every student engages in an applied learning or research experience in their College as a graduation requirement

Rationale:

- This measure is critical to successful implementation of Wichita State University’s strategic plan as it applies to WSU’s vision, mission, and the goal of guaranteeing an applied learning or research experience for every student
- Graduates with applied learning experiences take less time and training to become productive in initial employment
- Graduates with applied learning experiences have a competitive advantage when seeking employment

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Target Year 2020:

- 100% implementation of each academic College ensuring an applied learning or research experience is part of a graduation requirement for students entering WSU beginning Fall 2018 (Note that students entering the University in 2020 will not graduate until approximately 2024)

Detail Data:

- Percent of graduating students participating in an Applied Learning course as a graduation requirement in a major
 1. percent of Undergraduate students participating
 2. percent of Graduate students participating
 3. percent of students in each College participating - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
- Percent of graduating students participating in an Applied Learning course
 1. Practicum
 2. Internship
 3. Co-op
 4. Clinical Rotation
 5. Service Learning
 6. Performance
 7. Ensemble
 8. Thesis
 9. Dissertation

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Percent of graduating students participating in an applied learning course as a graduation requirement in a program of study	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	2,891	2,960	2,928	2,989	3,005
Non-applied	2,056	2,132	2,200	2,238	2,104
Applied Learning	835	828	728	751	901
% Applied Learning	28.9%	28.0%	24.9%	25.1%	30.0%
Undergraduate	355	369	297	305	462
% Applied Learning of Undergraduates	17.2%	17.8%	14.8%	14.7%	21.6%
Graduate	480	459	431	446	439
% Applied Learning of Graduate	57.8%	51.9%	48.1%	49.6%	50.9%
College of Education	271	261	208	267	408
% Applied Learning of Education	63.3%	58.7%	51.6%	60.5%	82.9%
College of Engineering	94	93	278	276	219
% Applied Learning of Engineering	23.2%	19.7%	48.1%	46.8%	41.3%
College of Fine Arts	51	74	65	61	60
% Applied Learning of Fine Arts	37.8%	49.0%	55.7%	44.9%	50.4%
College of Health Professions	184	179	187	154	172
% Applied Learning of Health Professions	34.8%	35.0%	37.4%	33.4%	33.7%
Fairmount College of Liberal Arts & Sciences	222	206	506	546	522
% Applied Learning of College Liberal Arts & Sciences	23.9%	22.1%	39.2%	37.3%	35.6%
Humanities	3	4	47	43	27
% Applied Learning of Humanities	2.3%	2.9%	41.6%	33.1%	26.5%
Natural Sciences & Mathematics	20	18	36	34	33
% Applied Learning of Natural Sciences & Mathematics	11.4%	9.4%	19.8%	21.1%	17.4%
Social Sciences	199	184	243	248	229
% Applied Learning of Social Sciences	31.8%	30.4%	45.3%	42.8%	44.1%
W. Frank Barton School of Business	13	15	92	67	65
% Applied Learning of W. Frank Barton School of Business	2.9%	3.4%	19.6%	14.6%	12.2%

Source: WSU SIS, unique headcount enrollment in any applied learning related course, academic year fall-spring-summer sequence

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Percent of graduating students enrolled in applied learning courses	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	2,891	2,960	2,909	2,971	3,005
Non-applied	1,647	1,741	1,750	1,818	1789
Applied Learning	1,244	1,219	1,159	1,153	1216
% Applied Learning	43.0%	41.2%	39.8%	38.8%	40.5%
Undergraduate	703	695	664	639	709
% Applied Learning of Undergraduates	34.1%	33.5%	33.0%	30.9%	33.1%
Graduate	541	524	495	514	507
% Applied Learning of Graduate	65.2%	59.3%	55.2%	57.1%	58.7%
Practicum	470	421	367	346	408
% of Applied Learning Practicum	16.3%	14.2%	12.1%	11.2%	11.6%
Internship	100	96	78	173	367
% of Applied Learning Internship	3.5%	3.2%	2.4%	5.5%	5.8%
Co-op	524	522	501	452	349
% of Applied Learning Co-op	18.1%	17.6%	16.9%	14.8%	15.2%
Clinical Rotation	52	51	54	46	46
% of Applied Learning Clinical Rotation	1.8%	1.7%	1.7%	1.5%	1.5%
Service Learning	55	87	113	123	107
% of Applied Learning Service Learning	1.9%	2.9%	3.9%	4.1%	4.1%
Performance	42	39	24	29	29
% of Applied Learning Performance	1.5%	1.3%	0.8%	1.0%	1.0%
Ensemble	25	36	43	31	28
% of Applied Learning Ensemble	0.9%	1.2%	1.5%	1.0%	1.0%
Thesis	221	196	174	162	142
% of Applied Learning Thesis	7.6%	6.6%	5.7%	5.0%	5.5%
Dissertation	56	58	72	63	54
% of Applied Learning Dissertation	1.9%	2.0%	2.3%	1.7%	2.1%

