

# Wichita State University - KS

HLC ID 1304

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OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/10/2016

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## Context and Nature of Review

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### Visit Date

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10/10/2016

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

*There are no forms assigned.*

## Institutional Context

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Founded in 1895, Wichita State University is distinguished from Kansas' other state-supported schools by its urban setting. WSU is located in the largest city in Kansas, providing opportunities for contact with business and government leaders, employment and internships.

There are more than 150 areas of study at the main campus and at WSU's West, South, and downtown locations. Of the more than 14,500 students, 88 percent are from Kansas, representing nearly all counties in the state, and the remainder are from almost every state in America and 84 foreign countries. More than 60 percent of the students are full time, while the remainder attend part time and take advantage of gaining work experience at local companies. Many students also take advantage of WSU's work-based learning program, which has partnerships with 500 top organizations in the United States.

A new initiative of the institution is the development of the Innovation Campus. An adjacent 120 acre area, formally a golf course, is being converted into a campus where businesses and community services will be offered to students, faculty, staff, administration, and the community.

The business partners are being purposefully selected to provide students with internship and co-op opportunities, increase job opportunities for the community, and offer the campus constituents new retail establishments. The focus for the first few business tenants is on Engineering and Business, the programs with the largest student enrollment.

## Interactions with Constituencies

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- Academic Advisor (X6)
- Academic Advisor, Online (X2)
- Academic Coordinator, School of Community Affairs
- Academic Instructor, College of Health Professions
- Advisor, Returning Adults
- AVP Administration & Finance
- Application Training Specialist
- Applications Administrator, ITS
- Assistant Controller, WSU Foundation
- Assistant Dean, College of Fine Arts
- Assistant Dean, Technical Services University Libraries
- Assistant Dean, University Libraries
- Assistant Director, Fraternity & Sorority Life
- Assistant Director, Planning and Analysis
- Assistant Director, Student Affairs
- Assistant Director, Student Involvement
- Assistant Director, UBMS
- Assistant Professor, Curriculum & Instruction
- Assistant to the President, Strategic Planning
- Assistant Vice President for Student Advocacy, Intervention and Accountability, Deputy Title IX Coordinator for Students
- Assistant Vice President, Administration and Finance
- Assistant Vice President, Facilities
- Associate Dean for Engineering
- Associate Dean, Business
- Associate Dean, College of Education
- Associate Dean, College of Engineering
- Associate Dean, College of Health Professions
- Associate Dean, Engineering
- Associate Dean, Graduate School
- Associate Dean, Liberal Arts & Sciences
- Associate Director, Athletics
- Associate Director, International Admissions
- Associate Director, Study Abroad & Exchange Programs
- Associate Director, TRIO Programs
- Associate Director, Undergrad Admissions, Co-chair Enrollment, Admissions, Recruitment Communication
- Associate Director, Upward Bound Wichita Prep - TRIO Program
- Associate Librarian
- Associate Professor
- Associate Professor & Graduate Coordinator, Sociology
- Associate Professor, College of Health Professions
- Associate Professor, Communication Sciences & Disorders (X2)
- Associate Professor, Curriculum & Instruction
- Associate Professor, Library
- Associate Professor/Graduate Coordinator, Department of Communication Sciences and Disorders
- Associate Vice President, Academic Affairs (2)

- Associate Vice President, Academic Data Systems
- Associate Vice President, Wellness
- Chair, Anthropology
- Chair, Biological Sciences
- Chair, Communication Sciences & Disorders
- Chair, Department of Geology
- Chair, Department of Physical Therapy
- Chair, Economics Department
- Chair, General Education Committee
- Chair, Institutional Review Board
- Chair, Mathematics, Statistics & Physics
- Chair, Mechanical Engineering Department
- Chair, Medical Laboratory Sciences
- Chair, Physical Therapy
- Chair, Political Science
- Chair, Program of Psychology
- Chair, Psychology
- Chair, Public Health Sciences
- Chair, School of Nursing
- Chair, Sport Management
- Chief Information Officer
- Co-chair, Online Faculty Fellows
- Communications & Marketing Specialist, Diversity & Inclusion
- Contracts Specialist
- Coordinator, Concurrent Enrollment
- Coordinator, Degree Audit
- Coordinator, Outreach
- Coordinator, Research Grants
- Coordinator, Student Activities
- Coordinator, Student Services College of Fine Arts
- Coordinator, Title IX
- Dean, College of Education
- Dean, College of Engineering
- Dean, College of Fine Arts
- Dean, College of Health Professions
- Dean, Dorothy and Bill Cohen Honors College
- Dean, Graduate School
- Dean, W. Frank Barton School of Business
- Dean, Liberal Arts and Sciences
- Department Chair, Dental Hygiene
- Department Chair, Past President, Faculty Senate
- Department Head, Curriculum & Instruction
- Director and Professor, School of Community Affairs
- Director of Athletics
- Director of Development, Student Affairs
- Director, Admissions
- Director, Auxiliary Services
- Director, College of Health Professions Advising
- Director, Diversity & Inclusion
- Director, Education Support Services

- Director, Engineering Student Engagement
- Director, Engineering Student Success
- Director, Engineering Technology
- Director, Enrollment Services
- Director, Equal Opportunity
- Director, Financial Aid
- Director, Health Professions Advising Center
- Director, Housing & Residence Life
- Director, Human Resources
- Director, Intensive English
- Director, Internal Audit
- Director, LAS Advising Center
- Director, McNair Scholars Program (TRIO)
- Director, Media Resources Center
- Director, Office of Adult Learning
- Director, Office of Student Success
- Director, OneStop Student Services
- Director, Public Speaking
- Director, Regional Institute of Aging
- Director, School of Accountancy
- Director, School of Community Affairs
- Director, School of Music
- Director, School of Performing Arts
- Director, School of Social Work
- Director, Student & Community Initiatives, Barton School
- Director, Student Health Services
- Director, Student Involvement
- Director, Student Support Services
- Director, Transition to Teaching & College Readiness
- Director, UG Nursing Program
- Director, University Budget
- Director, Upward Bound Math & Science (TRIO)
- Director, Veterans Upward Bound (TRIO)
- Director, Workforce, Professional & Community Education
- Director, Writing Program
- Editor, Contract
- Executive Assistant to the Provost
- Executive Director, Career Development Center
- Executive Director, International Education
- Executive Director, Online Education
- Executive Director, Operations
- Executive Director, Strategic Communications
- Faculty Development Fellow
- Faculty, Barton School
- Faculty, College of Health Professions
- Faculty, Counseling
- Faculty, Counselor Education (2)
- Faculty, Curriculum & Instruction
- Faculty, Fine Arts
- Faculty, Honors

- Faculty, Industrial & Manufacturing Engineering
- Faculty, Library
- Faculty, Management Information Systems
- Faculty, Mathematics
- Faculty, Music
- Faculty, Music Education
- Faculty, Nursing
- Faculty, Political Science
- Faculty, School of Music
- Faculty, School of Nursing
- Faculty, School of Social Work
- Faculty, Social Work
- Faculty, University Library
- Faculty, Voice
- General Council
- Interim Associate Dean, Public Service, University Libraries
- Interim Dean of University Libraries
- Interim Director, School of Art, Design & Creative Industries
- Liaison, Special Projects
- Librarian, Cataloging & Institutional Repository
- Librarian, University Libraries
- Manager, Business Advising Center
- Manager, HR Training & Development
- Manager, IT Training
- Manager, Media Services
- Managing Partner, Bothner & Bradley
- Member, WSU Advisory Board
- Program Director, BSDH Degree Completion
- President and CEO, WSU Foundation
- President, Faculty Senate
- President, Kansas Board of Regents
- President, Student Body, Student Government Association
- President, Unclassified Professionals Senate
- President, Wichita State University
- Program Coordinator, Diversity & Inclusion
- Program Coordinator, Office of Diversity & Inclusion
- Provost & Senior Vice President
- Retention Coordinator, Diversity & Inclusion
- Secretary/Treasurer, AAUP WSU Campus
- Senior Administrator, Grants & Contracts
- Senior Associate Vice President, Academic Affairs and Strategic Enrollment Management
- Senior Associate Dean, Liberal Arts & Sciences
- Specialist, Academic Programs
- Specialist, Communication and Marketing, Office of Diversity & Inclusion
- Sr. Associate Dean, College of LAS
- Sr. AVP Academic Affairs
- Staff Psychologist
- Student (22)
- Tilford Coordinator for Diversity, Academic Affairs
- Unclassified Professional Senate President

- Unclassified Professional Senate President Elect
- USS Senator
- Associate Vice President, Academic Affairs and Strategic Enrollment Management
- Vice President, Academic Affairs, Kansas Board of Regents
- Vice President, Administration and Finance
- Vice President, Research & Technology Transfer
- Vice President, Strategic Communications
- Vice President, Student Body
- Vice President, University Support Staff
- Willard W Garvey Distinguished Professor of Business History

## **Additional Documents**

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### College Assessment Reports:

- W. Frank Barton School of Business, reports range from 2007-08 to 2013-14
- College of Education, reports range from 2007-08 to 2013-14
- College of Engineering, reports range from 2006-07 to 2015-16
- College of Fine Arts, reports range from 2006-07 to 2013-14
- Fairmount College of Liberal Arts and Sciences, reports range from 2014-15 to 2015-16
- College of Health Professions, reports range from 2010 to 2013-14

University Assessment Reports (Program Review Documents and Progress) ranging from 2011-12 to 2015-16

Transfer and Articulation Agreements for 21 Community and Technical Colleges

Curriculum Forms and Guidelines

Faculty Senate Committee Information

Student Engagement Strategic Plan

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Evidence

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Wichita State University's mission is broadly understood within the institution and guides its operations. The development of the institution's current vision, mission statement, and values were derived from a strategic planning process initiated by the current University President in 2012 and approved by the Kansas Board of Regents (KBOR) in 2013. Documentation of this process including committee membership and strategic plan implementation phases can be found on the university's website and in internal documents. As part of the process, metrics were developed to track progress toward meeting the vision and mission of the university's strategic plan.

WSU has purposefully organized and implemented its academic programs, student support services, and co-curricular programs to be consistent with the institution's stated mission. As part of the program review process, each academic program must demonstrate how program goals align with the mission of the institution. This information is evaluated using a rubric as part of a three-year comprehensive review process and then included in the program review documentation that is supplied to KBOR on an eight-year cycle. Similarly, the mission and goals of student support services also align with the institution's mission. WSU's planning and budgeting processes and priorities also align with its mission.

WSU strives to reflect the diversity of the surrounding community and Kansas population in its student population. The most recent enrollment reports show that WSU's population is slightly more diverse than the surrounding county. Institutional mechanisms (such as the President's Diversity Council and TRIO programs) are in place to address diversity and inclusion issues, including persistence and graduation rates of underrepresented ethnic populations. Stated as one of the institution's goal, the University wants to be a campus that reflects the evolving diversity of society.



