“Thriving in a complex world”
2007 Higher Learning Commission Self-Study Report
Thriving in a Complex World

Introduction ................................................................. 9
Future-Oriented Organization ........................................ 9
Learning-Centered Organization .................................... 10
Connected Organization .............................................. 11
Distinctive Organization .............................................. 12
Student Profile ........................................................... 13
History ..................................................................... 13
University Profile ....................................................... 14
Administrative Divisions .............................................. 15
W. Frank Barton School of Business .......................... 15
College of Education .................................................. 15
College of Engineering ............................................... 16
College of Fine Arts .................................................... 16
College of Health Professions .................................... 16
Fairmount College of Liberal Arts and Sciences ........ 17
Graduate School ......................................................... 17
University Libraries ................................................... 17
Related and Affiliated Entities .................................... 17
Self-Study Process ...................................................... 18
Response to 1997 North Central Administration Site Visit 19
Response to 2001 Focused Visit Recommendations .... 21
Accreditation History .................................................. 22
Conclusion .................................................................. 23

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students ........................................ 25

Introduction ................................................................. 27
Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments ........................................ 27
WSU’s Relationship to the Kansas Board of Regents .......... 27
WSU Mission Statement .............................................. 29
Understanding the WSU Mission Statement ................. 30
Mission Statements of Divisions, Colleges, and Nonacademic Support and Administrative Units ................................................. 31

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves ......................................................... 32
Role of Diversity in College and Unit Mission Statements ........................................... 33
Campus Activities that Recognize Diversity .................. 33
Student, Faculty, and Staff Diversity ............................ 34

Core Component 1c: Understanding of and support for the mission pervade the organization ................................................. 36
Tying the Mission to Planning and Budgeting ................ 36
Criterion Survey of Deans and Chairs ......................... 36
Relationship of WSU Foundation to the University Mission ................................................. 38
Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission ........................................ 39
  Kansas Board of Regents Governance ................................................................. 39
  Related and Affiliated Entities ............................................................................. 40
  Administration and Decision Making ............................................................... 40
  Shared Governance Structures ........................................................................ 44
Core Component 1e: The organization upholds and protects its integrity ................ 45
  Research Mission ............................................................................................. 45
  Employment and Employees ......................................................................... 46
  General Operations .......................................................................................... 46
  Academic Integrity—Policies that Affect Students ........................................... 48
Reflecting on the Past and Looking Forward .......................................................... 48

Criterion Two: Preparing for the Future
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond successfully to future challenges and opportunities .................................................................................. 51

  Introduction ....................................................................................................... 53
  Influential Forces: Internal and External ............................................................. 53
  Summary ............................................................................................................. 57

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission ........................................................................... 58
  President Beggs’ Lectures on Shared Vision, Mission, and Planning ................. 58
  Academic Affairs and Research Vice President’s Lecture ................................... 59
  Perceptual Framework of University Planning and an Example ......................... 60

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends ................................................................. 62
  Planning Process ............................................................................................... 62
  Responsibility for Planning ............................................................................. 63
  Environmental Scanning .................................................................................... 67

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future ........................................ 69
  Fiscal Year 2007 Budget Profile ....................................................................... 69
  Budget Process and Funding Model for Universities under the Kansas Board of Regents ................................................................................................................................. 72
  Debt Finance ...................................................................................................... 79
  Mill Levy ........................................................................................................... 79
  WSU Foundation Growth ................................................................................... 79
  Planning History that Demonstrates a Concern for Educational Quality .......... 80
  Human Resources Development ....................................................................... 82
  Facilities ............................................................................................................. 84

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement ........ 87
  Performance Agreements ................................................................................... 87
  Program Review .............................................................................................. 88
  Office of Institutional Research ........................................................................ 89

Reflecting on the Past and Looking Forward ........................................................ 89
Criterion Three: Student Learning and Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission. ........................................................................................................ 93

Introduction ................................................................................................................................. 95

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible ........................................ 95

  Principles of Assessment ............................................................................................................. 96
  Assessment Tier One: Entry-Level Assessment ......................................................................... 97
  Assessment Tier Two: General Education Assessment ................................................................. 99
  Assessment Tier Three: Yearly Program Assessment and Review ............................................... 101
  Assessment Tier Four: University-Level Assessment .................................................................. 107

Organization of Assessment Activities ....................................................................................... 110

Core Component 3b: The organization values and supports effective teaching ......................... 112

  Faculty Appointments ............................................................................................................... 112
  Center for Teaching and Research Excellence ........................................................................... 113
  University Teaching Awards ...................................................................................................... 114
  State-Level Awards .................................................................................................................. 115
  Support for Professional Development ...................................................................................... 115
  Course Evaluation and Faculty Review ....................................................................................... 115
  Curriculum Development and Pedagogical Innovation ............................................................... 117

Core Components 3c and 3d: The organization creates effective learning environments.
The organization’s learning resources support student learning and effective teaching ................ 120

  Wichita State University Libraries ............................................................................................. 121
  Media Resources Center ........................................................................................................... 123
  Student Advising ....................................................................................................................... 125
  Cooperative Education and Work-Based Learning Program .................................................... 128
  Satellite Campuses and Site-Based Learning ............................................................................ 130
  Student Learning Resources ..................................................................................................... 134

Reflecting on the Past and Looking Forward ............................................................................ 137

Criterion Four: Acquisition, Discovery, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission ................................................................................................................................. 141

Introduction ................................................................................................................................. 143

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning ......................................................................................... 143

  Academic Freedom ................................................................................................................... 143
  Dissemination of Research ....................................................................................................... 144
  Office of Research Administration ............................................................................................. 144
  Major Research Centers .......................................................................................................... 146
  Research and Teaching Developed by Public and Private Grants and Contracts ...................... 147
  Campuswide Scholarship and Research Activities ..................................................................... 149
  Support for Undergraduate Research ....................................................................................... 153
  Support for Graduate Research ............................................................................................... 153
  Support for Faculty Research .................................................................................................. 154
As called for by its mission, the organization identifies its constituencies and serves them in ways both value
and exercise of intellectual inquiry are integral to its educational program ........................................ 157
Criterion Five: Engagement and Service

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge
and skills and the exercise of intellectual inquiry are integral to its educational program ................. 157
Conceptualization of General Education at WSU .............................................................................. 157
Curricular and Cocurricular Undergraduate Experiences ............................................................... 158
Depth of Expertise in Graduate Programs ....................................................................................... 160

Core Component 4c: The organization assesses the usefulness of its curricula to students who will
live and work in a global, diverse, and technological society .......................................................... 160

Globalization .................................................................................................................................... 160
Diversity ............................................................................................................................................. 161
Impact of Technology .......................................................................................................................... 161
James Sutherland Garvey International Center .................................................................................. 162
Global Learning Program .................................................................................................................... 163
Curriculum Evaluation by External Constituencies ......................................................................... 164
Undergraduate Student Scholarships ................................................................................................. 164
Student Academic Honors Activities and Organizations ................................................................. 165
McNair Scholars Program ................................................................................................................... 166
Assessment ......................................................................................................................................... 166

Core Component 4d: The organization provides support to ensure that faculty, students, and staff
acquire, discover, and apply knowledge responsibly ........................................................................... 166

Standards for Students ....................................................................................................................... 167
Standards for Faculty and Teaching Staff ............................................................................................ 167
Standards for Nonteaching Staff ......................................................................................................... 168
Human Subjects ................................................................................................................................. 168
Animal Subjects ................................................................................................................................. 169
Conflict of Interest ............................................................................................................................. 169

Reflecting on the Past and Looking Forward .................................................................................... 169

Criterion Five: Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value...... 173

Introduction ......................................................................................................................................... 175

History of Engagement and Constituent Service at WSU ................................................................. 175
Centers and Institutes ........................................................................................................................... 176

Core Component 5a: The organization learns from the constituencies it serves and analyzes its
capacity to serve their needs and expectations ..................................................................................... 177

Environmental Scanning for Community Needs Using Advisory Boards ........................................ 178
Programs that Attend to Diversity of University Constituents ........................................................... 179
Understanding and Meeting Changing Community Needs ............................................................... 184

Core Component 5b: The organization has the capacity and commitment to engage with its
identified constituencies and communities ......................................................................................... 187

Resources to Support Effective Engagement .................................................................................. 188
Financial Resources for Community Engagement ............................................................................. 192
Human Resources .............................................................................................................................. 193
Cocurricular Activities that Engage Students .................................................................................... 194
Educational Programs for University Students and External Constituents ....................................... 195
Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service .................................................................................................................. 196
  Collaborative Ventures with Educational Sectors and Other Higher Learning Organizations .. 196
  Articulation Agreements with Community Colleges and Transfer Policies ......................... 198
  Building Effective Bridges Linking the University and Diverse Communities ...................... 199
  Partnerships Focused on Shared Educational, Economic, and Social Goals ......................... 201
  Visioneering Wichita ........................................................................................................... 201
  Economic and Workforce Development Partnerships .......................................................... 202
  Partnerships and Contractual Arrangements Uphold the Organization’s Integrity ................. 204

Core Component 5d: Internal and external constituencies value the services the organization provides .......................................................................................................................... 204
  Internal Constituencies: Students .......................................................................................... 205
  External Constituencies: Alumni and Friends ......................................................................... 205

Reflecting on the Past and Looking Forward ........................................................................ 209

Conclusion ............................................................................................................................. 211

Federal Compliance .............................................................................................................. 213
  Credits, Program Length, and Tuition .................................................................................. 215
  Institutional Compliance with the Higher Education Reauthorization Act ............................ 216
  Federal Compliance Visits to Off-Campus Locations ............................................................ 217
  Advertising and Recruitment Materials .............................................................................. 218
  Requirements of Institutions Holding Dual Institutional Accreditation ............................... 218
  Complaint and Appeals Processes ....................................................................................... 218
    Academic Complaints ........................................................................................................ 218
    Nonacademic Complaints .................................................................................................. 219

Institutional Snapshot ........................................................................................................... 223

Steering Committee, Working Groups, and Teams ................................................................ 241
  HLC Steering Committee 2005–07 ..................................................................................... 243
  Criterion One Working Group 2005–07 ............................................................................... 244
  Criterion Two Working Group 2005–07 ............................................................................... 244
  Criterion Three Working Group 2005–07 ............................................................................ 244
  Criterion Four Working Group 2005–07 ............................................................................ 245
  Criterion Five Working Group 2005–07 ............................................................................. 245
  Self-Study Writing Team .................................................................................................... 245
  Self-Study Copy Editors ...................................................................................................... 246
  Self-Study Citation Team ................................................................................................... 246
  Self-Study Design Service ................................................................................................. 246
  Self-Study Production Service ........................................................................................... 246
Introduction

Wichita State University: Thriving in a complex world
Thriving in a Complex World

Introduction
At Wichita State University, higher education is a dynamic enterprise. Located in the largest city in Kansas, the urban site of WSU benefits both students and faculty in every academic and public endeavor, as connections deepen and strengthen through university outreach and a shared and returned investment from the community. These connections keep WSU focused on the future, on learning, on community engagement, and on being a distinctive organization that continually balances its mission of teaching, research, and service.

WSU has entered a remarkable era of institutional development that is clearly matched to its mission as an urban serving, research institution committed to student learning. WSU’s dedication to excellence in instruction, scholarship, and public service opportunities offers both students and the larger community the tools needed to thrive in a complex world.

The university’s mission is realized in such achievements as the strong programs that are delivered to the most diverse campus student body in the Kansas Regents university system and through its tradition of experiential and interdisciplinary curricula. WSU’s commitment to its mission can be seen in the array of effective support services that students receive and in the university’s adaptation of new technologies for academic and administrative needs. The mission also is realized in the steadily increasing growth in external and foundation funding backed by sound financial management. The mission can be seen in the creation of specialized degree programs to prepare students for twenty-first century careers and in the responsiveness of WSU’s engineering, business, health, and entrepreneurship programs to changing workforce requirements. The mission can be experienced in innovative teacher training to fill state and local pre-K-12 education needs, in students’ creative fine arts accomplishments that follow both tradition and new cultural trends, in expanding opportunities in the health professions, and in strong and vital liberal arts and sciences programs. While WSU specifically serves students in south central Kansas, the university is also part of the world community of scholarship, and its activities serve the Wichita area through its national and international initiatives and through attracting additional students from other states and from across the world.

Future-Oriented Organization
As a future-oriented organization, WSU serves both internal and external needs by remaining mission driven, engaging in planning, understanding social and economic change, focusing on the potential of constituents, and assessing the outcomes of its learners. Recent activities drawn from the university’s many significant endeavors are listed below:
• The National Institute for Aviation Research (NIAR) integrates higher education, government, and business to advance the aviation industry in work and research.
• The WSU Information Network (WIN) project provides a system that taps into the best online technology to improve faculty, staff, and student work resources.
• The nationwide Science, Technology, Engineering, and Mathematics (STEM) initiative emphasizes career development, not only in undergraduate and graduate recruiting but also in such efforts as the Kansas BEST Robotics competition and WSU’s hosting of the 2007 National Science Olympiad.
• The Accountability Planning Matrix (APM) provides every college and university support unit with a method of keeping abreast of program actions, responses, and results.
• The campus academic technology initiative provides wireless Internet access in the Media Resources Center, the Ablah Library, and the Rhatigan Student Center, and virtually all classrooms have wireless Internet access to allow students to compute and view various media.
• Faculty and students work together in the Advanced Networking Research Center, supported by networking industry leader Cisco Systems, to solve industry issues.

Learning-Centered Organization
As a learning-centered organization, WSU continually assesses student learning, supports learning and scholarship, creates the capacity for lifelong learning, and strengthens organizational learning. WSU does this in several ways:

• WSU’s West Campus, with a new state-of-the-art building, serves a growing west-side constituency.
• An innovative, experiential curriculum adapts to the most diverse public university student body in the state—an ethnic, cultural, and multigenerational mix.
• WSU faculty and staff continue to set records by obtaining more than $42 million in external grants and contract awards for research, training, and service projects.
• National Science Foundation statistics for fiscal year 2004 rank WSU fourth among all U.S. universities in money spent on aerospace research and development. The majority of this funding comes from grants, contracts, and appropriations.
• Undergraduate and graduate students participate in their own research and in faculty research projects.
• Seven federal TRIO Programs serve students from low-income and first-generation backgrounds, and people with disabilities from middle school to postsecondary levels. The Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) serves low-income students, with a focus on students in foster care from elementary school to high school. Since 1965, thousands of students from diverse backgrounds have participated in WSU precollegiate programs. Currently, TRIO Program funding represents more than $2.3 million per year and GEAR UP $5 million per year.
InTrodUCTIon: ThrIvIng In a Complex World

- WSU awards the largest annual scholarships in Kansas: two $48,000 Harry Gore Memorial Scholarships in leadership and the $44,000 Clay Barton Scholarship. Also offered are a $20,000 Fran Jabara Scholarship in business and additional student support, including McNair Scholarships.
- The WSU endowment is valued at more than $161 million and provides scholarships, fellowships, faculty support, research grants, and other assistance to the university.

Connected Organization

As a connected organization, WSU strives to serve the common good, create a culture of service and collaboration, and engage in healthy internal communication, as evidenced by the following programs:

- WSU’s Speech-Language-Hearing Clinic screens more than 2,000 Wichitans each year, providing diagnostic and therapeutic treatment for those with communicative disorders.
- Each year, WSU’s expanded Delta Dental Foundation of Kansas Dental Hygiene Clinic schedules about 4,000 patient appointments.
- The Self-Help Network of Kansas, administered through WSU’s psychology program and one of the top two clearinghouses in the nation for self-help groups, has moved to downtown Wichita to increase outreach. Yearly referrals currently stand at more than 10,000.
- The Center for Management Development in the W. Frank Barton School of Business was founded in response to the Wichita business community’s request for staff training and development. It is the largest professional training and development organization in Kansas, preparing more than 5,000 people on campus annually.
- The WSU Center for Physical Activity and Aging provides education and services for older adults through its fitness classes. The center includes opportunities for researchers to work with seniors on better ways to motivate and improve physical fitness.
- WSU’s Cooperative Education and Work-Based Learning Program is the largest such program in Kansas, working in partnership with more than 400 employers and placing more than 1,000 students each year.
- The Eugene M. Hughes Metropolitan Complex offers noncredit courses, meetings, instructional conferences, and services for more than 62,000 campus and community residents annually.
- The Edwin A. Ulrich Museum of Art curates the Martin H. Bush Outdoor Sculpture Collection of more than 70 works. It has earned national ranking as one of the ten best campus art collections in the United States and includes one of the world’s largest and most recognizable Miró installations.
- The Lowell D. Holmes Museum of Anthropology presents ancient artifacts and cultural displays, including a rare collection of the art of the Asmat tribe of New Guinea. It is the second largest such collection in the country, and experts write that it is better documented than the largest (the Michael C. Rockefeller collection at the Metropolitan Museum of Art).
• WSU, a Division I institution, fields teams in tennis, cross country, basketball, track, golf, men’s baseball, and women's volleyball and softball. Shocker men’s basketball advanced to the Sweet 16 NCAA Tournament Championship in 2006.

Distinctive Organization
As a distinctive organization, WSU has a longstanding mission that appreciates diversity and is accountable, self-reflective, and committed to improvement. The university boasts an unrivaled advantage in Kansas because of its urban setting, which fosters extraordinary opportunities and practical partnerships in the community. The university engages in long- and short-range planning and gauges the results of its activities by assessing student learning and evaluating unit effectiveness. In summary, WSU is an urban serving, research institution committed to student learning.

• Community Engagement. Wichita, the largest city in Kansas, is the cultural, educational, health care, communication, financial, and business hub of the state. Close ties with the community arise from the university’s history as a municipal institution, and reciprocal relationships benefit the Wichita community and the university. Students benefit from many opportunities in volunteerism, access to guest speakers who are experts in their fields, and the largest number and most diverse part- and full-time work experiences available to any university student in Kansas.

• A Diverse and Nontraditional Student Body. Balancing educational, work, and personal commitments, WSU’s diverse student body is supported by a large and effective array of student services. WSU students are actively involved in achieving high educational expectations to prepare for their chosen careers, for citizenship and social responsibility, and for lifelong learning.

• Outstanding Learning Community. WSU’s programs are recognized for excellence, its teachers recognized for their scholarship, and its administrators recognized for their leadership. Among those receiving recent national awards are the following: College of Education Transition to Teaching Program; Elaine Steinke, professor of nursing, the American Heart Association Arteriosclerosis/Heart Failure Research Prize; Wilson Baldridge, associate professor of French, the PEN Award for Poetry Translation of Deguy’s Recumbents; Albert Goldbarth, Adele Davis distinguished professor for humanities, two National Book Critics Circle Awards for poetry, making him, to date, the only poet so honored; Charles Yang, associate professor of aerospace engineering, the Society of Automotive Engineers Ralph R. Teetor Educational Award; L. Scott Miller, professor of aerospace engineering, the American Institute of Aeronautics and Astronautics Special Service Award; Glenn Fisher, professor emeritus of urban affairs, the Aaron Wildavsky Award for outstanding scholarship to the field of public budgeting and financial management; and Ronald Kopita, vice president for campus life and university relations, the National Association of Student Personnel Administrators Award for Outstanding Leadership (Region 4 West).
• **Growth in Basic and Applied Research.** From discovering an ancient artifact in the country of Belize to testing the quality of water used on Wichita public golf courses, WSU faculty make important contributions through basic and applied research and creative activity. The university’s national reputation in aerospace research is complemented by award-winning scholarship in the humanities, growing research recognition in the natural sciences, and music created with cutting-edge technology. Throughout WSU, the discovery of new knowledge is an ongoing accomplishment.

**Student Profile**

WSU’s urban location and mission shape the student demographics. The campus today hosts a current total enrollment of more than 14,000 students and the most diverse student campus population of the six Kansas Regents institutions. Almost 18 percent of students claim racial or ethnic minority status; another 8 percent are international students representing 73 countries outside the United States. The average age of first-time freshmen at WSU is 19. The average age of all undergraduate students is 25, and the current-student age range is 14 to 90. Less than 10 percent of students live on campus. Approximately 90 percent are Kansas residents, and more than half are from Sedgwick County. Almost 50 percent (49.2 percent) of all undergraduates receive financial aid, and 66 percent of these students are enrolled full time. Moreover, 33 percent of students are the first generation of their families to become college students. Of those receiving a bachelor’s degree, 82 percent also had attended another institution. Graduate students at WSU total more than 3,000, 20 percent of whom are international students. Eight percent report racial or ethnic minority status. The average age of graduate students is 33. Doctoral students total 9 percent of graduate students. Upon graduation, these highly independent and goal-oriented students become WSU alumni who hold leadership positions in their areas of expertise and make important contributions to the region, state, nation, and throughout the world.61

**History**

Wichita State University’s 111-year history reflects its evolution from a small New England-style college to its present position as a doctoral-granting, high-research institution, uniquely positioned to provide a balance of teaching, research, and service.

Founded in 1895, Fairmount College offered higher education opportunities to local residents—beginning the tradition of support for students who were committed to remaining in the area. In 1926, by popular vote, the 529-student college became the Municipal University of Wichita, the first municipal university west of the Mississippi.

In 1964, as university enrollment reached approximately 7,000 students, Wichitans again voted to allow the university to move forward, joining the state university system. As a measure of support, Wichitans endowed the university with a 1.5 mill levy, a tax also currently adopted by Sedgwick County.
WSU’s growth over the years, its urban location, and the confidence given to the university by area businesses and the community combine to foster a remarkable ability to provide service outreach to university constituents, opportunities for cutting-edge research, and excellence in instruction. The university’s future is planned through application of the Accountability and Planning Matrix, initiated in 1999 and currently implemented in all divisions and units.

The university’s commitment to excellence in instruction is reflected in the quality of its faculty. Of its 480 full-time faculty and 44 part-time faculty, 80 percent have earned the highest degree in their fields. Of all undergraduate credit hours, 63 percent are taught by full-time faculty. WSU offers 58 undergraduate degrees in more than 200 areas of study. It offers two associate’s degrees and approximately 30 certificate programs. The Graduate School’s extensive program includes 43 master’s degrees, a specialist in education degree, and 11 doctoral degrees. Doctoral programs target specific areas important to the university’s mission including economic development of the region, i.e., engineering, communication sciences and disorders, educational administration, applied mathematics, and chemistry, as well as human factors, community, and clinical psychology. Two clinical doctorates, physical therapy and audiology, were recently developed in response to workforce and professional requirements.

Numerous recreational and cultural opportunities through concerts, recitals, theater, dance, and other productions are offered by the university. The Edwin A. Ulrich Museum of Art specializes in modern and contemporary art, and the Lowell D. Holmes Museum of Anthropology offers hands-on student-developed exhibitions. Business, local government, industry, and not-for-profit organizations benefit from the WSU community resource and research centers, which engage in both basic and applied research and community service.

The 363-acre campus is modern and accessible, at the same time retaining the flavor of the university’s heritage. During the past 25 years, Wichita State University has more than doubled its instructional space. Major buildings for art, engineering, health sciences, library and media resources, varsity athletics, music, dance, communication, entrepreneurship, and health and fitness are among the additions. The Woodman Alumni Center, the Marcus Welcome Center, the Gaddis Physical Plant Complex, the newly renovated Charles Koch Arena, and attractive entrance signs on all four sides of the campus also enhance campus environment and services.

**University Profile**

Wichita State University is made up of three major divisions that report to the university president. They are academic affairs and research, administration and finance, and campus life and university relations. The section below will describe briefly the work of these divisions and will offer brief profiles of the colleges, schools, and University Libraries that report to the vice president for
academic affairs and research. The work of several entities affiliated with the university is also reported here.

**Administrative Divisions**
The three major administrative divisions at Wichita State University are academic affairs and research, administration and finance, and campus life and university relations. The academic affairs and research division deals with matters affecting the academic colleges and their departments and schools, as well as academic support units such as the registrar’s office, university computing, research administration, library system, continuing education, cooperative education, institutional research, and international education.
The administration and finance division is responsible for services including budget and administrative services, accounting and reporting, the student union (Rhatigan Student Center), human resources, facilities planning, physical plant, internal audit, parking, and campus police. The campus life and university relations division houses departments that serve students inside and outside the classroom, and is dedicated to helping each student at Wichita State University succeed in his or her academic efforts.

**W. Frank Barton School of Business**
The W. Frank Barton School of Business offers a variety of degrees, including the Bachelor of Business Administration in a wide range of business, Master of Business Administration and executive MBA, Master of Arts in Economics, and Master of Accountancy. The W. Frank Barton School of Business has seven outreach centers. Its Center for Entrepreneurship is nationally recognized for entrepreneurship education and was the first center of its kind to be housed in its own building. Forty-seven full-time business faculty members teach the largest number of business majors in any of the Kansas universities. In addition, the college is one of only 168 business schools worldwide holding dual accounting and business accreditation from the Association to Advance Collegiate Schools of Business International. Students enjoy an annual Business Week event and have the option to participate in an award-winning chapter of Students in Free Enterprise as well as other student organizations.

**College of Education**
Wichita State University’s College of Education offers programs to develop skilled and competent teachers, administrators, counselors, school psychologists, sport administrators, and athletic training and exercise science professionals. Degrees available to students in the college include the Bachelor of Arts, Master of Arts, Master of Education, Doctor of Education, and Education Specialist. Recommendations for teacher certification and licensure are also administered through the college. Most programs require substantial off-campus clinical work, practicum, and internship. Student teaching typically is in partnership with local schools or other relevant agencies. There are 47 full-time faculty members in the College of Education.
College of Engineering
Degrees granted in the College of Engineering include the Bachelor of Science and Master of Science. The Doctor of Philosophy degree is available in each of the following four areas of emphasis in the college: aerospace, electrical, industrial, and mechanical. A Master of Engineering Management is offered in the industrial and manufacturing engineering department. Students and faculty in the college are fortunate to have access to the National Institute for Aviation Research, a nationally recognized research and development facility that conducts research sponsored by both government and private industry. The college also sponsors a number of outreach programs, including BEST Robotics and LEGO MINDSTORMS, programs that encourage middle- and high-school students to discover engineering. Forty-five full-time faculty members teach in the College of Engineering.

College of Fine Arts
There are three schools in the College of Fine Arts: the School of Art and Design, the School of Music, and the School of Performing Arts. The Bachelor of Arts and the Bachelor of Fine Arts are available in both performing arts, and art and design. The School of Art and Design offers one of the oldest Master of Fine Arts degrees in the United States. The School of Music grants Bachelor of Arts, Bachelor of Music, Bachelor of Music Education (housed in fine arts rather than the College of Education), Master of Music, and Master of Music Education degrees. The College of Fine Arts Institute offers noncredit, professional-level instruction for adult and student community members to build community participation in the cultural arts. The Edwin A. Ulrich Museum of Art and the Martin H. Bush Outdoor Sculpture Collection are housed in the college. The College of Fine Arts has 58 full-time faculty members.

College of Health Professions
The College of Health Professions is home to traditional health care studies such as nursing, physical therapy, and medical technology and is the only four-year institution in Kansas offering a dental hygiene program leading to the bachelor’s degree in dental hygiene, and the only school in Kansas offering a physician assistant master’s degree. Other degrees offered include the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Doctor of Philosophy, Doctor of Audiology, and a Master of Science in Nursing-Master of Business Administration (MSN-MBA) dual degree with the W. Frank Barton School of Business. A midwifery program is offered in collaboration with the University of Kansas School of Nursing. The college also houses the Department of Communication Sciences and Disorders and the Health Services Management and Community Development Program. The college offers numerous opportunities for students to apply their learning at on-site and off-campus clinics. Nursing, physician assistant, and physical therapy students have opportunities for clinical experiences at 690 sites throughout Wichita, Kansas, and the United States. Seventy-two faculty members teach in the College of Health Professions.
Fairmount College of Liberal Arts and Sciences
The Fairmount College of Liberal Arts and Sciences is the largest college on campus, serving approximately half of WSU's students. Degrees granted range from the Associate of Arts to the Doctor of Philosophy, including the Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, Master of Arts, Master of Science, Master of Fine Arts in Creative Writing, Master of Public Administration, and Master of Social Work. The college also provides the majority of courses in the general education requirements for other colleges on campus. In addition to the college's research and community-support centers, learning-support centers include a writing center, mathematics laboratory, foreign language learning laboratory, and advising center. The Fairmount College of Liberal Arts and Sciences has 255 full-time teaching faculty members.

Graduate School
The Graduate School oversees opportunities for more than 3,000 graduate students at WSU (more than 20 percent of total students). The school maintains admission, matriculation, and degree award processes for graduate studies and assesses the curriculum and effectiveness of the university graduate programs. Approximately all departments offering graduate studies have fellowships available; however, most graduate student support is provided through graduate teaching and research assistantships. All graduate faculty members with full membership hold the terminal degree in their disciplines. The Graduate Council is made up of graduate faculty who determine and review graduate school policy.

University Libraries
The University Libraries system includes the main library, Ablah Library, and two branches—the chemistry and music libraries. With 77 faculty, staff, and student assistants, the libraries' collections are well maintained. The collections number more than 1.6 million volumes, and access is provided to more than 3,500 print journals, more than 15,000 electronic journals, more than 15,000 electronic books, and more than 150 research databases. In addition, the libraries system is a U.S. federal depository library and the sole patent and trademark depository library for the state of Kansas.

Related and Affiliated Entities
In addition to the divisions and colleges, Wichita State University has five related and affiliated entities. These include the WSU Foundation (related), the Intercollegiate Athletic Association (affiliated), the WSU Union Corporation (affiliated), the Board of Trustees (related), and the Alumni Association (affiliated). The WSU Foundation is the official fundraising and fund-management entity of the university. Intercollegiate athletics provides services to hundreds of student athletes enrolled at Wichita State University. The WSU Union Corporation is an independent corporation that manages and operates the Rhatigan Student Center, which is home to the bookstore; food services; office and meeting space for student government, activities, and leadership; and a recreation center with a bowling alley, snack bar, and pool tables. The Board of
Trustees is appointed by the governor and oversees Sedgwick County mill levy monies that are used to further WSU’s urban mission. The Alumni Association, composed of graduates, strengthens alumni commitment to the university.

Self-Study Process
Wichita State University began its self-study for reaccreditation by inviting the Higher Learning Commission (HLC) liaison, John Taylor, to campus in April 2004. Dr. Taylor made four separate presentations: an overview of the assessment process and the new criteria for accreditation, mission and strategic planning, student learning and effective teaching, and engagement and service. The meetings were attended by deans, associate deans, department chairs, department assessment coordinators, and members of the University Assessment Committee. This visit laid the groundwork for WSU’s self-study.

A self-study coordinator was appointed in June 2004. With input from all four constituent senates, administrators, and the Academic Affairs Council, a self-study design plan was prepared and submitted to the Higher Learning Commission in the fall. A 28-member Steering Committee was appointed in January 2005. The committee represents all divisions of the university and all university employees. Members were briefed on the self-study process, the findings of the 1997 site team, the 2001 focused visit site team, and general trends in university enrollment and budgets. Five members of the Steering Committee were appointed as chairs of working groups, one for each of the five criteria, and additional members were recruited for the working groups. A Blackboard™ Learning Management System Web site was established for the self-study, containing background information on reaccreditation including the 1997 self-study, the 1997 site team report, reports related to the 2001 focused visit, the self-study plan for the 2007 site visit, briefing documents, agenda and minutes of Steering Committee working group meetings, links to the HLC site, and the self-studies of other universities.

In April 2005, WSU sent a team of five administrators and faculty to an AAHE/HLC assessment workshop held in Chandler, Arizona. The workshop was designed to discuss the link between the new HLC criteria and assessment of student learning. The team shared their findings with the Steering Committee and developed a plan to survey noninstructional units on campus about their contribution to student learning. WSU also sent teams of faculty and administrators to the HLC meetings in Chicago in 2005 and 2006.

The working groups studied the criteria and core components, met with campus groups and individuals to review WSU’s programs and activities, identified institutional strengths and challenges, and developed strategies to collect evidence of how WSU meets the accreditation criteria. Four surveys were developed—one for deans and department chairs to collect data specific to the core components called the Criterion Survey, one for faculty and staff to identify specific strengths and challenges, one for students to assess their use of student services and their perceptions of their educational experience at WSU,
InTrodUCTIon: ThrIVIng In a Complex World

and a survey for directors of departments not directly involved in instruction called the Student Learning Survey. In addition, throughout 2005 and 2006, the self-study coordinator and members of the Steering Committee met with the executive committees of all divisions and colleges and the constituent senates within the university. The Fairmount College of Liberal Arts and Sciences has a council made up of elected faculty representing 19 departments. The working group chairs met with that group to brief it on the self-study and solicit input on key strengths and challenges facing WSU. This group provided one additional avenue to engage faculty in discussions related to self-study.