Source: WSU Office of Planning and Analysis; Academic Year, fall-spring-summer sequence)

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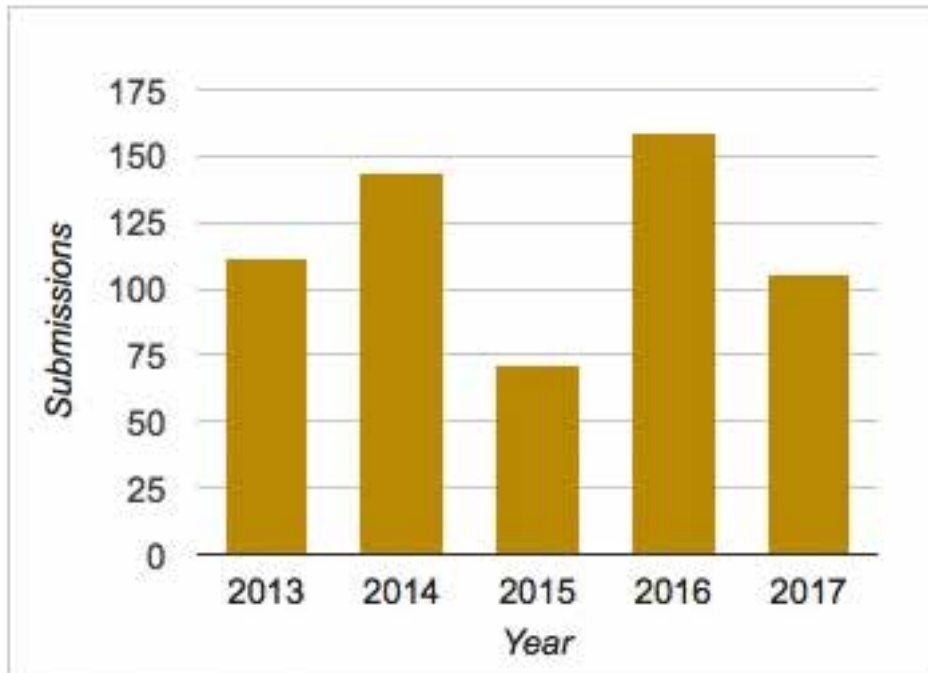
Comments:

- The numbers in the graph and charts are temporary measures that establish a baseline of applied learning and research experiences
- Colleges began an implementation process to guarantee an applied learning or research experience for every graduate (see Appendix C). Results of this implementation process will begin to be reported in 2019
- In 2017, both the percent of graduating students enrolled in applied learning courses and the percent of graduating students participating in an applied learning course as a graduation requirement in a program of study increased in 2017. These increases are attributable to the emphasis being placed on providing students with the opportunity to engage in applied learning or research experiences

Graduate Research Initiatives

GRADUATE RESEARCH INITIATIVES

Number of submissions for Graduate Research and Scholarly Projects (GRASP)



SOURCE: WSU Graduate School

Description:

- Number of submissions to the Graduate Research and Scholarly Projects (GRASP) competition
- The WSU Graduate School has held the GRASP symposium every year since 2005 (www.wichita.edu/grasp)
- The GRASP symposium is a key showcase for the diversity of graduate education at WSU
- Students present posters and papers that are judged by a set of GRASP judges
- Abstracts are collected into a GRASP bulletin that is archived digitally on the Wichita State University Library's SOAR (Shocker Open Access Repository) system
- Source: Graduate School (Dean, Graduate School)
- Updated: annually, in December for next calendar year's GRASP competition

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Rationale:

- GRASP is interdisciplinary with posters and presentations from all the Colleges and many departments
- Each student works with a faculty member, ensuring a connection between the research and scholarship that is taking place among faculty, and responds to an editorial board made up of faculty that also ensures a professional level of quality, thus capitalizing on existing and emerging societal and economic trends
- Judging takes place with a team that represents a range of disciplines, ensuring that each presenter has to convey their work to a non-specialist audience, a key element of applied learning and scholarship and empowering students to create a campus culture and experience that meets their changing needs
- The presentation of research in a public setting helps develop an essential set of social skills important in the workforce, contributing to our graduates being better at functioning in careers once they graduate
- Using the average of academic years 2011-2015 as the base, an increase of five applications per year results in 140 submissions in year 2020

Target Year 2020:

- 140 submissions

Detail Data:

1. number of submissions by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. number of submissions by Degree Type (Masters/Ph.D.)