This is also consistent with its mission to be an "essential education, cultural, and economic driver for Kansas and the greater public good."

A significant development to the institution's future plan is the creation of its "Innovation Campus", which is projected to almost double the size of its existing campus when fully completed. The stated goal of the Innovation Campus is to foster "active learning and research" and the university is moving forward with full implementation. The development of the Innovation Campus does not have complete buy-in from all campus constituents, particularly from the faculty, who have expressed concern over the new program's implications for their existing work expectations and academic programs. However, in several on-campus meetings, the creation of the Innovation Campus was described as a "positive risk." A successful implementation of the campus aligns with several of the goals of the strategic planning process including:

- Guarantee an applied learning or research experience for every student in each academic college;
- Accelerate the discovery, creator, and transfer of new knowledge.

The development of its Innovation Campus represents a significant strategic attempt toward the University's stated vision of being "internationally recognized as the model for applied learning and research."

Subcomponent 1A3 is addressed in 5C1.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Evidence

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Wichita State University has been methodical and clear about its purpose and mission. It declares a vision to be "internationally recognized as the model for applied learning and research." Its current mission is to be "an essential educational, cultural, and economic driver for Kansas and the greater public good." Relative to its mission, the University declares the following values to be important to its success: (1) Seizing opportunities; (2) Success for all stakeholders; (3) Diversity of culture, thought, and experience; (4) Adaptive approaches; (5) Teamwork; (6) Positive risk-taking.

Adding specificity and further clarity to its mission, it defined and adopted seven important institutional goals: (1) Guarantee an applied learning or research experience for every student; (2) Pioneer an educational experience for all that integrates interdisciplinary curricula across the university; (3) Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities; (4) Accelerate the discovery, creation and transfer of new knowledge; (5) Empower students to create a campus culture and experience that meets their changing needs; (6) Be a campus that reflects—in staff, faculty and students—the evolving diversity of society; and (7) Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.

The university's vision, mission, values, and goals are clearly publicized on its website, public brochures, marketing materials, and internal planning documents. Collectively, they inform current and prospective students, faculty, staff, and the community about the institution's aspirations, priorities, and impacts related to teaching, scholarship, service, economic development, and social responsibilities. These statements also have served as an effective framework for carrying out the University's operations and assessing its successes. In several on-campus meetings, it was noted that the strategic planning process has been a positive driver for change and that it has provided an increased focus for moving the institution forward.

Important to the university's aspiration of being an international model for applied learning is the

development of its Innovation Campus. This is an initiative that appears to be very creative and ambitious and can represent an enormous and envious comparative advantage to the institution. It also has the potential of adding to or changing the existing institutional culture by providing an opportunity for academics and business to enhance student learning through internships, co-ops, and post-graduation employment. The evidence reflected in strategic plans, internal planning documents, and HLC Team meetings with the WSU community indicate attempts to include and engage all relevant constituents into the discussion of this innovative campus addition. Campus constituents communicated with the HLC Team that an entire semester was spent on developing a common understanding of applied learning. There has been considerable support for the development and potential benefits of its Innovation Campus. There is also some apprehension among some faculty, staff, and students since it cannot be known yet how the Innovation Campus will integrate with the existing campus. Many have characterized the idea as a risk worth taking and would represent a significant advancement for the institution when implemented effectively. University administrators expressed their commitment to improving communication about the new campus to expand understanding about the potential value it brings to WSU's short- and long-term goals.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Evidence

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Internal documents, institutional data, and meetings with administrators, faculty, staff, and students indicate that Wichita State University is committed to its role in a multicultural society, starting with its surrounding city and region. The institution has clearly identified diversity as an important institutional priority in its strategic plan, communications, and institutional infrastructure. Examples of these include the President's Diversity Council, Office of Diversity and Inclusion, Office of Disability Services, Title IX Office, the Tilford Commission, and the Office of Special Programs. The WSU community stresses the premise that multiple units need to work together since issues of diversity and inclusion "belong to everyone," as noted by a member of the President's Diversity Council.

The institution has committed appropriate human, financial, and physical resources to diversity and inclusion. It was apparent to the HLC Review Team that there is a very high level of commitment from administrators, faculty, staff, and students who are either officially assigned to or are willing volunteers to addressing and enhancing issues of diversity and inclusion.

The institution has achieved some success in increasing the diversity of the student body but recognizes that the level of diversity and inclusion is not where it needs to be. Currently, 5.4% of its undergraduate students are African American, 7% Asian American and Pacific Islander, and 10.3% Hispanic. This is in contrast to the city's population consisting of 12% African American, 5% Asian American and Pacific Islander, and 15% Hispanic. In terms of the faculty, 17% of the full-time faculty are people of color in contrast to the city's population consisting of 33% people of color. Members of the WSU community noted that it is important to have faculty and staff mirror the students in terms of demographics.

In the HLC Team meetings, WSU campus community indicated a few challenges towards improving diversity, examples included the intersectionality of diversity components; the evolving definition of diversity; flexibly meeting the personal needs of faculty and staff to increase their retention; more need-based scholarships to recruit and retain students of color; and additional financial support to diversity and inclusion departments and offices. At the same time, campus constituents also recognized several processes that are already working very well in supporting institutional diversity, including training on diversity issues related to faculty searches; better recruitment strategies of women faculty in engineering; focused group meetings with military veterans; and recognition of a

diversity of ideas and approaches to scholarship and university life as implemented through UNISCOPE.

Clearly, this institution is committed to the causes of diversity and inclusion in numerous forms, and is committed to assessing its progress. For example, a cultural audit and climate survey is scheduled to be administered this fall to examine the institution's strengths and weaknesses. Many campus constituents expressed high expectations that this survey's findings can be used as a working framework for developing further institutional improvements and collaborative interventions.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Evidence

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Wichita State University demonstrates its educational obligation to serve the public good. It is responsive to the needs of its internal and external campus constituents consistent with its mission and capabilities. For example, the development of the Innovation Campus is clearly intended to be a collaborative effort between WSU and the local community. From the public documents and discussions with a variety of campus constituents, there appears to be general support for the new Innovation Campus.

With its mission of active learning and new financing method, the new campus did lead some constituents to voice concern to the HLC review team about the perceived, corresponding changes on the existing campus. The concerns expressed included the potential impact of the Innovation Campus on academic and support operations, issues of confidentiality surrounding the development of the new campus, and how the differential functions of the two campuses could be reconciled in ways mutually beneficial to both. The leadership of WSU acknowledged the need to provide more seamless communication regarding the development of the new campus and has committed to doing so.

During the site visit, representatives from the local community expressed their support for WSU's current teaching, research and service functions and its plans for the future. Where possible, it was recognized that WSU helps the community through student service projects, library sharing, and by using local services. The community representatives and the KBOR representatives agreed that WSU was committed to the Wichita community and they were supportive of the Innovation Campus as a way to bring in more jobs to the area.

The institution deserves praise for its persistent and realistic responses to the needs of its internal and external constituents. With increasingly limited state funding and greater pressure to address mandated and unfunded initiatives, WSU is attempting to be innovative and to seek new and controllable ways to continue its trajectory of improvement.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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The mission of the institution's traditional campus is sufficiently clear and has provided an effective framework for organizing and implementing its operations and activities. A complementary vision of "applied learning and research" associated with its new Innovation Campus is ambitious but also adds additional circumstances and complexities to institutional planning and implementation. Recognizing that communications has been a challenge, the administration is willing to engage in further collaborative discussions with faculty, staff, students, and other campus constituents in order to foster better understanding and ownership. With the challenge related to diversity and inclusion, the administration shared their willingness to commit time, energy, and resources to mitigate these concerns consistent with its capacity and mission. In sum, the institution is to be commended for its commitment to mission accomplishment and for having a creative future outlook.



## **2 - Integrity: Ethical and Responsible Conduct**

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

### **2.A - Core Component 2.A**

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### **Rating**

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Met

#### **Evidence**

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A review of the evidence indicates that Wichita State University operates with integrity in its financial, academic, personnel, and auxiliary functions. The evidence also affirms that the institution establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

WSU maintains an official policy compendium designed to chronicle all university policies in one place. The manual establishes policies and procedures on a number of issues including, but not limited to, academic policy, employment policy, research, facilities, communication and technologies, financial operations, and other auxiliary services.

The Kansas Board of Regents (KBOR) policy manual outlines procedures and policies concerning the fair and ethical behavior of the governing board, administration, faculty and staff. Examples include the selection and qualification of board members, conflict of interest and financial disclosures for governing board members, compensation and expense policies, the establishment of new academic units and programs or discontinuance of programs, and issues related to copyrights, patents, trademarks, and related intellectual property rights.

WSU demonstrates responsiveness to emerging matters that require the development of new or alternative policies and procedures with respect to the fair and ethical behavior of multiple constituencies. For example, sexual assault and violence training is now provided to students, consistent with a federal mandate. A Title IX coordinator was appointed in 2016 and in the past three years WSU has reorganized its approach to and organizational structure for both preventing and addressing discrimination in its many facets. Additionally, policies and procedures related to the handling of finances and related security matters have been updated based on the results of the internal monitoring process (e.g. fees and data security issues in the College of Education, monitoring of WSU's remodeling and improvement account).

The undergraduate catalog and graduate catalog outline academic policies and procedures (e.g. the grading policy, graduation requirements, and general university policy), include statements about

academic honesty and specify students' rights and responsibilities; all of which guide how faculty/staff, administration and the board may have occasion to interact with students and their responsibilities to and for students.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Rating

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Met

### Evidence

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A review of the evidence affirms that WSU presents itself clearly and completely to its students and the public with respect to programs, requirements, faculty/staff, costs to students, control, and accreditation relationships.

Academic program information is accessible to students and the general public from WSU's home page, websites associated with the specific programs, departments and colleges, and is similarly delineated in the undergraduate and graduate catalogs. Both the undergraduate and graduate catalogs lists WSU faculty along with their titles, department/program in which they are appointed, the year of their initial appointment within WSU, and information on their academic degrees. Information about faculty is also provided on departmental webpages.

In addition to participating in the national Volunteer System of Accountability (VSA) through College Portrait, WSU provides mandated consumer information on the costs of education, as well as safety and security. The institution also provides basic information on WSU as well as its approach to a drug free school zone. The link to the consumer information is easily accessible from the institution's home page on the website. The webpages for the Office of Admissions (undergraduate and graduate) provide students and the public with information on requirements for admission to WSU. A comprehensive list of tuition and fees is also publicly available from the institution's website.

WSU is governed by a nine-member board of regents, appointed by the governor, which also has oversight of the other public institutions of higher education in Kansas. Accreditation relationships are clearly delineated in a link from WSU's home page (i.e., HLC accreditation) as well as in the undergraduate and graduate catalogs (i.e., program specific accreditation).