During academic year 2005–06, the University Assessment Committee devoted its symposia to the HLC criteria. Five meetings were held, during which the working groups presented their findings to date and solicited input on issues related to the criteria and assessment of student learning.

In January 2006, the vice president for academic affairs and research made a presentation that included a progress report on the self-study to the campus. The meeting was attended by approximately 250 faculty and staff. In March 2006, a meeting was held with leaders of student organizations to inform them about the self-study and to discuss ways to increase student involvement. In April, the National Advisory Council of the WSU Foundation devoted its focus group time to questions about the strategic direction for the institution. A summary of the group’s discussion was incorporated into the self-study review materials.

The first draft of the self-study report was shared with the Steering Committee and the academic deans on September 1, 2006. Town hall meetings were held during September 2006 to brief the campus on the findings of the self-study. Meetings were also held with the Academic Affairs Council, academic department chairs, each of the constituent senates, and executive staff of all university divisions. After this, a writing team of seven administrators, faculty, and staff was appointed by the vice president for academic affairs and research to review feedback from the campus community and prepare a next draft of the self-study report, which was then edited by a university editor. The draft of the self-study was posted for feedback. Town hall meetings were held to garner feedback from more than 30 campus groups during November 2006.

Response to 1997 North Central Administration Site Visit

The first task of the self-study committee was to review and, over time, remedy the concerns cited in the 1997 NCA site visit and subsequent 2001 focused visit. The university took action on all concerns. Concerns from the 1997 visit and the university’s response are outlined below, along with information on where documentation of the university actions can be located and reviewed.
### RESPONSE TO 1997 NORTH CENTRAL ADMINISTRATION SITE VISIT

**SITE TEAM CONCERN**

- Mission not clearly defined and used to shape planning, priority setting, resource reallocation, and presenting the campus as a cohesive, unified entity.
- Lack of action-oriented planning that directs resources toward operational programmatic directions and shapes the future of the institution.
- In many academic departments, the need for evidence of actions resulting from assessment activities, outside of the College of Education, particularly in the graduate program area.

**INSTITUTIONAL RESPONSE**

- Presidential inaugural address introducing matrix, 1999.03
- Assessment Symposium about the relationship between mission, planning, and budget.0.4
- Requirement that departmental assessment tie plans to department, college, and university mission.0.5
- Implementation of Accountability Planning Matrix (APM) and beginning discussions of the president and senior administrative staff, 1999.0.6
- Salary equity studies for faculty, 1999.0.7
- Program review decisions to suspend, discontinue, or enhance programs, 1999–2005.0.8
- General use budget allocations to cells within the matrix, reflecting goals, 2000.0.9
- Salary enhancement via professor incentive review and initiative, 2000.0.10
- Unit or college level implementation of the matrix, with focus on setting goals, 2001.0.11
- University Assessment Committee formed, 1998.0.12
- Graduate Assessment Committee formed, 1998.0.13
- Position statement and process for graduate program assessment established, 1999.0.14
- Departmental grants for support of assessment activities, 1999.0.15
- Assessment Symposia, two to five per year, focusing on assessment, methods, writing learner outcomes, mission, program goals, and accreditation criteria, 2000-present.0.16
- National Survey of Student Engagement implemented, 2002.0.17
- Graduate Student Exit Survey implemented, 2003.0.18
- Assessment plans for all programs updated and implemented, 2005.0.19
- Collegiate Learning Assessment implemented, 2006.0.20
Response to 2001 Focused Visit Recommendations
The site visit in 2001 focused primarily on the planning process and its interface with budgeting. The site team’s concerns and the university’s response, along with information on where documentation of the university’s response actions may be reviewed, are found in the grid below:

### RESPONSE TO 2001 FOCUSED VISIT RECOMMENDATIONS

<table>
<thead>
<tr>
<th>SITE TEAM CONCERN</th>
<th>INSTITUTIONAL RESPONSE</th>
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<tr>
<td>In the matrix, uneven usage across decision centers, and the need to move beyond the goals to action plans, assessment, and decisions.</td>
<td>• Matrix planning documentation matured from simple goal setting to action plans, assessment, and decisions at all levels, 2001.0.28</td>
</tr>
<tr>
<td>Need to involve faculty in a meaningful way.</td>
<td>• Regular meetings of the president, vice president for academic affairs and research, and university senates presidents.</td>
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<td></td>
<td>• Faculty involved in college-level planning sessions.0.29</td>
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<td>• Faculty and staff annual evaluation forms developed and based on allotment of time established in the matrix.0.30</td>
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<tr>
<td>Need to increase campus communication with regard to the impact of planning on the institutional change.</td>
<td>• Overall matrix goals published on the Web.0.31</td>
</tr>
<tr>
<td></td>
<td>• Division and college priorities and strategic planning processes mapped to the APM.0.32</td>
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0.21–0.27 General Education Activity Timeline and Notebook (Resource Room 0-9)
0.28 Matrix Planning Cycles Documentation (Resource Room 0-10)
0.29 College-Level Planning Sessions (Resource Room 0-11)
0.30 Annual Evaluation Forms [http://webs.wichita.edu/u=electricaleng&p=/EVALUATIONFORMS](http://webs.wichita.edu/u=electricaleng&p=/EVALUATIONFORMS)
0.31 University Matrix Goals [http://webs.wichita.edu/u=govrel&p=/matrix/universityoverall/](http://webs.wichita.edu/u=govrel&p=/matrix/universityoverall/)
0.32 Division and College Priorities (Resource Room 0-12)
The 2001 site team recommended “that a progress report should be submitted in two years concerning the Accountability Matrix.” This report was accepted by the Higher Learning Commission without any further recommendations.

**Accreditation History**

Wichita University was accredited by the North Central Association of Colleges and Schools in 1927 at the time of its creation as a municipal university. In 1970, the university was accredited to offer the specialist degree and granted preliminary accreditation for doctoral programs in communicative disorders, aeronautical engineering, and chemistry. In 1977, accreditation at the doctoral-degree-granting level was approved. A subsequent evaluation in 1982 affirmed a doctoral-granting level with no reports or stipulations. The last comprehensive visit was in 1997.

The academic programs at WSU are accredited by, or hold membership in, the following associations in addition to the North Central Association of Colleges and Schools—Higher Learning Commission:

- Accreditation Board of Engineering and Technology
- Accreditation Review Commission on Education for the Physician Assistant
- American Psychological Association
- American Speech-Language-Hearing Association
- Association to Advance Collegiate Schools of Business—International Association for Management Education
- Association to Advance Collegiate Schools of Business—International Association for Management—Accounting Accreditation Committee
- Commission on Accreditation of Allied Health Education Programs as recommended by the Joint Review Committee on Educational Programs in Athletic Training
- Commission on Accreditation for Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation—American Dental Association
- Council on Education for Public Health
- Council on Social Work Education
- Human Factors and Ergonomics Society
- Kansas State Board of Nursing

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<thead>
<tr>
<th>SITE TEAM CONCERN</th>
<th>INSTITUTIONAL RESPONSE</th>
</tr>
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| Need to foster planning and change in budget environment where budget is not likely to grow and reallocation will occur. | • Program review, a state-initiated process, resulting in program closures and modifications.  
• Biennial review of matrix goals, action plans, evaluation, and decisions; annual review of matrix for consistency of decisions with budget allocations. |
| Need to define terms used in the matrix.                                         | • Constituent and core values defined and disseminated to all decision makers.       |
Conclusion
Preparation of the self-study report provided an opportunity for reflection on the unique set of opportunities and responsibilities engendered by WSU's urban mission, for collaborating with varied university constituencies in a thorough evaluation of present effectiveness, and for refining plans for the future. The six sections of the self-study to follow depict how WSU fully adheres to the values described in each of the five criteria mandated by the Higher Learning Commission. Explained are the university’s mission and how the university’s integrity is upheld; how the university prepares for the future; how student learning and effective teaching are accomplished; how the university’s learning community acquires, discovers, and applies knowledge; and how the university engages and serves its many constituents. A final section describes university compliance with federal higher education law and policy.

The self-study report, delineating WSU’s qualifications for reaccreditation, presents a picture of a future-oriented organization working to implement new technology and advance in groundbreaking research. As a learning-focused organization, WSU’s strong academic programs, interdisciplinary experiential curriculum, growth in external funding, and extant assessment activities all point to a commitment to excellence in instruction. WSU’s connections to the community reflect strong ties to a wide range of diverse constituent groups among business, education, not-for-profit organizations, and local governments. The university’s urban mission and location not only offer opportunities for faculty and students but also present a unique set of responsibilities and responses operating reciprocally to reinforce that mission.

The university’s three-fold goal—teaching, research, and service—provides the framework used to maximize resources, direct curriculum and program choices, and strengthen community engagement in ways that foster a continued determination to excel—to thrive in a complex world. WSU stands forward as an urban serving, research institution committed to student learning.

The Steering Committee views the self-study report as convincing evidence that Wichita State University meets all the Criteria and Core Components of the Higher Learning Commission and respectfully requests that the Higher Learning Commission grant renewal of accreditation.
Criterion One

Wichita State University: Pursuing its mission as an urban serving, research university committed to student learning
Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.1.0

Introduction

In carrying out its mission, Wichita State University recognizes, welcomes, and actively pursues its distinct responsibility as Kansas’ largest urban institution of higher learning. Dedicated to its role as an urban serving, research institution committed to student learning, WSU is one of six public universities governed by the Kansas Board of Regents and one of three state universities charged with a comprehensive research mission. The campus student body is diverse in age, ethnicity, and economic background, and most commute to class while living and working off campus.

Each of these factors forms the basis for the university’s mission and the subsequent operation of the university. Curricular offerings are comprehensive for the liberal and fine arts, the social and natural sciences, and professional programs in business, engineering, health, and education for bachelors’ and masters’ degrees. Doctoral programs target specialized needs locally and statewide. The chapter that follows shows how the mission of the university is realized and how its integrity is maintained through structures and processes that involve the Kansas Board of Regents, faculty, staff, students, and the university’s constituents in the larger community.

Core Component 1a:
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

This section identifies the mission of Wichita State University and describes how the understanding of the mission is achieved within the broader context of the university’s day-to-day activities. The first section documents the way WSU’s mission is situated within the mission of the six Kansas Board of Regents institutions of higher education. Next is the mission statement, followed by a contextualization of the statement. How each of the units, colleges, and divisions has connected the visions of their particular function in the university to the university mission as a whole is then described. Also described are the organizations in which Wichita State University holds membership whose function is to help universities sustain their missions as state-supported, urban institutions.

WSU’s Relationship to the Kansas Board of Regents

The Kansas Board of Regents (KBOR),1.1 a nine-member citizen board appointed by the governor and approved by the Kansas State Senate, governs the six public universities and supervises the 19 community colleges, 11 technical institutions, and Washburn University. The board developed and periodically reviews the mission for the regents system and approves mission statements
from each of the six universities. The KBOR mission statement describes common goals for public universities in Kansas and articulates a wide sphere for diversity among the institutions. The KBOR has determined that individual institutions will have their own goals and missions but, as a system, will pursue the overarching goals as described in the mission statement. The research mission is concentrated in the three large universities, i.e., University of Kansas, Kansas State University, and Wichita State University. The board’s mission is presented below and also found on the KBOR public Web site.

The Mission of the Kansas Regents System

The Regents system of six public universities exists to help individuals increase their intellectual, social, personal and moral potentials. These institutions impart society’s cultural heritage, prepare students for productive activity, open their minds to alternative ways of thinking and living and acquaint them with ways of learning which may be utilized throughout life. The work of the Regents institutions is to make a positive difference in peoples’ lives and to improve society through the works of those it educates. Within that orientation there is considerable room for institutional diversity because the educational needs of both individuals and society are multifaceted.

As higher education in the United States enters a period of major change in the size and composition of the student body, the kinds of courses and programs wanted, the technology needed on campus and the growing attention to university activities by external constituencies, institutions need more than ever before to plan their futures and shape the new environment. Unlike the previous two decades, Kansas must now recognize the need to manage change rather than the unbridled growth characterizing former times.

Teaching, research and service occur at each Regents institution, but the extent of these activities is guided by the following assumptions: (1) Institutions deliver instruction and degrees in liberal and professional education from the associate through the doctoral level, but activity below the baccalaureate level is limited; regardless of the degree offered, all programs will be of demonstrable quality. (2) Each Regents institution will provide an array of liberal arts courses emphasizing application of critical thinking and the evolution of western thought as fundamental components of the undergraduate degree. (3) Research that enhances the instructional role of faculty is expected at every Regents institution; other research activity occurs primarily at the University of Kansas, Kansas State University and Wichita State University. (4) Service to government, industry and society is an integral part of each institution’s role; service and research which enhance the State’s economic development are particularly emphasized. The overarching goal of the Board of Regents is to provide a diversity of institutions of higher education, each seeking excellence in its own sphere.

The Board recognizes that program access requires attention to geographic location, convenient scheduling and affordable tuition, supplemented by financial aid. As both an advocate for higher education and a responsible steward for the taxpayer, the Board believes that program access alone is not the goal. Students must have access to quality programs. Therefore, the State must make a firm and continuing commitment to the financing of the Regents system. The foundation of institutional strength rests on improved financial support, particularly as it relates to faculty salaries and operating expenditures.\textsuperscript{12}
**WSU Mission Statement**

The WSU mission statement was developed by the university community and approved by the Kansas Board of Regents in 1991. The statement is a comprehensive portrait of the university combining WSU’s unique attributes (e.g., urban setting, south central Kansas) with the universal descriptors of a comprehensive research university (e.g., teaching, research, and service). This portrait has endured over time, remains current and useful, and helps the university remain future oriented. Actually, the statement was well ahead of its 1991 date because it emphasizes the urban focus prior to the organized efforts to identify and challenge urban serving universities by national higher education groups and policy makers. The statement is consistent with the KBOR mission statement, with both documents emphasizing quality, preparation for the future, and teaching, learning, research, and service. The charge implied in the KBOR mission for diversity among the six universities is explicitly described in the WSU mission, with focus on its urban setting and the utilization of the “human diversity” of Wichita. The WSU mission statement appears below:

**Mission Statement of Wichita State University**

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the university seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

High quality teaching and learning are fundamental goals in all undergraduate, graduate and continuing education programs. Building on a strong tradition in the arts and sciences, the university offers programs in business, education, engineering, fine arts, and health professions, as well as in the liberal arts and sciences. Degree programs range from the associate to the doctoral level and encompass seventy-five fields of study; non-degree programs are designed to meet the specialized educational and training needs of individuals and organizations in south central Kansas.

Scholarship, including research, creative activity, and artistic performance, is designed to advance the university’s goals of providing high quality instruction, making original contributions to knowledge and human understanding, and serving as an agent of community service. This activity is a basic expectation of all faculty members at Wichita State University.

Public and community service activities seek to foster the cultural, economic and social development of a diverse metropolitan community and of the state of Kansas. The university’s service constituency includes artistic and cultural agencies, business and industry, and community, educational, governmental, health, and labor organizations.

Wichita State University pursues its mission utilizing the human diversity of Wichita, the state’s largest metropolitan community, and its many cultural, economic and social resources. The university faculty and professional staff are committed to the highest ideals of teaching, scholarship and public service, as the university strives to be a comprehensive, metropolitan university of national stature.1,3
The mission statement is published in the graduate and undergraduate catalogs, on the WSU Web site, and in the *WSU Policies and Procedures Manual*. Synopses appear in essentially all recruitment and publicity pieces of the university. The president conveys the university’s mission almost daily as he speaks with alumni, friends, donors, and the community. The vice president for academic affairs and research has used the mission to shape academic programming within the urban imperative. The mission is visible in the degree and continuing education programs offered, the development of research centers and institutes, and the services provided to students and to the community (details of these activities are provided in subsequent chapters).

### Understanding the WSU Mission Statement

WSU’s mission statement clearly articulates the institution’s purpose in the first sentence, i.e., comprehensive educational opportunities in an urban setting. The university’s mission defines its internal and external constituencies, and it documents a strong commitment to high academic standards both in goals that students are to achieve and goals for advancing research and service. The opportunities to learn are first evident in the commitment of the entire WSU learning community to the full range of services that are part of a major university. Curricular offerings are numerous and encompass the full range of liberal arts and sciences and a variety of options for professional careers. Teaching by a distinguished faculty dedicated to a balance of teaching, research, and service is the most obvious opportunity available to the learner. However, a large variety of other important services are evident, including academic and personal advising to plays, lectures, musical presentations, the midnight breakfast for students with the president, and Shocker sports. The libraries, technological resources, laboratories, studios, community-based work experiences, internships, practicums, and international study, both geographic and virtual, are a few examples of resources for the learner.

The urban setting is descriptive of both the learners and the activities of the university. The curricula range from nondegree and continuing education to the doctorate. Offerings are held at times that are convenient to the urban constituencies, and experiential learning opportunities are rich. Student extracurricular activities are planned for the commuter, the residential student, the recent high school graduate, and the returning adult learner. Scholarship and creative activities take a variety of forms, from basic research in the humanities and physical sciences to applied research. Artist-juried work by the fine arts faculty epitomizes the creative activities. The growth in external grants and contracts in the last ten years from $15.2 to more than $41 million (174 percent increase) is evidence of the university’s commitment to scholarly activities. Applied research directly relevant to such local industries as health care, education, and aviation is common. One of the university’s greatest strengths is its commitment to community engagement. A few examples of public service to Wichita and the state of Kansas include multiple centers for community engagement in each college and the school of business, individual faculty and staff service to multiple organizations, and the expertise of faculty and staff...
(e.g., Wichita Symphony musicians, business consultants) offered to business, government, and cultural entities.

The understanding of the mission is also illustrated through the university’s administrative activities and its memberships and participation in higher education associations. Examples include the following:

• After a series of intensive, individual meetings with each of the academic and support areas, the vice president for academic affairs and research, new to the position in summer of 2006, concluded that the mission was so well understood that he was able to shape a vision of the academic division without taking the university through an extended values clarification and mission-building exercise—something that is typically part of most vision-building activities.

• The university is a member of the Coalition of Urban and Metropolitan Universities. Membership provides the opportunity for the university to exchange ideas and understand best-practice approaches to solving common problems faced by similar institutions. WSU joins with these institutions in educating policy makers, the higher education community, and the public on the important role of urban universities.

• WSU is a member of the National Association of State Universities and Land-Grant Colleges (NASULGC), which has a Commission on the Urban Agenda that parallels the WSU mission. NASULGC has made the mission of urban universities a priority. The NASULGC urban agenda provides an excellent national perspective as the new vice president for academic affairs and research initiates campuswide conversations about how the urban mission guides academic programs.

• The university president recently served on the NCAA Executive Committee and the NCAA Division I Board of Directors and currently serves on the NCAA Presidential Task Force on the Future of Division I Intercollegiate Athletics.

Mission Statements of Divisions, Colleges, and Nonacademic Support and Administrative Units

All units in the university use the WSU mission statement as the framework for operation and are charged with developing their own mission statements as appropriate.

The divisions (Administration and Finance, Academic Affairs and Research, and Campus Life and University Relations) each have mission statements that guide their work and define their roles. The chief administrator of each division is responsible for developing the unit’s mission statement in consultation with faculty and staff in those areas.

The academic units—colleges, schools, and departments—of the university are governed by a mission statement that each creates within the parameters set forth by the university’s mission statement. The faculty and the staff of the colleges and schools are responsible for defining, reviewing, and updating
mission statements on a regular basis, subject to the approval of the appropriate administrator. For example, in the spring of 2006, the College of Fine Arts reviewed and revised its mission statement. These mission statements are viewable on their respective Web sites.

Nonacademic support units and administrative units of the university also have mission statements, including the Edwin A. Ulrich Museum of Art, Office of Admissions (undergraduate domestic admissions), the Office of Multicultural Affairs, Housing and Residence Life, and the Gaddis Physical Plant Complex. These mission statements are developed much the same way mission statements are developed in the divisions and the colleges, under the direction of the chief administrator and generally subject to the approval of the governing administrator. The mission statements of these units are specifically defined to the unique mission of the unit. For example, the mission statement of the Edwin A. Ulrich Museum of Art stresses the development of a collection of modern and contemporary art in the context of the greater mission of the university to reach out to the larger communities of Wichita and Kansas. The physical plant articulates its mission in four goals: to provide professional engineering, long-range strategic facilities planning, skilled trade and custodial services to the campus community.

Core Component 1b:
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The mission documents that guide the various units of Wichita State University recognize diversity in its many constituencies—from students to faculty to the community it serves. This section of the self-study will illustrate how the mission statement has become a basis for the university to carry out its commitment to honor the dignity and worth of individuals. The first example shows how the university has worked with its near northeast Wichita neighbors whose daily activities take place along the borders of the main campus. That is followed by a discussion of campus activities that focus on diversity. Last will be a discussion of student, faculty, and staff diversity.

Working with the university’s nearest neighbors illustrates the commitment WSU has to its diverse constituencies. The university is located in an area that is diverse in income and ethnicity. According to the U.S. Census Bureau, Sedgwick County is 83.4 percent white, and Wichita is 75.2 percent white. Yet, the four ZIP codes that surround the main WSU campus range from 23.5 percent white to 62.4 percent white. WSU has been an enthusiastic and active partner in the city of Wichita’s ongoing Twenty-First Street Revitalization Project, funneling business and social expertise into planning efforts, including a recent contract between the city and WSU’s Self-Help Network, which will help guide the Twenty-First Street Business Association and the Wichita Hispanic Chamber of Commerce. In the late 1990s, WSU joined the citizens north and west of the campus in securing a police substation and the Maya Angelou Northeast Branch Library within the neighborhood just west of the main campus.
Role of Diversity in College and Unit Mission Statements
Individual colleges also recognize diversity in their mission statements. For example, the mission statement of the College of Education\textsuperscript{1.9} states in part that “the College’s mission and programs are based upon fundamental beliefs in the dignity and inherent worth of all people” and that “appropriate learning environments recognize individuals’ commonalities while affirming diversity in all its forms.” The College of Health Professions mission statement emphasizes its role as “a learning community that embraces diversity.”\textsuperscript{1.10}

Campus Activities that Recognize Diversity
The recognition of the importance of diversity in the learning community and greater society is also reflected in the mission statements and planned activities of the academic support units on campus:\textsuperscript{1.11}

- The undergraduate domestic Office of Admissions statement notes that it seeks “to introduce and acclimate a diverse population of students to WSU.”
- The Office of Financial Operations and Business Technology strives to “meet the financial and accounting needs of a diverse and dynamic campus community.”
- The Office of Multicultural Affairs supports students of color and seeks “an environment where students, faculty, and staff engage in dialogue, collaboration, and action to build a learning community that generates, transmits, and applies knowledge designed to advocate, promote, and celebrate cultural understanding of self and others.”
- The Intercollegiate Athletic Association holds as a major goal to recruit and retain a diverse coaching staff of outstanding individuals and a diverse, highly qualified, service-oriented staff committed to advancing the university’s and athletic department’s mission and core values.
- Transition to Respect is a project with representatives from all areas of the campus that is designed to address issues of diversity and multiculturalism. The president allocated $10,000 during 2006–07 to implement its recommendations.
- The KBOR annual Michael Tilford Conference on Diversity and Multiculturalism is held at WSU in memory of Dean Tilford, a leading African-American educator at WSU. The most recent conference was held September 28–29, 2006, with more than 160 participants from all regents universities.
- The WSU Network of the American Council on Education, Office of Women in Higher Education (OWHE) sponsors development activities for WSU women interested in leadership roles. Among the goals of the WSU network are informing women of career opportunities in administration and building relationships with female leaders in the broader community. Each fall the campus network brings a high-profile female leader to speak to the group; the state governor spoke in 2004 and the OWHE national director in 2006. More than 160 women from WSU and across the state attended the 2006 spring conference hosted by WSU.
Student, Faculty, and Staff Diversity
Wichita State University is a distinctive organization, with a campus student body that is the most diverse within the Kansas Board of Regents universities with 17 to 18 percent minorities, 8 percent international students, and age groups ranging from high school to senior citizens. The university demonstrates daily its commitment to a diverse student body through its recruitment efforts targeted at minority students, academically talented students, and international students. Its allocation of scholarship and financial aid dollars to almost 50 percent of the total student body and its services for students of color, those with disabilities, and those with academic difficulties further illustrate this point. In addition, senior citizens may audit courses at no charge.

The university is also serious about increasing the diversity of its faculty and staff through its affirmative action program and faculty succession planning. While some progress has been made, the administration fully recognizes the necessity for continuing efforts. Issues include ethnicity, gender, and age. Ethnicity and gender are discussed first. As part of this review, WSU was compared with other public universities in Kansas, WSU’s official peers (i.e., Oakland University, University of Akron, Old Dominion University, University of Nevada-Las Vegas, and Portland State University), and four other urban universities (i.e., University of Missouri-Kansas City, University of Missouri-St. Louis, University of Nebraska-Omaha, and University of Cincinnati). Using Integrated Postsecondary Education Data Systems (IPEDS) data for fall 1999 and fall 2005, schools were ranked according to percent of minorities and females.112

- WSU’s percentage of full-time faculty reported as a member of one of the federally designated minority groups increased from 9.7 percent in fall 1999 to 11.3 percent in fall 2005.
- When comparing WSU with the other 15 schools, WSU increased from 12th to 11th position for the percent of full-time faculty minorities from fall 1999 to fall 2005.
- The percentage of ethnic minority personnel in the category of executive and administrative has increased from 8.1 percent to almost 15 percent during the comparison years.
- When comparing WSU with the other 15 schools, WSU moved from 12th to 4th position for the percentage of minorities in the category of executive and administrative.
- The percentage of full-time female faculty has been stable at 37 percent for both fall and spring semesters from fall 1999 to spring 2006.
- When comparing WSU with the other 15 schools, WSU decreased from 6th to 14th position for the percentage of female faculty between fall 1999 and fall 2005.
- The percentage of females in the personnel category of executive and administrative has increased from 40.5 percent to almost 45 percent during the seven comparison years.
- When comparing WSU with the other 15 schools, WSU increased from 10th to 9th place for the percentage of females in the category of executive and administrative.
Similar to many universities, Wichita State University has an aging faculty. The mean age of the full-time faculty is 52 years, with a range of 25 to 79 years. Planning for faculty succession thus becomes imperative. Graphs of age distributions of WSU faculty by college show considerable variance, with younger faculty in business and engineering.

Organized planning for faculty succession was initiated by the vice president for academic affairs and research in the summer and fall of 2006. As a first step, each dean was asked to submit a faculty succession analysis that included
scenarios of possible faculty retirements over the next five to seven years. The analysis included consideration of how open lines would be reallocated, the likely starting salaries of new hires at junior or senior rank (based on market comparisons), and possible levels of funds for reallocation. The vice president, deans, chairs, and faculty leadership will all be involved as they plan carefully for the replacement of retiring faculty. This effort will be particularly important in those colleges whose disciplines have labor market supply shortages such as business, health professions, and engineering.\textsuperscript{13}

**Core Component 1c:**

**Understanding of and support for the mission pervade the organization.**

This section shows how the university’s mission permeates the major functions of the organization. First to be discussed is the connection of the mission to planning and budgeting at all levels of the university and across all units. Next, discussion turns to the university learning community and its understanding of the mission. Here, results of an internal survey of deans and chairs will be summarized. Last, the relationship of a related entity to the mission will be illustrated by discussion of the WSU Foundation’s contribution to the university.

**Tying the Mission to Planning and Budgeting**

After the inauguration of President Donald Beggs in 1999, a planning process was instituted that resulted in the Accountability Planning Matrix (APM).\textsuperscript{14} Using the mission statement as its foundation, the APM was created and continues to be refined (details of the APM are described under Criterion Two). Both the matrix and the mission statement identify the constituents served by the university as students, faculty, staff, and alumni and community. The emphasis on learning in the matrix is also described in the mission as teaching and learning. The values articulated in the APM (i.e., recruitment, retention, support, enhancement of learning, intellectual exploration, and excellence) are also implied by the mission statement. The APM has provided a fresh opportunity for each university unit to examine the six values by allocating time and resources to each value and each constituency. With such a process, priorities are concrete, attached to dollar allocation, and public and mission based. All areas within the university use the APM for budget planning.

**Criterion Survey of Deans and Chairs**

Despite the direct relationship of the mission statement with the matrix and the universal use of the matrix in budget planning at the department level and above, the importance of the mission in decision making is not clear to all members of the university community. Knowledge of and attitudes toward the mission among academic program deans and chairs were assessed using a survey in the spring of 2006.\textsuperscript{18} Of the 50 chairs and deans contacted for the survey, 49 responded. The table that follows lists dean and chair responses (agree, disagree, or not applicable) to statements relating to the university mission. The latter response column is necessary since some statements do not pertain to every unit. The survey elicited generally positive responses (more than 80 percent agree)
for items related to unit-level activities such as technology, serving students, scholarly activity, and consideration of diversity. Reported knowledge of department, college, and university mission statements was above 90 percent. Yet, the low positive response rate to the one statement that “I believe that the university’s planning and budgeting priorities flow from its mission” was surprising (as shown in the accompanying table). The reasons for the low positive response rate can be elicited from the responses to other (open-ended) statements included within the survey. For instance, when asked to choose five traits that are “least” descriptive of WSU, the statement that the university “has an unambiguous mission” was chosen by more than 40 percent of the respondents. The mission statement is seen as lengthy and mentions all major functions of the university. As such, it cannot be used to choose which functions to emphasize when planning and budgeting; instead, it can serve only to eliminate from budgetary and planning consideration activities that fall outside the scope of the mission.

Another issue evident in responses to the survey lies in the realm of communication. Approximately 69 percent of deans and chairs thought that there was effective communication between units and administrative hierarchies. One can conclude that a challenge facing WSU is to improve communication among units, especially with respect to planning priorities. A third issue worthy of reflection is that only two respondents disagreed with the statement, “My unit provides meaningful preparation to live and work in today’s highly diverse world,” but only about 43 percent were able to say “My unit provides integrated study abroad or global learning.”

### OTHER SELECTED DEAN AND CHAIR RESPONSES TO MISSION-RELATED STATEMENTS

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>% AGREE</th>
<th>% DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the major provisions of WSU’s mission statement.</td>
<td>91.8</td>
<td>8.2</td>
<td>0.0</td>
</tr>
<tr>
<td>The mission statement articulates WSU’s activities.</td>
<td>87.7</td>
<td>10.2</td>
<td>0.0</td>
</tr>
<tr>
<td>The mission statement appropriately addresses diversity.</td>
<td>81.7</td>
<td>18.3</td>
<td>0.0</td>
</tr>
<tr>
<td>I know my college’s or division’s mission statement.</td>
<td>91.8</td>
<td>8.2</td>
<td>0.0</td>
</tr>
<tr>
<td>I know my department’s or unit’s mission statement.</td>
<td>89.8</td>
<td>0.0</td>
<td>10.2</td>
</tr>
<tr>
<td>My unit demonstrates that it values ongoing learning through actions.</td>
<td>95.9</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Scholarly activity is an essential part of my unit’s program.</td>
<td>91.8</td>
<td>8.2</td>
<td>0.0</td>
</tr>
<tr>
<td>My unit provides practical preparation to live and work in an environment with modern information and communication technology.</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>My unit is using technology to improve teaching and learning.</td>
<td>95.9</td>
<td>0.0</td>
<td>4.1</td>
</tr>
<tr>
<td>My unit provides meaningful preparation to live in today’s highly diverse world.</td>
<td>93.9</td>
<td>4.1</td>
<td>2.0</td>
</tr>
<tr>
<td>My unit provides effective support for faculty, students, and staff to ethically acquire, discover and apply knowledge.</td>
<td>85.7</td>
<td>8.2</td>
<td>6.1</td>
</tr>
<tr>
<td>My unit ensures that student contributions to research projects are credited.</td>
<td>69.4</td>
<td>4.1</td>
<td>26.5</td>
</tr>
</tbody>
</table>
CRITERION ONE: MISSION AND INTEGRITY

OTHER SELECTED DEAN AND CHAIR RESPONSES TO MISSION-RELATED STATEMENTS

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>% AGREE</th>
<th>% DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>My unit requires or recommends that course syllabi address academic integrity and plagiarism.</td>
<td>89.9</td>
<td>6.1</td>
<td>4.1</td>
</tr>
<tr>
<td>My unit learns from the constituencies it serves through various means.</td>
<td>81.6</td>
<td>18.4</td>
<td>0.0</td>
</tr>
<tr>
<td>The activities of my unit take into consideration the diversity of the constituencies it serves.</td>
<td>81.6</td>
<td>12.2</td>
<td>6.1</td>
</tr>
<tr>
<td>My unit actively seeks to involve its students, faculty, and staff with external constituencies.</td>
<td>91.6</td>
<td>8.2</td>
<td>0.0</td>
</tr>
<tr>
<td>My unit contributes to the economic and workforce development of the community.</td>
<td>93.9</td>
<td>2.0</td>
<td>4.1</td>
</tr>
<tr>
<td>My unit actively pursues and values partnerships with the community.</td>
<td>89.8</td>
<td>10.2</td>
<td>0.0</td>
</tr>
<tr>
<td>I believe that the university's planning and budgeting priorities flow from its mission.</td>
<td>53.1</td>
<td>47.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Relationship of WSU Foundation to the University Mission

The Wichita State University Foundation\(^{1-16}\) is a related entity of the university. The foundation itself and the work of the foundation illustrate the integrated relationship of the university’s mission to the WSU Foundation. Also illustrated here are the methods the foundation uses to assess its ongoing relationship with WSU. Established as a not-for-profit Kansas corporation in 1965, the WSU Foundation operates under a mission statement that portrays its supportive relationship to the university and the university mission: “Working to assure a university of excellence by identifying donors, cultivating and maintaining relationships, securing gifts, and managing resources to enable students and faculty to excel.” The foundation has experienced extraordinary growth over the past ten years, approximately doubling its assets from a market value of $81 million to $161 million. As of June 30, 2005, the WSU Foundation ranked 280 out of 746 colleges and universities that participated in the NACUBO study of endowment assets. In addition, the foundation ranks second in a pool of six peer institutions, just behind the University of Akron.\(^{17}\) Starting in 2000, private funds (including a $6 million lead gift), as well as support from student fees, resulted in a successful $25 million Roundhouse Renaissance campaign for the Charles Koch Arena. These resources provided the funding to renovate and add new facilities for the athletic program. This effort was followed in 2003 by a campaign for a new $5.8 million Marcus Welcome Center, completely funded by private support.