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Number of Student Applications for Graduate Research and Scholarly Projects (GRASP)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	112	144	71	159	106
Master's degree students	71	85	48	98	64
Doctoral students	41	59	23	61	42
College of Education	8	10	5	18	6
College of Engineering	31	29	18	58	23
College of Fine Arts	7	4	5	7	5
College of Health Professions	25	31	24	27	32
Fairmount College of Liberal Arts & Sciences	41	69	19	46	39
Humanities	1	6	1	2	10
Natural Sciences & Mathematics	18	25	9	15	7
Social & Behavioral Sciences	22	38	9	29	22
W. Frank Barton School of Business	0	1	0	3	1


Source: Graduate School

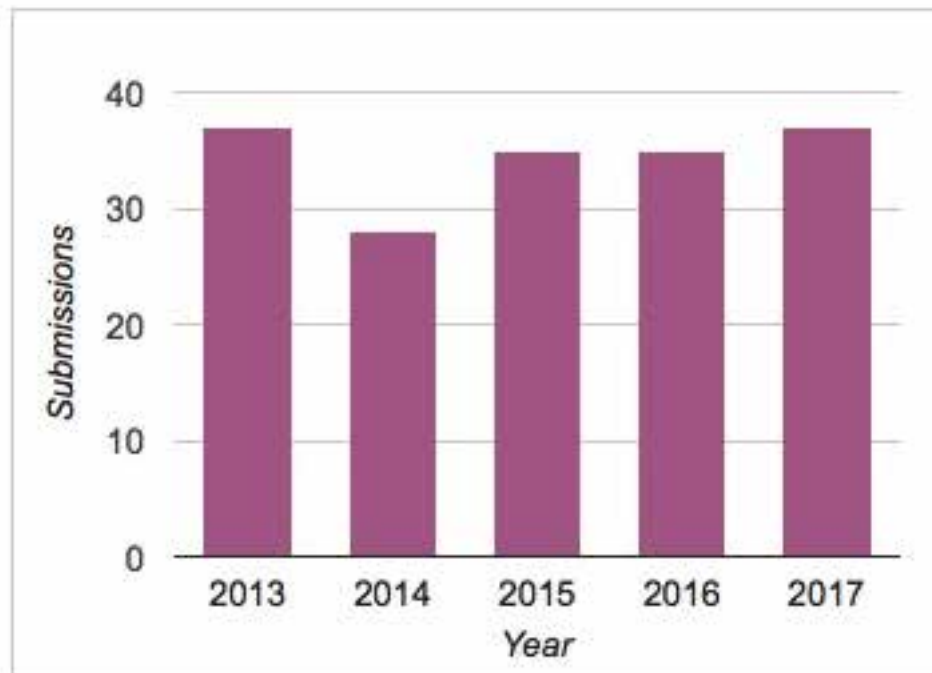
Comments:

- Graduate research initiatives, as represented by GRASP applications, decreased in 2017 because the GRASP program is changing and will no longer be a valuable measure of graduate research initiatives
- It is anticipated that a new measure will be used in 2018 for 2019 reporting

Undergraduate Research Initiatives

UNDERGRAD RESEARCH INITIATIVES

Number of submissions to the Undergraduate Research in Creative Activity Fourm (URCAF) 



SOURCE: URCAF Committee

Description:

- Number of abstract submissions to the Undergraduate Research in Creative Activity Forum (URCAF)
- URCAF provides an annual opportunity for undergraduate students at Wichita State University to present their scholarly and creative activity to a faculty, student and community audience, while competing for cash awards (<http://www.wichita.edu/thisis/home/?u=urcaf>)
- Undergraduate students from all disciplines are encouraged to apply
- There are three presentation categories: oral presentation, poster presentation and exhibition/performance. Oral and poster presentation categories are divided into two separate competitive groupings: humanities/social sciences and natural/applied sciences
- Each activity is mentored by a WSU faculty member
- Competition for cash awards: winning entries receive \$250 and second-place finishers receive \$100
- Data Source: URCAF Committee (URCAF Committee Chair)
- Updated: annually, in May for current calendar year's URCAF event

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Rationale:

- A higher number of URCAF submissions would reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty on those activities
- Support and encouragement by faculty and others for undergraduate research and creative activities affect participation and are reflected in the number of URCAF submissions
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of submissions
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs
- Action plans developed by the URCAF committee indicate that a 2020 target of 60 submissions, while representing a 71% increase over the next five years (compared to 2015), is reasonable