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Evidence

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A review of the evidence confirms that the KBOR is sufficiently autonomous to make decisions in the best interest of WSU and to assure its integrity. A review of Board minutes affirm that the KBOR's deliberations reflect priorities to preserve and enhance WSU. Matters of central importance to WSU's operation and future direction are given due consideration by the Board. Because of its expansive responsibility for all higher education institutions in the state of Kansas, the KBOR has to attend to a variety of interests of constituencies both internal and external to WSU. Every two years, the regents visit WSU, and the other institutions under their control, to gain input directly from internal constituents.

Chapter 1 of the KBOR Policy Manual provides evidence that the governing board is independent of competing interests. For example, the policy manual outlines how Board members are appointed, their legal authority, and procedures for public comment. Although the Kansas governor appoints board members, their individual terms are set by policy and they are expected to fulfill their charge to advocate on behalf of the state's public higher education institutions. The KBOR policy manual also has explicit conflict of interest and financial disclosure statements which can validate board members' independence from undue influence. As specified in the KBOR policy manual, the day-to-day operations of WSU is delegated to the university leadership; and academic governance is the purview of the faculty.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Evidence

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The evidence provided affirms WSU's commitment to both freedom of expression and the pursuit of truth in teaching and learning. Multiple sections of the WSU policies and procedures manual attest to this. Examples include: Section 5.08 - Statements on the Professional Rights and Responsibilities of Faculty; Section 9.10 on Intellectual Property; and Sections 11.12 and 11.13 which specify use of WSU's facilities by both on and off-campus groups for first amendment activities.

The WSU policies and procedures manual also provides clear statements regarding the institutions' position regarding the unacceptability of behaviors which could create environments that are not conducive to teaching and learning. For example, section 3.06 outlines WSU's Sexual Misconduct, Sexual Harassment, Relationship Violence and Stalking Policy for Employees and Visitors, while Section 3.19 delineates prohibition against retaliation in instances when there has been a complaint of illegal discrimination.

The principles of freedom of expression and the pursuit of truth in teaching and learning are further affirmed by statements in the KBOR policy manual, policy and ethics statements associated with the library and a variety of other publications targeted at students including the student newspaper and the student government bill of rights.

During the site visit, faculty affirmed that they controlled the curriculum and did not express concerns about their academic freedom rights.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Evidence

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The evidence affirms that Wichita State University has policies and procedures to facilitate the responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff. Chapter nine of the WSU policies and procedures manual provides guidance on the responsible conduct of research by all constituents. This includes statements and policies regarding research involving human subjects, the use of animals in research, misconduct in research, overall administration of research, management of patents and copyrights, intellectual property right considerations, compliance with federal export regulations, and other matters related to the integrity of research and scholarly practices.

The WSU Office of Research is charged with facilitating ethical research and provides support in the submission and administration of grants/contracts, technology transfer, establishing new patents and licenses and the development of new businesses. A series of online and in-person training resources are available to faculty and staff through the Office of Research. Examples include "Principal Investigator Training Literature," "Principal Investigator Training Webinar Videos," research workshops, and research orientations.

The Library offers resources for undergraduate students conducting research, including a workshop titled "Avoiding Plagiarism" and workshops on how to appropriately cite references. WSU also provides undergraduates with some basic guidance on how to get started in research based on guidelines posted on the University of Leicester's website, demonstrating a willingness to model to students that good research practices are universal and attribution is an important part of the research process. Undergraduates can also find information online regarding compliance issues and the responsible conduct of research.

Professional and Scholarly Integrity Training is required for all faculty/staff engaged in research as well as doctoral students admitted since fall 2012 and masters students admitted since fall 2013. The training is available through the Collaborative Institutional Training Initiative (CITI) program. Topics include research misconduct, publication practices and responsible authorship, conflict of interest and commitment, and ethical issues in data acquisition, management, sharing, and ownership.

Statements about academic dishonesty are included in the WSU undergraduate and graduate catalogs.

Pursuant to KBOR policy with regard to student academic dishonesty, each college at WSU has developed implementation plans to mitigate, monitor, and address instances of academic dishonesty. Academic honesty statements are a required element of each course syllabus and direct students to the appropriate on-line resource regarding the student code of conduct and the institution's student academic dishonesty policy.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Evidence**

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The KBOR policy manual and the WSU policies and procedures manual guide the daily operations of WSU. These policies are reiterated and accessible in various other forums including undergraduate and graduate catalogs, the websites of academic departments and other academic and administrative support units. The policies and procedures in effect at WSU address issues related to teaching, research, outreach, business operations, facilities, finances and other matters pertinent to the ethical, transparent and responsible operation of the institution.



## **3 - Teaching and Learning: Quality, Resources, and Support**

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

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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).

### **Rating**

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Met

### **Evidence**

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Curriculum is owned by the faculty and appropriate assessment systems are in place to ensure student learning outcomes are being achieved. Academic programs are reviewed every three years to assure programs have the appropriate level of performance and differentiated learning goal to support each program. Wichita State University reports findings of these program reviews to the Kansas Board of Regents (KBOR). Program reviews have led to program closures as well as documenting improvement in many other programs. WSU regularly conducts exit surveys of students, and gathers opinions from the student body to improve academic programs. WSU has a very high rate of post-graduate employment; within six months of graduation 85.7 percent of undergraduates and 91.4 percent of graduate students obtain full time employment.

WSU has clearly articulated learning goals for each of its programs as well as for general education. For individual programs, an advisory board of professionals meets with faculty to assure the programs are meeting the needs of employers. Program goals are examined to assure they are differentiated for each level of degree during the program review process. For general education, the Collegiate Learning Assessment tool and writing assignments from English 101 are used to measure general education learning outcomes; learning outcomes are included in reports submitted to KBOR.

WSU's program quality, learning goals, and rigor are consistent across delivery modes and assessment of learning goals occurs across all modes of delivery. Concurrent enrollment teachers have been credentialed per HLC policy.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Evidence

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Wichita State University demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. WSU's 42-hour general education program consists of three tiers and is structured to be consistent with the university's mission and goals. Evidence of how general education articulates with each degree program is specified in the undergraduate catalog and the university website for each major.

Purposes, content, and intended learning outcomes of general education are outlined on the WSU website. The learning outcomes are also available on the websites of individual programs and in university level assessment documents and reports. General education courses are monitored to ensure that course objectives contribute to general education outcomes. A sample of students participate in the Collegiate Learning Assessment and this information, combined with program review, is used for continuous improvement of academic programs. Every year, a general education assessment report is submitted to the university's Academic Senate.

Student exit surveys are used to assess the extent to which program goals are met from a student perspective. As noted in documents available on the website for the Office of Planning and Analysis, results from the student exit surveys are compiled by academic year and reported by college and academic programs. Colleges, departments and programs use the data from the student exit surveys to make appropriate improvements.

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 provided syllabi demonstrating the student learning outcome that meet these three criteria.

Human and cultural diversity concepts are covered in 130 courses. WSU exposes students to different cultures through its study abroad programs and through participation in the National Student Exchange. WSU also offers an 18-credit hour Tilford Diversity Studies Certificate.

Faculty and students are appropriately engaged in creating new knowledge and scholarship. WSU is a leader in aviation research and has established multiple centers and institutes to promote research. It promotes its research through the Shocker Open Access Repository. Students present their research at the Undergraduate Research and Creativity Forum, the Graduate Research and Scholarly Projects Symposium, and at the Capital Graduate Research Summit. In addition, the TRIO McNair Scholars Programs affords first-generation, low-income and minority students the opportunity to learn the research process and engage in scholarship.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

1. 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

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Met

### Evidence

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Wichita State University has the faculty and staff needed for effective, high-quality programs and student services. The institution has sufficient faculty to perform the various roles of faculty including teaching-related duties, research, and service. The 18:1 student to faculty ratio is consistent with the mission of the university and is sufficient to accomplish university goals.

The hiring process incorporates minimum degree requirements and/or relevant experience in order to credential teaching faculty. All instructors are appropriately qualified and a clear credentialing procedure is in place. The WSU graduate school has a clearly established procedure for determining eligibility for an individual to be designated as part of the graduate faculty.

During the site visit, the review team confirmed there were no consortia or contractual arrangements for the offering of academic programs. Examples of consortia that do not relate directly to courses include the libraries and the Regional Institute on Aging which is a research alliance.

The WSU Policies and Procedures Manual outlines guidelines for annual evaluation of instructors and for promotion and tenure. Professional development of faculty is coordinated by the Office of Academic Affairs. Development activities include orientation sessions, research grants, effective teaching strategies, sabbaticals, and reward systems such as Full Professor Incentive Review.

Faculty are accessible for student inquiry. The evidence provided in the assurance argument suggests that student exit surveys are the primary mechanism that WSU uses to assess faculty accessibility for

student inquiry. The surveys confirm that students believe that faculty are accessible.

Staff members providing services to students are appropriately qualified, trained, and supported. The WSU Policies and Procedures Manual outlines guidelines for the annual evaluation of staff, and mechanisms for addressing any instance where staff may not be meeting minimum expectations.

Examples of professional development opportunities offered through the Office of Human Resources include Advanced Leadership; Managing People; Administrative and Support Staff; Legal/Compliance; and Hiring Process. Other professional development opportunities include the tuition assistance policy which enables staff to take up to two courses each semester.

WSU professional staff indicated during site visit meetings that retrenchment in state funding has impacted the ability for staff to participate in off-campus professional development opportunities. WSU has however continued to provide campus-based professional development opportunities to ensure that staff can continue to remain current in best practices and to enhance their own professional skills. In the spring of 2016, professional staff were surveyed in order to identify those professional development opportunities that were most important to them. The staff indicated a wide array of interest areas including campus safety, planning for retirement, communication skills, stress management and team building.

The university's ongoing efforts to maintain appropriately qualified, trained and supported faculty and staff ensures quality and integrity in the delivery of academic services across academic and research programs.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

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Met

### Evidence

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Wichita State University provides support for student learning and effective teaching. WSU provides a number of academic support services as well as personal support services to ensure student success. Academic support services are provided through the Office of Student Success and the Office of Adult Learning. In addition, programs such as the TRIO program and OneStop for Student Services are available to support students academically. Personal support services are provided by a number of offices including the Office the Diversity and Inclusion, the Office of International Education, Student Health Sciences, and the Counseling and Testing Center.

WSU administers placement tests in Math, English and Spanish to ensure students are placed in appropriate courses given their level of academic preparation. In addition, they use an early alert system to ensure academic success and also use the Student Success Collaborative to continuously monitor success metrics.

Student exit surveys indicate satisfaction with advising. However, a number of concerns were noted by students in the survey administered by HLC. The students expressed concerns over the number of advisors available, the availability of course offerings, and the lack of consistency across colleges. In talking to the students, they were not concerned with the advisors, but felt that the advisors needed more support from the administration. The peer review team met with advisors who expressed a need for additional resources, development of a training manual, developing consistent processes within each college, and the need for administrators to work more collaboratively with advisors to improve advising at WSU.