The $35 million *We are Wichita State* campaign was launched in July 2004.\(^{18}\) This three-year campaign, intended to raise funds for scholarships, graduate fellowships, and professorships, has resulted in more than $36 million in cash and pledges to date. In just over two years, 84 new endowed funds have been created, and the amount provided from these funds has caused an annual increase in scholarship support of 34 percent, an annual increase in graduate student support of 22 percent, and an annual increase in faculty support of 83 percent. The WSU faculty, staff, and retirees phase of the campaign will be launched in early spring 2007. Wichita State University leads its peers in percent of alumni participation with an average of 12.8 percent over the prior three years. The closest peer, in terms of alumni participation, over this same period of time is Old Dominion University with 8.2 percent.
A strong annual fund program, a mature planned-giving program, experienced staff, and targeted campaigns have contributed to substantial increases in the amount of funds raised each year. Over the past ten years, the average amount in cash received has been $15.5 million, with the largest fundraising year being FY 2006, with $31.4 million in cash. This growth has taken time, but Wichita State University’s efforts were noted in 1999, resulting in the university receiving the Council for the Advancement and Support of Education National Award for Most Improved Fundraising Program.

The WSU Foundation is committed to excellence and has in place several means for securing the feedback necessary for improvement. Each year a survey is distributed to those on campus who connect with the WSU Foundation on at least a monthly basis; individual responses are anonymous. The satisfaction level of campus constituents for FY 2006 was 2.56 on a three-point scale. A survey was also conducted of those who gave through the annual fund, and the results were 2.8 on a three-point scale. All written comments are reviewed with an eye toward how the foundation can better serve the university.

Core Component 1d:
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

This section is about the organization and governance of the university. State-supported public universities in Kansas are governed by a board of regents. The role of the Kansas Board of Regents and how board policies affect WSU are explained first. That is followed by a discussion of the university’s related and affiliated entities, how they are associated with the university, and the benefits they provide to the university. The lengthiest report in this section describes the administration and decision-making processes at WSU. This will include the collegial structures as well as the administrative structures.

Kansas Board of Regents Governance
As previously stated, the Kansas Board of Regents (KBOR) governs Wichita State University and five other state universities—the University of Kansas, Kansas State University, Emporia State University, Fort Hays State University, and Pittsburg State University. In its governance role, the board hires (and dismisses) chief executive officers for the six universities, sets tuition, and establishes broad policies that guide the universities. Current initiatives of the KBOR include the following (details of each of these initiatives and their effects on evaluation and planning are discussed in detail under Criterion Two):

- **Program Review.** In-depth review of every academic program within the universities on an eight-year cycle.
- **Qualified Admission.** Academic standards for the admission of new high school graduates.
- **Concurrent Enrollment.** Standards for faculty teaching courses in which a student earns college and high school credit simultaneously.
• **Transfer Articulation.** Procedures for seamless transfer between sectors as feasible and appropriate to academic standards.

• **Performance Agreements.** Contractual agreements between each institution and the KBOR that address university-specific goals for performance. These agreements link new funding to achievement of institutional goals. For the most recent round of performance agreements, the board has emphasized improving learner outcomes.

## Related and Affiliated Entities

Wichita State University has five related and affiliated entities\(^{1.19}\) that provide important services for students, faculty, and staff and connections to the community. Each makes vital contributions to the educational, service, and research mission of the university.

• **WSU Board of Trustees (related).** The Board of Trustees, established under the 1963 legislation that provided for the university’s entrance into the state system, is unique in the regents system. This nine-member board, appointed by the governor, oversees the use of the 1.5 mill property tax levied by Sedgwick County. Mill levy monies are used to further WSU’s urban mission, including student support and debt service for buildings and capital improvements. The board is not involved in other aspects of university governance.

• **WSU Alumni Association (affiliated)\(^ {1.20}\)** The Alumni Association was created to strengthen alumni commitment to the university.

• **WSU Union Corporation (affiliated)\(^ {1.21}\)** The Union Corporation manages and operates the student union (known as the Rhatigan Student Center), which includes a bookstore, food services, and other student services. It also sponsors student activities and WSU’s highly regarded bowling program, with 14 national championships, seven women’s and seven men’s, more than any other university in the country.

• **WSU Intercollegiate Athletic Association (affiliated)\(^ {1.22}\)** The Intercollegiate Athletic Association manages and oversees intercollegiate athletics for the university. The Intercollegiate Athletic Association (ICAA) Board consists of faculty and community representatives. The ICAA Board is accountable to the president and the Kansas Board of Regents for every phase of the ICAA program. The board reports annually to the president.

• **WSU Foundation (related).** The WSU Foundation is an independent nonprofit organization recognized by WSU as the official organization for raising and managing private funds on behalf of the university. By securing donor contributions, as well as managing and investing funds established from those contributions, the WSU Foundation provides for an increasing amount of financial support to further the university’s mission. As a result of growth in the foundation, its board of directors appointed a full-time president and CEO effective July 1, 2006. See Criterion Two for further details.

## Administration and Decision Making

The president is the chief executive officer of the university and is responsible to the Kansas Board of Regents for the operation of the entire university. The
Current president has a management team approach to governance and delegates operations and decision making through four vice presidents. These vice presidents and their general responsibilities are listed below. Details may be found in the *WSU Policies and Procedures Manual*\(^{1,23}\). A formal organization chart for WSU follows.

Below are descriptions of the university’s administrative-level positions:

- The vice president for academic affairs and research is the organizing force in the management team and is responsible for all academic matters. This vice president administrates the largest division and is the chief academic officer for the university.
- The vice president for administration and finance is the chief financial officer and is responsible for fiscal matters. This vice president is also responsible for administrative services, physical planning, physical facilities, human resources, the student union, internal audit, and the police department.
- The vice president for campus life and university relations is responsible for student services ranging from undergraduate admissions to the Student Government Association, as well as departments involved in establishing and communicating with various internal and external groups.
- The vice president and general counsel is the chief legal officer and oversees operation of the Office of Equal Employment Opportunity.
Also reporting to the president are the athletic director and the government relations director. Effective in fiscal year 2007, the former vice president for university advancement assumed the role of president and CEO of the WSU Foundation, reporting to the foundation board rather than the university president. This individual continues to meet with the president on a regular basis and attends meetings of the president’s administrative staff, which includes the vice presidents and the two directors.

The Division of Academic Affairs and Research,\(^{1.24}\) under the direction of its vice president, carries the administrative responsibility for the instruction, research, and public service mission of the university and is allocated almost 70 percent of the general use budget (tuition and tax dollars).

Reporting to the vice president for academic affairs and research are the academic deans and the chief administrative officers for each of the degree-granting colleges. Deans are responsible for academic program development and evaluation; hiring, dismissal, and evaluation of faculty and staff; fiscal planning and management; the physical plant of their college; and representation of their college to external professional and community groups. The management of each college is exercised largely through department chairpersons. Faculty in each of the academic departments are collectively responsible for the curriculum and assume individual responsibility for their classes. Each faculty member is entitled to full freedom in research and in the publication of the results, subject to adequate performance of the teacher’s academic duties.\(^ {1.25}\)

Other reporting areas within the Division of Academic Affairs and Research lead the research and service missions and support all academic activities. Summaries are provided below:

- The dean of the Graduate School is responsible for the administration of the Graduate School and, in collaboration with the deans of the academic colleges and the Graduate Council (elected faculty), the quality of programs.
- The dean of University Libraries administers all campus libraries and also is responsible for the archives of the university.
- The associate vice president for research and director of the Office of Research Administration oversees the research agenda and holds fiscal responsibility for all university-sponsored contracts and grants. Reporting to this vice president are the Office of Research Administration, the National Institute for Aviation Research, and WSU-LINK, a university entity that helps connect WSU resources to community groups.
- The associate vice president and chief information officer administers University Computing and Telecommunications Services, the Media Resources Center, and Enterprise Resource Planning (the WIN project), as well as offices of the James Sutherland Garvey International Center. This individual is responsible for the security of all electronically stored information.
The associate vice president for executive affairs and planning is responsible for a broad range of internal matters such as the mill levy, faculty development and evaluation, strategic planning, equal employment opportunity, and specialized accreditation. Externally, this individual is the liaison to community colleges and Kansas Board of Regents for performance agreements and program review.

The associate vice president for academic programs and services position was advertised in 2006 to begin in July 2007. This office will administer the Office of the Registrar, the West Campus, the Emory Lindquist Honors Program, and general education. The individual holding the office will coordinate curricular activities that cross all colleges such as the Student Success courses, university assessment activities, academic advising, the Midwest Student Exchange Program, and the Center for Teaching and Research Excellence.

The assistant vice president for academic affairs budget and operations is responsible for the budget, general operations, and commencement.

The director of continuing education develops the major noncredit offerings and manages the operation of the Eugene M. Hughes Metropolitan Complex.

The director of cooperative education and work-based learning administers and coordinates work-based learning across all colleges.

The director of institutional research is responsible for the preparation of student and employee data for external groups (e.g., state and federal agencies) and internal groups (e.g., president, vice presidents, academic departments and colleges, student affairs groups). This office prepares various analyses to assist with policy and administrative decisions.

The areas within the Division of Administration and Finance include the Budget and Administrative Services Office, Office of Financial Operations and Business Technology, Office of Facilities Planning, Office of Internal Audit, Office of Human Resources, Gaddis Physical Plant Complex, University Police Department, and Wichita State University Union Corporation. This division consumes almost 19 percent of the general use budget. The division’s mission states that it is responsible for developing, implementing, and assessing the financial management plans and activities of the university and for providing leadership and support to the university community in the planning and management of physical, fiscal, and human resources to enhance learning.

The Division of Campus Life and University Relations was created in 2006 as a result of reorganization associated with the change in the status of the WSU Foundation and the elimination of the Division of University Advancement. This division now includes Enrollment Services (Admissions [undergraduate, domestic], Financial Aid, Scholarships, and Orientation); Student Life (Career Services, Child Development Center, Disability Services, Heskett Center, Housing and Residence Life, Multicultural Affairs, Center for Student Leadership, Counseling and Testing Center, and Student Health Services); TRIO Programs (Student Support Services, Educational Talent Search, TRIO/Upward Bound Math Science Regional Center, the McNair Post-
Baccalaureate Achievement Program, Disability Services, and the Educational Opportunity Centers Programs that serve U.S. military veterans and all adults seeking postsecondary education); GEAR UP; University Relations (Marketing Communications); and the WSU Alumni Association.

The *WSU Policies and Procedures Manual* covers overall operations of the university. Policies and procedures exist for general employment, faculty tenure and promotion, faculty benefits and responsibilities, budget preparation, purchasing, academic policies including discontinuance of programs and courses, grievance procedures and polices for all employees, and personnel dismissal, to name a few. This manual is the official document for all university policies and is regulated by the vice president and general counsel and maintained on the university Web page by the director of internal audit.

**Shared Governance Structures**

WSU supports shared governance and open communication between the administration and the faculty and staff. The vice presidents have their own styles of leadership but are open to input and suggestions from their constituencies and meet regularly with department leaders. The vice president for academic affairs and research meets regularly with the Faculty Senate, attending virtually all Faculty Senate meetings. The vice president also meets frequently with the Graduate Council, the elected faculty that monitor academic matters related to all graduate programs. The president meets monthly for discussion and input with constituent heads. The four constituent groups include the Faculty Senate, Unclassified Professional Senate, Classified Senate, and the Student Government Association:

- **Faculty Senate** The Faculty Senate represents the teaching and research faculty of the university; its members are elected from academic programs, department chairs, academic program directors, and individuals who devote at least half of their appointment to teaching, librarianship, scholarly activities, or creative activities. The Faculty Senate maintains numerous standing committees to ensure faculty input into all academic matters. The president of the Faculty Senate is also the WSU representative to the Kansas Council of Faculty Senate Presidents (one representative from each of the six governed universities). This group has direct input to the Kansas Board of Regents at its monthly meetings. The vice president for academic affairs and research meets with the Faculty Senate and its executive committee on a bimonthly basis and meets individually with the president of the Faculty Senate bimonthly or more frequently if needed.

- **Unclassified Professionals Senate** The Unclassified Professionals Senate includes the professional staff members who are not part of the Faculty Senate. Members include administrators, program coordinators, computer programmers and analysts, and academic advisors. This senate serves as a liaison to the president for all matters related to professional university staff.

- **Classified Senate** The Classified Senate, created in 1985, promotes the interests of all classified employees of the university. These individuals are
part of the Kansas State Civil Service system. Members are asked to serve on various university committees, and their input is sought in important decision-making situations.

- **Student Government Association** The Student Government Association (SGA) represents the interests of students. Led by an elected president and vice president, SGA leadership includes a treasurer and a secretary. The SGA plays an important role in allocating approximately $7 million in student fee monies, and its advice is sought on those decisions that will impact the student body. This group has a major advisory role to the president in the vital area of tuition and fees. The president of the SGA meets with the Council of Deans and Directors within academic affairs and has frequent communication with the vice president for campus life and university relations. The dean of students serves as advisor to the SGA. The SGA president also serves on the Regents Students’ Advisory Committee and has input to the KBOR at its monthly meetings. This statewide advisory group is established by law.

**Core Component 1e:**
The organization upholds and protects its integrity.
The university upholds and protects its integrity through a plethora of policies and procedures related to the research mission, the fair and equitable treatment of all employees, and the operation of all areas within the university. Details may be found in the *WSU Policies and Procedures Manual* and the *Handbook for Faculty*. Examples follow.

**Research Mission**
The Office of Research Administration (ORA) under the direction of the associate vice president for academic affairs and research is responsible for the development, management, and support of the university’s research and sponsored programs activities (a complete description of ORA may be found under Criterion Four). In addition to its fiscal oversight of all university grants and contracts, ORA monitors and manages compliance with federal and state requirements that pertain to such activities, which involve the following:

- Institutional Review Board (IRB) policies for the protection of human subjects in all research conducted under the purview of the university.
- Institutional Animal Care and Use Committee (IACUC) policies involving oversight of animal care.
- KBOR Conflict of Interest, Commitment to Time, and Annual Reporting policies.
- Intellectual Property policy relative to the equitable distribution of income from copyrightable and patentable research.
- Export regulations.
- Filing and updating of all federal mandatory assurances and certificates.
- Policy regarding the review of allegations and evidence of scientific misconduct.
Employment and Employees

Wichita State University is committed to equal opportunity and fair treatment of all of its employees. WSU policies state that the university provides equal opportunity and upward mobility for all qualified people and prohibits discrimination in employment because of race, color, religion, gender, age, marital status, national origin, sexual orientation, political affiliation, disabled or Vietnam-era veteran status, or physical or mental disability. Concrete examples of specific activities designed to support this commitment are as follows:

- Vice presidents and the athletic director are charged with and evaluated on providing equal opportunity, affirmative action, fair dealing, and compliance with applicable laws, regulations, and guidelines concerning employment within their divisions.
- For hiring all personnel other than faculty, an external Web site (HR Partners) is used to assure that announcements or advertisements for all positions are disseminated widely to assemble as diverse a pool of candidates for positions as possible.
- The Office of Equal Employment Opportunity and the Office of Human Resources are available as confidential resources for employees with concerns.
- The Office of Student Life is available for any student complaints about faculty or other university personnel and for other matters related to enrollment at WSU. Details may be found in the compliance section at the end of this document.
- During the last two academic years, eleven complaints were filed with the Kansas Human Rights Commission or the U.S. Equal Employment Opportunity Commission by employees or job applicants. Each has been dismissed or resulted in finding of no probable cause. No administrative agency complaints are now pending.
- Disputes, complaints, and grievances are addressed at the lowest possible level and through informal means if possible. There are written procedures for all employees who wish to file formal grievances. Formal complaints by the classified staff are handled through the Kansas State Civil Service system. Unclassified professionals and faculty have formal procedures that encompass peer review through their respective senates. Final decisions for all grievances by faculty and unclassified staff rest with the president.
- The university has a nonretaliation policy for any employee making complaints or filing grievances.
- The university has a policy and procedure to address questions of sexual harassment and to manage any complaints.

General Operations

WSU takes the integrity of its general operations seriously. Departmental audits and privacy measures are in place to maintain the credibility of this learning-focused institution.
Audits
Internal audits of all departments are conducted periodically to ensure reasonable assurance in the following: (1) effectiveness and efficiency of operations, (2) reliability of financial reporting, and (3) compliance with laws and regulations. It is the responsibility of the audit department to identify risks and plan for risk management. It is through the internal audit system that the university ensures that it is abiding by all applicable local, state, and federal laws and regulations.¹⁴³

Privacy
WSU makes every effort to protect the privacy of faculty, staff, and students through security measures and compliance with state and federal laws. WSU is in full compliance with the Family Educational Rights and Privacy Act (FERPA). Examples of compliance activities are listed below:

- All information related to FERPA is described in detail in the undergraduate and graduate catalogs.
- Students may block release of information by notifying the registrar.
- Access to students’ academic records is on a “need-to-know basis” with stringent justification required. Such requests are reviewed by the registrar.
- All personnel who have access to student information are required to complete a training course related to FERPA regulations.
- Faculty, staff, and students may have their directory information blocked from publication via a Web application.
- All requests for individual-level information by external groups are made to the vice president and general counsel for approval.
- The Office of Institutional Research uses the general guidelines from the National Center for Education Statistics in not reporting aggregate information with cell sizes less than five.
- Any mass mailings to students (e-mail or regular mail) by university personnel are reviewed by the chief information officer to determine appropriateness.

Protection of Student Academic Records, Personnel Records, and Other Confidential Information
Responsibility for the information technology security strategy and associated policies and procedures has historically been assigned to University Computing and Telecommunications Services as the primary department at WSU responsible for information technology (IT) resources. A “defense in depth” strategy is utilized to secure the IT infrastructure, and whenever possible, technology is utilized to enforce and ensure compliance with established policies and standards. Security technologies are utilized at the WAN/LAN border to maximize protection from Internet-based attacks and vulnerability exploits. Additional controls are provided through network infrastructure mechanisms.

¹⁴³ List of Recent Internal Audit Documents and Selected Examples (Resource Room 1-6)
Centrally managed servers run host-based firewalling to allow access only to authorized services. Access to servers is provided over encrypted connections; where encryption is not offered, access is limited to secure subnets or via the virtual private network. Management and back-office access is further restricted to authorized staff. An initiative is under way to catalog decentralized departmental servers and ensure the same level of management and protection as on central servers.

The network infrastructure is managed over virtual out-of-band connections on private Virtual Local Area Networks (VLANs), with access control restricted to administrator staff. Wireless access is secured with 128-bit Wired Equivalent Privacy (WEP) and Media Access Control (MAC) address registration. Centralized anti-spam and virus protection is provided, and a pilot Intrusion Detection System is being explored. Central IT resources are physically secure and are housed in a facility requiring authorized entry via an access management system. Such equipment is protected from power failure and other environmental threats.

**Academic Integrity—Policies that Affect Students**

Standards for honesty and responsible academic behavior at WSU are clear and presented in many ways. More thorough discussion of academic integrity appears in Criterion Four. Examples include the following:

- The freshman orientation course (called Student Success), available to all students, introduces students to the principles of academic integrity.
- The Student Code of Conduct\(^ {1.44}\) is published in the graduate and undergraduate student catalogs, the *Student Handbook*\(^ {1.45}\), and the *WSU Policies and Procedures Manual*. Cheating, plagiarism, misrepresentation, and falsification are defined to prevent any misunderstanding, and procedures for disciplinary measures are outlined. Developed with faculty, student, staff, and administration input, the code is reviewed every three years.

**Reflecting on the Past and Looking Forward**

**Strengths:** The mission statement is enduring and comprehensive, and it permeates the university. The document and its interpretation articulate learning by individuals in an urban setting through teaching, research, and service. Diversity is articulated and actualized within the student body, faculty, and staff, and through a synergistic relationship with the community. The university goes beyond mere compliance with federal and state regulations. It is committed to the highest integrity in its total research program, the protection of the privacy of electronically stored academic and individually identifiable data, and the transparency of its activities to internal and external constituencies.
Opportunities for Improvement: Looking to the future, several areas for improvement are evident and related to the implementation of the mission. These include periodic updating of line items within the mission statement, such as the number of programs, which is no longer accurate as cited, and continuing to address diversity within the total university, particularly in its workforce; thus, planning for the retirement of experienced faculty remains an ongoing initiative. Communication of information on policies and procedures and their effectiveness is a continuing issue that needs steadfast monitoring.

Action: The university will conduct a periodic review of its mission and update it as needed.

Action: The university will conduct a diversity climate study and review hiring practices with the intention of creating a more diverse workforce. The university welcomes consultation from the site team on practical and effective strategies to enhance WSU’s ongoing initiatives to recruit and retain a diverse faculty and staff.

Action: The vice president for academic affairs and research has engaged the deans in a process of developing faculty succession plans for their individual colleges since August 2006. These plans will be implemented beginning 2007.

Action: To increase communication flow within the university community, more information and more timely information related to the university and its mission will be distributed. By 2008, more faculty and staff will be able to compile statistics and reports for themselves. This action will rely on the fuller implementation of the university’s Banner information system and the university Web site.
Criterion Two

Wichita State University: Following the highest ideals of teaching, scholarship, and public service as fundamental goals
Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond successfully to future challenges and opportunities.20

Introduction

Wichita State University’s strengths as a public research university—an outstanding teaching faculty, programs spanning the full range of degree offerings from Associate of Arts to the Doctor of Philosophy, research facilities and expertise, internationally recognized museum collections and outdoor sculpture gardens—make it a highly visible institution of higher learning. Nevertheless, the university’s strengths, like those of many other universities, are currently being tested by many forces both external and internal. Recognizing and successfully meeting the challenges of higher education today require the university to move beyond present accomplishments.

While reflecting on the past, this chapter of the self-study also looks forward to and plans for the future. In the pages to follow, the university strategies for planning and the Accountability Planning Matrix (APM), the structure through which the university’s planning is shaped and evaluated, are presented. Because the power of planning is inextricably linked to financial resources and effective budgeting, a large portion of this chapter is devoted to WSU’s resource base and its management. The development of the university’s human resources and an accounting of its facilities are also part of the planning and evaluation equation. Therefore, they are included in this chapter as well. First, the chapter reviews the aforementioned forces, both environmental and perceptual, that impact university planning.

Influential Forces: Internal and External

In the decade since the last visit of the Higher Learning Commission to Wichita State University, much has taken place in regard to planning for the university’s future. After its 1997 visit, the site team recommended a more rigorous planning process and offered advice on steps to achieve it.21 Following the inauguration of WSU President Donald Beggs in 1999, the development of planning processes began. Each year, planning and evaluation activities move to more explicit levels of implementation, and initial planning goals have been realized. Nevertheless, forces have influenced the university’s planning strategy and decision making over the past ten years. These challenges have not subsided. In fact, new ones seem to appear almost daily.

Internal Forces

Below are some of the internal forces that have been important influences on planning in the past decade. Each will be discussed more fully in subsequent parts of this report.
• Significant Changes in Administrative Structure and Personnel. In 2005, after collaboration with the WSU Foundation Board of Directors regarding the organizational structure to best serve a university the size of WSU, it was determined to be in the best interest of the university and the foundation to separate university functions from foundation functions. After the separation of the two, the position of vice president for advancement was eliminated, and the holder of that position was appointed by the foundation board as president and chief executive officer of the foundation. This change led to restructuring of the Division of Advancement and resulted in consolidating some units into a new Division of Campus Life and University Relations, formerly structured as the Division of Student Affairs. In addition, in the fall of 2006, anticipation of continued growth in academic data report generation led to the Office of Institutional Research being reassigned to the Division of Academic Affairs and Research. Among the greatest changes in personnel are those that took place regarding the position of vice president for academic affairs and research, which has been occupied by five different people in the past ten years. Additionally, every college has had at least one change in the person holding the dean’s position in the past ten years.

• Increased Demand for Integrated Information Systems. With the development of a data warehouse in the late 1990s, most university decision makers accessed institutional data by making requests to the Office of Institutional Research to use a data warehouse. However, demand for data-driven reports and demand for an information system that would replace the multiple legacy systems being used across the campus continued to increase. With input from consultants and the campus community, it was recognized that the legacy system in use was reaching a point of diminishing returns. When resources were identified and set aside, the university purchased an Enterprise Resource Planning system.

• Increased Demand for Academic Information Technology. Demand for a system to support academic computing—computing used by faculty and staff in direct relation to the core academic missions of education and research and faculty service—is increasing. Demand continues to grow for a learning infrastructure of “transparent” applications and effective integration of appropriate instructional technologies. Blackboard™ is a computer application that includes a variety of tools and resources designed to support both traditional and online courses. Requests for the Blackboard™ application in academic courses were less than 500 in the year 2000. In 2006, the number of courses offering Blackboard™ tools reached 3,000. The use of University Libraries is up and, with it, an increased demand for weaving contemporary technologies into the traditional academic learning environment. Demand for information technology support that is department-based also is increasing.

• Expansion of External Grant and Contract Funding. Growth in external funding across the university has allowed more flexibility with indirect funding dollars. It also brings about an additional set of planning obligations, for example, the decision making necessary for shaping the continued development of research support and incentives to grow new research programs.
**Tuition Ownership.** In 2002, the state of Kansas granted WSU and the other five Kansas Board of Regents (KBOR) institutions the authority to retain tuition locally. At the same time, the KBOR system moved to an operating grant funding model, which allowed the universities considerably more institutional flexibility by transferring greater responsibility for resource allocation to them. However, tuition ownership placed greater importance on enrollment stability because the amount of funding is directly tied to the levels of enrollment at each university. Currently, still-newer models are under consideration for funding postsecondary education.

**Increased Assessment Oversight.** Internal assessment activities have increased as a result of new requirements by external units such as the Kansas Board of Regents and various accrediting agencies. While departments have written department assessment plans for submission to the KBOR for more than 20 years, only recently has the focus been on student learning outcomes. This assessment demands that the university offer more faculty development and oversight into the development of these plans. Assessment results are incorporated into program review self-studies as well as the university performance agreement documents submitted to the KBOR.

**Changing Faculty Demographics.** The mean age of the full-time faculty is 52 years, with a range of 25 to 79 years. As larger numbers of WSU faculty reach retirement age, planning for faculty succession and concomitant disciplinary unit development may need to respond to a significant decrease in senior-level professors.

**Increasing Enrollment at the West Campus.** There is a growing appreciation at WSU of the relationship of enrollment to scheduling and location of course offerings. In 2006, in response to increasing demands for lower-division offerings in the western part of Sedgwick County, the university dramatically increased its offerings by moving into a new facility near Maize, Kansas. Preliminary data from the West Campus strongly suggest that substantial numbers of students take advantage of both the remote campus and the main campus in assembling their courses of study. Because of the success of the West Campus, the university is planning a three-year experiment of a similar kind in the southern portion of the county. Classes are scheduled to begin in Derby, Kansas, in the fall of 2007.

**Benefits for Graduate Students and Employees.** Kansas State Legislature and KBOR decisions regarding benefits may directly affect the university’s resources and resource allocation. Current unresolved issues deal with resources. Given the level of stipends for WSU graduate assistants (GAs) compared to peer institutions in Kansas, an additional $2.3 million is needed to bring the WSU GA average stipend to parity. As health care premiums are increasing approximately 14 percent per year for GAs, a significant financial burden is being placed on the university. Additionally, as tuition at the university has increased over the past ten years, the cost of providing in-state tuition waivers to graduate teaching assistants has also increased. Health insurance for unclassified employees is also rising, and the university needs additional funding to provide vacation days for unclassified employees.
External Forces
Among the external forces that have had an impact on planning are the following:

- **Increasing Globalization of the Local Workforce and Culture.** As university graduates take positions in business and industry today, they encounter the need for an understanding of international and intercultural forces. This need for a better understanding of the world community is shaping WSU curriculum and classroom learning experiences. Some programs are engaging interactive technology for global learning experiences. Others offer a study abroad experience. Still others have introduced new interdisciplinary and multidisciplinary courses or have redefined existing courses to engage students learning in this area. Program and faculty response to increased globalization is addressed more fully in Criteria Three and Four.

- **Changing Student Demographics.** An important factor related to planning is the composition of the student body. In the last ten years, the average age of undergraduate and graduate students has decreased by two years, and the percent of undergraduates who attend full time increased to 66 percent of the student body (full-time status is defined as enrollment in 12 undergraduate and nine graduate student credit hours per semester). Currently, the average age of new freshmen is 19 years, and the average age of all freshmen (students who have accumulated fewer than 30 credit hours) is approximately 22 years. These data reflect national norms with respect to the age of entering freshmen. The data also may reflect a trend developing in the WSU student population toward a younger, full-time student and away from the past characterization of the WSU campus student body as older and largely made up of part-time students.

- **Qualified Admissions.** The move from open admissions to more restrictive admissions standards for the state’s four-year institutions was instituted by the Kansas State Legislature beginning in 2001. Subsequently, the KBOR developed initial regulations and continues to develop operational guidelines for admitting students. The most recent set of guidelines is currently in the review process. Moving from open admissions to a fully selective process has affected the way university admissions process functions, but it does not appear, from examining enrollment figures, to affect the number or achievement level of first-time students admitted to the university. There has been a very slight change in entering freshmen’s ACT scores since qualified admissions were mandated. The mean ACT score for first-time freshmen entering WSU four years prior to 2001 was 21.6, and the mean ACT score since then is 22.5. The admission of students by exception changed from admitting 100 percent of those who did not meet the qualification in the first year of qualified admissions to 2.8 percent in 2006. Currently, the Faculty Senate Exceptions Committee is responsible for granting exception requests regarding the standard for qualified admission.

- **Increased Demand for STEM (Science, Technology, Engineering, Mathematics) Graduates.** Changing workforce needs are increasing the demand for engineers, scientists, and mathematicians to fill current vacancies in traditional STEM careers and to fill a rapidly growing number of positions...
opening in an equally rapid growing number of new careers that demand technological skills. Legislative and KBOR interest in increasing the Kansas workforce to meet expected future employment opportunities has led to a university initiative and a KBOR and WSU performance agreement that is discussed later in this chapter.

- **Expansion of Private Giving.** Private and corporate donations to the university have increased steadily over the past ten years, as described in Criterion One and subsequently in this chapter.