Target Year 2020:

- 60 submissions

Detail Data:

1. number of submissions by College

Number of Student Applications for Undergraduate Research in Creative Activity Forum (URCAF)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total	37	28	35	37	54
College of Education	1	1	0	5	2
College of Engineering	13	11	12	11	14
College of Fine Arts	2	2	0	0	2
College of Health Professions	4	5	3	3	8
Fairmount College of Liberal Arts & Sciences	16	9	19	18	25
W. Frank Barton School of Business	1	0	1	0	3

Source: URCAF committee

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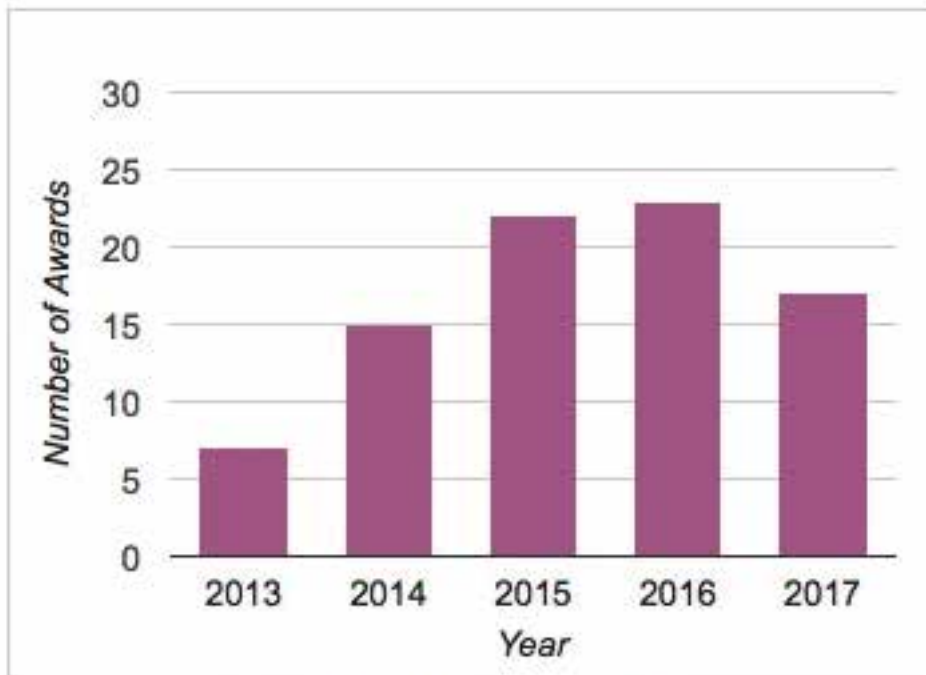
Comments:

- The increase in undergraduate research initiatives in 2017 is attributable to changes made by the URCAF committee to increase awareness and provide additional opportunities for student submissions that lead to more student participation

Undergraduate Research Awards

UNDERGRAD RESEARCH AWARDS

Number of awards



SOURCE: Dorothy and Bill Cohen Honors College

Description:

- Number of Undergraduate Student Research Grants awarded by the Dorothy and Bill Cohen Honors College
- Undergraduates from all disciplines are encouraged to participate in research and creative projects in collaboration with WSU faculty
- Undergraduate Research Creative Activity Grants of up to \$1,000 each, are awarded with proposals reviewed on a continuous cycle from September through March 15
- Cohen Enhancement Scholarships were added to this metric in 2017. The scholarships of up to \$4,000 support current Honors students in activities such as study abroad, National Student Exchange, unpaid internships, national conferences, undergraduate research, or service learning. Applications are due March 15, June 15, and October 15
- Data Source: Honors College (Dean, Honors College)
- Updated: annually, academic year (summer, fall, spring sequence)

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Rationale:

- A higher number of awards reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty on those activities
- Support and encouragement by faculty and others for undergraduate research and creative activities affect participation and are reflected in the number of awards
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of awards
- This measure is related to strategic goals, including goals associated with guaranteeing research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 40 awards

Detail Data:

1. number of awards by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

Undergraduate research awards	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Annual award amount	\$6,730	\$14,424	\$21,207	\$22,175	\$24,088
Annual Undergraduate Awards	7	15	22	23	17
College of Education	0	0	0	0	0
College of Engineering	0	1	8	8	7
College of Fine Arts	0	1	2	2	0
College of Health Professions	0	2	3	2	1
Fairmount College of Liberal Arts & Sciences	7	11	9	11	8
Humanities	0	0	0	1	1
Natural Sciences & Mathematics	3	0	4	5	1
Social & Behavioral Sciences	4	11	5	5	6
W. Frank Barton School of Business	0	0	0	0	1