WSU provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning. This includes sufficient technology infrastructure (e.g. the myWSU

portal, Blackboard, SOAR, etc.), libraries, laboratories, multiple performances spaces, over 30 research centers, museum collections, and clinical practice sites for students in the College of Education and College of Health Professions. The robust and diverse set of teaching and learning structures provide an opportunity for faculty and students across the institution to engage in meaningful educational experiences to advance the mission of WSU and ensure the success of its multiple constituencies including students, faculty, staff and the broader community.

Library services are well integrated with the curriculum at WSU. Librarians collaborate with faculty to guide students in the effective use of research and information resources. In addition to providing workshops and being incorporated into aspects of over 40 subject area courses, the library faculty also provide a credit based course on “Introduction to Library Research” in both face-to-face and online formats. The library faculty help to promote information literacy, digital literacy, evidence-based practice and applied learning. In 2016 alone, WSU librarians served over 5,000 students in 264 course specific information literacy sessions and research workshops. The library faculty are also engaged in assessment of student learning outcomes with respect to critical thinking and research.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Evidence

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Wichita State University fulfills the claims it makes for an enriched educational environment. The Division of Student Affairs sponsors a number of co-curricular opportunities and initiatives, such as civic engagement, service learning, and living-learning communities. Student Affairs also promotes the development of leadership through the Summer Leadership Institute, which serves fifty students annually and its newly developed undergraduate Leadership Certificate Program.

The co-curricular programs available to WSU students are suited to the institution's mission and contribute to their educational experience. For example, many of WSU's co-curricular programs like service learning, civic engagement and leadership development, are consistent with the institution's goal to advance applied learning in order to be an economic, educational and cultural driver for Kansas. Applied learning is promoted throughout WSU. Applied learning takes many forms including experiential learning, student research, co-op programs and community engagement. These are evident across all of the programs offered by WSU.

With respect to student research, one specific form of applied learning, WSU has campus wide forums that provide professional development and scholarly acculturation opportunities for both undergraduate and graduate students. The Undergraduate Research and Creative Activity Forum and the Graduate Research and Scholarly Projects Symposium allow students to present and discuss their work with faculty, staff, students and the broader WSU community. The Ronald E. McNair Post-baccalaureate Achievement Program allows WSU to develop a pipeline of students for doctoral studies. In the two decades that the program has been on campus, 43 percent of the students served have completed advanced studies. Specifically, of the 112 WSU alums who participated in the McNair program and pursued graduate studies, 96 obtained master's degrees and 16 earned doctorates.

WSU students have the opportunity to develop and experience educational enrichment in a variety of other dimensions. In addition to the leadership institute and other co-curricular initiatives, students can assume leadership responsibilities that help enhance their educational experience in a number of other ways. Some examples include serving as resident assistants, peer academic leaders, representatives on hall or campus student government assemblies, or as peer mentors and/or tutors

with the multicultural student mentoring program.

WSU provides a full array of social, health/wellness and recreation/athletic experiences. Student organizations and Greek life provide additional co-curricular opportunities for undergraduate and graduate students. There are over 200 registered student organizations at WSU, 13 fraternities and 10 sororities. There are several different types of sports clubs ranging from instructional to recreational to competitive. According to the assurance argument in any given year over 3,500 students participate in intramural sports like basketball, soccer, flag football and softball. Another approximately 150 students participate in sports clubs like fishing, table tennis

The WSU Office of Student Involvement conducted an assessment of the student experience and situated a 2015 presentation on the assessment outcomes in the context of student development theories. This suggests that the unit applies a critical lens to their work and WSU's approach to student engagement outside of the classroom.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

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

#### **Evidence**

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WSU offers quality programs that emphasize applied learning. The curriculum is robust and faculty are appropriately qualified and credentialed. Faculty and students contribute to the creation of new knowledge and scholarship. Adequate learning spaces are available. Sufficient academic and personal support services are offered to ensure student success and important success metrics are monitored through the Student Success Collaborative portal.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met

### Evidence

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Wichita State University demonstrates responsibility for the quality of its educational programs. WSU has a robust system for academic program review that is largely driven by a program review policy from the Kansas State Board of Regents (KBOR). The KBOR policy established in 1997, and revised in 2010, outlines basic requirements for the program review for each institution. These requirements include an assessment of program strengths and concerns; an identification of academic program needs in the context of campus priorities; and documentation of any needs to reorganize, modify, merge, or discontinue academic programs. Primary system goals for the institution review include:

- ensuring that program quality and priorities are consistent with institutional missions and roles;

- refining the scope of program offerings to optimize student access and use of resources; and
- identifying viable opportunities for minimizing unjustifiable program duplication and supporting appropriate institutional cooperation.

Building upon the KBOR goals, WSU has defined the following goals for the institution's academic program review process, which have been in place since 2012:

- Centrality of the program to fulfilling the mission and role of the institution
- Quality of the program as assessed by the strengths, productivity and qualifications of the faculty
- Quality of the program as assessed by its curriculum and impact on students
- Demonstrated student need and employer demand for the program
- Service the program provides to the discipline, the university and beyond.

The institution engages in comprehensive program review every three years. Colleges and departments collect data on an annual basis and have annual reporting requirements based upon metrics applicable for each program. WSU embeds the program assessment activities into the program review process. For each three-year cycle, each program is provided with a data set and provides information based upon a template. Once submitted, the program is provided with feedback by the Department, College Dean, Graduate Dean (for graduate programs), and the Program Review Committee. The institution has developed an evaluation rubric to aid in providing feedback to each academic program. The reports and rubrics are posted on the Academic Affairs website and a sample was reviewed by the visiting team which showed that these reviews have resulted in improvements to programs, merger of programs, and program closures.

Data and information from these three-year institutional reviews are reported to KBOR on an eight-year cycle and posted on the website. In a meeting that included Regents, it was reported that the quality of information received from WSU was very good.

Policies for awarding credit for prior learning are clearly defined and followed at the institution. Credit for prior learning is mostly awarded from testing services. One college, the Fairmont College of Liberal Arts and Sciences, does offer credit for experiential learning and has a policy in place to define how this credit is awarded. Data was provided to the team regarding the number of credits awarded through prior learning and reported that just under 7% of total credits come from prior learning.

WSU has clear guidelines for accepting transfer credits, dual advising, and concurrent enrollment. The Registrar's website has accessible information regarding the evaluation of credits and transfer and articulation policies. WSU offers dual advisement opportunities with other community colleges in the state to ensure that transfer students have the information they need to transition from a two-year program to the university. WSU provides transfer guides to students transferring from another Kansas institution. WSU's policy is to accept all credits earned at a post-secondary institution accredited by a U.S. regional accrediting body, with the exception of remedial coursework. As such, working with the faculty, the Registrar determines how these credits apply to the degree program and maintains a transfer equivalency system with courses from other institutions from around the United States.

KBOR has a policy in place to encourage concurrent enrollment of high school students in eligible post-secondary institutions, which are aimed at providing a college-level learning experience for qualified high school students. Based upon Fall enrollments, the headcount of concurrent students was 121 at WSU.

WSU's curricular process is clear and is well articulated. The University has a process for curriculum changes to new or existing courses, changes to degree/certificate programs, new degree/certificate programs, majors/minors/concentration, and alternative credentialing (e.g., badges). The changes must be approved through the department, college, faculty senate, and provost. In addition to the internal university approvals, new degrees must be approved by the KBOR. Guidelines are provided on the website for submitting changes along with requests for new courses and programs. Faculty are responsible for maintaining the rigor of academic programs and are actively involved in course and program assessment activities.

The WSU Policies and Procedures Manual clearly outlines faculty qualifications and processes are in place to ensure that faculty have appropriate credentials. The institution is also working to ensure that concurrent enrollment instructors are appropriately credentialed; WSU is working with those who do not meet the requirements to pursue educational opportunities. As a result of the new guidelines provided by the Higher Learning Commission, WSU has partnered with other KBOR institutions in the state to share courses in content areas that will provide opportunities for instructors to gain the 18 graduate credit hours required to teach in the discipline.

WSU maintains a list of accreditations that includes the status and review period that is updated on an annual basis. Thirty-three programs hold a specialized accreditation. All programs appear to be in good standing.

The institution routinely surveys graduating students and alumni to receive feedback and information about employment. In addition, KBOR also tracks employment rates through the Kansas Higher Education Reporting system to determine which graduates are employed in Kansas one year after graduation along with average salaries. In comparison with other institutions in the state, WSU graduates show a high rate of gainful employment and higher than average salaries compared to other graduates in the state.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met

### Evidence

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Wichita State University demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. WSU has established the following general education student learning goals:

- Improved critical thinking skills
- Better communication, written and spoken
- Increased analytical reasoning and problem solving
- An acquired knowledge of natural and social science, the arts and humanities.

Each academic program is required to have student learning goals that are communicated to the students. This is mainly accomplished through information provided on department or college websites. As part of the program review process, these learning goals are identified, programs must indicate how student learning is assessed, and state how the results of the assessment are used to make improvements. A rubric was developed to evaluate the effectiveness of program assessment efforts and is used by the Program Review Committee to provide feedback to the academic programs. The results of these rubrics are also provided in eight-year reports required by the KBOR.

Assessment of student learning also occurs in student support areas. Numerous examples were provided by programs that are housed within Student Affairs to assess the impact of programming and events. Student Affairs also provides leadership training, and learning outcomes are assessed through pre-, mid-, and post-assessment mechanisms.

WSU has developed a Student Engagement Strategic Plan that outlines goals and metrics for achieving those goals that encompass student service areas of Campus Recreation, Child Development Center, Counseling and Testing Center, Housing and Residence Life, Office of Multicultural Affairs, Student Health Services, and Student Involvement. Each area provides assessment reports that are accessible on websites and provide information regarding the impact of the services offered.

WSU librarians have identified a core set of student learning outcomes for research instruction that are tied to the Information Literacy Standards for Higher Education. The outcomes are posted on the Library website. They also provide access to resources on how to create effective rubrics and conduct authentic assessment.

WSU has an Office of Assessment that is responsible for communicating institutional assessment policies, providing resources for assessment methods and best practices, participating in the evaluation of assessment data, making recommendations for improvement and accountability based upon assessment data, and providing training and workshops to faculty.

A University committee is in place to communicate University assessment methods and best practices, evaluate assessment data, make recommendations based on assessment data for improvement and accountability purposes, and to keep the dialogue of assessment alive across campus. Representatives come from every college, Student Affairs, the Library, and the Office of Academic Affairs. The committee meets regularly during the academic year.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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.)

### Rating

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Met

### Evidence

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WSU has defined appropriate goals for retention, persistence, and completion. These goals have been defined through institution's Quality Initiative "Graduation Partnership: Wichita State University's Student Success Plan" and the KBOR strategic plan "Foresight 2020." The goals are:

- Increase retention rate of first-time, full-time freshmen, 70 percent (2010) to 80 percent by 2020;
- Increase six-year graduation rate of first-time, full-time freshmen, 40 percent (2010) to 50 percent by 2020; and
- Develop metrics to measure and then increase graduation rates for transfer students, 10 percent by 2020.