- **Increasing Competition for Students.** Wichita is a competitive climate for higher education. Prospective students and current students are recruited to online education, to participate in accelerated degree programs at local universities, and to community colleges in adjacent counties. The city of Wichita is now host to approximately 15 different postsecondary educational institutions.

- **The Future of Sedgwick County Postsecondary Technical Education.** In addition to the six universities offering advanced degrees, the KBOR coordinates the state’s community colleges, technical schools, and bachelor’s level, degree-granting institutions. Currently, both the KBOR and a commission appointed by the state legislature are considering how best to organize technical education in Kansas. Kansas law forbids a state-supported community college to be located in a county where a state university is also located. Among proposals being considered to reorganize technical education is a suggestion to place the operation of technical colleges under the control of four-year institutions. Another option is to combine each technical school with a two-year college, with the two-year college having governing authority. The future of technical education is an important issue for Wichita State University because of the growing workforce demand for high-level technical training in engineering, computer science, and business and because of the location of Wichita Area Technical College within Sedgwick County.

- **Legislative Earmarking of Accrued Interest.** In the last legislative session, the legislature agreed to allow the four-year institutions to retain the interest accrued on tuition under the stipulation that for the next five years the money would be used for deferred maintenance. This decision is of great importance to Wichita State University.

**Summary**

Dynamics of the internal and external forces (including their interaction) described above are typical of state universities. Internal forces trigger the planning process at the level of greatest effect. Certain dynamics, for example, enrollment, require planning at multiple levels. In the case of enrollment, college planning focuses on goals related to strategic growth, whereas presidential-level planning turns on broad resource allocation questions. In the pages that follow, the self-study will describe how the university addresses the internal and external forces of change that bear on the day-to-day functions of Wichita State University as well as its long-range future.
Because Core Component 2d is about how the mission drives all planning functions, it seemed more appropriate to discuss it prior to the discussion of the planning process and budget.

**Core Component 2d:**
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Coordinated planning processes for WSU focus on the university’s mission, which defines the vision, values, goals, and priorities for WSU. Explication of the mission is led by the university’s president, Dr. Donald Beggs. In May of 1999, President Beggs presented a major address to the university. In the address, he introduced the Accountability Planning Matrix (APM), a concept for planning unique to WSU. The APM provides the structure for university planning and the tool to enable unified planning across all units of the institution.

In 2005, Dr. Beggs presented a major lecture to a series of audiences. The lecture addressed the goals of the university mission, their relationship to university planning, and the direction of the university over the past five years. Recently, Vice President for Academic Affairs and Research Dr. Gary L. Miller reinforced the president’s message regarding mission and planning in the vice president’s first address to faculty, delivered in September 2006. His message concentrated on how the university mission shapes the academic goals of the university. A summary of President Beggs’ recent lectures is below, followed by excerpts from Dr. Miller’s lecture.

**President Beggs’ Lectures on Shared Vision, Mission, and Planning**
President Donald Beggs’ 2005 address shared his vision and ideas about the university mission and university planning. Delivered to a variety of campus groups, the president’s address, entitled “You Are Wichita State: WSU Planning and Accountability,” focused on the mission, the APM, and each individual’s role in the mission. The speech illustrated how WSU history and heritage are preserved and advanced through planning guided by the Accountability Planning Matrix. The speech emphasized the core of the university’s mission, individual learning and the university’s responsibility to learning that incorporates students, faculty (through their research), and the community. Dr. Beggs summarized the mission as “individual learning in an urban setting.” The president’s rhetorical device for explaining the APM as a tool for decision making was presented in the following statement-reply format:

*Whom we serve:* Students, faculty, staff, and alumni and community.

*What we value:* Individual learning.

*How we accomplish the purpose of the university mission:* Through teaching, research, and service.

*Where we accomplish the purpose of the university mission:* In the state’s largest urban community.
In addition, the speech verified the university’s primary distinction—its urban setting—and the intersection of the university with the larger, increasingly global community. Teaching, scholarship, and public service were described in the speech as how university goals are accomplished. The Accountability Planning Matrix is used as a planning tool for decision-making use of resources, goal setting, and evaluation of progress toward goal achievement. In summary, the speech reaffirmed the university’s mission and purpose to equip students with the tools to thrive in a complex world and develop as citizens.24

**Academic Affairs and Research Vice President’s Lecture**

Vice President for Academic Affairs and Research Gary L. Miller, who joined the WSU learning community in the summer of 2006, delivered his first address to faculty in September. Dr. Miller assessed the strengths of the university as follows:

There is a deep interdisciplinary spirit at Wichita State University that is supporting innovation on a myriad of fronts that cross college boundaries, including the following:

- Pre-K-12 education, where the university’s reach extends well beyond teacher training.
- The use of technology in teaching and research.
- Research and graduate studies that focus on the intersection of the disciplines and target specific and important areas of social and scientific need.
- Programs that address social needs and economic development based in the principles of discovery, learning, and application.

What I learned this summer is that Wichita State University is a vibrant institution with an exceptional faculty, a beautiful campus, and a forward-looking perspective.

Vice President Miller also described what he viewed as an academic vision for the urban university of the future. To build on this legacy of achievement, he identified the broad obligations of the university as follows:

- We have an obligation to develop a global focus at all levels of our academic programs [that] serves both our urban mission and our obligation to prepare Kansas residents for productive lives in a fully connected world.
- We have an obligation to nurture a passion for diversity.
- We must commit to the development of a culture of collaboration rather than competition within the complex local higher education sector.
- We must continue to embrace the concept that practical solutions are a legitimate outcome of learning. And, along with this, we must hold fast to the sacred obligation to be the principal place in this community where the full embrace of learning for the sake of learning is preserved and lifted up as a central value of the human experience. These are complementary, mutually reinforcing, and fundamental goals of learning.
• We have an obligation to accept our fair share of the responsibility for public health, public education, and economic security in the city of Wichita.

Dr. Miller’s lecture translated the value of planning to be as much about the continuing intersection of mission and planning—the process—as it is about specific and incremental outcomes that lead to larger goals.²⁴

Perceptual Framework of University Planning and an Example

The overarching planning philosophy at Wichita State University is defined by an articulation of the university mission that positions WSU as an urban serving, research university committed to student learning. Overall, the goals of the mission are explicated through the Accountability Planning Matrix. Taken together, the mission statement and APM provide the guiding elements of planning at Wichita State University. They are as follows: (1) a distinctive mission against which to compare and consider alternative strategies of action, (2) a clear idea of whom the university serves, (3) an outline of decision structure, and (4) an organizational structure within which to view fiscal resources. The mission and the APM are the baseline for planners at all levels of the university as they engage in a review of the data and resources available to help reach their goals and fulfill the mission.

Evidence that the university incorporates in its planning aspects of its history and heritage can be seen in the Twenty-First Street Revitalization Project, which began in the 1990s. A street once riddled with boarded up houses and bars has been transformed. Through careful planning and sustained community development, the approach to the university from the east and west now offers views of the city, of a Wichita Police Department substation, a new city of Wichita Fire Department substation, the Maya Angelou Northeast Branch Library, a health and wellness clinic, a new apartment complex, a senior center, a shopping mall, the Twenty-First Street Boys & Girls Club, and the Cessna Aircraft Company industrial worksite. The street has been widened, and the safety of the area has been greatly enhanced, benefiting the university as well as the neighborhood. Wichita State University developed attractive entrances to the campus, and a stylistically coordinated median was placed on Hillside, the street that borders the west side of the campus near the Twenty-First Street neighborhood. More information on the community engagement that produced these results can be found in Criterion Five.

Accountability Planning Matrix

Beginning in 1999, Wichita State University implemented the Accountability Planning Matrix²⁶ as its planning tool and the structure for planning throughout the university. The APM is a market-based approach to planning that considers the values of the organization in relation to the constituencies it serves. It is a structure that permits dynamic decision making because it permits planners to prioritize and reprioritize goals in changing environments.
The Accountability Planning Matrix was initiated by President Beggs, who wished to continue efforts of the past president to use budgeted expenditures as a means of monitoring and directing academic policy. The APM is a universitywide system that combines expenditures and accountability. The APM planning process began in FY 2001. The first efforts were primarily those made at the upper levels of administration. Five years later, planning has developed into a participative process including all levels of faculty and staff. Decision making occurs at multiple levels. The process is both a centralized and distributive approach. While the components of the APM are predefined and overarching goals are defined centrally, divisions and colleges determine their own goals and action plans within the APM structure. Each unit determines the percent of effort to each cell, and dollars are distributed accordingly.

The APM has three dimensions that are critical components of accountability and planning. The first dimension identifies the university’s constituent groups. In the exercise of accountability planning, the first step for planners is to name those groups that the planning unit’s actions affect. This step precedes all others. The constituent groups below are common to college campuses, but understanding and describing them within this university is an ongoing challenge because the demographics of the constituent groups change over time.

- Students
- Faculty
- Staff
- Alumni and Community

Institutional values represent the second dimension of the planning matrix. After campuswide input, six values were identified to best describe the university’s efforts to meet its educational responsibilities. They are directly related to the 1991 mission statement.

- Recruitment
- Retention
- Support
- Enhancement of Learning
- Intellectual Exploration
- Excellence

The third dimension completes the paradigm. It includes the goals, action plans, evaluation, and decisions for each of the 24 cells of the matrix. Action plans are then implemented and evaluated to determine whether goals have been appropriately addressed. Based on this evaluation, decisions are made as to modification of actions. Below is a graphic representation of the APM. Funding of the planning matrix cells is connected from one level to another.
The planning matrix gives evidence of Wichita State University’s awareness of the relationship of its educational quality expressed through its values with the changing nature of its constituents (students, faculty, staff, and alumni and community).

**Core Component 2a:**
**The organization realistically prepares for a future shaped by multiple societal and economic trends.**

The implementation of the matrix has proven integral to WSU’s role as a future-oriented organization and helps it stay connected to core constituencies. The matrix’s success, however, also requires a clear hierarchy of decision making and an examination of societal and economic trends. This section addresses the planning process at WSU by institutional and college level, as well as the means for environmental scanning to aid the planning process.

**Planning Process**

The planning process provides an understanding of the university’s capacity for growth and needed change. Biennially, divisions, colleges, schools, and units engage in a review of the budgetary allocation to each of the cells in the matrix to determine if the allocation of dollars is appropriate to the cells based on an analysis of the functions of the unit. For example, if academic department faculties determine that more emphasis needs to be placed on retaining students, the unit may decide to allocate more dollars into that cell and establish new action plans to increase student retention. They may decide to do this through
an assignment of more faculty time to student advising. Or, the undergraduate admissions office may determine that it wants to increase enrollment of more traditional-aged students. The admissions staff, along with the faculty advisory committee or other interested stakeholders, can change the action plans of the matrix to determine how that will be done. While the overall goal is recruitment and an increase in new students, the action plans may be changed after evaluation in this biennial review.

Annually, the matrix is used to evaluate faculty and unclassified professionals in the Division of Academic Affairs and Research. The Faculty Activity Record and Unclassified Professional Evaluation Form in academic affairs have been designed to reflect assigned time to matrix cells: excellence, intellectual exploration, learning, support, recruitment, and retention. Not all faculty and staff have assigned time in each cell so they are evaluated only in the areas to which they are assigned.

University deans, vice presidents, and the president review the goals and action plans. Evaluation of the results of the action taken may result in a wide variety of decisions based on the nature of the goals. This activity results in setting priorities and helps determine the allocation of resources. The decentralized nature of the planning process is illustrated by the building of the APM starting at the college or division level with input from each unit. Overall matrix goals serve as a framework.

Wichita State University is committed to a strategy of planning and accountability at all administrative levels in order to meet its obligation to efficiently manage state funds, tuition revenues, gifts, and grants and to provide academic programs of distinction.

**Responsibility for Planning**

Authority for decision making about organizational goals is defined in the role descriptions for department chairs, deans, and vice presidents. Department chairs have responsibilities to inspire and facilitate department staff action that identifies and moves the department toward the realization of the department's goals, as well as providing an environment that is conducive to continuous improvement. The role statement of the academic dean specifically states the responsibility for college program development and future planning. The vice president for academic affairs and research exercises a coordinating role among the vice presidents and other senior administrative officials to assure that all actions and decisions reflect the academic needs and priorities of the institution. Other vice presidents have well-defined lines of authority and responsibility for planning in their areas—administration and finance, and campus life and university relations—and in working with the vice president for academic affairs and research and the president to appropriately set priorities for the university and move it forward.
Institutional-Level Decision Making

The president of the university, working as appropriate with the President’s Administrative Staff (PAS), individual vice presidents, and the Constituent Heads group (Presidents of the Faculty Senate, the Unclassified Professional Senate, the Classified Employee Senate, and the Student Senate; the vice president for academic affairs and research; and the vice president for administration and finance), manages university-level interactions with and responses to the Kansas Board of Regents, the University Board of Trustees, municipal and county governments, state and federal legislative delegations, and the local higher education sector (e.g., other four-year institutions, community colleges, and technical education organizations). The president, working with these groups, also determines overall enrollment strategy, facilities planning, maintenance goals and schedules, overall fundraising goals, university strategy with respect to large-scale interactions with local business and industry, and athletics. The university’s annual budget request and tuition recommendation are developed by the president working with the PAS and a University Budget Advisory Committee composed of the Constituent Heads group, a dean, and the vice president for academic affairs and research, and chaired by the vice president for administration and finance. A Student Fees Committee and the Faculty Senate Planning and Budget Committee also provide input into the student fees budget and development of the legislative request budget.

Initiatives generated through the Accountability Planning Matrix processes within the various divisions (academic affairs, administration and finance, campus life and university relations) or within the various senates are brought forward by the appropriate vice president for consideration by the president, the PAS, and, if appropriate, the Constituent Heads group. Considerations for tuition increases are coordinated with the student leadership. Input from the Faculty Senate is brought through the vice president for academic affairs and research, via the Constituent Heads group or through direct interaction of the Faculty Senate president with the university president.

An example of planning is in the Division of Administration and Finance, whereby each unit defines its mission and goals, which in turn are forwarded to the vice president for administration and finance for review, discussion, and approval. Initiatives are then forwarded to the president for discussion at the PAS. One such initiative was the energy savings plan designed to update heating and air conditioning systems and lighting to reduce energy costs with more updated equipment and technology. After a thorough audit of cost-saving areas was presented to the PAS, a decision was made to implement it, as discussed later in this chapter.2.10

Since 2001, the university has effectively used this collaborative team approach to successfully undertake a number of extensive, universitywide initiatives. Among these are the Enterprise Resource Planning project that affected virtually all business and academic support operations of the university, a substantial increase in academic programs and services to a new facility in west Wichita,
the reorientation of mill levy funds to provide substantially more support for Sedgwick County students, the reorganization of the relationship of the university and the foundation to conform to industry best practice in light of a growing endowment, and the creation of a new engineering building (currently under construction). In each case, these university-level decisions were aligned with university priorities as outlined in the overall APM.211

College-Level Decision Making
To accomplish planning within the academic division, college-specific program goals related to curricula and research or outreach programs and individual faculty goals related to teaching, research, and service are organized either through direct application of the Accountability Performance Matrix (as in the Fairmount College of Liberal Arts and Sciences and the University Libraries) or within college-level strategic plans that are designed to articulate with the overarching APM (as in the W. Frank Barton School of Business, the College of Education, the College of Fine Arts, the College of Health Professions, the College of Engineering, and the Graduate School). College-specific strategic plans are viewed as essential enhancements to the overarching APM, particularly in the more professionally oriented colleges where there are clear educational imperatives—often dictated by accrediting bodies, considerable cohesion of mission across academic departments and programs, and more easily identified collegewide goals for research productivity and community outreach. Also, variation in the approach of individual colleges to articulating their strategic plans with the university APM is viewed as an advantageous characteristic of a large research institution.

In order to determine and verify the extent to which individual college strategic planning operates within the APM structure, a deans’ retreat was held in August 2006 to jointly consider how their planning processes articulate the APM. The consensus findings of the group are as follows:

- The APM clearly defines overall institutional values, identifies the groups that the institution serves, and provides a decision-feedback framework.
- The APM is particularly effective as a fiscal reflector of college-level tactical decisions and, thus, is an essential tool for resource-related decisions.
- The APM provides sufficient flexibility for fine-resolution decision making within broader strategic goals.
- The APM is an effective organizing structure for accounting for faculty workload, so long as it is clear which matrix cells correspond to the category of “service” in the tenure and promotion guidelines. All units have put processes in place to ensure that this is clear to probationary tenure-track faculty.
- All units have effectively employed the APM framework to their advantage in planning and accountability.

Following is a brief description of how the APM articulates with the planning processes in each academic college, the Graduate School, and the University Libraries.
W. Frank Barton School of Business

The faculty of the W. Frank Barton School of Business have approved a comprehensive, well-reasoned strategic plan that includes a tactical plan featuring annual cycles of reflection and decision making within the context of specific collegewide goals. Each collegewide goal directly addresses one or more of the principal values and constituencies described in the APM. Progress on each college goal, its objectives, action plans, and decisions during each review cycle are evaluated via the APM.\(^\text{2.12}\)

College of Education

The strategic plan of the College of Education existed prior to the introduction of the APM. The precepts of the APM model have been incorporated into the college plan as that plan has evolved over the years. In its current configuration, specific faculty goals, departmental goals, and collegewide goals are keyed to the APM. APM goals serve as long-range goals. The annual planning cycle involves comparing college goals at all levels with long-range goals of the APM.\(^\text{2.13}\)

College of Engineering

Under the leadership of a new dean, the faculty of the College of Engineering approved a new ten-year strategic plan in 2005. This plan was developed within the APM environment and is fully articulated with the APM. All college-level goals correspond to specific matrix interfaces. Departmental goals are embedded in the college plan and, thus, in the college APM. As in other colleges, the APM framework is used to account for faculty workload.\(^\text{2.14}\)

College of Health Professions

The College of Health Professions has directly linked the APM structure with college and department goals by revising the APM matrix to include a column that directly maps each APM matrix intersection with one or more specific college goals. The college employs the matrix to account for faculty workload.\(^\text{2.15}\)

College of Fine Arts

Under the leadership of a new dean, the faculty of the College of Fine Arts developed and approved a college strategic plan within the APM structure. The college employs a two-year planning cycle that includes use of the APM as a reflector of resource decisions and as a guide to planning. The college employs a goal-oriented student-recruitment strategy in order to attract students with specific talents and interests that fit the needs of the performance components of the college programs. The APM offers particular support for this goal-oriented approach. Like the other colleges, faculty workloads are keyed to the APM.\(^\text{2.16}\)

Fairmount College of Liberal Arts and Sciences

The Fairmount College of Liberal Arts and Sciences is composed of a
multifaceted mix of basic and applied academic programs operating within a complex organizational structure of academic departments, interdisciplinary programs, museums, centers, and four quasi-independent schools (the Hugo Wall School of Urban and Public Affairs, the Elliot School of Communication, the School of Social Work, and the School of Community Affairs). The APM has proven to be effective at accommodating this complexity and, thus, serves as the principal planning and accountability mechanism in the college. The college emphasizes those intersections of the face of the matrix that apply broadly to the entire unit—the enhancement of learning for students and support for faculty and staff.  

**Graduate School**

The development and approval of a strategic plan for the Graduate School provides a significant supporting framework for research programs of the university and is considered an excellent example of the maturity of the planning environment at Wichita State University. The plan articulates with the APM model in areas appropriate for the universitywide graduate program.

**University Libraries**

Faculty of the University Libraries have developed, approved, and deployed a planning model fully based on the APM. Given the necessity of the library to conform to goals that cross college boundaries, this approach has proven extremely effective. The library uses the APM to account for faculty workload.

**Environmental Scanning**

Systematic reviews and monitoring of local, regional, and global trends have allowed WSU to engage in a dynamic process of strategic planning in order to thrive in a complex environment. Environmental scanning assists WSU in understanding the trends related to its constituents (students, faculty/staff, and community), as well as values such as recruitment and retention, learning, excellence, and research, as identified in the Accountability Planning Matrix. Evaluation of the environment takes place across many levels from the institutional level to college and unit levels.

**Institutional-Level Environmental Scanning**

Administrators access national and local data through the Office of Institutional Research, in addition to national data sources such as the Integrated Postsecondary Education Data Systems and the National Student Clearinghouse. The Kansas Postsecondary Database (operated by the Kansas Board of Regents) provides data related to state enrollment trends, including student migration across campuses and comparisons across sectors and specific schools by race and ethnicity, gender, class, and major. As this database matures and expands into areas such as financial aid and faculty data, it will become an even more powerful administrative tool. Wichita State University has participated in such data exchanges as the College and University Professional Association for Human Resources (CUPA-HR) annual administrative and faculty salary studies, the American Association of University Professors (AAUP) annual faculty
salary survey, and the National Study of Instructional Costs and Productivity. Salary comparison data from both CUPA-HA and AAUP have been important resources available to assist in strategic planning and decision making. WSU has participated annually in the Consortium of Student Retention Data Exchange (CSRDE) since 1999. This exchange allows comparison of graduation and student retention rates with other research-intensive and urban institutions for first-time full-time freshmen, STEM graduates, and transfer students. The consortium has teamed with the ACT examination for the ACT-CSRDE Collaborative Research on College Outcomes Project. This project will provide WSU with precollegiate factors affecting academic progress. The National Student Clearinghouse has been especially helpful in giving the university the ability to track students who transfer elsewhere, either out of state or in state.

2.20 The Center for Economic Development and Business Research, a center within the W. Frank Barton School of Business, provides data and analyses that are used to make decisions such as new locations for the WSU campuses, curricular changes, and recruitment practices. The center staff is called on by WSU and by city, county, and state government agencies for relevant data basic to making strategic decisions. Wichita is heavily dependent on industrial trends, so understanding the local environment for The Boeing Company, Spirit AeroSystems, and other aircraft companies is critical to planning enrollment, designing appropriate programming, and planning appropriate services.

2.21 College- and Unit-Level Environmental Scanning

Environmental scanning at the college level is done through advisory councils, alumni and employer surveys, and focus groups, as well as accessing the data already described above and through the Office of Institutional Research. With one exception, all academic colleges have external advisory groups who work with the college deans. In the case of the Fairmount College of Liberal Arts and Colleges, advisory committees work directly with the professional schools. Many of the departments also have formed advisory councils. These advisory groups are usually composed of alumni, professionals, or business members who provide an understanding of local, national, and global trends relevant to the unit. The undergraduate admissions office works internally with a variety of advisory groups such as the Faculty Advisory Councils, the Orientation Advisory Council, and the Advisor Council, as well as with external groups such as high school counselors, principals, and superintendents. Statewide groups such as the Core Competency Project allow faculty in the arts and sciences to come together to discuss common outcomes for general education courses based on a common understanding of relevant and appropriate leveling of course content from their perspective of essential content in their fields.

2.22 Professional colleges and programs closely monitor workforce changes locally, nationally, and globally. These environmental scans have resulted in strategic decisions to close majors, start new programs, increase class sizes in nursing, offer more study abroad opportunities for business students, and require, in the case of engineering, that students have experiences in leadership, study
abroad, cooperative education, service learning, or research. Strategic planning at Wichita State University is driven by local, state, national, and global environmental data made readily available to all decision makers. Consistent monitoring of the data and reports allows the university, working within its urban mission, to thrive in a complex world.

National Advisory Council
At the institutional and college level, environmental scanning occurs through data and feedback from advisory committees such as the National Advisory Council (NAC). The NAC has 100 business and professional members drawn from states spanning the continent. The council has proved effective in keeping the university abreast of emerging trends in technology, demographic shifts, globalization, and the university’s obligations in a multicultural society. From this council is drawn a 21-member board that oversees and manages foundation resources. The council meets twice annually, and focus groups have been used to solicit input on specific questions related to environmental scanning such as the impact of social, technological, economic, and cultural trends on contributions, enrollment, and performance; the impact of rising tuition on public perception of cost and quality; the feasibility of distance learning; and the uniqueness of WSU. The council provides feedback to university leadership on various issues, and in turn, this information is distributed to the divisions and colleges.223

Core Component 2b:
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
As a state institution, Wichita State University receives about 36 percent of its overall operating budget from tax support, 22 percent from tuition, and the remainder from fees, research, and other sources. From FY 1997 to FY 2006, WSU’s general use budget increased 47.38 percent. It is unlikely that state support for universities will grow in the foreseeable future. Consequently, tuition is becoming a more important component of WSU’s budget. As well, diligent planning and reallocation of resources are essential if the university is to address its priorities. For example, a comprehensive approach to enrollment management appears to be critical.

Fiscal Year 2007 Budget Profile
The fiscal year 2007 annual operating budget for WSU totals $203,391,939.224 Exhibit 1 presents pie charts on the budget distribution by program for both general use funds (state tax dollars and tuition) and all funds. General use funds represent the unrestricted resources available to the university. The instruction program comprises the largest part of the general use funds budget, with a 45.78 percent share. In the all-funds budget, the percentage share of the instruction program declines to 28.24 percent. This decrease relates to the many restricted funds for grants and contracts, student fees, and other activities that increase the percentages for research, public service, student services, and auxiliary enterprises programs.
Exhibit 2 presents pie charts on the budget distribution by organizational divisions within the university for both general use funds and all funds. Academic affairs and research is the largest division with a 69.49 percent share of the general use budget total and 63.54 percent of the all-funds budget total. Administration and finance is next with 18.93 percent and 12.96 percent, respectively, followed by campus life and university relations, areas reporting to the president, and general university expense.
With the exception of a few departments included in the institutional support program, the budgets for instruction, research, public service, and academic support represent the Division of Academic Affairs and Research within the university. The percentage of the total budget for these four programs is 65.03 percent for general use funds and 62.12 percent for all funds. Under the direction of the university president, the Division of Academic Affairs and Research is responsible for administration of the instruction, research, and public service mission of the university. With the integral relationship between these programs and the reallocations that occur within them, several of the charts and graphs within this document present these four programs in a combined total.

Exhibit 3 presents a comparison of general use budget expenditure increases by program and percent of total general use expenditures between fiscal years 1997 and 2006. Overall, the general use budget increased by 47.38 percent over this ten-year period.\textsuperscript{229}

<table>
<thead>
<tr>
<th>Budget Program</th>
<th>FY 1997</th>
<th>FY 2006</th>
<th>Difference</th>
<th>Percent Change in Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$39,283,882</td>
<td>$51,245,714</td>
<td>$11,961,832</td>
<td>30.45%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>50.69%</td>
<td>44.87%</td>
<td>-5.82%</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$1,271,001</td>
<td>$3,136,721</td>
<td>$1,865,720</td>
<td>146.79%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>1.64%</td>
<td>2.74%</td>
<td>1.10%</td>
<td></td>
</tr>
<tr>
<td>Public Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$696,602</td>
<td>$2,828,455</td>
<td>$2,131,853</td>
<td>306.04%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>0.90%</td>
<td>2.48%</td>
<td>1.58%</td>
<td></td>
</tr>
<tr>
<td>Academic Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$11,433,996</td>
<td>$19,503,922</td>
<td>$8,069,926</td>
<td>70.58%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>14.75%</td>
<td>17.08%</td>
<td>2.33%</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$4,569,229</td>
<td>$8,098,395</td>
<td>$3,529,166</td>
<td>77.24%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>5.90%</td>
<td>7.09%</td>
<td>1.19%</td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$7,168,664</td>
<td>$10,690,035</td>
<td>$3,521,371</td>
<td>49.12%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>9.25%</td>
<td>9.36%</td>
<td>0.11%</td>
<td></td>
</tr>
<tr>
<td>Physical Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$12,466,871</td>
<td>$16,638,640</td>
<td>$4,171,769</td>
<td>33.46%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>16.09%</td>
<td>14.57%</td>
<td>-1.52%</td>
<td></td>
</tr>
<tr>
<td>Scholarships/Fellowships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$600,874</td>
<td>$784,244</td>
<td>$183,370</td>
<td>30.52%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>0.78%</td>
<td>0.69%</td>
<td>-0.09%</td>
<td></td>
</tr>
<tr>
<td>Debt Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$0</td>
<td>$1,276,543</td>
<td>$1,276,543</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>0.00%</td>
<td>1.12%</td>
<td>1.12%</td>
<td></td>
</tr>
<tr>
<td>Total General Use Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Use Expenditures</td>
<td>$77,491,119</td>
<td>$114,202,669</td>
<td>$36,711,550</td>
<td>47.38%</td>
</tr>
<tr>
<td>Percent of Total University General Use Expenditures</td>
<td>100.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td></td>
</tr>
</tbody>
</table>
Budget Process and Funding Model for Universities under the Kansas Board of Regents

In the fall of 2000, the Kansas Board of Regents proposed an operating grant budget model to the governor. The governor recommended the concept to the legislature, and during the 2001 legislative session, operating grants were implemented for the FY 2002 budgets of the universities under the KBOR.

Under this model, each university has its own base budget line-item appropriation from the state general fund, which is carried forward from the previous fiscal year. Increased funds are appropriated through the operating grant to the Kansas Board of Regents. The Kansas Regents then determine the allocation to each of the universities. This allocation becomes a part of each university’s state general fund base budget. Each university may determine the use of the operating grant allocation subject to guidelines issued by the KBOR. Although the state does not provide mandates on how the funding should be spent, universities must continue to adhere to state of Kansas salary requirements for increases in the classified civil service pay matrix, changes in fringe benefit rates, and other expenditure requirements.

Under the operating grant budget model, tuition rates continue to be approved by the Kansas Board of Regents based upon university-specific recommendations. The governor and legislature have also approved “tuition ownership” for the universities, which permits them to retain all tuition revenues. This has resulted in increased management flexibility over all resources. Through the operating grant budget model, the KBOR and the universities have full responsibility for the effective use of resources and are accountable to the governor and legislature for improved institutional quality and performance.

For fiscal year 2007, the governor and legislature approved an operating grant increase for Kansas Board of Regents institutions in the amount of $17,426,595. Wichita State University’s allocation from the grant was $2,026,068.

Budget Development Process

The Kansas Board of Regents budget development process begins in the spring of each year. The process has two phases: one for the requested increase from the state general fund, and the second for the individual university increases for tuition rates. The Council of Business Officers (COBO), the chief financial officers from each of the universities, initiates the process by analyzing systemwide needs, reviewing inflationary factors in conjunction with the Higher Education Price Index, reviewing the need for staffing and operating support for new buildings, and other related items. Recommendations from COBO are then taken to the Council of Presidents for review and final recommendation to the KBOR.

Once plans for tuition rate increases have been discussed among campus constituencies, each regents university presents its plans in May to the board concerning the following: (1) percentage rate of increase, (2) projected amount and proposed use for the increase, and (3) plans for future tuition increases. This
is followed by a second reading and final action by the KBOR in June, at which time the board also approves distribution of the operating grant approved by the governor and legislature.

Actual budget development at Wichita State University begins with instructions and parameters established by the Kansas Division of the Budget and the Kansas Board of Regents. The Kansas Division of the Budget sets parameters for the following:

- Salary increases for both classified and unclassified personnel.
- Fringe benefit rates.
- Level of state general fund support to be included in the budget request document for the next fiscal year.

On September 15, each university submits a budget request document** to the Kansas Division of the Budget, with copies to the KBOR and the Kansas Legislative Research Department. The following outline presents the calendar of activities leading to budget approval:

- Kansas Division of the Budget recommendations are issued in November.
- Universities appeal Kansas Division of the Budget recommendations to the governor in late November.
- The governor delivers her budget recommendations to the legislature in January along with the state of the state report.
- The legislature deliberates the governor’s budget from January through April.
- Budget appropriations are finalized in May.

Wichita State University’s internal budget process begins during the February and March timeframe each fiscal year. The budget process is participatory and involves the Faculty Senate, Unclassified Professional Senate, Classified Senate, Student Government Association, and all campus departmental budget officers and budget review officers. The following summarizes the three-to-four-month process:

- Based on the governor’s budget recommendations and the status of legislative appropriation bills, the university budget office prepares estimates for mandated increases for salaries and fringe benefits, percentage increases for continuing faculty and unclassified professionals, faculty salary increases for promotions in academic rank and postprofessor incentive review awards, other legislative initiatives and campus needs, and revenue generated from a proposed tuition increase.
- The university president reviews and discusses the current legislative status concerning appropriations and potential tuition increases with the President’s Administrative Staff and the University Budget Advisory Committee to obtain campus input. The University Budget Advisory Committee is chaired by the vice president for administration and finance and includes the vice president for academic affairs and research, the associate vice president for administration and finance and director of budgets, a dean from the academic colleges, and presidents from the Faculty Senate, Unclassified Professional and Classified Senates, and Student Government Association.
- The university president allocates salary increase funds and other budget increases to each division vice president.
- Vice presidents provide instructions and allocate funds to the colleges and major units in their respective areas.
- Deans and directors then allocate funds to the departments for budget input and salary recommendations.
- Departmental budgets then flow up through the organizational structure of the university with reviews at each level.
- The university budget office balances and finalizes the annual operating budget.