Source: Honors College

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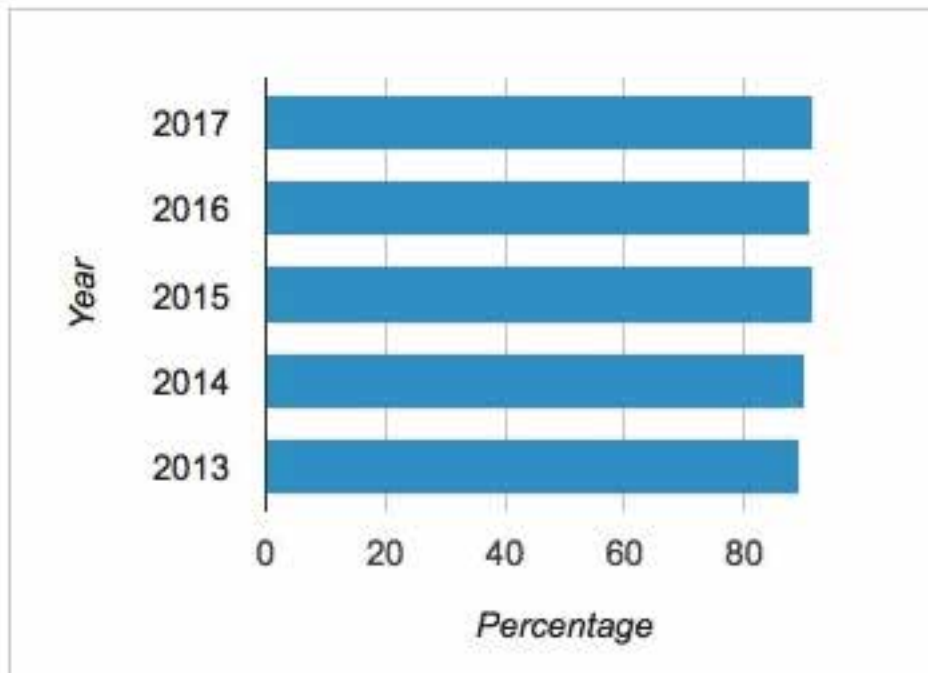
Comments:

- Undergraduate research awards showed substantial increases from 2013 to 2016.
- While there was a slight decrease in the number of awards in 2017 because the funds for the Undergraduate Research Creative Activity Grants were reduced, the total amount awarded increased with the addition of the Cohen Enhancement Scholarships. Cohen Enhancement Scholarships fund up to \$4000 per individual

Graduation Completion

GRADUATION COMPLETION

Of graduating students, percent who graduated within six years of entering WSU



SOURCE: Student Information System

Description:

- Of those students graduating in a specific year, the percent that completed their degree within six years from the first time they enrolled at WSU
- Note that this six-year graduation completion is not the same as the “six-year graduation rate of first time, full-time freshmen” as reported in WSU Foresight 2020
- Graduation Completion degree years are based on the first degree conferred minus the first degree-bound enrollment year; the degree completion values are not cohort defined nor rates of degree completion
- Data Source: WSU Office of Planning & Analysis (Associate VP, Academic Data Systems)
- Updated: annually by year, 20th day of fall semester

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Rationale:

- Student engagement plays an important role in improving graduation completion
- Implementation of ideas related to applied learning and research is likely to affect student engagement and consequently improve graduation completion
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 100%

Detail Data:

1. Bachelor Degrees
2. Master Degrees
3. Doctoral Degrees

Six-year graduation completion for students enrolled for the first time at WSU	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Total Graduates	2,730	2,833	2,786	2,838	2875
6 years or less	2,441	2,562	2,550	2,584	2624
	89.4%	90.4%	91.5%	91.1%	91.3%
Bachelor Degrees: Total Graduates	1,947	1,990	1,920	1,975	2048
6 years or less	1,684	1,752	1,711	1,746	1818
	86.5%	88.0%	89.1%	88.4%	88.8%
Master Degrees: Total Graduates	706	751	767	772	726
6 years or less	692	735	760	760	716
	98.0%	97.9%	99.1%	98.4%	98.6%
Doctoral Degrees: Total Graduates	77	92	99	91	101
6 years or less	65	75	79	78	90
	84.4%	81.5%	79.8%	85.7%	89.1%

Source: WSU Office of Planning and Analysis; academic year fall-spring-summer sequence