The institution has developed a set of metrics that are designed to track these goals. These metrics are updated annually on a dashboard that is accessible on the university's website. The Retention Council (made-up of faculty and staff from all university divisions) serves to monitor retention outcomes and recommends changes to increase retention and graduation rates. WSU provided the team with the current dashboard and demonstrated the intermediate goals and how well the institution was doing. They demonstrated where there was still work to be done and also where they exceeded certain goals. Although there were some areas where there was still work to be done, the institution appears to be on track.

The Office of Planning and Analysis (OPA) collects and provides data for internal and external reporting. A set of Fact Book information is available on the website that provides information about

enrollment, persistence, and graduation rates for multiple years. In addition, information collected from student surveys are also published on the website. The OPA also provides data sets to programs undergoing the three-year review.

In multiple on-campus meetings, it was stated that over the past five years that WSU has adopted a culture of data-driven decision making. It was reported that having access to data to inform decision making and to drive change was viewed positively. The team was provided with numerous examples from academic and support units how data has been used to inform planning processes for strategic initiatives, goal setting and metric development, measuring program success and impact, and for providing feedback for improvement processes.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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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.

### **Evidence**

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WSU has established processes for tracking the quality and success of its academic programs, supporting student services, and learning environments. The institution has a robust academic program review and student outcomes assessment process that provide feedback to promote continuous program improvement. The institution has clearly stated goals for persistence, retention, and completion rates. Key metrics have been developed to track progress towards those goals. WSU systematically engages in data-driven decision making.

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Rating

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Met

### Evidence

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Wichita State University's resources sufficiently support its educational programs and its plans for maintaining and improving quality into the future. The Kansas Board of Regents (KBOR) provides processes and a framework to inform all aspects of the university's work from fiscal planning to capital projects and employee responsibilities. During the site visit, information was shared on the health of the infrastructure that supports operations of the university, as well as the participatory process used to develop the university's annual budget. Due to reduced financial support from the state, WSU has had to increase tuition and fees as well as prioritize expenses to meet operational needs and maintaining program quality. While the report has not yet been officially approved by the KBOR, the WSU leadership team shared that the FY2016 CFI has increased to 2.33 compared to the FY2015 CFI of 1.57.

As part of the strategic plan, WSU is making an investment to enhance student services including by adding the OneStop Student Portal initiative. OneStop provides 24/7 student support through with live chat, phone, and web ticket options along with self service options. By improving student access to support, it is anticipated that retention, progression, and graduation of students will improve.

Other recent fiscal decisions include increasing tuition and fees, creating an online course fee to

support the infrastructure of online programs, and increasing the level of externally funded contracts and grants. A capital campaign launched by the WSU Foundation is generating funds to support the strategic plan through initiatives such as the Honors College and student scholarships.

Situated on 120 acres and adjoining its main campus, WSU's Innovation Campus is in the initial stages of development into a community of public-private partnership buildings. The Innovation Campus is anticipated to provide businesses the opportunity to engage students with applied learning experiences while facilitating the commercialization of campus-generated research. This aspect of the strategic plan is intending to provide human, financial, and technological benefits for the university and the local community.

WSU submits a five year capital improvement plan annually to the KBOR for approval. This plan is submitted to the Kansas Legislature for consideration during the facility enhancement request process, per the institution's campus master plan. Such oversight ensures resource allocation balances the improvement of academic facilities appropriately compared with other institutional needs.

During the site visit, evidence was shared regarding policies and procedures for staff credentialing through Human Resources and for faculty through the Office of Academic Affairs. These policies and procedures were sufficient to ensure staff and faculty are appropriately qualified and trained for their positions.

The annual budget is developed and socialized with the administrators, faculty, and staff before being sent to KBOR for review. Budget review meetings are held annually to incorporate changes from KBOR based on state funding and initiatives. Individual departments are provided with an opportunity to request budget items and share in any reductions or changes. All expenses are monitored at multiple levels: KBOR, the administration, and each department.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

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

### Rating

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Met

### Evidence

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Wichita State University is enabled to fulfill its mission through policies and structures that promote effective leadership and institutional cooperation. The KBOR is responsible for control, supervision and operation of WSU along with other higher education institutions operating in Kansas. Members of the KBOR are appointed by the governor and confirmed by the Kansas Senate. The KBOR is a policy making body and coordinates functions of the higher education institutions rather than functioning as an administrative body. Additionally, the KBOR has authority to control state universities and supervise the operation and management of the institutions. During the site visit, the President of the KBOR, a KBOR member, and the KBOR Vice President of Academic Affairs affirmed their support for the work that is occurring at WSU both internally as well as throughout the broader community and region.

Wichita State University has the governance and administrative structures in place to engage the KBOR and its internal and external communities and stakeholders. Its policies and procedures are in compliance with the KBOR policies and procedures and federal and state laws. The President, Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association are designated as policy initiating authorities; from discussions during the site visit and minutes from their respective meetings, each had the ability to initiate a change process which led to institutional improvement.

The President and Provost meet regularly with Faculty Senate, Unclassified Professional Senate, University Support Staff Senate and Student Government Association. While there are opportunities for faculty, staff and student input, during the site visit it was broadly conveyed to the peer review team that the decision making process is periodically more closed than open with limited opportunity to influence decisions at the executive level. Given the rapid rate of change occurring at WSU, there is recognition by the campus leadership that the flow of information to faculty, staff and students can be challenging; finding additional ways to disseminate information in a timely manner to

the campus community would likely be beneficial.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Rating

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Met

### Evidence

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Wichita State University engages in systematic and integrated planning to assure planning and budgeting priorities align with and support the mission. In 2012, Wichita State University conducted a comprehensive strategic planning process that engaged the campus community as well as the broader Wichita community and region. Through this process, the mission, vision and value statements of the university were revised then approved by KBOR in 2013.

The University Budget Advisory Committee has representatives from across the university and serves in an advisory capacity. Within Academic Affairs, new budget requests are reviewed and approved by the Provost and Senior Vice President before moving forward for further review. Assessment of student learning informs budgeting; when the first-year seminar was not found effective, additional funding was allocated to create a more engaging seminar for entering freshmen. Examples of collaborations between colleges to share resources to achieve goals were shared during the site visit.

Following discussion with the various budgeting committees on campus and based on WSU's strategic plan, the President's Executive Team made decisions to allocate resources to improve student services and reposition the University as a nexus for innovation. Examples include the creation of OneStop, a centralized student services center; the formation of the Dorothy and Bill Cohen Honors College; the construction of Shocker Hall, an on-campus residential facility; and the launch of the Innovation Campus. These specific allocations were in alignment with the university's mission and advanced its strategic plan.

Once a month, the college deans join the President's Executive Team meetings for planning and information sharing. Evidenced by meeting minutes, the President and Provost meet regularly with the various councils, student government association, and faculty senate. The establishment of



monthly Academic Affairs Forums consisting of department chairs, deans, and the provost, has facilitated communication. While such efforts have proved helpful, segments of the campus community indicated further efforts are needed to keep them adequately informed about progress on strategic campus initiatives. Some faculty, staff and students expressed they were being asked for feedback only after decisions had been made, and during the site visit they advocated for campus leadership to engage them at the beginning of decision making processes; examples related to policy development, strategic initiatives, and student fees.

Classroom and space utilization reports are annually reviewed at college and department levels. The visiting team heard examples of how technology demands, demographic changes, and local and global forces inform planning on campus. The reorganization in 2014 of the University Computing and Telecommunications department into Information Technology Services elevated the level of support to the campus community. Informed by the university's strategic plan and the KBOR's Foresight 2020 plan, the institution is responding to emerging higher education trends and demands. Launched in 2013, the Office of Online Learning provides support for online program development and instructional design while also assisting in generating new revenue for the institution.

Environmental scanning is utilized by admissions, the WSU foundation, colleges, and advisory boards to inform planning and practice. For their new strategic enrollment management planning process, WSU consulted with the American Association of Collegiate Registrars and Admissions Officers and also used demographic data from Wichita, the state, and neighboring states to create enrollment projections.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Rating

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Met

### Evidence

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Wichita State University works systematically to improve its performance. Resulting from the implementation of a campus-wide strategic plan, significant change has occurred at WSU since the last Higher Learning Commission reaccreditation. The institution is engaged in an annual review of the implementation of its strategic plan through a Strategic Planning Advancement Committee. This committee is charged with monitoring a university dashboard for progress against goals, identifying areas for improvement, and determining if revisions need to be made to the implementation plan. The commitment to becoming an innovation driven university has resulted in new program development, changes to student services, and the launch of the Innovation Campus to fulfill WSU's emphasis on applied learning and research.

WSU annually submits a performance agreement report to KBOR to assess the university's progress on Foresight 2020, Kansas's higher education plan. Additionally, each academic area submits a self-study on a three-year cycle to KBOR; development of these reports is facilitated by WSU's Office of Planning and Analysis. Such annual and tri-annual reports are examples of how WSU documents evidence of performance in its operations.

The Division of Student Affairs engages in internal and external assessment initiatives, such as the ACUHO-I Benchworks Resident Assessment and the American College Health Association College Health Assessment. Results from the Benchworks Assessment data were utilized to assist in the planning of the Shocker Residence Hall. Data from the American College Health Association College Health Assessment has assisted the university in developing and enhancing prevention programs to address alcohol use by students.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Evidence**

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Wichita State University has the resources, structures and processes in place to achieve its mission, enhance student learning, and respond to future opportunities and challenges. The university demonstrates compliance with Criterion 5 by providing:

- The necessary fiscal, human, physical and technological infrastructure to support the university's operations and achieve its mission.
- Administrative structures to support governance, partnerships and collaborations and respond to future opportunities.
- Systematic planning mechanisms to engage the campus community and the broader community and region.
- An environment committed, at all levels of the institution, to continuous learning and improvement.

## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

## **Review Summary**

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### **Conclusion**

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Wichita State University (WSU) has a strong academic program with continuous improvement in academic sectors such as assessment, teaching, and learning. The students, faculty, staff, and administration all have a passionate alliance with the mission. The team feels WSU is effective in planning, budgeting, and is in stable financial health. And while understanding the issues based on location, the team recommends WSU continue to focus on improving communication across all constituents. Overall, the team approves continued accreditation in Open Pathways.