With the implementation of SunGard SCT Banner and the resulting termination of the legacy system environment, FY 2008 will initiate a new budget process for Wichita State University. WSU is working with Solver Inc., a Microsoft Business Solutions Partner, to design and implement a new budget development system using Microsoft Enterprise Reporting. The new system is Web based and will provide increased analysis and reporting flexibility to campus users.

**Funding of the University Budget**

Wichita State University is funded from two major categories of resources: general use funds and restricted use funds. Both general use and restricted use funds are on deposit in the Kansas State Treasury. Exhibit 4 presents a graph of the FY 2007 annual operating budget by funding source.
**General Use Funds**

General use funds are derived from two separate funding sources: the state general fund (tax revenues) and the general fees fund (student tuition). Appropriations from the state general fund may be for general operating purposes or may be targeted for a specific use. For FY 2007, WSU’s state general fund appropriation totaled $73,280,708 and was composed of the following line items:

<table>
<thead>
<tr>
<th>STATE GENERAL USE FUND APPROPRIATION—FY 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenditures</td>
</tr>
<tr>
<td>Aviation Research Initiative</td>
</tr>
<tr>
<td>Debt Service for Aviation Research Revenue Bonds</td>
</tr>
<tr>
<td><strong>Total State General Fund Appropriation</strong></td>
</tr>
</tbody>
</table>

The general fees fund is revenue from the collection of student tuition. Per-credit-hour rates for student tuition are established by WSU and approved annually by the KBOR. The president of the university obtains feedback from student leaders and the University Budget Advisory Committee during the process of establishing changes to tuition rates each fiscal year. At the beginning of each fiscal year, the university estimates the amount of tuition dollars that will be collected. Actual tuition dollars collected are monitored each semester and compared with the estimate used for budget purposes. The university can only spend the actual tuition dollars collected. If tuition dollars collected fall short of the original estimate, budgets must be reduced accordingly.

**History of General Use Funds**

Over the last ten years, appropriations from the state general fund for general operating expenditures have increased 24.59 percent, as compared with a 78.35 percent increase in tuition revenues.\(^2\)\(^7\) With the limited ability of the state of Kansas to increase its support for higher education in amounts equal to the Higher Education Price Index or the Consumer Price Index, the university looked to student tuition to fund salary and fringe benefit increases not covered through state appropriations; advances in technology; increases in utility rates, staffing, and operating costs for new buildings; new initiatives; and other needed operating expenditures. Exhibit 5 presents a graph comparing the last seven years of increases in state general fund expenditures with the Higher Education Price Index and Consumer Price Index. State general fund appropriations increased 11.6 percent over the seven-year period, as compared with a 29.1 percent increase in the Higher Education Price Index and a 19.3 percent increase in the Consumer Price Index.
Restricted Use Funds

Restricted use funds represent revenues derived from all sources other than tax revenues and student tuition. Restricted use funds are special revenues that must be used for the specific purpose collected. Examples of restricted use funds are as follows:

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

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

Expenditures

Expenditures are classified in the following categories and are represented by unique object codes in the university’s accounting system. The object
codes correspond to definitions and codes assigned by the Kansas Division of Accounts and Reports.

- **Classified Salaries.** Salaries of employees who are under the Kansas Civil Service Act. Base salary levels and annual increases, determined by the Kansas Department of Administration, are based on statewide job classification and the outcome of the budget appropriation process.
- **Unclassified Salaries.** Salaries for faculty, unclassified professional staff, lecturers, and graduate assistants. Personnel in this category are under the auspices of the KBOR. In keeping with regents policy, annual increases are awarded on a merit basis resulting from the outcome of the budget appropriation process.
- **Student Salaries.** Salaries paid on an hourly basis to enrolled students who perform technical, clerical, or custodial services to the campus.
- **Fringe Benefits.** Expenditures for retirement contributions, health insurance, Federal Insurance Contributions Act (FICA), workers compensation, unemployment compensation, and leave upon retirement assessment that are paid by the university for each employee.
- **Shrinkage.** The amount of savings that WSU must generate from employee turnover or vacant positions, as mandated by state law. The shrinkage rate for WSU is 2.28 percent of all general use-funded salaries and fringe benefits.
- **Other Operating Expenditures (OOE).** Amounts budgeted for all university operating expenditures except salaries and fringe benefits. Major examples of OOE include equipment, copier rental, office and laboratory supplies, library acquisitions, travel, telecommunications costs, printing, and postage.

**Management of Shrinkage**

In preparing the annual operating budget for fiscal year 2007, the following expenditure distribution was established in the official university accounting records:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget for Salaries and Fringe Benefits</td>
<td>$96,668,751</td>
</tr>
<tr>
<td>Required Shrinkage for Salaries and Fringe Benefits</td>
<td>(2,204,055)</td>
</tr>
<tr>
<td>Other Operating Expenditures</td>
<td>24,029,918</td>
</tr>
<tr>
<td><strong>Total FY 2007 General Use Budget</strong></td>
<td>$118,494,614</td>
</tr>
</tbody>
</table>

Salaries and fringe benefits budgeted within the individual campus departments totaled $96,668,751, and other operating expenditures totaled $24,029,918. It is the university’s policy that department budgets are fully funded, and shrinkage is managed at the president, vice president, and college or major unit levels.

In order to balance the budget to appropriations and meet the shrinkage requirements, accounts are established for each division, college, school, or major unit, which must be equal to the required amount of shrinkage for the area of responsibility. During the annual operating budget development process,
vice presidents and other budget review officers prepare plans detailing how the negative balances in their respective shrinkage accounts will be covered. Shrinkage may be covered in the following ways:

- Savings from vacant positions that are not filled during the fiscal year.
- Savings from positions where people leave the university at some time during the fiscal year.
- Savings from positions where faculty are on leave without pay or are on sabbatical leave for the academic year.
- Savings when part of a faculty member’s salary is paid from a research grant.
- Savings when a classified person resigns and is replaced by another person who is on a lower step of the classified pay matrix.
- Savings from other operating expenditure budgets.

Shrinkage requirements must be covered by the end of the fiscal year. If a vice president or budget review officer has excess shrinkage funds, they may use those funds for other salary or OOE requirements within their respective areas.

Budgeted Distribution by Object Code
Exhibit 6 presents pie charts on the budgeted distribution by object code for the fiscal year 2007 budget. For the general use-funded budget, salaries and fringe benefits represent 79.72 percent of the total, while other operating expenditures are 20.28 percent. This is a key factor to consider when the university experiences budget reductions. The university is underfunded in the other operating expenditures area, as the state of Kansas has provided minimal or no increases for this important part of the budget for over ten years. As a result, the university must look primarily to salaries and related benefits when budget reductions must be addressed. The APM shows the expenditures for each of the matrix cells.

<table>
<thead>
<tr>
<th>Expenditure Classification</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Fringe Benefits</td>
<td>$94,464,696</td>
<td>79.72%</td>
</tr>
<tr>
<td>Other Operating Expenditures</td>
<td>$21,029,918</td>
<td>20.28%</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$115,494,614</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure Classification</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Fringe Benefits</td>
<td>$120,076,931</td>
<td>59.04%</td>
</tr>
<tr>
<td>Other Operating Expenditures</td>
<td>$83,315,038</td>
<td>40.96%</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$203,391,969</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
**Debt Finance**

WSU’s ability to fulfill its educational mission requires sound financial management. The university is subject to legislative and regulatory requirements of the state of Kansas. As a public institution, WSU’s finances are a public record. Through responsible planning, the university has been able to keep debt levels at appropriate levels. Current outstanding bonded indebtedness for the new engineering research building, equipment for the National Institute for Aviation Research, the energy conservation project, remodeling of housing, and refurbishment of parking totals $48.8 million. Repayment schedules are well established and submitted to the state on an annual basis. WSU’s effective use of resources and insurance of its bonds is reflected in an AAA bond-insured rating, which has not changed over the years and which minimizes borrowing costs.\(^{2.29}\)

**Mill Levy**

One of the most unique characteristics of WSU is the financial support that it receives from city and county taxpayers. WSU is the only state university in the United States that receives local property tax support. The “mill levy” is a legacy of the Municipal University of Wichita. It cements the ties of the university with Wichita and Sedgwick County. The original intent of the mill levy was to serve as an endowment and to pay bonded debt. The mill levy does not cover basic operating expenses. Currently, it is used primarily for student support, debt service and capital improvements, and economic and community development including the Center for Economic Development and Business Research.

In 2005, a strategic decision was made to reallocate mill levy resources to create a $750,000 Sedgwick County scholarship program. This program offers up to $1,000 per semester to eligible first-time undergraduates who reside in Sedgwick County. It is designed to reduce the tuition differential between WSU and competing community colleges. Total mill levy expenditures in 2006 were $6.2 million. Scholarships and graduate assistantships totaled $2.7 million, capital improvements $2.6 million, economic and community development $.4 million, and other expenditures including a contingency reserve $.5 million.\(^{2.30}\)

**WSU Foundation Growth**

The WSU Foundation is an increasingly critical revenue source for enriching the campus environment through its support of scholarships, new buildings, distinguished professorships, and creative artworks. Since June 30, 1996, the net assets of the foundation have grown from $81 million to $161 million—an increase of approximately 100 percent. The average growth rate the past ten years has been 7.4 percent. Fundraising over the same ten-year period has averaged $15.5 million, with the largest amount of $31.4 million being raised in 2006.\(^{2.31}\)

The distribution to campus from endowed and current funds was $5 million in fiscal year 1996, and for 2006 the payout has more than doubled at $10.6 million. The distribution to campus for scholarships was $2.7 million in 2006 compared to $1 million in 1996.
The WSU Foundation, which plays a key role in making WSU a future-oriented organization, has been in a “people” campaign called “We are Wichita State” since July 1, 2004. The fundraising emphasis has been in the areas of support for students, faculty, and staff. Through June 30, 2006, the foundation has received gifts and pledges totaling $33.3 million, with $7.1 million in current funds and $26.2 million going into endowed funds for perpetuity. A breakdown of the endowed only fundraising distributions is as follows:

### ENDOWED ONLY FUNDRAISING DISTRIBUTIONS

<table>
<thead>
<tr>
<th></th>
<th>New Funds</th>
<th>Annual Distribution</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>61</td>
<td>$482,829</td>
<td>33.6</td>
</tr>
<tr>
<td>Graduate Student Support</td>
<td>10</td>
<td>$23,791</td>
<td>22.2</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>13</td>
<td>$542,300</td>
<td>83.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>$1,048,920</strong></td>
<td><strong>47.8</strong></td>
</tr>
</tbody>
</table>

The campaign is scheduled to continue through June 30, 2007. At the end of September 2006, the goal of $36.6 million had been contributed, exceeding the goal of $25 million.

Each year, the foundation staff meets with the president, vice president for academic affairs and research, and each dean to determine fundraising priorities. Then, the staff and the foundation board set the fundraising goals for the fiscal year. The staff reports back to the board on a quarterly basis to update them on status of these goals.

### Planning History that Demonstrates a Concern for Educational Quality

It can be demonstrated through its history that WSU has planned for enhancing educational quality through its investment in technology, faculty and employee development opportunities, academic support services, and new or renovated facilities.

#### Technology Investments

In the past decade, the university has invested considerable resources in acquisition and implementation of technology. The appointment of a chief information officer, who reports to the vice president for academic affairs and research, is enabling the coordinated transfer of technology to meet anticipated needs and direct systematic planning. A secure information infrastructure is an essential and critical element of every institution of higher learning. Through strategic planning, state of the art technology for the educational environment is the university’s goal. The wireless campus initiative was a major accomplishment during the past year. With a 100 percent wireless campus, students will be able to connect to the campus network using their laptops. Another aspect of technological advancement at Wichita State University is the protection of the university’s information infrastructure. A layered security
approach has been implemented at the following levels: first at the user and desktop or laptop level and second at the network level, through virus protection made available to all users who connect to the network.

Technology—The WIN Project
Wichita State University made a strategic decision in 2002 to upgrade its information technology by moving from a mainframe-based computer system to a Web-based Enterprise Resources Planning (ERP) system. The project in its totality is called WIN (WSU Information Network).\(^2\)\(^3\) The particular ERP selected is Banner (an abbreviation for the full title of SunGard SCT Banner ERP). The project goals are to create an integrated database, improve student services, and facilitate higher quality and more expeditious data-based decision making. The project, begun in 2004 and scheduled for completion in 2007, is a major undertaking of the university that requires a review of all its business practices to determine how to use the system most effectively and efficiently for services and decision-making processes.

The decision to invest in this system was clearly aligned with the university’s mission and APM planning structure, but that was only the first step. Planning has been continuous and intensive as the project has proceeded toward implementation. While this system will eventually improve the quality of service to its constituents, all business practices must first be reviewed, modified, or changed, considering the current goals and technology. Still, in the early implementation phase, students have already experienced greater efficiency of service through the online registration, payment, and financial aid award processes. The electronic degree audit system is being developed and will greatly support the advising services for students.

The University Computing and Telecommunications Services (UCATS)\(^2\)\(^3\)\(^4\) office has been instrumental, because of careful planning, in leading the institution through the numerous technology changes of the past four decades. Today, the technology environment consists of a wired and wireless networked campus that supports an integrated, secure, and user-friendly environment in support of the institutional mission and goals of WSU. The information technology culture on campus supports a distributed desktop environment focused on empowering users to access, store, analyze, and report information in an efficient and cost-effective manner. Meeting campus needs in administrative, academic, and research technology with high-quality responsive systems has been accomplished primarily as a result of the dedication of senior professional staff within UCATS and planning with the rest of the university.

Three major technology project initiatives drive UCATs activities. A diagram has been prepared for multiple-year implementation schedules of UCATS projects.\(^2\)\(^3\)\(^4\) The first project is the WSU Information Network initiative that will replace all services and applications currently running on the university’s IBM legacy mainframe system. The WIN project (described earlier) is an $11.8
million project that is being implemented over a three-year period. The second major initiative is to improve the wired and wireless campus networks to meet future needs of the campus. Goals to make the campus totally wireless and to upgrade the wired network to the latest industry-standard media locations where need for it has been identified will take place over a four-year period. The campus currently operates a core gigabit fiber optic ring that interconnects all buildings. The goal is to have all buildings connected at gigabit speeds to the core with at least 100 megabit speeds or greater to the desktops. The third initiative is the implementation of a campuswide security infrastructure described more fully in Criterion One.

The Media Resources Center provides centralized support and innovative leadership for effective and creative use of instructional technologies and informational services throughout Wichita State University. The MRC directly employs new technologies to enhance effective learning environments. A fuller description of MRC services can be found in Criterion Three.

Human Resources Development
Wichita State University acknowledges the crucial role of its human resources and, as such, offers comprehensive training, wellness, and development programs for both faculty and classified and unclassified employees.

Classified and Unclassified Employees
Faculty and staff are Wichita State University’s greatest asset. Salaries and fringe benefits made up approximately 80 percent of the university’s 2006 general use operating budget. Investment in human resources is therefore a responsibility that the university takes very seriously. The Office of Human Resources (OHR) continuously sponsors educational programs for the benefit of all classes of employees. Regularly scheduled programs include mandatory orientation meetings for unclassified professionals and classified staff, supervisory training, ergonomic training, ethics and harassment training, interviewing skills, and diversity training. OHR maintains a video library that includes instructional programs in telephone skills, diversity, sexual harassment, dealing with difficult people, and customer service. The Benefits Program regularly schedules preretirement planning seminars and individual counseling.

Training and in-service seminars are also offered by various WSU departments including the Center for Management Development, University Conferences and Noncredit Programs, Media Resources Center, and WIN staff. The Heskett Center recreational facility holds periodic lunchtime “Soup with Substance” sessions on health-related topics. The Heskett Center also sponsors a number of health and wellness services including personal training, yoga, exercise classes, massage therapy, and exercise consultation.

Tuition assistance is available to all classified and unclassified professional nonteaching employees who hold at least half-time, permanent appointments and are eligible for benefits. Any regular course or seminar offered by WSU
that provides credit toward a degree, professional growth, or development for the employee, or is job related can qualify for assistance. Financial support is limited to one course per semester, and employees must certify successful completion in order to qualify for subsequent assistance. In fiscal year 2006, 180 employees received $86,942.07 in tuition assistance for undergraduate, graduate, and noncredit courses and seminars.

All employees of the state of Kansas are eligible for the state’s Employee Assistance Program, which offers short-term personal counseling services, legal advice, child care information and referral, personal money management assistance, a healthy weight program, and other confidential services.

WSU is committed to retaining a productive labor force. One tool that supports this aim is providing promotion opportunities for productive workers. State civil service policies regulate promotion of classified staff. Tenure and promotion guidelines clearly articulate promotion opportunities for faculty.\textsuperscript{2.40} Until recently, no promotion policy existed for unclassified professionals. In 2005, a university committee recommended to the president that WSU adopt a promotion policy for unclassified professionals, a group that is growing as a share of total university employment.\textsuperscript{2.41} The policy was implemented in July 2005 and is intended as both a reward for successful performance and an assignment of additional responsibility. The policy allows internal promotions to existing vacant positions, when circumstances warrant, and requires that all qualified candidates are considered for the position. The policy is also intended to be consistent with WSU’s commitment to equal employment opportunity and affirmative action.

**Faculty Development**

Fulfillment of WSU’s mission to enhance individual learning requires that faculty receive the resources and support necessary to foster their professional development. This is accomplished in a number of ways. Sabbaticals are both a reward for excellent faculty teaching and scholarship and an investment in future productivity. Tenured faculty are eligible for sabbatical leave after six years of continuous service.\textsuperscript{2.42} A sabbatical can be for one semester at full pay or two semesters at half pay. Kansas Board of Regents policy limits the number of sabbaticals to 4 percent of the number of full-time faculty. Sabbaticals are granted on a merit basis for faculty to pursue advanced study, conduct research, or secure appropriate industrial or professional experience. The faculty member completes an application, which must be approved at the department and college levels. Sabbatical applications are reviewed by the Faculty Support Committee of the Faculty Senate, which makes recommendations to the vice president for academic affairs. An average of fifteen sabbaticals has been approved over the past six years.

A faculty benefit unique to WSU is the Full Professor Incentive Review (PIR) Program.\textsuperscript{2.43} Initiated by President Beggs in 2000, the PIR provides a financial incentive and reward for continuous faculty productivity after the rank of full
professor. Every six years, full professors may voluntarily submit a dossier, similar to a tenure and promotion file, highlighting work completed since the last review. The process for review is the same as for promotion to full professor. A successful PIR requires the candidate to demonstrate sustained, successful teaching; service; and a program of research, publication, or creative activity that has led to national visibility as judged by the standards of the discipline. Satisfactory completion of the voluntary incentive review will result in payment of a salary supplement that equals the salary supplement paid to a person promoted to full professor at the same time. In 2006, that amount was $5,500. In 2006, 14 PIR cases were submitted, and ten were approved.

WSU actively supports faculty with travel and research assistance. The Division of Academic Affairs and Research maintains a fund earmarked for faculty development. In addition, each of the colleges and divisions maintains an out-of-state travel fund (and some in-state travel) to support professional development, usually for presentation of research. Principal investigators retain 5 percent of indirect costs recovered on grants. Departments receive 5 percent and the colleges 10 percent. These funds are considered a reinvestment in the university’s research capacity and are earmarked by university policy for promoting research and scholarly activity.

WSU’s mission recognizes the importance of effective teaching and research to student learning. The Center for Teaching and Research Excellence is a resource for faculty to develop their teaching and research skills. The center is described more fully in Criterion Three.

Facilities
Systematic planning for facilities has considered such things as environmental setting, physical conditions, historical sensitivity, open space, campus access, parking and traffic concerns, land use, and projected enrollment. With the help of external consultants, campus development plans were initiated. An energy savings audit identified more than 100 energy savings measures that would result in an annual savings of more than $1 million. This savings will, over time, allow for redirection of these funds to pay for improvements.

The campus of Wichita State University is composed of approximately 363 acres of land, which includes the main campus at Twenty-First Street and Hillside and the Eugene M. Hughes Metropolitan Complex at Twenty-Ninth Street and Oliver. In addition, the university leases space in downtown Wichita and approximately 8.8 acres of land northwest of Wichita in the city of Maize, Kansas, the location of WSU’s West Campus. The Wichita State University Foundation also owns approximately 330 acres in southwestern Sedgwick County, which is situated adjacent to the Ninnescah River and serves as a biological experimental field station for the Department of Biological Sciences. The campus has a total of 72 buildings containing 2,900,975 square feet, a net assignable area of 1,882,063 square feet, and a current replacement cost of $687,071,000.
A five-year Capital Improvement Plan is submitted annually to the Kansas Board of Regents for approval and forwarded to the Kansas State Legislature. These plans are developed by the Office of Facilities Planning, based on working and coordination with the university administration and a Capitol Improvement Planning Committee with campus representation. This current plan contains the following projects:

- Engineering Complex Expansion / Research Laboratory Building—Phase 1, with an estimated project cost of $7,188,056.
- Engineering Complex Expansion / Research Laboratory Building—Phase 2, with an estimated project cost of $2,811,944.
- Parking Maintenance, with an estimated project cost of $1,220,000.
- Ninnescah Biological Research Facility, with an estimated project cost of $360,000.

In 1996, the Kansas State Legislature authorized the issuance of revenue bonds to finance, in part, the Kansas Board of Regents “Crumbling Classrooms” initiative. The regents initiative documented the need for $288.3 million in capital improvements to address the following categories of work:

- Americans with Disabilities Act Compliance
- State Fire Marshal Fire Code Requirements
- Rehabilitation and Repair Projects
- Classroom Improvements
- Major Remodeling of Existing Buildings
- New Construction

Wichita State University’s portion of these improvement dollars amounted to $22,086,006.

**Maintenance**

Maintaining buildings and campus infrastructure is an ongoing and expensive process. Building materials and systems have life cycles based on age, wear and use, exposure to the elements, and so forth. Advances in technology and teaching methodology also require accommodations and modifications to existing facilities. Rehabilitation and repair (R&R) projects are generally defined as those costing less that $750,000 (until recently, this threshold amount was $500,000). Over the past ten years, Wichita State University has received anywhere from a low of $557,000 in FY 1999 to a high of $1,755,000 in FY 2007. A list of significant capital improvements from FY 1997 projected through FY 2007 follows:
SIGNIFICANT CAMPUS CAPITAL IMPROVEMENTS FROM FY 1997
PROJECTED THROUGH FY 2007

Deferred Maintenance
In the 2005-2006 session, legislation was passed that allow the regents universities to retain the interest that they make on the tuition that they collect. A provision of the legislation, which goes into effect in fiscal year 2007, is that the funds from the tuition interest must be used for deferred maintenance for the first five years. It is projected that about $1 million a year will be available to Wichita State University from tuition interest. The President’s Administrative Staff is actively exploring strategies for deploying the deferred maintenance funds. The average WSU building is 34 years old, and KBOR estimates show $33.9 million are needed to complete deferred maintenance at WSU.

Summary
Many significant capital improvements have been made to campus facilities over the last several years. These improvements have been funded by various sources and, in some cases, in multiple ways, involving state funds, revenue bonds, student fees, and private gifts. The planning for campus facilities renovations and landscape is clearly evident. The campus displays a considerable amount of green space, attractive flower beds, world-class sculpture, and architecturally significant buildings. The Division of Administration and Finance, working with other divisions, has been successful in providing a campus with facilities that are conducive to student learning and campus life.
Core Component 2c:
The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

While the Accountability Planning Matrix provides structure for ongoing evaluation of goals and assessment of action plans, with particular emphasis placed on decisions and resource reallocations that follow institutional priorities, two Kansas Board of Regents initiatives serve to augment that process: performance agreements and program review. Performance agreements reflect six systemwide goals: improve effectiveness and efficiency, improve learner outcomes, improve workforce development, increase targeted population participation and lifelong learning, increase external resources, and improve community and civic engagement. The program review initiative is an approximately eight-year cycle of intensive review at the academic program level. The KBOR also requires regular reporting on enrollment, finances, physical facilities, space utilization, and an annual academic advising evaluation report. In addition, departmental assessment plans (discussed in Criterion Three) provide systematic data for units and departments, which result in continuous improvement of the curriculum and service, and these assessments feed into the program review process. A sophisticated internal audit system assures integrity of the processes and reporting.

Performance Agreements

Wichita State University engages in an accountability process developed by the Kansas Board of Regents performance agreements (PA). This process ensures that the university’s activities, outlined as key indicators, are aligned with its mission and goals. The university submitted six institutional goals for the 2004 calendar year in alignment with the regents systemwide goals, as follows:

1. Expand academic services for faculty, students, and staff in three specific areas, i.e., online systems, summer sessions, and off-campus locations.
2. Improve learner outcomes by engaging students in effective educational practices.
3. Increase career development options at Wichita State University to respond to workforce needs in the state.
4. Increase participation of students from underrepresented populations, i.e., students of color, students with disabilities, first-generation students, and limited-income students.
5. Increase external grant, contract, and gift funding for research, training, and service projects, and for academic program development.
6. Increase attendance and number of scholarly, creative, civic, cultural, and educational activities.

These goals were the basis for the next two calendar years. For the three-year
calendar cycle from 2007 to 2009, the following three goals were modified and selected for the performance agreement:

1. Expand academic services for faculty, staff, and students through development of new facilities and expansion of electronic services.
2. Improve learner outcomes by engaging students in effective educational practices.
3. Respond to workforce needs by increasing the number of graduates prepared in the sciences and engineering.

For each PA cycle, the KBOR determines which one of the systemwide goals must be addressed. In the current cycle for 2007–09, the goal for improving student learner outcomes was required. Each goal must be accompanied with three to five indicators that can be empirically measured. As well, in the most recent cycle of agreements, where there is an increased emphasis on assessment of student learning, the majority of indicators must be direct measures of learner outcomes. The indicators selected to directly measure student learner outcomes were departmental efforts in modern and classical languages, nursing, and engineering. Indirect measures were specific items selected from some of the academic challenge indicators in the National Survey of Student Engagement. In 2006–07, the university also decided to implement the Collegiate Learning Assessment, which measures critical thinking, analytical reasoning, and writing skills. While these scores will not be included in the PA during this cycle, baseline data will be acquired, and most likely these measures will be used in a future cycle.

The vice president for academic affairs and research is taking the lead in the coordination and development of the 2007 agreements. In previous years, coordination of performance agreements was implemented by the vice president for campus life and university relations.

As outlined in Senate Bill 647, performance agreements for Kansas public postsecondary education are established in part to assist with the allocation of resources to each institution. The allocation of new state funds is contingent on the university’s success in meeting the objectives in its performance agreement. The performance agreement process was designed by the Kansas Board of Regents to challenge institutions to develop, implement, and assess institutional goals. PAs also provide key performance indicators that are measurable outcomes.

**Program Review**

On an annual basis, program review is conducted in each academic department and degree program. The annual report involves data related to expenditures, credit-hour production of the department, cost per credit hour, and student credit hours generated by student enrollment in courses offered through the department. The faculty, cost per full-time equivalent faculty, and enrollment data are also reviewed. Also, on an annual basis, academic programs may be “triggered” by the KBOR for inadequate degree production or small numbers of
majors. Programs that are triggered are required to present documentation as to the reasons for their performance levels. The KBOR and the university require, on an eight-year review cycle, each department and program to engage in self-study, which results in a document that is reviewed by the department faculty, the college dean, the graduate dean (where appropriate), and a university-level program review committee. The program review self-study document must demonstrate the program’s relationship to the mission and role of the college and university; demonstrate program quality as assessed by strengths, productivity, and qualifications of the faculty; program quality as assessed by curriculum and the effect of curriculum on students; student needs; and employer demands. The program’s preparation of students to meet their goals and a description of services the program provides to the discipline and other programs at the university, the metropolitan area, or Kansas are also required for the full program review.

In the past ten years, the program review process has resulted in program discontinuances and suspensions as well as program modifications. This program review process is one of the most valuable self-study processes the academic departments have for planning their futures. While the professional programs have external accreditation self-review requirements, most departments in liberal arts and sciences do not have that experience, and this review process provides a systematic mechanism for that to happen.

Office of Institutional Research

The mission of the Office of Institutional Research (OIR) is to develop, maintain, and distribute accurate information to assist academic and administrative decision making at Wichita State University. The office serves the entire university community as a depository and clearinghouse for institutional data, responds to internal and external requests for data and research, initiates and conducts studies, and provides consultation on institutional research-related activities within the university. The OIR provides outstanding support for all units of the university for its evaluation and assessment processes. With ready access to a data warehouse in the legacy system and the relational data systems in Banner, this office produces data that is essential for day-to-day decision making as well as long-term planning. The OIR serves as the repository for all accreditation materials, manages degree inventories, and submits all external reports of institutional data to the Kansas Board of Regents Postsecondary Database, IPEDs, and other consortia or organizations of which the university is a part. The services this office provides to the university are key to the success in its planning process.

Reflecting on the Past and Looking Forward

Strengths: Wichita State University’s overall planning processes structured by the APM have sustained the university during times of change. The decentralized planning process is responsive to both internal and external forces. All levels are held accountable not only to institutional oversight but to constituencies named in the APM. Readily available data for planning is provided through Office of
Institutional Research and through several environmental scanning devises that report data to the university regularly. Recent planning at the university level has successfully instituted a new information system for the university, upgraded academic support technology, and built a new campus in west Wichita.

Opportunities for Improvement: The challenge for the future is to integrate unit planning in relation to long-range institutional planning and to communicate environmental scanning used in institutional-level planning to the university community. Perhaps the greatest challenge faced by the university is developing a coordinated enrollment management plan that incorporates student affairs initiatives with academic planning to increase student recruitment and retention.

Action: The vice president for academic affairs and research working with the Office of Institutional Research will develop a “dashboard,” of critical performance indicators to be placed on the vice president’s Web page. Planning for the dashboard will begin in 2007. This page will include data from routine and reported environmental scans. The page will be updated on a regular cycle. Some possible data to be considered for inclusion are as follows: (1) 20th-day enrollment report (updated each semester), and (2) diversity summary, (3) student retention data, and (4) graduation rates—all updated annually.

Action: The vice president for academic affairs and research will continue to engage the deans and his administrative staff in developing suggestions for future planning. The next step will be to engage faculty in these discussions and decisions. This process was delayed in order to have the leadership of the new vice president for academic affairs and research, who arrived in fall 2006, and to benefit from the input provided from faculty and staff through the university Higher Learning Commission self-study that was concluded in the fall of 2006. The goal of the planning process that will begin in fall 2007 will be to refine the strategic goals of the university within the well-defined urban mission.

Action: Among the new initiatives for recruitment begun in 2006 was the Sedgwick County scholarship program of $1,000 to $2,000 offered to Sedgwick County residents to reduce the tuition difference between community colleges and tuition at regents’ institutions and to make WSU more competitive in this area. Also created in 2006 was the Dean’s Scholars Program, which attracts academically competitive students from three local high schools. A review of the initial results of these programs with regard to duration and amount of awards will be conducted in 2007.

Action: To aid recruitment, the Office of Admissions plans to conduct formal and informal focus groups with high school students and their parents and new WSU students to gather feedback on recruitment information, programs, and tactics (e.g., phone calls vs. text messaging vs. e-mailing).

Action: To aid retention, in fall 2006, an orientation committee was formed
to create a plan for a more effective orientation program. This plan will be completed and implemented in fall 2007. Committee members are a cross section of the university from academic affairs, campus life, and administration and finance.

**Action:** To attend to recruitment and retention for ethnic diversity and underserved populations, in 2006, a Rising Star Scholarship for concurrent enrollment students who meet the requirement for the federal free or reduced school lunch program was implemented. Plans are to track students in this program through their matriculation at WSU after high school graduation for the purpose of estimating the funding needed to support them through their academic course of study at WSU. In addition, three part-time student assistants will be hired in the Division of Campus Life and University Relations and tasked with targeting each of the African American, Hispanic, and Asian American populations. These students will seek out recruitment opportunities within each ethnic community.