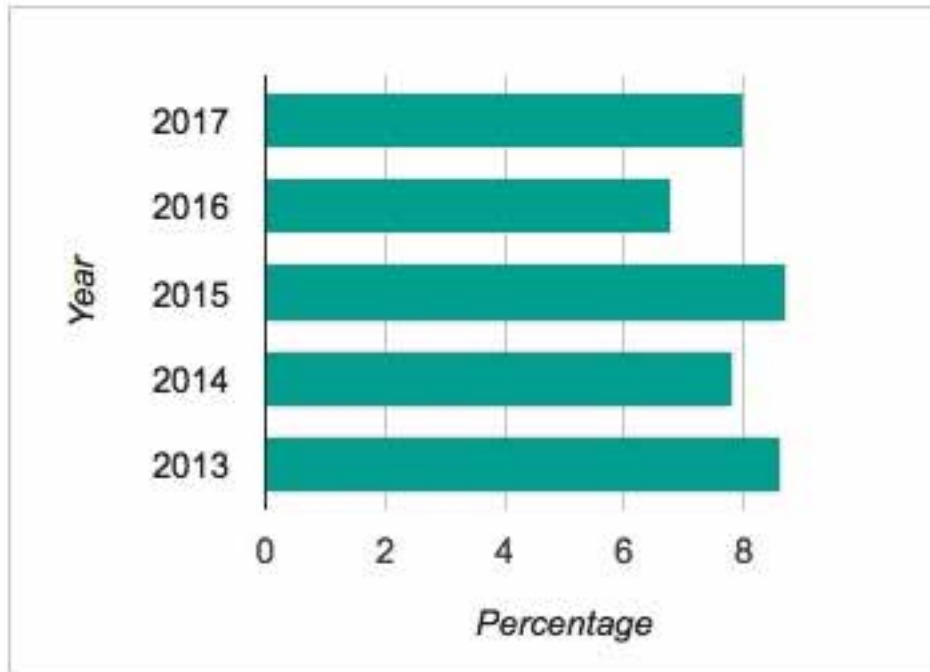
Comments:

- Graduation completion within six years of enrollment remained relatively steady
- This metric is expected to increase because of the Strategic Enrollment Management retention efforts

Donations

DONATIONS

Percent of alumni who donated to WSU



SOURCE: WSU Foundation

Description:

- Dollar amount of donations to Wichita State University spent in a specific year
- Number and percent of living alumni with at least a bachelor's degree from Wichita State University who donated to the University in a specific year
- Number and percent of Wichita State University faculty and staff who donated to the University in a specific year
- Data Source: Wichita State University Foundation (WSU Foundation VP, Finance)
- Updated: annually, fiscal year

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Rationale:

- An important gauge of engagement with alumni, faculty, staff and the greater community is their willingness to make financial contributions to support the University's strategic goals
- Recognition of WSU across the nation and internationally as a model for applied learning and research should reflect in increased donations
- This measure is related to strategic goals, including goals associated with pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- \$23 million (amount of donations spent in a specific year)
- 9.0% (alumni giving)
- 21.0% (faculty and staff giving)

Donations to WSU Foundation	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Donations to Wichita State University Foundation spent (\$ in millions)	\$11.065	\$11.671	\$13.890	\$13.652	\$14.474
Percent of living alumni with a bachelor's degree that gave to the University	7,497	7,108	7,868	6,659	7,669
	8.6%	7.8%	8.7%	6.8%	8.0%
Percent of faculty and staff that donated to the University	395	394	377	396	444
	20%	18%	18%	18%	18%

Source: Wichita State University Foundation, fiscal year

Comments:

- The WSU Foundation is over halfway through its Shock The World campaign. The campaign began in 2013, with a goal to raise \$250 million by 2020. The increase in campaign contributions is expected to result in reaching the 2020 strategic plan targets for donations spent and the percent of living alumni and faculty and staff donating

Appendix A
Wichita State University Strategic Planning Policy

1.09 / Strategic Planning Committee

I. Purpose

The Strategic Planning Committee is a University-level standing committee implemented by the President, which serves to facilitate the advancement and implementation of the [WSU Strategic Plan](#). The purpose of this policy is to define the structure and responsibilities of the committee.

II. Committee Structure

The following appointments shall be made to the Strategic Planning Committee. There are no term limits for appointees.