### **Overall Recommendations**

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#### **Criteria For Accreditation**

Met

#### **Pathways Recommendation**

Eligible to choose

*No Interim Monitoring Recommended.*



## Federal Compliance Worksheet for Evaluation Teams

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### ***Evaluation of Federal Compliance Components***

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Wichita State University

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Renee Aitken

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

## Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

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1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
  - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
    - Associate's degrees = 60 hours
    - Bachelor's degrees = 120 hours
    - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
  - Note that 1 quarter hour = 0.67 semester hour.
  - Any exceptions to this requirement must be explained and justified.
  - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

### Rationale:

- The institution's degrees reflect the following number of credit hours: Associate=65; Bachelor=120-146; Master's=30-82; Doctorate=55-124; Specialist=39. These requirements are within common higher education standards.
- All tuition and fees are set annually by the Kansas Board of Regents upon recommendation from the university. Separate tuition levels are set for residents and non-residents of Kansas and for graduate and undergraduate courses. Exceptions to these rates are provided below. Information on tuition and fees are listed in the graduate and undergraduate catalogs and on the university's website (<http://wichita.edu/tuition>). The comprehensive fee schedule is on the website and further itemizes tuition and fees by campus unit.
  - Undergraduate and graduate students from the Oklahoma City, Tulsa and Dallas-Ft. Worth MSAs pay in-state tuition rates. Undergraduate and graduate students from

Oklahoma and Texas (other than Oklahoma City, Tulsa and Dallas-Ft. Worth MSAs) pay 1.5 times Kansas in-state tuition instead of the full non-resident tuition. WSU views recruitment within the regional economic corridor along I-35 as a means to enhance the future prosperity of Kansas by creating viable, sustainable economic linkages to other cities within the region.

- Undergraduate and graduate students majoring in select programs who are from Illinois, Nebraska, North Dakota, Missouri, Wisconsin, Minnesota and Michigan pay 1.5 times Kansas in-state tuition instead of the full non-resident tuition as a part of the Midwest Student Exchange Program, a program within the Midwest Higher Education Compact.
- Market-based tuition rates negotiated with various entities (e.g. employers) are available when providing professional education to non-degree-seeking students. This allows WSU to enter into agreements with employers to meet the needs of their working professionals for non-degree-seeking credit-based education.
- WSU has two programs with differential tuition: the Executive Master of Business Administration (EMBA) and an accelerated bachelor of nursing program, both of which are administered separately from their regular entry level programs in the W. Frank Barton School of Business and the College of Health Professions, respectively. EMBA students are charged an all-inclusive fee of \$38,000, and accelerated nursing students are charged \$30,000. Both programs have been developed to address a need in the workforce.
- Students participating in the National Student Exchange and International Student Exchange pay WSU tuition while they attend a participating school in one of these exchanges. Exchange programs are offered to students desiring an experience to broaden their perspectives.
- The Business, Engineering, Fine Arts, and Health Professions colleges charge a per-credit-hour fee for courses taken by students in their colleges (except business and engineering, which charges for all courses taken by engineering majors) to cover the cost-specific instruction, equipment and technology unique to programs in those areas.
- Undergraduate and graduate students enrolled in 100 percent online courses pay an additional \$94.50 per credit hour, which supports online education infrastructure.
- Tuition and fees for residents age 60 or older are waived. Individuals under this policy must pay other miscellaneous fees (e.g., workshop fees) that may be required.

Additional monitoring, if any:

## **Institutional Records of Student Complaints**

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.



- Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
  - Determine whether the institution has a process to review and resolve complaints in a timely manner.
  - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
  - Advise the institution of any improvements that might be appropriate.
  - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion Assumed Practice A.4.

Rationale:

- The institution has clearly defined policies and procedures that provide students and other stakeholders mechanisms through which to file complaints and/or voice their concerns. Information related to these mechanisms is easily identified on the institution's website.
- During the visit, WSU provided the list of complaints showing the record of date of complaint, the individuals included in the resolution process, the resolution, and the date upon which the complaint was resolved.
- Documentation and supporting narrative provided by the institution reflects the integration of relevant findings into improvement of services and institutional processes.
- The record of student complaints is not indicative of any concerns related to the institution's compliance with the Criteria for Accreditation or Assumed Practices.

Additional monitoring, if any:

## Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

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1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
  - Review the institution’s transfer policies.
  - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs.
  - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
  - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
  - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion Assumed Practice A.5.d.

### Rationale:

- Information related to the institution’s transfer policies is found in the university catalog (p. 11), as well as online at <http://webs.wichita.edu/?u=transferguide1&p=/2014/selector/>, <http://webapps.wichita.edu/TransferEquiv/>, and <http://webapps.wichita.edu/genedtsfequiv/>. The team found all of the required information on the website, however, the team felt the

website navigation could be improved to be more intuitive for users. Use of the search bar led to finding these links under the Registrar's homepage.

- The institution's website provides students with in-depth information related to the transfer of credit. The information is presented in easily understood tables and can be filtered to show transfer opportunities from other individual Kansas institutions, as well as from many other accredited institutions in the US. The online database includes all coursework that has previously been evaluated and cross walked for transfer purposes, and students are given direction on how to proceed if their institution and/or program of study is not included in the online matrices.
- Articulation agreements and memoranda of understanding are readily found (linked from program-specific pages) and clearly convey the credit transfer opportunities.
- All transfer equivalencies are programmed into the institution's SIS (Banner) to ensure consistent application, and articulation agreements provide an additional advisement tool to ensure consistent messaging across campus. Sample graduation checks provided by the institution reflect consistent application of transfer credit.
- Data provided by the institution indicates that an average of 89.6% of the bachelor degrees conferred in academic years 2013 through 2015 have been awarded to transfer students.

Additional monitoring, if any:

## **Practices for Verification of Student Identity**

(See FCFI Questions 11–16 and Appendix G)

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1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
  - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
  - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Per the institution's FCFI: "For students to access their online records and courses, a centralized authentication process is used to securely access myWSU (the Ellucian portal system used to access student records, enroll in classes and pay tuition), OneStop (a Blackboard portal and tracking system used to track applications, financial aid and student accounts), Blackboard Learn (Blackboard's learning management system exclusively for online courses) and WSU email. The myWSU ID and a unique password allow access to all these tools." Detailed information is provided that reflects this process.
- Faculty members also utilize a variety of functions on Blackboard to interact with their students, familiarize themselves with the students' writing styles, and deter cheating and/or plagiarism (online office hours, quizzes and assignments that check for plagiarism, randomized question pools, and exams with enforced time limits that do not allow students to back track to previous questions).
- Individual departments/instructors utilize ProctorU (primarily Operations Management, Health Science, and Marketing). Other paid proctoring options are available through the university's Counseling and Testing Center or at another institution's proctoring center. Proctoring costs are included in the institution's fee schedule, and faculty disclose these costs in the course syllabi. Students also have the option of scheduling a no-cost proctored exam on campus with their faculty member or graduate assistant in lieu of the ProctorU exam or other paid proctoring service.
- Although WSU's current practices for verification of student identity meet HLC requirements, they are evaluating enhanced ID verification services for online students for future implementation.
- All authentication and verification processes have been developed pursuant to FERPA. FERPA training is required for all WSU faculty and staff, regardless of level of access to student files.

Additional monitoring, if any:

## Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:
  - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as

necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.

- **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 1 if the team determines that the disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application

for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
  - Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
  - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
  - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 2.A (integrity), 5.A (resources), 3.A, 5.B (administrative capacity); Assumed Practices A.5-6, A.10-11, D.1-5.

Rationale:

- **General Program Requirements.** The institution's most recent date of Title IV, HEA recertification was 5/3/2013. The Department of Education (DOE) did not conduct a review of WSU's Title IV financial aid programs during this 10 year HLC review period; therefore, there are no DOE audit findings to report. Materials did refer to a citation letter issued to the Kansas Board of Regents (7/18/2013) that was later rescinded. During this review period three findings in Legislative Audits occurred (FY 2011, FY 2014, and FY

2015). The circumstances and/or processes leading to each of these findings have been addressed and corrected by the institution.

- **Financial Responsibility Requirements.** WSU has not received notification of any concerns or potential concerns regarding the financial health of the institution that would have arisen from analyses of the university's financial ratios by the DOE, the HLC, or any other entity monitoring Title IV participation.
- **Default Rates.** WSU's default rates from the past three years were: 2011 – 7.80%, 2012 – 6.60%, 2013 – 7.00%. These rates are well below the level that would require a management plan. WSU follows regulatory guidance with regard to entrance and exit counseling for borrowers, the reporting of timely and accurate enrollment information to the DOE, and the sharing of satisfactory academic progress information.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** This information is provided to students and the general public online at [http://webs.wichita.edu/?u=finaid\\_home&p=/studentconsumerinfo](http://webs.wichita.edu/?u=finaid_home&p=/studentconsumerinfo) (linked from WSU homepage). WSU has not been the subject of any federal investigation or have any findings from the DOE regarding these disclosures.
- **Student Right to Know/Equity in Athletics.** This information is provided both on the website and in meetings held with athletes.
- **Satisfactory Academic Progress and Attendance Policies.** WSU's SAP policy is available online from the Office of Financial Aid at [http://webs.wichita.edu/depttools/depttoolsmemberfiles/finaid\\_Home/FY17Forms/16.17SAPPolicy.pdf](http://webs.wichita.edu/depttools/depttoolsmemberfiles/finaid_Home/FY17Forms/16.17SAPPolicy.pdf). Information regarding the SAP appeals process is also available from the financial aid page. The institution's attendance policy (Policy 2.04) indicates: "Student Attendance Obligation: Students are expected to attend all classes in which they enroll, and faculty members are expected to monitor attendance. In cases of excessive absences, instructors may report the student's absence to the dean of the student's college."
- **Contractual Relationships.** According to the administration there are no contractual relationships impacting academics.
- **Consortial Relationships.** According to the administration there are no consortial relationships impacting academics.

Additional monitoring, if any:

## Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:



- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 2.B; Assumed Practice A.5.

**Rationale:**

- The institution provides this information in its undergraduate and graduate catalogs, in Policy 8.05 (Student Code of Conduct), online at [http://webs.wichita.edu/?u=finaid\\_home&p=/studentconsumerinfo](http://webs.wichita.edu/?u=finaid_home&p=/studentconsumerinfo) and <http://www.wichita.edu/thisis/admissions/index.asp?role=freshmen> (prospective students), and in the "Welcome to Shocker Nation" WSU Orientation Guide.
- The Offices of Financial Aid, Financial Operations and Planning and Analysis are responsible for making sure information on programs, fees, and policies are timely, accurate, and appropriate.

**Additional monitoring, if any:**

## **Advertising and Recruitment Materials and Other Public Information**

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
  - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
  - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
  - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
  - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:



- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 2.B; Assumed Practices A.5, A.7.

Rationale:

- FC Reviewer evaluated a large sample of the institution's advertising, recruitments, and other promotional materials (see list at end of report). WSU utilizes multiple avenues through which to share key information to its stakeholders.
- WSU's Mark of Affiliation is correctly displayed on its website at <http://www.wichita.edu/thisis/home/?u=wsuhlc>.

Additional monitoring, if any:

## Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
  - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
  - Review the institution's explanation of its use of information from the College Scorecard, including the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 4.A-C; Assumed Practice C.7.