**Action:** A discussion between the vice president for academic affairs and research and the vice president for campus life and university relations will be initiated concerning a cross-divisional taskforce to examine enrollment growth strategies.
Criterion Three

Wichita State University: Building on a strong tradition of effective teaching and experiential learning to prepare students for life and work in the twenty-first century.
Criterion Three: Student Learning and Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.  

Introduction
Wichita State University is committed to the value of a high-quality educational experience for each student as the essential element of excellence in public higher education. WSU offers a full spectrum of educational opportunities from courses for secondary education students to lifelong learning opportunities through continuing education programs for the general public. The university’s size, range of degree offerings, and academic expertise coupled with its multiple research and public service centers situate WSU as the most publicly visible institution of higher learning in south central Kansas.

The university’s commitment to the individual student is distinguished by the student support provided inside and outside the classroom. Within the broad cross section of learners who come here, WSU aims to offer each student the assistance needed to work successfully toward that individual’s educational goals. The chapter that follows will demonstrate how the university fulfills its commitment to help students thrive in a complex world through effective teaching and successful student learning. At WSU, the emphasis is on clear, challenging, and engaging instruction and a broad curriculum that moves forward through comprehensive assessment. This chapter also will address how the university makes use of its urban setting and mission to provide students opportunities to join faculty in research and experiential learning that cross a wide spectrum of public concerns ranging from health care to education, to social and cultural issues, to the future of the aerospace industry. Finally, this chapter will show how student learning resources nurture WSU’s diverse traditional and nontraditional student body.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
With a core goal of excellence in instruction, WSU has, from its inception, focused on creating a learning climate to support each student in intellectual development, career preparation, and lifetime learning. This fundamental priority of student learning is reflected in the university’s comprehensive strategic planning tool—the Accountability Planning Matrix. The first focus of the matrix, adapted to articulate values and goals for all university constituents, is on students and faculty. Moreover, the enhance learning goals of the university and each academic college directly align with the Higher Learning Commission’s Criterion Three core components.

In addition to its future-oriented matrix planning, the university has, in the
past, long maintained successful learning outcomes through a strong blend of teaching, research, creative activity, and service based on critical self-examination. The mission of the university and its relation to unit assessment is articulated in every formal academic assessment plan. The organization and execution of the university’s multitiered assessment activities, as shown in the report to follow, reflect the institutional history, mission, and goals of the university’s strategic matrix plan for the future.

Principles of Assessment
The university uses the following principles of assessing student learning, developed by the American Association for Higher Education, as an overall guide for assessment policies and practices:

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions about which people really care.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

At this time, the conceptual framework of the university’s student learning outcomes assessment activities can be described as a four-tiered, functional assessment program. The table below gives a brief overview of the levels and activities within each tier.

### UNIVERSITY ASSESSMENT ACTIVITY TIERS

<table>
<thead>
<tr>
<th>Tier One</th>
<th>Entry-level assessment: Basic Skills general education courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier Two</td>
<td>General education assessment: Introductory courses, Further Studies courses, and Issues and Perspectives courses.</td>
</tr>
<tr>
<td>Tier Three</td>
<td>Program assessment: undergraduate and graduate program year reports and program review.</td>
</tr>
<tr>
<td>Tier Four</td>
<td>University-level assessment: student perceptions (National Survey of Student Engagement and WSU Graduate Student Exit Survey) and student learning outcomes (Collegiate Learning Assessment).</td>
</tr>
</tbody>
</table>
Assessment Tier One: Entry-Level Assessment

The first purpose of this assessment tier is to determine the academic preparation of students and their appropriate placement in the Basic Skills courses of College English I, College English II, Public Speaking, and College Algebra. Currently, each incoming, entry-level student is assessed and placed in the appropriate English and mathematics courses based on ACT or SAT scores, high school background, or departmental placement exam. Acceptance to the university qualifies students to enter the basic public speaking course. In keeping with the university’s goal of basic skills instruction at the level of the individual student, the university offers a variety of courses to prepare students who do not meet the assessment or personal confidence levels to enter a Basic Skills course. Prior assessment allows the student to be matched to the most appropriate content-level of instruction or class section of a Basic Skills course. These alternative placements include the following:

- Courses in English Composition and a section of the basic Public Speaking course designed to help student for whom English is not their first language.
- An honors section of the basic Public Speaking course for students with standing in the WSU Emory Lindquist Honors Program.
- Courses in syntax, logic, and organization, and English composition to prepare students who need skill development before entering College English I.
- Courses in arithmetic, beginning algebra, and intermediate algebra to prepare students for the College Algebra course, and the College Algebra Supplement course. The supplement course is a two-credit-hour course taken concurrently with a section of the three-credit-hour basic College Algebra course. The additional in-class contact time is provided for students who need reinforcement of instruction to master the basic course.

Basic Skills Courses Assessment

Outcomes for each of the Basic Skills courses are stated for students in the course syllabi. Common exit examinations are conducted in each of the Basic Skills courses. Enrollment varies from course to course, but the largest section allowed is in College Algebra, with an enrollment cap set at 35 students. The final examination questions are constructed with multiple forms but use equivalent questions so that student learning data can be compared across courses and years. Other assessments differ from course to course, although during the past two years, each basic course has used in-course pretests and posttests to assess student progress.

Basic Skills course committees for each discipline review assessment data and make decisions regarding issues that might bear on students’ mastery of basic skills requirements. A Basic Skills course director coordinates the program in each discipline. Instructors who are not regular faculty must successfully qualify to teach in the program based on committee and departmental requirements. Continuing education for basic course instructors includes regular instructional meetings of the graduate teaching assistants and instructors who teach the Basic
Skills courses in each discipline, and multiple course evaluations. Changes to improve student learning across the basic courses are made periodically. For example, feedback from instructors that many students who were underperforming in advanced classes did not complete Basic Skills classes until late in their university matriculation prompted research that verified the instructors’ anecdotal evidence. In 2003, a university policy was instituted requiring students to complete Basic Skills courses within their first 48 hours of coursework.

**Public Speaking**

In 2003, a report of the Faculty Senate General Education Review Committee made two requests for the basic communication course: (1) that more tenured faculty teach the course, and (2) that the test-out procedure be changed to make it more accessible to students. Currently, of the four tenured faculty in the Elliott School of Communication who are prepared to teach the course, three do so regularly and the fourth, in his last year of phased retirement, is not scheduled to teach the course. As to the second committee request, test-out opportunities are now offered twice a semester instead of only once. The actual test-out remains the same; research by the basic course director revealed that the WSU process is standard at universities across the United States.

Moreover, the Public Speaking basic course assessment process led to two substantive changes recently. The first involves funding to upgrade technology that enables all university classrooms in which Public Speaking is taught to use CDs and Internet applications provided by the course text publishers. The second change occurred when the director and assistant director surveyed all students enrolled in the basic course during fall 2004 and spring 2005 semesters (approximately 65 sections) with a pretest and posttest designed to gauge students’ perceptions. It was discovered that many students did not see the need and importance for public speaking skills in their lives, and more positive levels of attitude measured at the end of the semester were not as great as desired by the faculty; therefore, follow-up instructional methods will be given throughout the semester in weekly in-service meetings as teaching assistants review the common syllabus.

**College English I and College English II**

During the 2005–06 academic year, the College English basic course committee adopted a common text for the College English I course. In addition, during the summer of 2006, common syllabi for the two basic English composition courses were developed by faculty. The largest and most rigorous recent assessment of the basic courses was a three-section pretest and posttest of word usage and identification and correction of sentence errors that was administered during the fall 2005 semester. Assessment results showed that students did improve but, on average, actually regressed in one area. Based on this assessment, in the future, the journal assignment will emphasize grammar in writing and devote more time in the first two weeks of class to instruction on basic sentence structure.
College English II assessment was scored for spring 2006, with a rubric for research papers that identified student outcomes in research, writing, argumentation, and use of sources. Scores on the exit exam were close enough to prompt no concerns over grade inflation, but the assessment analysis determined the need to continue examining any discrepancies in scoring in order to normalize scores within the department. Future plans include assigning an unofficial grade (1 to 5) to the diagnostic essays required of all incoming students to serve as a pretest for students’ writing abilities. These pretest scores will be measured against exit exam scores at the end of the semester.

College Algebra
Effective assessment of the College Algebra course objectives is addressed in the course final, which is an open-ended, common examination (e.g., computation, rules, graphs, word problems, and applications) keyed to learner outcomes explained in the course syllabus. Students in all sections of the course write the exam at the same time. The final is administered by the course instructor. All instructors meet after the exam and grade all exams together. Each instructor (approximately 14 each semester) grades a page or two of every final exam using common grading criteria established by the College Algebra director. Usually, each page has one or two problems, or approximately 32 questions total. Test scores are used to determine the final grade and also as an assessment tool in the course. Further assurance that the quality of the grading is uniform and based on standards held in common by the evaluators is accomplished by conducting inter-rater reliability on a sample of the examinations each semester. A department curriculum committee is the basic course committee responsible for assessment of College Algebra. A subset of the committee selects the common course text and approves changes to the uniform course syllabus.

One significant recent change was made in the College Algebra course based on feedback from the final examinations. Assessment results pointed to students’ lack of background in the concepts and application of sequences and series. More emphasis in the course has been placed on this area. In addition, textbook publishers’ response to technological developments in delivering educational material led the mathematics faculty to begin training in the fall of 2006 for all instructors of the basic courses. The goal is to include online tutorials, online texts, and online homework submission using either the publisher’s Web site or Blackboard™ in all basic course sections within the 2006–07 academic year.

Assessment Tier Two: General Education Assessment
The structure of WSU’s general education (GE) program dates to 1991. The philosophical framework for the program is discussed in Criterion Four. The current assessment for it began in 2005. While the university had invested years debating the appropriate assessment process, the GE Committee now has made some progress toward assessment, holding focus groups, conducting a survey of...
the faculty, developing forms to help faculty design courses appropriate to the program, and deleting 37 inactive courses.

Intense debate began in 2001 when the GE Committee appealed to the Faculty Senate for guidance in developing an assessment program. The senate assigned issues to ad hoc committees that addressed the structure of the program and the form that assessment should take. This approach did not work. Assigning the work to others took responsibility away from the people with the most complete knowledge of the program. The general faculty accepted only one ad hoc committee proposal: a 48-credit-hour limit for students to complete the Basic Skills courses.

Eventually, consensus was achieved regarding how assessment should be structured and the kind of assessment appropriate to the GE program. Use of a normed exam (C-BASE) for assessing student outcomes was rejected because it did not address some of the goals of the program, and it addressed some items not in the required mathematics course, while not addressing others that were in the course. The exam also reduced the measure of general education to a set of numbers, and the faculty generally agreed that this missed the point of general education. The individuals who pointed out these shortcomings were the very people who taught courses in subjects covered by the exam.

Thus, two principles of the current assessment process were clarified: assessment that addresses the nature of the program, in the hands of the people who know the most about it.

In 2004–05, responsibility for designing assessment was returned to the GE Committee, with a one-year moratorium on new course proposals to give the committee time to accomplish that task. In spring 2005, the Faculty Senate and general faculty accepted the current assessment program and agreed to the addition of a goal regarding library research skills. This incorporates the two basic principles mentioned above along with two others: that assessment be continuous and inclusive—involving faculty, students, administrators, and academic advisors.

In this process, a three-year cycle addresses the Introductory, Further Studies, and Issues and Perspectives courses. Assessment of the program beyond the Basic Skills courses is accomplished through the following: (1) program monitoring, (2) tracking student outcomes, and (3) other institutional feedback. Monitoring addresses the fact that GE courses vary in the extent to which they can involve the basic skills. To deal with this, the GE Committee is developing a matrix that shows which GE courses require students to apply their library research, mathematical, and written and oral communication skills. Students and advisors will use this matrix when planning courses of study to ensure that students obtain practice in applying their newly acquired skills.
Instructors are responsible for measuring student outcomes with respect to the general education goals pertinent to their courses, while the GE Committee interviews graduating seniors with respect to dispositions and behaviors. Individual course instructors will be asked for data on outcomes once in each three-year cycle. Training for instructors in this assessment is underway. Other institutional feedback includes information provided to the GE Committee by advisors and librarians.

In 2005–06, the GE Committee began this process, focusing primarily on the Issues and Perspectives courses, but including interviews with graduating seniors and academic advisors. Outcomes of the first year of assessment included a redefinition of the Issues and Perspectives course category and the addition of a goal statement that addresses diversity. It also led to changes in the interviewing process for graduating seniors. In 2006–07, the GE Committee is focusing on the Basic Skills courses. It is also working with instructors in other courses to ensure that they have the means to properly assess student outcomes. The committee is providing Introductory course instructors with the rubrics used in Basic Skills courses and with training in how to apply them. It is also working with instructors of Further Studies and Issues and Perspectives courses to develop rubrics that raise the bar for basic skills and to obtain measures of student outcomes.

**Assessment Tier Three: Yearly Program Assessment and Review**

The purpose of this assessment tier is to identify yearly how well the university’s programs are helping students achieve the stated goals of the programs. Each learning program from bachelor’s degree major to graduate degree to continuing education courses undergoes yearly assessment. Degree programs have established assessment plans that are posted for public review.

**Undergraduate Program Assessment**

Assessment plans for undergraduate programs articulate the following: program goals and objectives, how the goals interface with the university mission and that of the respective college, expected learner outcomes, the method of learner outcome assessment, summary of data collected, conclusions of the data analysis, and the resulting feedback action. The plan criteria form a uniform assessment template used to evaluate programs universitywide.

Each program unit develops its own assessment plan and means to carry it out, and faculty are involved in all phases of designing and administering assessment programs at WSU. Yearly reports, prepared with the uniform template, are filed in the Office of the Vice President for Academic Affairs and Research. Program accreditation review and licensure of program graduates can also be viewed as indicators of strong program assessment. Assessment data on the programs and courses used as examples in the section to follow may be obtained from the annual assessment reports.
Assessment tools used by undergraduate program units include direct and indirect measures of student learning. Some direct measures used are standardized achievement tests, professional licensure exams, rates of admission to professional schools, measures embedded in course examinations and papers, capstone projects, capstone portfolios, capstone course performance, capstone essays, capstone design projects, capstone seminar projects, and capstone research projects or papers. Indirect measures include alumni surveys, employer surveys, and exit interviews.

The results of yearly assessment activities provide feedback to the program’s faculty to help them improve its quality and effectiveness. The uniform assessment evaluation template records the assessment instruments and benchmarks for evaluation at the program level as either “meeting,” “not meeting,” or “exceeding” the program faculty’s expectations for student-ratings on each assessment instrument. On the basis of the assessment feedback, many program units have adopted or proposed changes to improve student performance and enhance student success in meeting program goals. These changes include changes in course content and scheduling, creation of new courses, changes in assessment procedures, and changes in degree requirements.

Undergraduate Program Assessment Examples

At WSU, faculty consciously work to bring students into assessment activities. In many departments, including Communication Sciences and Disorders in the College of Health Professions, Curriculum and Instruction in the College of Education, and Modern and Classical Languages and Literatures in the Fairmount College of Liberal Arts and Sciences, learning outcomes are printed on students’ syllabi. Another means of involving students is listing program standards and evaluation rubrics in department policies that are distributed to students. Departments and colleges also post assessment information on their Web sites, and faculty simply announce to classes the benefits of and the students’ role in assessment at various times during the semester. To address inquiries about assessment, the Fairmount College of Arts and Sciences posted a message, “What Students need to know about Student-Learning Assessment,” in a question-and-answer format on the college Web site.

Example: School of Nursing

Faculty in the school of nursing set a goal for pass rates of the NCLEX-RN comprehensive examination to be at or above the national average of 85 percent. However, pass rates for WSU students fluctuated, with 88 percent recorded in October and March 2003, and 81 percent recorded in October and March 2005. Through assessment, the faculty found that most students waited until after graduation to study for the comprehensive examination or relied on a postgraduation NCLEX-RN review course for preparation. The faculty determined that a program wherein students would undergo standardized testing prior to graduation would be implemented. To further enhance the program, test scores, in conjunction with course grades, are used.
to identify at-risk students who are offered additional help. The first class to have participated in the new testing program graduated in May 2005 and obtained a NCLEX pass rate of 92.11 percent. The latest data show that the December 2005 NCLEX pass rate was 93.3 percent. Although factors other than the new testing and mentoring programs may be influencing the results, the faculty observe that a positive trend is demonstrated.

**Graduate Program Assessment**

Graduate School program assessment begins with a faculty-developed assessment plan for program improvement that is submitted to the Graduate School for approval. Approval is given based on the plan meeting “best practices” in the area of program assessment. Program assessment is based on a philosophy (position statement) developed by graduate faculty and approved by the Graduate Council. Assessment is conducted by the graduate faculty of each program, and an annual assessment report is submitted to the Graduate School by the graduate program coordinator.

Graduate program assessment plans, at a minimum, contain seven items: program mission, program constituents, program objectives, student learning outcomes, program assessment activities, student learning assessment activities, and specifications regarding the feedback loop. The program mission states the mission of the program and examines how that mission fits into the mission of the university and the mission of the college or school in which the program is housed. The mission statement generally indicates the constituents served by the program. Program objectives indicate those items that need to be accomplished in order to administer the program effectively and efficiently. The assessment of program objectives generally involves program data (collected by the Graduate School) on the number of applicants, admitted students, and enrolled students, as well as retention data. This data is used to evaluate program efficiency and to implement strategic enrollment management at the program level.

Student learning outcomes identify what the student in the program will know and be able to do upon completion of the program. Student learning assessment includes direct and indirect measures of student achievement. Direct measures include standardized achievement tests, professional licensure examinations, course examinations and papers, and terminal program activities, including theses, dissertations, projects, internships, oral defenses, and comprehensive written examinations. Indirect measures include departmental alumni surveys, employer surveys, and exit interviews, as well as the exit survey administered by the Graduate School. Assessment activities monitor students’ progress over time and provide multiple opportunities for students to show their achievement (e.g., course-embedded assessments, then research papers or capstone experiences, then terminal projects, theses, or dissertations). In addition, students in doctoral programs must pass a preliminary examination over the knowledge base in their field before being admitted to doctoral candidacy.
The feedback loop specifies the timeline and activities involved when faculty consider assessment results. Faculty establish a way to evaluate the evidence collected each year and to make reasoned changes in the program whenever necessary to enhance or improve the program. This evidence is used to make decisions about program changes and ensure continuous improvement.

Yearly program assessment reports include data collected during the previous fiscal year, a record of the dates on which faculty met to discuss the results of the data analysis, a summary of the decisions made at those meetings, a statement of how the decisions were used to improve the program, and the assessment plan to be implemented the following year.

**Example: Master of Business Administration**

The MBA program has completed yearly surveys of graduates for the past decade. As a result of the accumulation of data from the surveys, three issues were identified in 2003 relative to graduate perceptions of the program: (1) quality of incoming students, (2) options for specialization within the course of study, and (3) scheduling of courses such that students could plan a course of study and be assured of completing degree requirements in a timely fashion. Discussions among the faculty yielded curriculum changes and admissions criteria changes geared to attract more technically trained (nonbusiness) students to the MBA, and raise the quality of applicants and those admitted to the program. Course scheduling has been coordinated so that required courses are offered at a fixed and predictable time each semester for a two- to three-year period. Future assessment will provide feedback on the efficacy of the changes in curriculum emphases, course rotation, and scheduling.

**Example: Master of Arts in Economics**

The Master of Arts in Economics faculty identified writing skills to be a particular challenge for their students as a result of feedback from graduates of the program, some of whom have moved on to Ph.D. programs and others who have taken professional positions requiring extensive written reports and communication. The faculty evaluated the writing components in the program and determined that skill-building tutoring along with more extensive evaluation of written work in courses would yield the necessary outcome level. Supplemental writing materials were made available to students, and faculty now work more closely with students who need assistance. Faculty evaluation of the effort has been positive—writing skills and written work have improved in the last two years. The faculty are committed to continue monitoring this important element and will adjust in the future if assessment feedback points to the need.

**Example: Master of Education in Physical Education**

In the Department of Kinesiology and Sport Studies, a Physical Education Advisory Board and an Exercise Science Advisory Board, both made up of faculty, current students, and practitioners, examine assessment data
and make recommendations to the department. When the boards met in academic year 2004–05, they made the recommendation to revise the Master of Physical Education curriculum to place an emphasis in exercise science. Based on feedback from the community, a third option was added to the program to attract exercise science candidates who would like to further their professional development or prepare for a position in the field of allied health. The new curriculum change took place in 2005, and the master’s program was approved for recertification by the Sport Management Program Review Council on June 10, 2006.

Program Review
The responsibility for the organization and curriculum of academic programs at WSU rests with the faculty of the unit that offers the program. Each degree-offering program in the university is reviewed on an eight-year cycle for the purpose of verifying high program quality and significance to the mission of the university as mandated by the Kansas Board of Regents, as discussed more fully in Criterion Two. Yearly assessment reports form part of a program’s overall review that occurs approximately every eight years. University program assessment is integrated within the major content of the prescribed program review.

The program review self-study report is forwarded to the dean of the college in which the program resides and the graduate dean if it is a graduate program, to the university Program Review Committee, to the vice president for academic affairs and research, and to the university president for separate reviews. The final report by the university Program Review Committee (as approved by the academic vice president and university president) is submitted to the KBOR. The regents response is the final level of review and feedback.

The results of program review establish the program unit’s general effectiveness and ability to achieve its academic mission. The aim of program review is to present a comprehensive picture of the program over time, collaborate collegially in assessing the program’s needs and challenges, and make meaningful recommendations to the unit, dean, and academic vice president to institute change if warranted. These intensive reviews have resulted in program discontinuance or major changes in programmatic offerings. Suggestions for program improvement coming from any of the levels of review are addressed by the dean and program unit.

Example: Department of Social Work
The findings of program review played a key role in both the successful accreditation proposal for the Master of Social Work (MSW) program and development of faculty in the department. Recommendations of the 2001–02 program review of the social work department encouraged the faculty to seek full accreditation of the MSW program. Recommendations also called for the program to be expanded slowly and carefully to maintain the high quality of students and graduates, and to allow time for probationary faculty to build research programs leading to tenure and promotion. The
dean agreed to increase the department’s funding to cover the cost of the application process, and the faculty heeded the advice directed toward their responsibilities. Over the course of the next four years, the MSW achieved accreditation by the Council on Social Work Education (CSWE), the Bachelor of Social Work maintained its CSWE accreditation through a reaccreditation process, and each of the three probationary faculty produced research and teaching that led to their tenure and promotion.

Example: W. Frank Barton School of Business

Program review yielded two specific program challenges to the W. Frank Barton School of Business. After program review, the Legal Assistant program and the Master of Science in Business were discontinued because of lack of demand for the programs from students (shown by enrollment) and from the professional community. While discontinuing programs may seem to be negative, these changes allowed the W. Frank Barton School of Business to reallocate resources used to support these programs into more productive and beneficial uses for courses of study in higher demand.

Division of Continuing Education

The university’s assessment of student learning extends to all educational offerings, including credit and noncredit programs. The mission of the WSU Division of Continuing Education is to extend resources of the university through nondegree professional development and personal growth opportunities and to provide a high-quality learning environment and support services for continuing education. Meeting rooms in the Eugene M. Hughes Metropolitan Complex (where many of the continuing education programs are held) are used approximately 70 percent by university groups and 30 percent by community groups each year. The Division of Continuing Education administers assessment instruments for the metro complex facility, programs that the conference office implements, and the division’s noncredit courses.

For professional development programs administered by the conference office, the office staff work closely with state agencies and the sponsoring professional associations to ensure that program content is in compliance with state statutes and professional licensure regulations. Attendees evaluate each conference to determine whether the instruction met specified goals and objectives. Conference staff then analyze the information. Evaluation results are shared with the conference planning committee that makes feedback decisions based on the collected data.

For noncredit courses, the evaluation instrument is a uniform, close-ended questionnaire that gathers information using a Likert-type scale. Evaluations are shared with course instructors. Level of program success and whether a course will be offered again are measured through course attendance and by participants’ evaluations of course content and the instructor at the conclusion of the course. The continuing education office administers the assessment instruments and, together with any faculty and staff involved in the planning
process, determines from the data analysis if change is warranted. Assessment of the metro complex itself is built into the assessment instruments for the professional development programs and noncredit courses.323

Assessment Tier Four: University-Level Assessment

University assessment is composed of two elements. The first element is indirect measures of undergraduate and graduate student assessment. For undergraduates, the National Survey of Student Engagement (NSSE) provides a look at students’ perceptions of their university experience. The survey is administered to a random sample of freshmen and seniors to determine how students engage with the instruction and other opportunities provided to enhance learning at the university. The second part, the Graduate Student Exit Survey, is an assessment of the graduate programs at WSU based on students’ perceptions of how their individual programs met comprehensive university goals. The survey instrument is a closed- and open-ended questionnaire given to students when they visit the Graduate School office to complete administrative requirements for graduation. The survey was developed and validated by WSU graduate faculty.

Element two of the university-level plan focuses on direct measures of learning outcomes at the institutional level as evaluated by the Collegiate Learning Assessment (CLA) examination. The CLA assessment, scheduled to be used for the first time in academic year 2006–07, measures critical thinking, analytic reasoning, and written communication skills—learning outcomes applicable to all undergraduates regardless of major.

National Survey of Student Engagement

WSU administered the National Survey of Student Engagement (NSSE) in 2002, 2004, and 2005.324 Survey results were shared campuswide with students, faculty, staff, and administrators. The university community was encouraged to use other methods to triangulate the findings. The HLC Self-Study Committee developed a parallel survey with some of the same concepts. Likewise, the W. Frank Barton School of Business and the College of Engineering corroborated results with their senior interviews and alumni surveys.

The 2002, 2004, and 2005 data were averaged to form the baseline for using the NSSE as one element of the university’s KBOR performance agreements. Deans were asked by the vice president for academic affairs and research to develop plans for improvement for three NSSE benchmark scores: (1) academic challenge, (2) student-faculty interaction, and (3) active and collaborative learning. Progress reports on the plans were submitted in the spring of 2006. Twenty-eight different methods of addressing the three benchmark scores were reported fully. One of those was a comprehensive plan presented by the College of Engineering that incorporated benchmark categories into the strategic mission of the college. All engineering students are now required to experience involvement in three of the following six opportunities for challenging, interactive, and collaborative learning before they graduate: (1) undergraduate research project (e.g., one semester as an undergraduate research assistant to a
In spring 2006, an HLC self-study subcommittee created a student survey to better understand and validate the responses found in the accumulated years of NSSE data with a broader range of students. For this reason, the survey was administered to all class levels of students (freshmen through graduate students) and administered in courses taught during varying times and days in the spring schedule and at two locations of the university—main and west campuses. A total of 643 students completed the survey instrument.

The findings of the HLC committee survey were similar to the NSSE findings in a number of ways and different in others. When the students were asked if they believed their classes challenged them to work hard, 90 percent of the HLC survey respondents responded “somewhat/always.” Yet, the NSSE benchmark items for academic challenge showed that WSU rated at the 49.4 percentile level on the academic challenge items, which was below the urban institution consortium score of 55.2 for seniors.

In the area of diversity, approximately 90 percent of the HLC survey respondents said they somewhat/great deal “believe that my educational program is preparing me to live and work in an environment with high diversity.” In response to the question, “how often have you had serious conversations with student of a different race or ethnicity than your own?” 86 percent of the senior NSSE respondents replied “sometimes/often/very often.”

Responses in the area of academic support showed NSSE respondents to be more favorable. Ninety-three percent of the NSSE seniors responded that “sometimes/often/very often” the university provided the support they needed to succeed academically. Eighty-five percent of the HLC respondents said the campus environment provided the support they needed to succeed in classes in the “somewhat/a great deal” category.

Analysis pointed out that while students responded they experienced challenging, interactive, and engaging instruction at the university, there is a need to place more emphasis on these activities and more attention to emphasizing the university’s and individual instructor’s role in providing these opportunities for students both inside and outside the classroom.

The NSSE data showed students’ perceptions of coursework emphasizing mental activities to be lower than expected. These data identified the need to break down for students the mental activities that guide their learning outcomes and
emphasize their importance in learning outcomes, regardless of the individual student’s major. The emphasis can be made both in teaching critical thinking and analysis skills and articulating this importance to students. The decision was made to next administer the NSSE in 2007 to gauge score changes since implementation of the college plans.

Performance agreements (also described briefly in Criterion Two) are accountability contracts made between each of the Kansas Regents universities and the KBOR. The KBOR sets the overall goals and encourages the universities to interpret them as “stretch targets.” Each university determines how the goals will be measured on its campus(es). The first set of WSU goals was determined by a universitywide committee and included an analysis of students’ perceptions of their university experience—the NSSE—to address the performance agreement goal of “improve learner outcomes.” For the 2007 KBOR performance agreements, WSU identified two areas for improvement described by the NSSE analysis: (1) “synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships”; and (2) experiences that all students use to make “judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.” Moreover, to achieve the university’s mission to prepare students “to thrive in a complex world,” a direct measure of critical thinking and analysis and written communication will be assessed by the Collegiate Learning Assessment examination.

**Collegiate Learning Assessment**
A cross-sectional method of the Collegiate Learning Assessment[^27] is being implemented for the first time to new freshmen in fall 2006 and to exiting seniors in spring 2007. This national standardized test measures critical thinking, analytic reasoning, and written communication skills, which are expected of all graduates, regardless of major. The freshmen’s scores will help to understand the skill level possessed by entering freshmen. The ACT/SAT scores of the seniors will provide a predicted score, and their performance on the CLA will determine the current level of performance. The comparison will assist the university in better understanding the value added by their WSU experience. In the future, KBOR performance agreements will require direct measures of student learning to be reported from the university, and the CLA is a national standardized test that is a direct measure of various skills. Therefore, a comparison of the examination results may also be used to launch a full discussion of direct measures of learning outcomes, KBOR mandates, and the future of university-level assessment.

**Graduate Student Exit Survey**
Since fall 2003, the Graduate School has conducted an exit survey of all graduate students in the students’ semester of graduation. The survey queries students on level of satisfaction with their graduate programs as well as their experiences with the Graduate School office, the University Libraries, and

[^27]: [Collegiate Learning Assessment](http://www.cae.org/content/pro_collegiate.htm)
financial support. More than 2,700 responses have been received through spring 2006, which is a 97 percent response rate. On a five-point scale, 79.8 percent rate their overall satisfaction with their graduate program of studies at WSU as either “satisfied” or “very satisfied.”

Summary data of program-related responses, broken down by college, are provided to college deans on an annual basis. Summary data by individual program can be made available to that program if requested (if responses from at least 30 graduates of the program have been obtained.) The data elicited in Section I of the survey is of particular importance to the program areas. In a few cases, written comments on the exit survey have exposed problems within certain program areas that the graduate dean was able to bring to the attention of that program area. Responses to questions about students’ contact with the Graduate School are used to evaluate the effectiveness of policies and procedures within the Graduate School. For example, as a result of student responses, it was discovered that there is a need for more effective ways of making students aware of Graduate School deadlines, and as a result new methods of communication have been implemented. One change was that the semester newsletter sent to all graduate students in paper format is now delivered in electronic format. The newsletter increased the percent of students’ knowledge about the deadlines increased from 77 percent in fiscal year 2004 to 80 percent in fiscal year 2006, as documented by exit survey data.

**Organization of Assessment Activities**

At WSU, the foundation of student learning and assessment arises from faculty. From the university’s beginning as a private, liberal arts college in 1895, the importance of student learning has been emphasized, although the formal organization of assessment activities is relatively new to the university. Officially, assessment became a stated focus of the Kansas Board of Regents, the governing body of Wichita State University, in 1988. The first KBOR requirement for assessment was the submission of departmental assessment plans for board review. In 1995, the WSU Office of the Associate Vice President for Academic Affairs and Research, responsible for curriculum and assessment, began providing yearly competitive grants to assist departments in implementing their assessment plans. After its 1997 North Central Association site-team visit, the university began to move ahead with more structured and more highly documented assessment activities.

With the advent of a new KBOR program review cycle in 1998, assessment activities were integrated into comprehensive departmental evaluations, and the WSU University Assessment Committee was established to enhance the visibility of assessment activities across campus. The committee brought to fruition a suggestion made in the 1997 site team recommendation to provide a vehicle for communicating effective departmental assessment activities across the campus.

Since its inception, the University Assessment Committee has continued to offer two to six symposia each year. Initially, these focused on assessment methods,
tools, objectives, and learning outcomes. Later, the symposia were devoted to explaining the new HLC accreditation criteria. After the establishment of the University Assessment Committee, the pace and progress of assessment increased throughout the university.