A. Representatives Appointed by Colleges and Other University Units

The dean or senior executive in each of the following areas shall appoint a representative to the Strategic Planning Committee. Each representative is expected to be an integral part of the college or unit's strategic planning process and a person who can effect change in their college or unit:

1. College of Engineering
2. College of Education
3. College of Fine Arts
4. College of Health Professions
5. Dorothy and Bill Cohen Honors College
6. Fairmount College of Liberal Arts & Sciences
7. Graduate School
8. Research and Technology Transfer
9. Institute for Interdisciplinary Creativity
10. University Libraries
11. W. Frank Barton School of Business
12. Office of Academic Affairs
13. Division of Student Affairs
14. Career Development Center
15. Finance and Administration
16. Strategic Communications
17. Campus of Applied Science and Technology
18. National Institute for Aviation Research
19. Diversity and Community Engagement

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

B. Representatives Appointed by University Organizations

Each of the following organizations shall appoint a representative using the organization's process for selecting committee members. Representatives are expected to be a voice for their constituents, as well as be an active participant in the work of the Strategic Planning Committee:

1. Faculty Senate
2. Unclassified Professional Senate
3. University Support Staff Senate
4. Student Government Association
5. Graduate Student Association

C. Chair of the Committee

The Assistant to the President for Strategic Planning chairs the committee. This position facilitates the activities of the committee.

D. Advisor

A representative from the Office of the General Counsel shall serve as an advisor to committee.

III. Committee Responsibilities

A. To engage in the strategic planning assessment process to monitor progress toward targets, to include:

1. [Strategic Planning Dashboard](#)
2. Areas for improvement
3. Coordinating University continuous improvement efforts

B. To provide meaningful cross-campus conversation on strategic topics to demonstrate progress on the University's strategic plan, to include:

1. Transferring implementation responsibility of the strategic plan to Provost, Deans, and Resource Partners
2. Facilitating University Strategic Plan events (e.g. Fall Strategic Plan Annual Review, Spring Strategic Plan Forum)

C. To review University goals for needed revisions, to include additions, deletions or changes as appropriate.

D. To provide ownership of [WSU Strategic Plan](#) website content.

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

- E. To review Strategic Plan templates, tools and metrics for needed changes.
- F. To facilitate the applied learning implementation process, to include:
 - 1. Reviewing applied learning proposals and providing endorsement or non-endorsement (with feedback)
 - 2. Providing representation on Faculty Senate Academic Affairs Committee and Graduate Council for review of applied learning proposals
- G. To ensure two-way communication with the various University senates.
- H. To schedule review of and provide feedback to colleges and other University departments on updated strategic plans, to include:
 - 1. Ensuring college and department plans are linked to University Strategic Plan
 - 2. Ensuring colleges and departments engage in continuous improvement of their respective strategic plans

Effective Date:

August 08, 2017

Revision Date:

February 23, 2018

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Appendix B September 15, 2017 Fall Annual Review Instructions

At last year's annual review each dean delivered a 10-minute presentation, followed by Q&A and audience breakout sessions. The format of this year's annual review process will be an open house poster session event. The entire campus community is invited to attend. Deans are requested to host a 2-hour poster session for their college. **Detailed instructions** are provided below:

- Create an info graphic poster that highlights the college's progress on university goals
 - Other media may be used to supplement the poster if you bring your own device (e.g., a laptop may be used to play a video)
- Create a 2-page (maximum) info graphic handout that summarizes the college's progress on each university goal. Sample info graphic handouts are attached to this email. These attachments are examples of format, not necessarily content
- Ensure college faculty and staff assist the dean in hosting the college's poster session
- Gather feedback from attendees to the following questions:
 - What excites you about this college's progress on the strategic plan?
 - What things do you find problematic?
 - What opportunities exist for working together on multidisciplinary collaborations?
 - Other questions the college may want to ask.
- Provide attendees' feedback on the above questions to the Strategic Planning Committee in a typed, electronic format (email to cindy.claycomb@wichita.edu)
- Provide an electronic version of the college's 2-page handout to the Strategic Planning Committee. These handouts will be displayed on the university strategic planning website to provide evidence that colleges are making progress on achieving university and college goals (email to cindy.claycomb@wichita.edu)

Each college will be provided a table and a corkboard poster board on which to display their info graphic poster. The poster board dimensions are 8' wide by 4' tall. Please bring any other supplies or equipment you need for your session.

President John Bardo and Provost and Senior Vice-President Tony Vizzini will be present at the event.

Representatives from other university partner units including Academic Affairs, Student Affairs, Finance and Administration, Research and Technology Transfer, Strategic Communications, Human Resources, WSU Alumni Association, and WSU Foundation are invited to participate in the event with posters and handouts presenting progress on their strategic plans.

The Strategic Planning Committee will coordinate voting for the "people's choice" award poster session.