Rationale:

- The institution has outlined an effective Assessment System that utilizes a university assessment plan (general education program), program assessment plan (degree programs), and student competency guide (student engagement) to collect and review student learning outcomes.
- The institution gathers data from a variety of sources (e.g. course outcomes, job placement, licensing exams as applicable) based on the university assessment plan, individual program assessment plans, and plans from Student Affairs. University outcomes primarily relate to general education/Student Affairs outcomes, and program outcomes relate to each major at the departmental level.
- Outcomes are evaluated annually by committees that oversee each area of assessment, and each committee reports and coordinates its findings through the Office of Assessment (<http://www.wichita.edu/thisis/home/?u=shockerassessment>). These findings are utilized to inform changes and guide subsequent planning of those changes (samples were provided).
- The data presented in the College Scorecard mirrors data that WSU regularly monitors and evaluates in terms of costs, financial aid and debt, retention and graduation rates, and earnings of graduates. The university's outcomes are mostly above average. Even though WSU's graduates are paying down their debt at an above average rate, the university has put in place several ways to educate students on minimizing their debt. For example, the Offices of Financial Aid and Student Success collaborate on providing financial literacy information to help students manage their financial habits and to forge positive management practices in their daily lives.

Additional monitoring, if any:

## Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
  - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
  - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.

- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Learning outcomes and related data/reports can be accessed online through the institution's Assessment website (<http://www.wichita.edu/thisis/home/?u=shockerassessment>). A search of the terms "assessment" or "outcomes" will direct you to the correct pages.
- Several reporting mechanisms are utilized to communicate the institution's outcome data, and this data accurately reflects the institution's program inventory.

Additional monitoring, if any:

## Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk

of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 2.B; Assumed Practices A.5, A.7.

Rationale:

- The institution provided special accreditation information related to the following programs/accreditors. Information communicating program accreditation status is available in the university catalog and on each program's web page. Annual special accreditation reports summarizing program status are also available at <http://webs.wichita.edu/?u=shockerassessment&p=/accreditationreport/>.
  - AACSB International: The Association to Advance Collegiate Schools of Business - Accountancy
  - AACSB International: The Association to Advance Collegiate Schools of Business - Business programs
  - ABET, Inc. (Aerospace, Biomedical, Computer/Computer science, Electrical, Industrial, Manufacturing, Mechanical). Engineering Technology (pending granting accreditation approval).
  - Accreditation Review Commission on Education for the Physician Assistant
  - American Psychological Association
  - Commission Collegiate Nursing Education - undergraduate and graduate nursing
  - Commission Collegiate Nursing Education - doctorate of nursing practice
  - Commission on Accreditation for Physical Therapy Education
  - Commission on Accreditation of Athletic Training Education
  - Commission on Dental Accreditation American Dental Association - dental hygiene
  - Commission on Dental Accreditation American Dental Association - advanced education in general dentistry
  - Commission on Sport Management Accreditation
  - Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association - graduate speech-language pathology
  - Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association - doctorate of audiology
  - Council on Social Work Education
  - Human Factors and Ergonomics Society
  - Kansas State Board of Education
  - Kansas State Board of Nursing
  - National Accrediting Agency for Clinical Laboratory Sciences

- National Association of School Psychologists
- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Association of Schools of Public Affairs & Administration
- National Council for Accreditation of Teacher Education

Additional monitoring, if any:

## Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

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1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
  - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
    - The institution meets HLC’s requirements.
    - The institution meets HLC’s requirements, but additional monitoring is recommended.
    - The institution does not meet HLC’s requirements and additional monitoring is recommended.
    - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The institution utilized a variety of media outlets to solicit comments from April 2016 through September 2016.
- WSU solicited input from students, faculty, staff, alumni, and community members.

- Comments were solicited utilizing the following media resources (copies of notices were provided in Appendix Y.
  - Local daily newspaper - The Wichita Eagle
  - Local weekly newspaper - Wichita Business Journal
  - WSU student newspaper - The Sunflower
  - WSU alumni magazine - The Shocker
  - University web page - wichita.edu
  - WSU daily online newsletter - WSU Today
  - WSU online student newsletter - WSU Blast
  - Social media - Facebook, Twitter, Google, LinkedIn, Pinterest

Additional monitoring, if any:

## **Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc.
  - Review the list of direct assessment or competency-based programs offered by the institution.
  - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students.
  - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
  - The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The institution does not offer any direct assessment or competency based programs.

Additional monitoring, if any:

## Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

- WSU Website, including those links shared in the appendices listed below
- [0 Federal Compliance Filing -- Wichita State University 2016.pdf](#)
- [1.0 Appendix A -- Worksheet for institutions on the assignment of credit hours.pdf](#)
- [1.1 Appendix A Suppl.A1 Credit Hour Worksheet.pdf](#)
- [1.2 Appendix A Suppl.A1 -- Courses 6 or more credit hours.pdf](#)
- [1.3 Appendix A Suppl.A2 -- Definition and assignment of credit hour policy.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Accountancy.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Aerospace Engineering.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Biomedical Engineering.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Curriculum Instruction.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Public Health Sciences.pdf](#)
- [1.4 Appendix A Suppl.A2 -- Course Syllabi-Social Work.pdf](#)
- [1.4 Appendix A Suppl.A2 Course Syllabi-Face-to-face vs. distance learning classes.pdf](#)
- [1.5 Appendix A Suppl.B1 -- Undergraduate Catalog 2016-2017.pdf](#)
- [1.6 Appendix A Suppl.B1-- Graduate Catalog 2016-2017.pdf](#)
- [1.7a Appendix A Suppl.B3 Schedule of Courses.pdf](#)
- <http://webapps.wichita.edu/coursesearch/CourseSearch.aspx>
- [1.7b Appendix A -- Comprehensive fee schedule.pdf](#)
- [2.0 Appendix B -- Student complaint process guide.pdf](#)
- [2.1 Appendix B -- Court of Student Academic Appeals.pdf](#)
- [2.2 Appendix B -- Student academic honesty policy.pdf](#)
- [2.3 Appendix B --  
Sexual misconduct relationship violence and stalking policy for students.pdf](#)
- [2.4 Appendix B --  
Sexual misconduct sexual harassment relationship violence stalking policy.pdf](#)
- [2.5 Appendix B -- Discrimination review procedures students employees visitors.pdf](#)
- [3 Appendix C -- Complaint tabulation document.pdf](#)
- [4 Appendix D -- Transfer policies.pdf](#)
- [5 Appendix E -- Articulation agreements.pdf](#)
- [6 Appendix F -- Summary and examples of transfer work.pdf](#)
- [7 Appendix -- Student identity validation email.pdf](#)
- [8.0 Appendix G -- FERPA.pdf](#)
- [8.1 Appendix G -- Proctor U usage report.pdf](#)
- [9 Appendix H -- Eligibility and certification approval report -- Wichita State University.pdf](#)
- [10.0 Appendix I -- Letter to Kansas Governor Sam Brownback.pdf](#)
- [10.1 Appendix I -- Letter from Kansas Board of Regents.pdf](#)
- [10.2 Appendix I -- LPA State of Kansas Fiscal Year 2011.pdf](#)
- [10.3 Appendix I -- LPA State of Kansas Fiscal Year 2014.pdf](#)
- [10.4 Appendix I -- LPA State of Kansas Fiscal Year 2015.pdf](#)



- [11 Appendix J -- Institutional update 2015-2016.pdf](#)
- [12.0 Appendix K -- 2011default rate.pdf](#)
- [12.1 Appendix K -- 2012 default rate.pdf](#)
- [12.2 Appendix K -- 2013 default rate.pdf](#)
- [13 Appendix L -- List of alternative loan lenders.pdf](#)
- [14 Appendix M -- Consumer information.pdf](#)
- [15.0 Appendix O -- Attendance policy.pdf](#)
- [15.1 Appendix O -- Satisfactory academic progress.pdf](#)
- [16.0 Appendix R -- Graduate Catalog 2016-2017.pdf](#)
- [16.1 Appendix R -- Undergraduate Catalog 2016-2017.pdf](#)
- [16.2 Appendix R - WSU Student Code of Conduct.pdf](#)
- [17.0 Appendix S -- Required information for prospective students web page.pdf](#)
- [17.1 Appendix S -- Required information for current students \(orientation\).pdf](#)
- [17.2 Appendix S -- Processes on programs fees and policies.pdf](#)
- [18 Appendix T -- Advertising and recruitment materials.pdf](#) (see additional materials list below)
- [19 Appendix U -- Processes on advertisement and recruitment.pdf](#)
- [20.0 Appendix V -- University student learning assessment system.pdf](#)
- <http://wichita.edu/assessment>
- <http://webs.wichita.edu/?u=generaleducation&p=/originals0808/tracking/>
- <http://webs.wichita.edu/?u=shockerassessment&p=/processforprogramreview/>
- [http://webs.wichita.edu/?u=involvement&p=/about\\_us/reports/](http://webs.wichita.edu/?u=involvement&p=/about_us/reports/)
- [http://webs.wichita.edu/?u=opa&p=/bipm\\_reports\\_stu/](http://webs.wichita.edu/?u=opa&p=/bipm_reports_stu/)
- <http://www.collegeportraits.org/KS/WSU>
- <https://collegescorecard.ed.gov/school/?156125-Wichita-State-University>
- [20.1 Appendix V -- Student affairs assessment plan.pdf](#)
- <http://webs.wichita.edu/?u=servicelearning&p=/index/>
- [20.2 Appendix V -- University assessment plan.pdf](#)
- [20.3 Appendix V -- Program assessment plan.pdf](#)
- [20.3a Appendix V Assessment Committee Meeting Minutes 2011-2016.pdf](#)
- [20.3b Appendix V -- Samples of program-level learning outcomes.pdf](#)
- [20.4 Appendix V -- First-year seminar proposal.pdf](#)
- [20.5 Appendix V -- First-year seminar courses fall 2016.pdf](#)
- [20.7 Appendix V -- Assessment of the student experience.pdf](#)
- [21.0 Appendix W -- Accounting.pdf](#)
- [21.1 Appendix W -- Business programs.pdf](#)
- [21.2 Appendix W -- Engineering programs.pdf](#)
- [21.3 Appendix W -- Physician assistant.pdf](#)
- [21.4 Appendix W -- Clinical psychology.pdf](#)
- [21.5 Appendix W -- Nursing programs \(CCNE and KSBN\).pdf](#)
- [21.6 Appendix W -- Physical therapy.pdf](#)
- [21.7 Appendix W -- Athletic training.pdf](#)
- [21.8 Appendix W -- Dental hygiene.pdf](#)
- [21.9 Appendix W -- AEGD.pdf](#)
- [21.10 Appendix W -- Speech-language pathology.pdf](#)
- [21.11 Appendix W -- Audiology.pdf](#)
- [21.12 Appendix W -- Social work.pdf](#)
- [21.13 Appendix W -- Human factors psychology.pdf](#)
- [21.14 Appendix W -- Teacher education.pdf](#)
- [21.15 Appendix W -- Medical laboratory sciences.pdf](#)
- [21.16 Appendix W -- School psychology.pdf](#)