The responsibility for student learning assessment at WSU is dispersed and resides with the faculty in closest contact with the outcome being evaluated. General education is overseen by the Faculty Senate General Education Review Committee. A faculty coordinator for general education provides support for the committee. Academic departments and other units within the Division of Academic Affairs and Research are accountable for systematic assessment of their areas and preparation for their respective program reviews. Graduate program assessment is conducted by graduate program faculty and administered by each program’s graduate coordinator. In 2002, the Graduate Council approved a Position Statement on Assessing Graduate Programs, and in 2004, the council approved guidelines for graduate program assessment. Annual assessment reports from each program are reviewed by the graduate dean and the Graduate School Assessment Committee.

The Office of the Vice President for Academic Affairs and Research is responsible for curriculum and assessment, and is the repository of the yearly undergraduate assessment reports that operationalize outcome-based assessment plans. The Graduate School is responsible for graduate assessment and is the repository for the yearly graduate assessment reports. The Office of the Vice President for Academic Affairs and Research also coordinates the University Assessment Committee symposia and has provided information to faculty on performance agreements required for review by the KBOR since 2004.

The Office of Academic Affairs and Research coordinates data collection for the performance agreements related to learning outcomes and assessment. This work primarily has been to coordinate the National Survey of Student Engagement, share the data with the academic colleges, and monitor the colleges’ responses to the analyses. The Office of Institutional Research provides technical support and data analysis services to academic units and for university-level assessment activities, including the NSSE and other performance agreements. Assessment activities at WSU continue to develop and evolve.

The University Assessment Committee carries on its original charge, and over the years, the symposia planned by this committee have become the chief source for inculcating the university’s culture of assessment. More recently, the committee has offered explanatory symposia that move beyond program assessment to put assessment activities into the context of program review and the Accountability Planning Matrix as university-level assessment tools. The first round of the aforementioned KBOR program review cycle for WSU was completed in the 2004–05 academic year. In 2004, a representative from the Higher Learning Commission visited the campus to share the new accreditation criteria. Also, in the past two years, several faculty and university administrators

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3.30 Graduate Programs Assessment Guidelines

3.31 Performance Agreements
http://www.kansasregents.org/academic/perfguidelines.html
(Resource Room 2-18)
have attended regional and national professional development conferences on student learning assessment organized by the HLC.

A new aspect of general education assessment was instituted in the 2005–06 academic year. This assessment activity consists of focused interviews with graduating seniors conducted by members of the General Education Review Committee. Interview questions are open-ended and cover the Basic Skills, Introductory, Further Studies, and Issues and Perspectives courses. The new cycle for the KBOR performance agreements will begin in 2007. In this cycle, a regents system goal is enhancing student learner outcomes, which are to be measured directly as well as indirectly. The Office of the Vice President for Academic Affairs and Research undertook oversight of WSU compliance for the new agreements that previously were administered by the Office of the Vice President for Student Affairs. The organization and activities involved in university assessment are consistent with general practices for higher education assessment and respond to the requirements of assessment oversight bodies outside WSU. Undergirding the university assessment program is a comprehensive organization that serves the unique mission of the university.

Core Component 3b:
The organization values and supports effective teaching.

Wichita State University is learning centered. Stated in the university mission and reinforced by the university culture, the life force of academic enterprise at WSU is teaching and the support of teaching. When 50 chairs, directors, deans, and other academic administrators at WSU were surveyed in the spring of 2006 and asked to identify the characteristics that best describe the university, the single most often given response was categorized as “supports learning.” The next most often listed, in order, were “serves constituents,” “creates the capacity for lifelong learning,” and “appreciates diversity.” Rounding out the top five was “supports scholarship.” The response rate for the survey was 98 percent.

The section that follows focuses on two areas that undergird students’ learning: faculty and the enterprise of instruction. The first section is a review of various types of faculty support and accountability. The second section will look at course curriculum and pedagogy development. As the pages that follow explicate, the importance of teaching through faculty appointments, the Center for Teaching and Research Excellence, awards for outstanding achievement, and evaluation of courses and their instruction will be exemplified.

Faculty Appointments

Throughout the university, faculty are hired with the expectation that new faculty will develop as scholars and teachers. Typically, WSU faculty devote 40 percent of their time to teaching, 40 percent to research, and 20 percent to service, although some faculty devote 60 percent or more of their time to teaching. Full-time faculty also pursue an active research agenda. Instructors, lecturers, and visiting professors generally devote their entire efforts to teaching
undergraduate courses. They work toward the same goals for teaching as faculty with rank and are reviewed by the chair of the department in which they teach. All faculty are reviewed annually. Requirements for faculty evaluation and tenure and promotion review are found in the *Handbook for Faculty* and the *WSU Policies and Procedures Manual*.

At WSU, Graduate School faculty represent a subset of the university faculty and are appointed based on appropriate academic credentials and documentation of ongoing research and creative accomplishments. Graduate appointments are reviewed at six-year intervals to ensure that graduate faculty members’ accomplishments are consistent with the standard set forth by the graduate faculty for full and associate membership. Graduate faculty are authorized to teach graduate courses, act as program advisors for graduate students, and serve on students’ graduate committees. Librarians are considered faculty at WSU and are eligible for all privileges of tenure and rank. The university undergraduate and graduate catalogs list university faculty and graduate faculty, as well as their academic qualifications, rank, and appointments.

**Center for Teaching and Research Excellence**

The hub of faculty development programming at the university is the Center for Teaching and Research Excellence (CTRE). The center was formed in 1999 by faculty and approved by the KBOR the same year. The center is administered by a director and a faculty advisory council composed of representatives from each college, each division of the Fairmount College of Liberal Arts and Sciences, the Faculty Senate, and University Libraries.

The primary activities are organizing and presenting panels, workshops, and seminars to support improved pedagogies. To help faculty keep abreast of the research on teaching and learning, the center also offers many books, journals, and videos for faculty and graduate teaching assistants to check out from the center and use in their teaching. Each year, the center’s first event is the New Faculty Orientation that is attended by all newly hired, ranked faculty for the upcoming academic year. The program is an orientation to the university and features a panel on teaching effectiveness and several other panels on different types of campus support for faculty. The CTRE also works with graduate teaching assistants to sponsor activities that improve their teaching.

Additional major teaching and research events are held for all faculty in the university during the academic year. Smaller events, available to a limited number of faculty, are also offered. At the conclusion of each event, evaluation forms are distributed to faculty in attendance. In general, this assessment elicits feedback on the usefulness of the event, the effectiveness of presentation, and areas that need improvement. Members of the advisory committee and the director review the event evaluation forms and make decisions about how future center events can be improved. For example, well-received presentations often lead to a second event on the same topic, and outstanding presenters may be invited to participate in future events.
To help develop the center to its full potential, a series of focus groups were held in the spring of 2006 to assess faculty needs and plan for the future. Three focus groups of faculty members and one group of students met to discuss the topic “educating the current generation of students.” Each focus group included approximately ten participants. Preliminary analysis indicates that both technical and pedagogical issues associated with new technology were the most salient themes found in discussions.

University Teaching Awards
The university recognizes effective teaching and encourages development of teaching faculty by conferring teaching awards. At WSU, there are a number of university awards for instruction that consistently exceed expectations, and the university also bestows length of service awards. A partial list of the university awards follows:

- **The Academy for Effective Teaching Award.** Exceptional faculty members are sought out and recognized for their superior teaching ability each year with this award. Members of the academy, which comprises WSU faculty emeriti, meet with classes representing all departments with undergraduate programs on campus to solicit students’ nominations of their most effective teachers. Finalists submit teaching portfolios, which are then evaluated by academy members to select the yearly recipient. The faculty member selected receives public recognition and an increase goes into the awardees’ base salary.

- **The Excellence in Teaching Award.** The Fairmount College of Liberal Arts and Sciences (LAS) nominates two faculty from the social sciences, natural sciences, and humanities, and each of the other colleges nominate two faculty for this award. In LAS, the dean requests nominations from department chairs. The college nominees’ names are forwarded to the vice president for academic affairs and research. The Center for Teaching and Research Excellence director and an associate vice president for academic affairs and research go through all the received documents and refer to a group of faculty as needed. Once potential award nominees are identified, recommendations are sent to the vice president for academic affairs and research, who makes the final decision.

- **Leadership in the Advancement of Teaching Award.** Established in 1982, this award is given each year to an individual whose activities have had a major impact on improving teaching, and the status and importance of good teaching at Wichita State University. Among activities that the award might recognize are the following: service as a “teaching mentor” or role model for other faculty members, sustained effort to develop teaching activities that transcend traditional disciplinary boundaries, or grant awards for teaching activities. Nominations are submitted to the college or school dean, who forwards one to the vice president for academic affairs and research. A college advisory panel may be used in this selection. The vice president for academic affairs and research reviews the nominations and makes recommendations to the president for his selection.
The highly visible university program for faculty awards and honors extends to the colleges and individual departments. In addition to the prominent university teaching awards, many other teaching awards are presented annually to instructors within their units and colleges. There are also awards to honor outstanding graduate assistants who excel in teaching.

**State-Level Awards**

WSU professors receive prestigious teaching awards from the community at large and the state of Kansas. One of the most prominent of these is the Kansas Professor of the Year award sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education. Four professors at WSU have received this award since 1989. The most recent award was conferred in 2005. The recipient is selected based on quality of and contribution to teaching. The actual award document is presented at a ceremony in Washington, D.C. Moreover, in 2006, an adviser to the Liberal Arts and Sciences Advising Center received the first service award ever presented by the Kansas Academic Advising Network.

**Support for Professional Development**

The enterprise of instruction requires support for faculty to develop courses, implement new technology into existing courses, redesign content of existing courses, and create new programs. To advance this endeavor, college and department budgets offer some supplement for faculty to attend workshops and conferences. In addition, some colleges offer support directly to individual faculty through curriculum fellowships for course reductions. Colleges also may support faculty in curriculum and pedagogy development through summer support fellowships and dean’s grants.

Endowed funds supplement the colleges’ and some departments’ support for faculty development. One endowed fund created to enhance faculty development in the natural and physical sciences is the Watkins Visiting Professor Lectureship series in the Fairmount College of Liberal Arts and Sciences. The lecture series brings to campus from one to five outstanding researchers in the sciences each year. Watkins lecturers are among the foremost leaders in their fields and have included several Nobel Prize recipients. Each Watkins lecturer spends two to three days on campus and delivers a public lecture, where the attendance typically includes students in general education and lower-division courses. Another disciplinary lecture, usually including attendance by advanced majors and graduate students as well as professors, is also presented. The Watkins lecturers offer a seamless blend of research and pedagogical mentoring to faculty during their stay. Other colleges and departments also sponsor lecture series regularly as a development service to faculty.

**Course Evaluation and Faculty Review**

The university encourages superior teaching through course evaluation and faculty review. Faculty and unclassified professionals who teach complete activity records that are reviewed annually at the department, college, and
university levels. Unclassified professionals are required to meet the same standards for successful teaching as faculty, although they are not required to meet the research and creative activity requirements. Course evaluations become a part of the annual faculty review and a component of establishing effective teaching in tenure and promotion documentation. Two course-evaluation instruments are available to all WSU faculty: the nationally normed Instructional Development and Effectiveness Assessment (IDEA) evaluation and Student Perceptions of Teaching Effectiveness (SPTE). The latter was created at the university, and its reliability and validity have been examined regularly since its inception in the early 1970s. In total, approximately 500 different university instructors in all locations where classes are taught use the SPTE to evaluate courses in a given fall or spring semester (please note that within the university, the SPTE is used exclusively in the W. Frank Barton School of Business and the College of Education). Thus, overall, SPTE is used by approximately three-fourths of all university instructors, including graduate teaching assistants.

Student Perceptions of Teaching Effectiveness
With the advent of university teaching evaluations nationwide in the 1970s, the Liberal Arts and Sciences Teaching Improvement Committee was formed at WSU. This committee developed an initial questionnaire to provide formative information for instructors. The instrument was factor analyzed, and over the next years, separate norm bases were developed for each college. Beginning in 1985, the Social Science Research Laboratory took over the administration of the instrument, which was by then being used as a summative evaluation, and proctors were hired by the laboratory to administer the questionnaire. At this time, the instrument was named Student Perceptions of Teaching Effectiveness. The following year, the open-ended comment sheet was revised.

In 1988, a statistical update checked the stability of the scales and found they were stronger and better defined than previously reported. New norms were computed at that time. In 1994, the comment sheet was revised, and Pittsburg State University, another of the Kansas Regents universities, began using SPTE. In 1995 and 1998, the instrument was revised again. In 2002, a major study of the relation of open-ended comments to numerical scores was performed. The result was a new data explanation that directly relates the quality of the open-ended comments to the rating scores.

The evaluation instrument now in use is a questionnaire based on a Likert-type scale and an open-ended comment sheet that allows students to rate courses on variables including general content, instruction, and perceived value to the student. SPTE usage has increased since 1996, and the levels of positive course evaluations during the same time period have as well.

Other Course and Teaching Evaluations
At WSU, departments employ multiple measures to reinforce good teaching. These are course evaluation surveys through peer review of teaching faculty

3.38 Student Perceptions of Teaching Effectiveness
http://webs.wichita.edu/?u=9112SSRL&p=/spete
SPTE_admin

3.39 Burdsal, History of SPTE, 2006
(Resource Room 3-19)
(of particular value in the College of Fine Arts), course syllabi and materials review by external consultants, anecdotal evidence offered in student and alumni letters, and student awards or publications produced under a faculty member’s supervision. This evidence may be included as part of university faculty activity records and submitted for the annual review of faculty, as discussed previously in this section.

Curriculum Development and Pedagogical Innovation

The most far-reaching initiatives of the university are curriculum development and pedagogical innovations, and these begin with faculty at the department level. The objective is to maintain valuable traditions in content and method, while at the same time invigorating content and reframing methods to teach students the skills and knowledge they need to thrive in a complex world. The following section of this document describes the curriculum change process at the university, then illustrates how faculty incorporate experience, expertise, new knowledge, and technologies into the curriculum through creativity and planning.

Advancing the Curriculum

Faculty are the starting point of curricular content and strategies for instruction and have responsibility and authority for the university curricula. Departmental faculty recommend a new course, certificate, program, or degree or changes (including deletion) to existing courses or programs. Interdisciplinary curriculum development is driven by collaboration from a number of faculty across departments and colleges.

Proposed curriculum changes are approved at the department, college, and university levels and are reviewed by faculty committees at each level. Changes involving graduate coursework, general education, or more than one college are reviewed by appropriate university committees. Only changes and additions approved at all preceding levels can be introduced into the course schedule and university catalog of courses. The average annual number of curriculum change forms voted acceptance by the appropriate committees and the university curriculum committee during the years FY 2004 to FY 2006 is 440.

Encouraging Innovation

The university encourages faculty to bring fresh ideas into the classroom. In a like manner, changes in the way course content is presented also begin with an individual faculty member in a classroom, laboratory, or other teaching site. New teaching materials, new teaching methods, the incorporation of new technologies in the classroom—all are an ongoing, universitywide process at WSU. Some examples of recent advances in curriculum and pedagogy are cited below:

Interdisciplinary and Multidisciplinary Content and On-Site Instruction:

Kaleidoscope Preschool Program

The Kaleidoscope preschool program is for children learning to communicate and is a practicum offering two to four credit hours for WSU students. Students in speech pathology (master’s level), special
music education, and early childhood education (both disciplines taught at undergraduate and master’s levels) provide direct services to children under the supervision of graduate faculty in Communication Sciences and Disorders (College of Health Professions), Special Music Education (College of Fine Arts), and Curriculum and Instruction (College of Education). Children with specific language delays, children learning English as a second language, and children who are developing typically are invited to enroll in this program. The services combine early childhood education, speech and language therapy, sensory motor consultation and therapy, and music education. A unique aspect of the program is an interdisciplinary and multidisciplinary approach where the students receive cross-training through in-service meetings and supervision from faculty in the three fields of expertise.

Internationalized Curriculum and International Learning Environment: Berlin/Barton International Experience
MBA students in the W. Frank Barton School of Business and those from the Berlin School of Economics in Berlin, Germany, participate in an international work-team experience that awards course credit at either university. The course culminates in the presentation of a formal business plan, which is the principal project of the course. Students encounter actual international workplace issues, while they learn under the direction of professors at both universities how to launch a business in a country where they do not reside. In 2005 and 2006, German students traveled to Wichita to finalize the project, and in 2007, a dual-visitation program will begin, with Wichita students visiting Berlin in January and Berlin students visiting Wichita in April. “Virtual” teams of two to four students from each country communicate via telephone, the Internet, and Web cam. WSU’s MBA program is the only part-time U.S. MBA program providing this type of learning opportunity to its students.

Nationally Recognized Alternative Education Program: Transition to Teaching
For the past 13 years, the College of Education has offered an alternative route to Kansas teacher licensure that has placed students in more than 40 school districts throughout the state. The program was recognized in 2004 by the U. S. Department of Education as one of six innovative programs in the nation. Through the program, college graduates with background in subject areas where there is a teacher shortage may be employed as teachers while they complete the 24 credit hours of pedagogy courses and other requirements that prepare them for the Kansas Teacher Licensure examination. In 2004, a total of 234 had completed the program. Candidates on average are 37.4 years old and 41 percent male, while 15 percent have declared themselves as a member of a minority group. The program, which began as an experimental model for facilitating the transition of returning Peace Corps Fellows into high-needs classrooms, has a completion rate of 92 percent and a retention rate of 81 percent of candidates who completed the program and are still teaching. School districts have responded that the
life skills and experiences that these candidates bring to the classroom along with their maturity and expertise in fields outside teaching have enhanced the quality of education in the school districts they serve.  

Experiential Learning through Application of New Technologies: Pairing Engineering and the Fine Arts to Create Interactive Music

To explore technology as an expressive element and to use technology as a way to break down barriers between diverse groups of people, in spring 2006, the College of Fine Arts Center for Research in Arts, Technology, Education, and Learning (CRATEL) offered the course Technology: Art and Sound by Design. In this course, artists and engineers collaborated to build original interactive artwork. This effort included WSUiR: WSU’s Student-Run Internet Radio Station, where students use Internet streaming technology to connect WSU with the world through local, live, multicultural events. The fall 2006 course Introduction to Sound Synthesis combines the disciplines of the arts, engineering, computer science, and mathematics to explore how synthesizers work and how to create new synthesized sounds. Both CRATEL courses make extended use of wikis (collaborative Web pages), blogs, and online discussion lists. In this way, students contribute actively to the course content, generate continued conversation outside class, and have a framework upon which to critique, learn from, and extend their peers’ work. Future plans include collaborative music making with music students in Kazakhstan using distance technologies and live performances through development of a video synthesizer.

Multidisciplinary Approach to Emergent Careers in Applied Science: Bachelor of Science in Forensic Sciences

The Forensic Sciences program prepares students for productive career-oriented work as forensic scientists in laboratories that support the criminal investigation and crime detection processes. Students who complete the program are awarded the Bachelor of Science and are trained for entry-level careers in the new field of forensic sciences, where there is a growing workforce demand in south central Kansas and nationwide. Approved by the Kansas Board of Regents in 2005, the program consists of at least 88 credit hours in the major, which is composed of courses from the Fairmount College of Liberal Arts and Sciences departments of chemistry, biological sciences, anthropology, and psychology, and the School of Community Affairs criminal justice sequence. The program was developed and is governed by an LAS faculty committee whose current chair is a faculty member in the School of Community Affairs. A great deal of interest in the program has been shown by prospective applicants, and the first class began matriculation in the fall of 2006.

Program Expansion through a State-Supported Workforce Development Initiative: Bachelor of Science in Nursing

In spring 2006, the College of Health Professions expanded its undergraduate nursing class from 80 to 120 students per year to help fill a critical statewide
shortage of nurses. When the program expanded, three additional state-of-the-art multimedia classrooms were funded to enhance innovative instructional opportunities and increase technology in the clinical learning center. The college also will purchase simulated human models that teach nursing students how to identify normal and abnormal signs in patients, another innovative aspect of the curricula.

**International Mentor Network for Experiential Learning Applications:**

**Mechanical Engineering Practice**

In the Department of Mechanical Engineering’s Senior Design course, student teams work with industry sponsors to formulate solutions to real-world problems. Since engineering projects have become international in nature, student engineers are learning to work collaboratively with U.S. and worldwide companies on technology-related products. In spring of 2006, a Russian partner, Progresstech, a Moscow-based engineering company, was added to the industry sponsors who present students with applied problems to solve. Progresstech challenged the team to investigate and optimize the design of a finite element analysis process. Communications involved sending weekly reports to Progresstech and video-conferencing sessions. To complete the project, the student team was in contact with a number of mentors who offered technical assistance, including engineers from the Moscow Boeing Design Center, DJ Engineering Inc. of Augusta, Kansas, and Spirit AeroSystems in Wichita.

**Unique Pedagogy for Teaching Critical Thinking and Analysis through Literature:**

**The Major Plays of Shakespeare**

In this course, students notice that Shakespeare’s words come alive because the course professor never stops living the dramas himself. Excerpts from the plays are dramatized by the professor who has himself acted in 29 productions of the plays he teaches. To conduct the course, the professor uses just a blackboard and his voice. The value of this unique teaching style is the professor’s relationship to the literature as an instructor and as an actor. Making the plays easier to understand by the tone of the voice used, the meanings behind the words become more apparent and the lecture and discussion more effective. Written student comments verify that the way the course is taught adds immensely to their understanding and ability to analyze the text.

**Core Components 3c and 3d:**

The organization creates effective learning environments. The organization’s learning resources support student learning and effective teaching.

Because of Wichita State University’s distinct role as an urban institution, the university takes great pride in nurturing the broad range of students who come here for instruction. Over the years, it has developed a unique and highly successful support system for students. The university provides students with multiple levels of many different types of services to give students the tools they
need to excel in their coursework and outside the classroom. To tell the story of the support system at WSU, this section will combine Core Components 3c and 3d, with the aim of providing a full picture of the university’s learning environment and the resources offered to students. Since many of the university’s offerings address both of these components, to avoid repetition of information, this section of the self-study will offer one narrative explanation for each of the key services. It begins with a unit central to the traditional academic environment—Wichita State University Libraries—and follows with a system central to the contemporary academic environment—the Media Resources Center. Included are other learning resources for students, environmental support structures, and personal and social support services that assist individual students.

**Wichita State University Libraries**

WSU’s libraries include Ablah, the main campus library, and music and chemistry branch libraries located in other buildings on campus. The University Libraries’ mission is to make available the information resources necessary for learning, teaching, and research and to provide the services that enable students, faculty, and staff to use these resources.

**Services to Student Learners**

University Libraries offer multiple services to student learners. Most fundamental is access to a variety of essential information resources. Instructional classes developed to teach students to effectively use information are held regularly. These classes offer support in learning how information can be incorporated into classwork, papers, and other outcomes of learning. The libraries provide a safe environment for study and scholarship, and offer meeting and training rooms to facilitate collaborative learning. The libraries also make available computers and other equipment for use by students, faculty, and the larger community.

The 1997 NCA site visit report included both praise and concern for the University Libraries. Compliments included the following: “The Ablah Library is housed in a new large building and is a first rate structure,” “the library was heavily used by students,” and “electronic access to the library also seems good” (pages 23–24 of the report). The commission report expressed concern that the library had an “insufficient and too small a collection especially in the area of foreign journals” (page 24) and that “priorities need to be established for collection development.”

Today, collection policies for specific disciplines are well defined and updated regularly. Funding is still a concern, as it was in 1997. Even with university efforts to increase the libraries’ funding base, funding is still falling short of that required to support the activities of a research-intensive institution. The libraries have continued to confront the problems common to all academic libraries: funding increases for collections and services falling short of price increases for journals, books, and other operational costs; and resources stretched by
the simultaneous demand for more print materials combined with accelerated demands for electronic resources. Despite these challenges, the University Libraries have achieved much in the complex new information environment. The traditional paper-based collection has increased by more than 250,000 volumes, and electronic resources include more than 15,000 electronic books and 152 research databases. E-journal title access currently exceeds 16,460 journals, many from international publishers and societies. In August 2006, more than 76,000 links to full-text or Internet-based sites were available from the University Libraries Catalog.

Technological enhancements within the libraries since 1997 include wireless access within the building and continual upgrading of public workstations. More than 125 workstations are located in the libraries, with additional laptops available for check-out. These computers are in constant demand, with occasional wait times during peak research, paper, and project times.

Access to library resources was also enhanced with the introduction of the E. K. and Kathlien Edmiston extended hours study room, which provides computer workstations, as well as printing and copying facilities. This room is in high demand throughout the day, with an attendance of 337,000 since its 2004 opening. The University Libraries are embracing initiatives to provide social spaces for student learning. Foremost among these initiatives is the Learning Commons at Ablah Library, which provides furnishings and workstations designed to facilitate social interaction and group study in an attractive environment. The Learning Commons Annex in the Reserve Area provides listening and viewing stations for audio and video materials and a production center for student projects. The production center includes scanners, a work table, and color printers. Other group-learning spaces include the Kansas Gas Service Seminar Rooms, state-of-the-art meeting areas designed for students and faculty engaged in group learning. The rooms are equipped with wireless tablet PCs, DVD and VCR players, wireless digital projectors, and videoconferencing equipment. An additional social space was added in 2004 with the introduction of a coffee and snack bar in the lobby of Ablah Library.

**Library Use**

Use of the libraries remains strong. Each year there are more than 450,000 on-site visits to the library and its branches, and more than 500,000 uses of its print collections. Virtual visits to the libraries’ Web page during 2005 included more than 2 million page views and in excess of 615,000 visitor sessions. Library clients also take local and remote advantage of the libraries’ many electronic products. Electronic resources record annual downloads of more than 330,000 full-text articles.

**Library Space Utilization**

Space needs are still a concern, as they were in 1997 when the concern was noted in WSU’s commission report. Given that additional space has been raised as an issue since 1997, and that to date there are no signs that funding is
available to expand the physical facilities, much effort has been directed toward using available space in the most effective manner possible. More resources are being purchased in electronic rather than paper format. The libraries also are studying other cost-effective space alternatives, including potential use of compact shelving and a shared statewide repository for lesser-used materials. Additionally, the chemistry branch library was remodeled and modestly expanded during the “Crumbling Classrooms Initiative” (a one-time state legislative enactment for repairs to buildings on regents university campuses; see Criterion Two).

**Library Assessment**

The libraries’ assessment process is ongoing. Assessment forms are used with each library instruction workshop. Feedback tools include focus groups, a suggestion box, and a “Speak to the Dean” comment form available from the University Libraries home page. National and international standards used for the creation of bibliographic databases and records permit quality control review and feedback from international bibliographic utilities. The Accountability Planning Matrix is used for librarywide planning, budgeting, and assessment. Each year, it is also reviewed to monitor library accomplishments. Library departmental and personal goals are developed in accordance with the University Libraries’ Accountability Planning Matrix.

**Media Resources Center**

The Media Resources Center (MRC) provides centralized support and innovative leadership for effective and creative use of instructional technologies and informational services throughout Wichita State University. The mission of WSU-TV is threefold: to provide the university with the opportunity to deliver courses for academic credit via television, to promote the academic and cultural resources of the University to the community, and to support the training of students in telecommunications. The MRC directly employs new technologies to enhance effective learning environments for students. The MRC schedules and delivers video/data and audio equipment to classrooms and extracurricular events, and provides technical support and studio space for the teaching of a broadcast journalism course for the Elliott School of Communication in the Fairmount College of Liberal Arts and Sciences. The center also provides downlink and broadcast AZN (24/7 programming from Southeast Asian countries) to the Modern Languages Laboratory and to the residence halls. Replacing AZN with the Open Student Television Network (OSTN) is under review. Currently, feedback on AZN shows low user identification with the programming and low use.

The MRC provides employment for more than 40 students per semester as video assistants, computer support personnel, graphic artists, radio announcers, and audiovisual assistants. When the new Marcus Welcome Center that houses university admissions staff and functions opened in 2005, the MRC designed
and installed its Master Classrooms and media systems. This included specially
designed audiovisual systems for the lobby, the theater, and the multipurpose
rooms, which allowed a variety of audio and video signals to be displayed in 11
locations. High-definition television (HDTV) equipment was rented to produce
18 short stories for the lobby’s plasma screens. Finally, the plasma screens and
the four computer screens in the lobby were programmed to be interactive. This
was one of the largest technical support projects undertaken by the MRC in
recent years.

**Helping Faculty Learn and Use New Technology**

The Media Resources Center is a centralized support facility dedicated to
helping faculty learn and use new technologies effectively. In support of
the university’s instructional mission, the MRC staff conducts workshops;
coordinates telecourses, interactive television courses, and videoconferences;
and, most importantly, meets one-on-one with faculty to solve technology
challenges. MRC staff help faculty with scanning, streaming, licensing,
recording, uploading, and copyrighting. MRC staff have helped faculty license
and deliver telecourses, and learn to use FrontPage, Photoshop, Tegrity, blogs,
and iPods. The MRC provided 124 one-on-one training sessions to faculty and
28 group instructional sessions in 2005. The MRC also maintains a film and
video library for faculty use.

The MRC is the central location for the training and implementation of the
Blackboard™ electronic course management system. During the three semesters
of academic year 2005, the MRC provided course materials via Blackboard™
to 31,891 students for approximately 2,996 Web-augmented courses. The MRC
staff handles the day-to-day operation of Blackboard™ for the university.
Nineteen permanent data projectors were added to classrooms in 2005. In June
2006, a total of 125 out of 336 classrooms are equipped with audio, video,
and data projection capabilities. The MRC delivers technology on request to
classrooms and other meeting rooms on campus not fully equipped. In 2005,
among the technology delivered were 2,731 data projectors, 239 portable tripod
screens, 100 overhead projectors, 105 camcorders, and 211 slide projectors.

**Distance Education**

The MRC schedules, licenses, and transmits telecourses to students over WSU-
TV. In fiscal year 2005, this work enabled 55 courses to be delivered to
1,910 students. A video server was purchased and installed. The server enabled
automated playback of telecourses, thereby reducing the need for student
employees and improving the timeliness of playbacks. As a result, students
accessed more than 400 hours of telecourses in 2005. An Interactive Television
(ITV) classroom that provides live, two-way teaching and learning to high
schools and regents sites throughout the state is operated by the MRC as well. In
fiscal year 2005, eight ITV courses were offered, serving 144 students. Satellite
conference events made available by the MRC in 2005 facilitated 17 events that
served 1,073 participants. In the same year, 243 video conference events were
made possible for a total of 3,397 participants.
The director of the MRC sits on a university committee that is charged with researching the future of Web-delivered online courses and programs. While a number of individual courses are offered online (20 in the fall of 2006), currently the only programs with 90 percent of coursework online are the master’s degree in gerontology, the master’s degree in criminal justice, and the Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program for licensed, practicing registered nurses who want to complete a bachelor’s degree. About two-thirds of the courses leading to a master of education in curriculum and instruction are now being piloted online. If feedback warrants it, plans are to put more courses in this program online. The WSU committee, composed of faculty who teach online courses and university administrators who deal with curriculum development, is in the process of determining the next steps for the direction of future online programs and the budgetary and other support necessary for their success.

Media Resources Center Assessment
The MRC has used the Accountability Planning Matrix format to set goals, define actions, and implement evaluation techniques to determine amount of personnel time spent on task, to set budgets, and to make operational decisions. In looking to the future, the MRC is interested in creating an All-Campus Student Multimedia Laboratory that would allow students in any university program to have access to multimedia facilities to produce projects for class. Students could use the laboratory to scan images, edit video or audio projects, compose music, check out digital cameras (still or video), and create e-portfolios. A second project for the future is to investigate the possibility of producing programming for the Research Channel to showcase, nationally, research projects occurring on the WSU campus. A third project is to equip all remaining main-campus classrooms that are not Master Classrooms with full technological resources needed for that upgrade.

Student Advising
A complete reorganization of WSU student advising has taken place over the past ten years. In November 1997, a committee was charged to review the University College advising system then in place. Based on the committee’s report, in 1998, the University College structure was disbanded and student advising services were reconfigured. In 1999, the Fairmount College of Liberal Arts and Sciences Advising Center became the focal point for entering students who had not declared a major and guest students, as well as the center for advising for that college. After the reorganization, all other students with declared majors now receive advising from their respective academic colleges. Students who declare their major on admission go directly to their college for advising. New transfer students go directly to the college of their majors. If students do not meet the grade point average requirements for their major, they are placed in the LAS Advising Center until such time as they do meet the requirements or have selected another major. For example, the W. Frank Barton School of Business requires students...
to have a minimum grade point average of 2.25, and the College of Health Professions requires a 2.50.