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Appendix C

Approved by Faculty Senate December 12, 2016; Graduate Council February 2, 2017

Strategic Planning Applied Learning or Research Experience Form

**Complete form and attach to
*University Curriculum Change Form for curriculum and program changes***

Applied learning and research are critical elements of Wichita State University's strategic plan. This is articulated clearly in the vision—"Wichita State University is internationally recognized as the model for applied learning and research"—and in strategic goal 1—"Guarantee an applied learning or research experience for every student by each academic program."

An excerpt from the full version of the WSU [strategic plan](#) further explains the intent of goal 1:

The purpose of this goal is to ensure that every student who graduates from Wichita State University experiences applied learning or translational research ... This goal will be a condition of graduation rather than merely an opportunity. Applied learning and research will be infused throughout students' educational experiences. Real world experience (experiential learning) that allows students to develop and apply their skill sets will be incorporated into the curriculum of each academic unit. This goal ... is the responsibility of each and every academic program to ensure that all students who come through their program apply their skill set in real world contexts. The achievement of this goal will look different in every program.

This may seem like an obstacle for some. It is not—it is an opportunity. It is an opportunity to change our way of thinking and achieve our vision of being the model for applied learning and research.

To ensure fulfillment of goal 1, it is necessary to confirm that each student meets a college, department, or program graduation requirement that an applied learning or research experience is met through satisfactory completion of designated courses or experiences that meet a set of defined criteria. In 2015, the Strategic Planning Phase 2 Steering Committee, composed of faculty representation from every college, developed a definition and set of criteria for applied learning, as well as a process for documenting and measuring applied learning or research experiences at Wichita State University. The foundation for the definition and criteria for applied learning is the original strategic plan. The planning process from which the original strategic plan developed was a "bottom up" process, with representation and ideas from all areas of campus.

The form below provides a mechanism for documenting a substantive applied learning or research experience within your college, department, or program.

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Recognizing that some programs can more quickly fulfill this goal than others, there are three planning horizons from which to choose. **Complete the contact information below and check the box that indicates your planning horizon** for guaranteeing an applied learning or research experience for your graduates.

College, Department, or Program _____

Name of contact person _____

Email of contact person _____

The above listed college, department, or program will implement an applied learning or research experience as a graduation requirement for its students:

now. We plan to implement an applied learning or research experience as a graduation requirement for the Fall 2018 catalog. See attached proposal.

- Proposal Due: February 1, 2017

in one year. We are very close but it will take us a year to develop a proposal to ensure all of our students graduate with an applied learning or research experience. The graduation requirement will be in place for the Fall 2019 catalog.

- Proposal Due: February 1, 2018

in two years. It will take much thought and reflection to develop a proposal to ensure that all of our students graduate with an applied learning or research experience. The graduation requirement will be in place for the Fall 2020 catalog.

- Proposal Due: February 1, 2019

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Describe requirements for the guaranteed Applied Learning or Research Experience.

To fulfill the requirements for a guaranteed Applied Learning or Research Experience in _____¹ at WSU, each student that graduates from _____⁴ will complete the following program course requirements:

[Insert requirements to guarantee an Applied Learning or Research Experience for each graduate of this college, department, or program]

Note: Thesis and dissertation courses fit the applied learning definition and criteria. If a thesis or dissertation is a program requirement, the remainder of this form does not need to be completed.

Describe how the Applied Learning or Research Experience fits the definition of applied learning below:

Definition:

Applied learning or research occurs when students develop knowledge, skills, and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances) and professional services (e.g., practicums, internships, clinical rotations, and cooperative education).

[Insert description of how the requirements fit the applied learning definition]

¹ insert name of college, department, or program

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

Describe how the Applied Learning or Research Experience fits the six applied learning criteria below:

Criteria:

To be considered Applied Learning or Research, the personal direct experience must fit the above definition and all the following criteria:

1. mirrors or embodies knowledge and practice in real world situations
2. prepares student for a career or post graduate education
3. involves development or creation of a work product, service, or idea
4. includes occupationally focused work
5. applies learned program skills
6. engages populations outside the classroom ²

Note: Other experiential opportunities that fit the definition of applied learning may be submitted for consideration. Attach explanation of exception to be considered.

Criterion	Description of how the required experience meets the criterion
1	
2	
3	
4	
5	
6	

² the classroom refers to a setting where an instructor, specialist, or other authority adopts the role of expert, with the students as receptors of the experts' knowledge and experience

WICHITA STATE UNIVERSITY - 2018 Strategic Plan Annual Report

**Strategic Planning Applied Learning or Research Experience
Routing Sheet**

A. Date initiated by faculty _____

B. Program Name

C. Strategic Planning Advancement Committee:

Endorsed

Not Endorsed (feedback attached)

Note: Attach completed form to the University Curriculum Change Form for routing signatures.