- [21.17 Appendix W -- Art and design.pdf](#)
- [21.18 Appendix W -- Dance.pdf](#)
- [21.19 Appendix W -- Music.pdf](#)
- [21.20 Appendix W -- Public administration.pdf](#)
- [21.21 Appendix W -- Sport management.pdf](#)
- [22 Appendix X -- Specialty accreditation list and location.pdf](#)
- [23 Appendix Y -- Public comment notices.pdf](#)

<b>Advertising and Recruitment Materials</b>	
Campus Website	<a href="http://wichita.edu">http://wichita.edu</a>
Advertising campaigns geared toward recruiting future students, where individuals can learn about the comprehensive learning, internship/work, campus living and student life experience	<a href="http://www.wichita.edu/thisis/yourtime/">http://www.wichita.edu/thisis/yourtime/</a>
TV commercials feature the actual experiences of WSU students/graduates	<a href="http://www.wichita.edu/thisis/more/">http://www.wichita.edu/thisis/more/</a>
General publications	<ol style="list-style-type: none"> <li>1. General View Book: <a href="http://issuu.com/wichitastateuniversity/docs/2015_viewbook_issuu">http://issuu.com/wichitastateuniversity/docs/2015_viewbook_issuu</a></li> <li>2. Visiting Campus: <a href="https://issuu.com/wichitastateuniversity/docs/cv_brochure_for_issuu">https://issuu.com/wichitastateuniversity/docs/cv_brochure_for_issuu</a></li> <li>3. Admissions Application: <a href="http://issuu.com/wichitastateuniversity/docs/wsuadmissionsap/1">http://issuu.com/wichitastateuniversity/docs/wsuadmissionsap/1</a></li> <li>4. WSU Bragging Points: <a href="http://issuu.com/wichitastateuniversity/docs/brag_sheet">http://issuu.com/wichitastateuniversity/docs/brag_sheet</a></li> <li>5. WSU 101: "Guide to Joining Shocker Nation": <a href="https://issuu.com/wichitastateuniversity/docs/wsu101_grommetfan2015-2016">https://issuu.com/wichitastateuniversity/docs/wsu101_grommetfan2015-2016</a></li> <li>6. Campus Housing: <a href="https://issuu.com/wichitastateuniversity/docs/2016_housingbrochure_issuu/1?e=3326547/30000297">https://issuu.com/wichitastateuniversity/docs/2016_housingbrochure_issuu/1?e=3326547/30000297</a></li> </ol>
Materials to convey the specific academic experiences	<ol style="list-style-type: none"> <li>1. Specific information regarding each major: <a href="http://www.wichita.edu/majors">www.wichita.edu/majors</a></li> <li>2. General information for deciding majors: <a href="http://issuu.com/wichitastateuniversity/docs/2015undecided_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015undecided_fact_sheet_issuu</a></li> <li>3. General information for majors in W. Frank Barton School of Business: <a href="http://issuu.com/wichitastateuniversity/docs/2015business_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015business_fact_sheet_issuu</a></li> <li>4. General information for majors in Fairmount College of Liberal Arts and Sciences: <a href="http://issuu.com/wichitastateuniversity/docs/2015las_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015las_fact_sheet_issuu</a></li> <li>5. General information for majors in the College of Fine Arts: <a href="http://issuu.com/wichitastateuniversity/docs/2015fine_arts_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015fine_arts_fact_sheet_issuu</a></li> <li>6. General information for majors in the College of Health Professions: <a href="http://issuu.com/wichitastateuniversity/docs/2015health_prof_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015health_prof_fact_sheet_issuu</a></li> <li>7. General information for majors in the College of Engineering: <a href="http://issuu.com/wichitastateuniversity/docs/2015engineering_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015engineering_fact_sheet_issuu</a></li> <li>8. General information for majors in the College of Education: <a href="http://issuu.com/wichitastateuniversity/docs/2015education_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015education_fact_sheet_issuu</a></li> <li>9. General information about Honors: <a href="http://issuu.com/wichitastateuniversity/docs/2015honors_fact_sheet_issuu">http://issuu.com/wichitastateuniversity/docs/2015honors_fact_sheet_issuu</a></li> </ol>
Materials for specific audiences	<ol style="list-style-type: none"> <li>1. Transfer students: <a href="http://issuu.com/wichitastateuniversity/docs/2015_wsu_transfer_brochure">http://issuu.com/wichitastateuniversity/docs/2015_wsu_transfer_brochure</a></li> <li>2. Returning adults: <a href="http://issuu.com/wichitastateuniversity/docs/2013_returning_adult_brochure">http://issuu.com/wichitastateuniversity/docs/2013_returning_adult_brochure</a></li> <li>3. High school juniors:</li> </ol>

	<p><a href="http://issuu.com/wichitastateuniversity/docs/junior_day_2015">http://issuu.com/wichitastateuniversity/docs/junior_day_2015</a></p> <p>4. High school freshmen and sophomores: <a href="http://issuu.com/wichitastateuniversity/docs/sophomore_and_younger_brochure">http://issuu.com/wichitastateuniversity/docs/sophomore_and_younger_brochure</a></p> <p>5. Middle school students: <a href="http://issuu.com/wichitastateuniversity/docs/fingerbrochure">http://issuu.com/wichitastateuniversity/docs/fingerbrochure</a></p> <p>6. Students from diverse backgrounds: <a href="http://issuu.com/wichitastateuniversity/docs/multicultibrochure8-2012">http://issuu.com/wichitastateuniversity/docs/multicultibrochure8-2012</a></p> <p>7. Students from International Baccalaureate programs: <a href="http://issuu.com/wichitastateuniversity/docs/east_ib_brochure_proof_issuu/1">http://issuu.com/wichitastateuniversity/docs/east_ib_brochure_proof_issuu/1</a></p> <p>8. Parents of prospective students: <a href="http://issuu.com/wichitastateuniversity/docs/wichita_state_parent_s_guide">http://issuu.com/wichitastateuniversity/docs/wichita_state_parent_s_guide</a></p> <p>9. Parents of prospective students in Spanish: <a href="http://webs.wichita.edu/depttools/depttoolsmemberfiles/ugrad/Spanish_PG.pdf">http://webs.wichita.edu/depttools/depttoolsmemberfiles/ugrad/Spanish_PG.pdf</a></p>
Social and web-based media platforms	<p>1. Twitter: Office of Admissions <a href="http://twitter.com/wheatweet">http://twitter.com/wheatweet</a> Student Ambassadors: <a href="http://twitter.com/shockerexp">http://twitter.com/shockerexp</a></p> <p>2. Vimeo (video portal): <a href="http://vimeo.com/wsuadmissions">http://vimeo.com/wsuadmissions</a></p> <p>3. Facebook: <a href="https://www.facebook.com/WichitaStateAdmissions/">https://www.facebook.com/WichitaStateAdmissions/</a></p> <p>4. Instagram: <a href="http://instagram.com/wichitastateadmissions">http://instagram.com/wichitastateadmissions</a></p> <p>5. Snapchat: WSU-Admissions</p> <p>6. Ask a Shocker: <a href="http://www.wichita.edu/askashocker">www.wichita.edu/askashocker</a></p> <p>7. Ask an Admissions Rep: <a href="http://webs.wichita.edu/?u=admissionsforms&amp;p=/askanadmissionsrep/form/">http://webs.wichita.edu/?u=admissionsforms&amp;p=/askanadmissionsrep/form/</a></p>
Other key web content	<p>1. Office of Admissions: <a href="http://www.wichita.edu/admissions">www.wichita.edu/admissions</a></p> <p>2. Visiting campus: <a href="http://www.wichita.edu/campusvisit">www.wichita.edu/campusvisit</a></p> <p>3. Applying for admission: <a href="http://www.wichita.edu/apply">www.wichita.edu/apply</a></p> <p>4. Admissions requirements: <a href="http://www.wichita.edu/getadmitted">www.wichita.edu/getadmitted</a></p> <p>5. Upcoming recruitment events/programs: <a href="http://www.wichita.edu/eventsvp">www.wichita.edu/eventsvp</a></p>



**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** Wichita State University KS

**TYPE OF REVIEW:** Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** Comprehensive evaluation includes a federal compliance panel. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.

**DATES OF REVIEW:** 10/10/2016 - 10/11/2016

No Change in Statement of Affiliation Status

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**Nature of Organization**

**CONTROL:** Public

**RECOMMENDATION:** no change

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**DEGREES AWARDED:** Associates, Bachelors, Doctors, Masters, Specialist, Certificate

**RECOMMENDATION:** no change

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**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** no change

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**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

**RECOMMENDATION:** no change

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*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

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**APPROVAL OF DISTANCE EDUCATION DEGREES:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**RECOMMENDATION: no change**

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**ACCREDITATION ACTIVITIES:**

**RECOMMENDATION: no change**

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2006 - 2007**

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2016 - 2017**

**RECOMMENDATION: 2026-2027**

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1304 Wichita State University KS

**TYPE OF REVIEW:** Open Pathway: Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** Comprehensive evaluation includes a federal compliance panel. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.

No change to Organization Profile

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**Educational Programs**

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	1
Bachelors	58
Programs leading to Graduate	
Doctors	12
Masters	44
Specialist	1
Certificate programs	
Certificate	37

**Recommended Change: no change**

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**Off-Campus Activities:**

In State - Present Activity

Campuses: None.

Additional Locations:

Maize Public Schools - Maize, KS

Wichita Public Schools - Wichita, KS

**Recommended Change: no change**

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## **ORGANIZATIONAL PROFILE WORKSHEET**

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

**Recommended Change: no change**

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Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

**Recommended Change: no change**

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### **Distance Education Programs:**

Present Offerings:

Bachelor 51.0602 Dental Hygiene/Hygienist Dental hygiene completion program for those with associate degree Internet

Master 43.01 Criminal Justice and Corrections Master of Arts in Criminal Justice Internet

Master 30.1101 Gerontology Master of Arts in Aging Studies Internet

Master 13.0301 Curriculum and Instruction Master of Education in (Curriculum and Instruction) Internet

Bachelor 51.3801 Registered Nursing/Registered Nurse Bachelor - 51.16 Nursing (RN-BSN degree completion program) Internet

Bachelor 43.01 Criminal Justice and Corrections Bachelor of Criminal Justice Internet

Bachelor 52.0201 Business Administration and Management, General Bachelor of Business Administration in General Business Internet

Bachelor 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other Bachelor of General Studies Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet

Doctor 51.3818 Nursing Practice Doctor of Nursing Practice Internet

Bachelor 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other Bachelor of Art Field Major options in Aging Studies, Criminal Justice, Women's Studies Internet

**Recommended Change: no change**

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**ORGANIZATIONAL PROFILE WORKSHEET**

**Correspondence Education Programs:**

Present Offerings:

None.

**Recommended Change: no change**

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**Contractual Relationships:**

Present Offerings:

None.

**Recommended Change: no change**

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**Consortial Relationships:**

Present Offerings:

None.

**Recommended Change: no change**

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