Various advising models are used throughout the university based on the unique needs, accreditation requirements, and resources of the particular college.\textsuperscript{3.57} The advising mission is to serve all new, transfer, returning, and continuing students by providing accurate information on academic program requirements to students, faculty, and staff. In addition, the college-level and departmental advisers identify university resources and provide information on academic problem solving and support services. Full-time advisors and university faculty advisors help premajors, majors, and “deciding” students define their academic interests, develop efficient degree plans, and accomplish their academic goals. Individual college advising configurations are as follows:

- W. Frank Barton School of Business: Students are advised throughout their entire program by full-time advisors in the Student Records and Advising Center.
- College of Education: Teacher education students are advised by full-time advisors in Educational Support Services until they enter the teacher education program. Then they are advised by faculty. Students in the Department of Kinesiology are advised by a half-time advisor for department programs.
- College of Engineering: Students are advised by faculty in the majors, but records are centralized and degree audits are prepared by the records staff.
- Graduate School: All graduate program students are advised by an individual faculty advisor, who is often a committee chair or a given program’s graduate coordinator.
- College of Fine Arts: New students are advised by records staff in each of the three schools, and then advising is transferred to faculty. The College of Fine Arts is currently undergoing a review of its system.
- College of Health Professions (CHP): Advising is done by full-time advisors in the CHP Student Services Center and in the School of Nursing. Faculty advise students after they are admitted to the professional program.
- Fairmount College of Liberal Arts and Sciences: Students are advised in the Liberal Arts and Sciences Advising Center until they declare a major, and then advising is done by the faculty in that major. The LAS Advising Center also provides primary advising for students interested in preprofessional fields (e.g., law, medicine, dentistry). Bachelor of General Studies majors are advised in the LAS Advising Center.

\textbf{Coordination of Advising}

The Advisor Council is a universitywide representative group of advisors (for undergraduate advising) that discusses common concerns and issues related to advising. Each academic college is represented by one or two advisors. Leadership (chair and recorder) for the council is rotated from one college to another on a two- to three-year basis. All members share equally in setting the agenda. Depending on agenda items, a representative from the admissions or
registrar’s offices may be invited to the meeting. The Advisor Council does not make policy but can recommend changes to the Academic Operations Council (AOC). The AOC reviews university issues before they become policy and develops implementation procedures for many academic policies. Membership in this group is composed of several representatives from each of the university divisions, and representatives of the Faculty Senate and Student Government Association. In the past, the Advisor Council has discussed and planned the content of material for advisor training, technology implementation issues related to advising, and the Advisor Survey results. Currently the Advisor Council is creating advisor training for all new faculty that may be incorporated into the yearly universitywide New Faculty Orientation. A representative from the Office of Academic Affairs and Research is also a member of the Advisor Council.

Advising Techniques and Technologies
Advisors use face-to-face meetings, e-mail messages, and telephone calls. Electronic cameras are available for scheduled advising appointments between college advising offices and the West Campus. An advising camera also was installed recently in the Brennan Hall resource room so that students living on the designated “Health Professions Floor” could have visual electronic access to their advisors. The most critical advancement for all advisors on campus will be the implementation of Curriculum and Academic Advising Planning (CAPP), the electronic degree audit within Banner, the university information system. Scheduled for completion of implementation in 2007 is the College of Engineering, College of Health Professions, W. Frank Barton School of Business, and the Graduate School; in 2008 the School of Education and School of Fine Arts; and in 2009 the Fairmount College of Liberal Arts and Sciences. While engineering, health professions, business, and education (at one point) have used the legacy degree audit system, other colleges have not used electronic degree audits in the past. It will be a major project to ensure that this system is implemented, and it will greatly enhance advising services to students.

Shocker Connection
Orientation advising appointments (Shocker Connection) are required for every first-time freshman and for students with fewer than 24 transfer hours, and they serve as the academic orientation for all new university students. These hour-long, one-on-one contacts of individualized advising for each student are conducted through each college advising center. The Office of Admissions also offers voluntary orientation sessions three days prior to classes for new freshmen in addition to the required Shocker Connection for academic advising.

Student Advising Assessment
Undergraduate students are asked to assess their advising experience annually by a Web survey, managed by the Office of Academic Affairs and Research and usually posted on the Web from November to February. Increasingly more students have responded over the years, with more than 1,000 responding in 2006. The respondents’ narrative comments are sorted by college and shared
with the Advisor Council, academic deans, and directors of advising centers within the colleges. An annual report with these data is also submitted to the Kansas Board of Regents. In addition to universitywide assessment, colleges may also evaluate their individual units. Changes are made based on Web feedback and college surveys. For example, as a result of feedback regarding the length of time it took to see an advisor, the W. Frank Barton School of Business, in the last two years, has responded by adding advising staff, resulting in increased opportunities for students to schedule advising appointments.

Graduate students rate their satisfaction with program advising on the Graduate Student Exit Survey.

Section 1c of the survey asks graduate students to evaluate both the academic and research advising they received from faculty.

### Cooperative Education and Work-Based Learning Program

Wichita State University’s cooperative education program began in 1979 with a federal government grant under Title X. During the first year, students participated in 141 placements. Since then, the program has grown to annual placements of 1,242 during the 2004–05 academic year. The program began as a pure cooperative education initiative; however, in the academic year 2001–02, the office was given the additional charge of managing internships.

The mission of cooperative education is to assist students in their preparation for career success by providing them with opportunities to experience the connection between work and learning. The vision is to facilitate the placement of qualified students in work experiences that are directly related to their major and career goals. This unit’s mission relates to the university’s mission in several ways. Cooperative education maximizes the advantages of student learning at an urban university by offering connections with local business, industry, and education and social service agencies. Cooperative education also plays a role in workforce development in that employers utilize the program to identify potential future employees. Finally, cooperative education provides students with educational opportunities in an urban setting.

Cooperative education is an academic program that allows students to connect academic knowledge with on-site business and professional world experience. Cooperative education expands learning experiences through paid employment in a supervised, educational work setting related to the student’s major field of study or career focus. Positions may be multisemester. Enrollment is required, and credit may be awarded. Internships are paid and unpaid positions that relate to a student’s major or career focus. In-state and out-of-state positions are available. Internships are held for one semester or summer, with the length of time commitment predefined by the employer. Enrollment is required, and credit may be awarded. Internships may be administered through the Office of Cooperative Education and Work-Based Learning or through a student’s degree program.
Enhancing Learning Outcomes
Cooperative education helps students gain practical knowledge about their chosen fields of academic study, develop problem-solving skills during their employment, acquire new knowledge from their job responsibilities, and improve their oral communication skills. Students experience many benefits from participating in cooperative education. Among them are completing a degree that includes professional work experience, learning to apply classroom skills and knowledge to real-world situations, and being compensated monetarily while learning. The university supports cooperative education in recruitment materials and other mediated communication.

Employer and Faculty Recognition
Each year the Office of Cooperative Education and Work-Based Learning recognizes the contributions of employers and faculty with an annual appreciation event. As part of the event, one faculty advisor and one employer are awarded the Faculty Advisor of the Year and Employer of the Year awards. Students nominate their faculty advisor or employer for this prestigious award. Recipients are selected based on their “going the extra mile” to provide a quality learning opportunity for the student.

### WICHITA STATE UNIVERSITY
**COOPERATIVE EDUCATION AND WORK-BASED LEARNING SUMMARY**
**ALL COLLEGES / 1996–2005**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PLACEMENTS</th>
<th>NUMBER OF EMPLOYERS*</th>
<th>CREDIT HOURS EARNED</th>
<th>DOLLARS EARNED</th>
<th>HOURS WORKED</th>
<th>AVERAGE WAGE PER HOUR</th>
<th>AVERAGE EARNINGS PER PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996–97</td>
<td>1,186</td>
<td>n/a</td>
<td>2,032</td>
<td>$2,375,954</td>
<td>308,620</td>
<td>$7.70</td>
<td>$2,029</td>
</tr>
<tr>
<td>1997–98</td>
<td>1,289</td>
<td>n/a</td>
<td>2,165</td>
<td>$3,670,262</td>
<td>438,048</td>
<td>7.30</td>
<td>2,847</td>
</tr>
<tr>
<td>1998–99</td>
<td>1,131</td>
<td>436</td>
<td>1,901</td>
<td>$3,849,044</td>
<td>401,286</td>
<td>8.36</td>
<td>3,403</td>
</tr>
<tr>
<td>1999–00</td>
<td>1,213</td>
<td>501</td>
<td>2,223</td>
<td>$3,940,885</td>
<td>428,300</td>
<td>8.95</td>
<td>3,249</td>
</tr>
<tr>
<td>2000–01</td>
<td>1,227</td>
<td>487</td>
<td>2,216</td>
<td>$3,927,357</td>
<td>410,864</td>
<td>9.84</td>
<td>3,201</td>
</tr>
<tr>
<td>2001–02</td>
<td>1,133</td>
<td>460</td>
<td>2,083</td>
<td>$3,779,444</td>
<td>392,578</td>
<td>9.93</td>
<td>3,336</td>
</tr>
<tr>
<td>2002–03</td>
<td>1,099</td>
<td>478</td>
<td>1,983</td>
<td>$3,408,672</td>
<td>362,289</td>
<td>9.94</td>
<td>3,102</td>
</tr>
<tr>
<td>2003–04</td>
<td>1,116</td>
<td>465</td>
<td>2,008</td>
<td>$3,474,805</td>
<td>355,735</td>
<td>10.49</td>
<td>3,114</td>
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<tr>
<td>2004–05</td>
<td>1,242</td>
<td>453</td>
<td>2,137</td>
<td>$4,006,315</td>
<td>402,973</td>
<td>10.33</td>
<td>3,226</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,552</td>
<td>3,280</td>
<td>44,649</td>
<td>$60,509,886</td>
<td>7,493,830</td>
<td>$7.58</td>
<td>$2,591</td>
</tr>
</tbody>
</table>

* reflects total number of employers since 1998
Cooperative Education Assessment
Every semester, students complete a self-evaluation, which reflects how they perceive the development of their workplace skills. This same form includes questions regarding the effectiveness of cooperative education’s services and processes. Every semester, employers complete an evaluation for each cooperative placement student or intern at their work site. This evaluation measures, from the employer’s perspective, students’ work performance. Employers also complete a customer service survey each fall. In addition, the number of placements each semester and academic year are tracked utilizing academic year 2003–04 as the program’s benchmark. The matrix is the strategic plan for the unit. Each year an all-day retreat is held where the unit’s strengths, weaknesses, opportunities, and threats are examined. Then the matrix is reviewed and revised to ensure that the unit stays focused on potential areas of improvement. The completed matrix directs the unit’s work throughout the year.

Satellite Campuses and Site-Based Learning
To develop student learning throughout the student’s university experience regardless of the location of the student, WSU offers courses taught at off-campus locations ranging from as far away as New Zealand to as close as the Wichita YMCA. In the university reporting system, these are labeled as off-campus sites. WSU also maintains west and south satellite campuses, where courses are taught.

In the early 1990s, the university launched a major effort to recognize and build significant ties between the university and the larger community of Wichita and south central Kansas. As part of this effort, three outreach centers—satellite campuses—for course delivery were established. Over the years, the Westside Center grew to have the largest enrollment and become the major auxiliary campus. Renamed the West Campus, a new building to house this satellite campus opened for classes in spring 2006.

Other university programs are delivered at multiple sites. Two of those take place within the Wichita area pre-K-12 schools—the Professional Development School (PDS) program for teacher education and the universitywide Concurrent Enrollment program. In addition, courses also are offered at sites away from the main campus, for students who find another location more convenient for them. The information below demonstrates how the West Campus, multiple off-campus sites, and the PDS and Concurrent Enrollment programs ensure students’ access to the resources necessary to support learning and teaching wherever the location of learning experience may be.

WSU West Campus
The WSU West Campus is committed to extending the resources of Wichita State University to the greater metropolitan area by enhancing the campus-to-community relationship. Through the provision of high-quality programs and services, the West Campus seeks to be responsive to the changing needs
of its constituents. One rationale for the founding of satellite campuses was to assist in fostering the cultural, economic, and social development of a diverse metropolitan community. Within a few years of its opening, the westside location established a pattern of consistent growth based on a carefully defined mission and focus, intentional programming, and appropriate marketing. In July 2004, the decision was made to close the small Downtown Center and redirect efforts to increase the university’s presence at the Southside Education Center by seeking different locations. A new, expanded site for the West Campus opened in January 2006 to an immediate increase in student enrollment. The building was formally dedicated in a ceremony on March 31, 2006.

Mission

The West Campus mission contributes to student learning in the following ways: (1) offering a carefully developed course schedule designed to meet needs of students and the community; (2) providing a safe, attractive learning environment with appropriate classroom equipment; (3) providing state-of-the-art technology for teaching and learning in every classroom; (4) making available office space and technology available for faculty and study areas for students; (5) offering high-quality student access to services such as admissions, advising, enrollment, financial aid, tuition, and fees through the university; career services; a bookstore; library services; and study areas with current technology; and (6) scheduling staff support for students and faculty at all hours the building is open. All instructors who teach at the West Campus are appointed by the WSU disciplinary departments where they are assigned.

When the original Westside Center opened in fall of 1994, 17 classes were offered for a total of 1,435 credit hours. In fall of 2005, the last semester that classes were taught in the original location, 115 classes were offered for a 7,013 credit hours. In spring of 2006, the first semester classes were taught in the new West Campus building, 155 classes were offered for a total of 9,343 credit hours. This was also an increase from 413 students enrolled in the fall of 1994 to 2,028 enrolled in the spring of 2006, and a 391 percent increase over the approximately twelve-year period. Data collected in 2005 and 2006 show students enrolled on average in three credit hours at the West Campus and six to eight credit hours at other WSU locations, primarily the main campus. In spring of 2006, 578 students were enrolled only at the West Campus, and 1,450 were enrolled at the West Campus and additional campus locations. The West Campus-only students were enrolled in 2,877 credit hours or 35 percent of total West Campus credit hours. One-quarter to one-third of West Campus course offerings are general education courses. Evening classes represent 65 to 75 percent of the total West Campus classes. Approximately 30 percent of West Campus courses are offered in a different timeframe than the traditional 15-week semester. The graph below shows the overall increase in course hours.
Satellite Campus Assessment

Assessment of the West Campus is done through monitoring enrollment and retention, and analysis of trends found in the data. In addition, the West Campus does an annual internal assessment of student satisfaction through the administration and analysis of a carefully developed student survey. All activities are related to the matrix through the expenditure of time and money. Matrix goals are carefully monitored and reviewed monthly and annually.

Professional Development Schools

A Professional Development School is a collaboration between a pre-K-12 school and a university to deliver a site-based teacher preparatory program. The central foci are the integration of student interns and site teachers into preparatory program instruction and the dissemination of new knowledge that comes from university faculty involvement. This design provides an environment that mixes the best of theory, research, and practice and provides an exciting alternative to more traditional teacher education programs. The PDS model was developed in 1986 by the Holmes Group, an association of leaders of U.S. colleges of education and was launched in Wichita in 1995. Ten Professional Development Schools located in the mid-town area of Wichita make up the current WSU program.

WSU faculty involve the participating PDS public school faculty in the site-based clinical courses. The public school students in schools where the program is being delivered benefit from the increased number of adults to foster their academic growth and from expanded access to new materials and instruction emanating from the university. University students spend 10 to 12 hours a week at their assigned PDS, and some of their courses are offered on-site in a public school classroom. The elementary PDS classes are being held at the Dunbar Building in Wichita, and then students are placed in the PDS schools for their field experiences. The overall program runs on a four-semester (two-year) cycle. This coincides with the four semesters that WSU students currently
spend as fully admitted participants in WSU’s undergraduate teacher education program. The master’s degree in curriculum and instruction is also site-based and generally is offered at six locations for a three-year period. The six locations include Wichita sites and other communities such as McPherson, Hutchinson, and Derby.

**Concurrent Enrollment**

The Concurrent Enrollment program delivers Basic Skills and general education courses to students for university credit. This program at Wichita State University allows high school students to earn WSU credit at the same time they earn credit in courses required for a Kansas high school diploma. Most Concurrent Enrollment classes meet requirements for WSU’s general education program; one may be used as an elective for a degree. WSU credit is highly transferable, and students often transfer Concurrent Enrollment credits to other universities. Students in the program pay the same amount of tuition and fees as all other WSU students. The classes are taught in participating high schools by high school teachers who are approved by the university and meet KBOR criteria standards.

This program began as Honors in Transition, a program that was coordinated through the university Academic Outreach program. In 1996, the Fairmount College of Liberal Arts and Sciences became the home for the program, and academic departments developed program guidelines that included policies regarding appointment of instructors, course content, grading, and prerequisites. The student’s WSU transcript reflects the final grade earned in the course. Currently, all courses offered are through the Fairmount College of Liberal Arts and Sciences, although the W. Frank Barton School of Business participated in the past. In academic year 2005–06, courses in the following disciplines were available for credit through Concurrent Enrollment: chemistry, communication, English, mathematics, physics, political science, and Spanish.

**High School Partnerships**

Currently, 13 schools participate in the program; in total, 16 have been involved. Three high schools have expressed interest in participating beginning in the spring 2007 semester. Students must have a cumulative high school GPA of 3.00 or higher and meet any additional requirements set by the department that offers the course. The high schools also may set higher standards for participation in the program or for any class in the program.

**Program Growth**

Since FY 1997, the program has increased an average of 26.63 percent per year in student-credit-hour (SCH) production and 29.52 percent per year in the number of enrollments (ENR) generated. In January 2006, WSU began offering high school students who meet requirements for the federal free and reduced lunch program a three-credit-hour Rising Star Scholarship that covers tuition for one Concurrent Enrollment class. A student who receives this scholarship must meet all academic requirements for the
program. WSU does not discount tuition for Concurrent Enrollment classes. Although another area university currently reduces tuition to $45 per credit hour for its Concurrent Enrollment program, a far lower rate than WSU, the WSU program nevertheless has grown steadily. This past year saw an enrollment increase of 22.09 percent in SCH and 17.10 percent in number of enrollments, as shown in the table that follows.

### CONCURRENT ENROLLMENT TRENDS, AY 1996–97 TO AY 2005–06

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>SCH</th>
<th>PERCENT CHANGE SCH</th>
<th>ENR</th>
<th>PERCENT CHANGE ENR</th>
<th>AVERAGE SCH/ENR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996–97</td>
<td>1,092</td>
<td>NA</td>
<td>294</td>
<td>NA</td>
<td>3.71</td>
</tr>
<tr>
<td>1997–98</td>
<td>1,372</td>
<td>25.64</td>
<td>438</td>
<td>48.98</td>
<td>3.13</td>
</tr>
<tr>
<td>1998–99</td>
<td>1,504</td>
<td>9.60</td>
<td>506</td>
<td>15.53</td>
<td>2.97</td>
</tr>
<tr>
<td>1999–2000</td>
<td>1,339</td>
<td>-10.97</td>
<td>386</td>
<td>-23.72</td>
<td>3.46</td>
</tr>
<tr>
<td>2000–01</td>
<td>1,948</td>
<td>45.48</td>
<td>576</td>
<td>49.22</td>
<td>3.38</td>
</tr>
<tr>
<td>2001–02</td>
<td>2,083</td>
<td>6.93</td>
<td>595</td>
<td>3.30</td>
<td>3.50</td>
</tr>
<tr>
<td>2002–03</td>
<td>2,639</td>
<td>26.69</td>
<td>784</td>
<td>31.76</td>
<td>3.37</td>
</tr>
<tr>
<td>2003–04</td>
<td>2,964</td>
<td>12.32</td>
<td>846</td>
<td>7.91</td>
<td>3.50</td>
</tr>
<tr>
<td>2004–05</td>
<td>3,038</td>
<td>2.50</td>
<td>918</td>
<td>8.51</td>
<td>3.31</td>
</tr>
<tr>
<td>2005–06</td>
<td>3,709</td>
<td>22.09</td>
<td>1,075</td>
<td>17.10</td>
<td>3.45</td>
</tr>
<tr>
<td>1996–97 to 2005–06</td>
<td></td>
<td>239.65</td>
<td>265.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average increase by year (nine years)</td>
<td></td>
<td>26.63</td>
<td>29.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data was collected by section number per semester at the conclusion of each semester.

#### Other Site-Based Learning Locations

In the fall of 2006, 64 courses were scheduled to be taught at locations other than the main and west campuses. Only one course was scheduled for the Southside Education Center. Twelve public schools were sites for WSU courses, and WSU courses were scheduled for both Butler and Cowley County Community College campuses. Other sites included the Singletree Stables and a Wichita YMCA. The most distant teaching location in fall of 2006 was Yellowstone National Park in Wyoming.

#### Student Learning Resources

Student success is derived, in large part, from the dynamic community of scholars and learners at WSU. Campuswide activities foster a positive learning environment and support for individuals’ varied learning styles. Students reveal that they appreciate the opportunities they find at Wichita State University, and respect the efforts of faculty and staff on their behalf. When 643 students, surveyed in the spring of 2006, were asked to respond whether they believed their experience at WSU would broaden their individual career opportunities,
89.4 percent responded that it either would a great deal or somewhat. When asked how the campus environment provides the support students need to succeed in class, 85.2 percent rated the support to be a great deal or somewhat supportive. The university’s learning community values many types of academic interaction, not only between students and faculty but also among students and their peers. The section that follows will review courses, programs, and centers that offer direct learning experiences to supplement students’ work in their academic major programs.

**Student Success Courses**

University Student Success courses are credit-bearing courses provided within colleges, including Introduction to the University, Career Exploration, and Returning Adult Seminars. Other Student Success courses include the Pass Program for Athletes, Career Network Experience, and Premedical Professions Information. All these classes introduce students to realities of the higher educational structure and help strengthen their skills base (both academic and personal), all of which enhance their ability for persistence, leading to success. The Introduction to the University is the primary course for new freshmen. Research done by the WSU Office of Institutional Research shows that students who take University 101 courses persist toward graduation an average of 7 to 12 percent better than those who do not take the course, based on a matched comparison study.

**Supplemental Instruction**

Supplemental Instruction is a series of weekly review sessions offered to students enrolled in courses with a high number of D, F, and W grades. The program, operated by graduate assistants and undergraduate student assistants, is funded by the Student Government Association at a level of $32,378, and Academic Affairs and Research matches that level. It serves more than 800 students in 18 to 20 sections each semester. Student assistants attend the class sessions for the designated supplemental courses and then offer review sessions to students enrolled in the class where each class lecture is reviewed. Students who attend the sessions earn consistently better grades overall than students who do not attend the sessions.

**Writing Center**

The Writing Center’s mission is to help students with problems they have with writing, feedback on their written assignments, or help with brainstorming for writing ideas. In the Writing Center, students may work either with a tutor or on their own. Tutors help students with writing assignments in English classes and any other WSU courses. Goals for the center include the following: (1) providing a staff of tutors knowledgeable in numerous areas of writing skills and research skills, (2) providing a welcoming environment conducive to learning for students, (3) meeting students’ technological needs, and (4) providing ample feedback so that students believe Writing Center instruction is an effective use of their time. To assess the center’s goals, student surveys are administered twice each semester; English department instructors and instructors from all other
disciplines taught at WSU are asked to evaluate the Writing Center annually; the Writing Center’s Web services are assessed; and an objective test of writing skills is administered to tutors twice each semester.  

3.70  Writing Center
http://webs.wichita.edu/deptools/user_home?view=writing
(Resource Room 3-25)

3.71  Savaiano-Cress Language Laboratories
http://mcll.wichita.edu/lab

3.72  Mathematics Laboratory
http://www.math.wichita.edu/general/mathlab.html

3.73  Intensive English Language Center
http://webs.wichita.edu/ielc/intensiveEnglish.html
(Resource Room 3-26)

Savaiano-Cress Language Laboratories
The Savaiano-Cress Language Laboratories integrate technology into the foreign language learning experience. Their mission is to provide both students and faculty with technologies that will enhance the teaching and learning of foreign languages taught in the Department of Modern and Classical Languages and Literatures. The laboratories concentrate on increasing students’ abilities in grammar, pronunciation, and aural-oral skills, and increasing instructors’ ability to reinforce language skills taught in the classroom.

To assess the laboratories, student usage is tracked electronically each semester. Course instructors receive usage reports each semester, and faculty determine an acceptable usage rate. Students determine whether the laboratories do not meet, meet, or exceed usage standards. Further, students and faculty will be surveyed electronically on a biannual basis. The survey reflects students’ and faculty’s perceptions of the laboratories’ scheduling, technology, and effectiveness. When the technology becomes available, the language laboratories usage will be correlated to academic success in courses (this will be possible in the later phases of the WIN project).

Mathematics Laboratory
The Mathematics Laboratory’s mission is to provide one-on-one tutoring along with technology to enhance the individual student’s learning experience. The laboratory provides students with tutors and technologies at no charge for remedial, Basic Skills, and introductory mathematics and statistics courses taught in the Department of Mathematics and Statistics. There are approximately 7,000 visits by students per year. The laboratory is staffed by approximately 15 students hired each year plus faculty and graduate teaching assistants who volunteer time in the laboratory.

To assess the effectiveness of the laboratory, beginning in 2006, student usage will be tracked by student sign-in sheets and by tutors each semester. Students and faculty will be surveyed on a biannual basis. The survey will reflect students’ and faculty’s perceptions of laboratory scheduling, technology, and effectiveness. When the technology becomes available, Mathematics Laboratory usage will be correlated to academic success in courses. The laboratory director and undergraduate advisor will meet biannually to evaluate its usage and results of the survey.

Intensive English Language Center
The Intensive English Language Center (IELC) serves nonnative-English-speaking students who do not meet WSU’s English language proficiency requirements by helping them enter their chosen university program. The center also serves other individuals who wish to increase their English language skills.
For international students seeking university admission, the center offers an intensive, preacademic language and cultural immersion program. Thirty to 50 language classes are taught daily at six levels of instruction. Certificates are awarded to students who successfully complete different levels of the program. In the fall semester of 2005, 787 student credit hours were produced by department faculty.

The IELC computer-assisted learning laboratory provides reading, listening, critical thinking, professional, and career materials for nonnative English speakers, as well as TOEFL (Test of English as a Foreign Language) preparation, and Internet activities. Also, activities in the learning laboratory are coordinated with students’ other intensive English class assignments. Conversation classes provide students with the opportunity to speak with native or near-native speakers of English. Some of the conversation partners are WSU students; others are members of the community. At least four activities per eight-week session are offered to provide cultural learning experiences to IELC students. These include trips to the Kansas State Fair and Sedgwick County Zoo, and university activities such as the Asian Festival, Africana Night, and WSU baseball and basketball games. A variety of interactive experiences are also arranged for students. These have included horseback riding, Paintball games, Laser Quest competitions, and dance and movie parties.

The IELC also administers and evaluates the Speaking Proficiency English Assessment Kit (SPEAK) test, which is the institutional form of the Test of Spoken English (TSE) and a requirement for international graduate students applying for graduate teaching assistant positions. A total of 126 SPEAK tests were administered and evaluated in 2004; 122 in 2005. As of August 22, 2006, 90 tests had been completed for the current year.

The initial impact of the September 11, 2001, World Trade Center disaster hit this program in Spring Session I of 2002, when enrollment showed a decrease from Fall Session II of 2001 of about 36 percent. Usually the fall-to-spring enrollment numbers remain relatively similar. Enrollment continued downward through the next several years. Spring and summer enrollment in 2005 also was affected by the Asian tsunami. The center bottomed out with the lowest summer enrollment recorded—39 students—in 2005. Since then, enrollment has increased steadily, and the summer session enrollment of 2006 was the highest in seven years. A continued increase in enrollment is expected, based on available statistics and recruitment efforts.

**Reflecting on the Past and Looking Forward**

**Strengths:** WSU faculty have made substantial and significant progress in assessing how well students are achieving expected learning outcomes. Assessment activities now extend to all levels of the university, reflecting its learning-centered approach. Assessment plans are in place for each degree program (and many ancillary learning activities that will be described in subsequent sections of this report), and those plans are carried through in data
collection and analysis. Program change is initiated when warranted. The primary goal is addressed—learning outcomes are improved, and the process is documented.

**Opportunities for Improvement:** Two challenges currently facing the university are the following: building on the momentum established in the past ten years, and meeting the new demands brought by an ever-changing environment beyond the university. More specifically, these new demands fall into three major areas: (1) assessment of student learning outcomes, (2) faculty and program development, and (3) organization and strategic implementation of instructional technology.

While participation in assessment processes continues to increase, better communication of the need for students and faculty to become more aware of these processes remains vital. Increasing faculty involvement in setting learning outcomes at the university level and coordinating all levels of the assessment program, some of which are in their initial stages, need time and university support to fully mature. In addition to these internal tensions, the university is facing increasing attention by the Kansas Board of Regents regarding the identification and measurement of student learning outcomes. The interest of the board in this parallels national trends toward requiring more transparent measures of accountability of student learning.

There is some evidence that faculty creativity does not penetrate beyond the classroom. Greater awareness of the grassroots academic renaissance on campus would be of great value to the university.

With the goal of providing ease of use, “transparent” applications, and effective integration of appropriate instructional technologies, the question now is: How should the university grow its present systems? Would it benefit the university to develop a system to support academic computing—computing used by faculty and staff in direct relation to the core academic missions of education and research? Or, would the university best be served by information technology that is department based?

**Action:** WSU will continue to involve faculty in developing student learning outcomes and assessment activities at the unit, college, and university levels, and provide more information to students on the process. At the college level, deans and chairs will implement plans for sharing information with students about the importance of assessment.

**Action:** The progress of students based on learning outcomes in general education will continue to be a priority of the university. The past work of the General Education Committee to align the goals of the program with means to assess students’ learning in Introductory, Further Studies, and Issues and Perspectives courses in the program will continue. The work of the university in general education will include a planning process to review the administrative
structure of the general education program. The university welcomes consultation from the Higher Learning Commission regarding the design and assessment of a general education program that is appropriate and realistic in light of WSU’s mission and the increasing number of general education credits that undergraduate students can transfer to the university.

**Action:** WSU is one of only two universities in Kansas to pilot the Collegiate Learning Assessment. The university will continue the deployment of this value-added learning assessment. The university will also continue to administer the National Survey of Student Engagement as a way to assess which factors of the learning environment should be changed or modified to advance student learning. When coupled together, the CLA and NSSE can provide information on both achievement and how to increase the likelihood for improving achievement.

**Action:** The Center for Teaching and Research Excellence will develop plans to recognize faculty for innovation in curriculum development and promote development of curriculum that meets the needs of twenty-first century higher education.

**Action:** The university will develop a strategic plan for uniform and comprehensive support of technology use in instruction. By 2009, WSU will equip 45 more classrooms with digital projection equipment.
Criterion Four

Wichita State University: Making original contributions to knowledge and human understanding as a comprehensive, urban university moving toward national stature.
Criterion Four: Acquisition, Discovery, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.4.0

Introduction
As a comprehensive research university, the Wichita State University learning community dedicates itself to scholarship of the highest quality. Transferring new knowledge and partnering with constituents to solve problems is a large part of the university’s role in the twenty-first century. To thrive in a complex world, the acquisition of knowledge is paramount. At WSU, research and creative activity are integrated into the overall academic and service mission of the university. By discovering and sharing new knowledge, WSU faculty move new ideas from the “laboratory” to the classroom and into the community. The chapter to follow describes how the university supports research and creative activity. First is a discussion of the Office of Research Administration (ORA), research centers, and research facilities in the respective colleges and divisions. This chapter also discusses the promotion of intellectual inquiry through its general education and disciplinary programs. Next is a discussion of how the university’s curricula engage students to learn and experience life and work in a global, diverse, technological society. Finally, this chapter will provide evidence that faculty, staff, and students of this distinctive university apply knowledge responsibly.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
Under Kansas Board of Regents policy, WSU is considered one of three research universities in the state charged with extending the frontiers of knowledge for the benefit of Kansas residents and the global community. (The KBOR mission statement can be read in its entirety in Criterion One.) A research university depends upon the hiring and nurturing of serious scholars devoted to a life of learning.

Academic Freedom
As stated in the WSU Policies and Procedures Manual, “Faculty members are at one and the same time employees of the University, members of learned professions, and members of the Faculty of the Wichita State University. Each of these roles carries with it various rights, responsibilities, and privileges. Together, these rights, responsibilities, and privileges define the profession of the University professor as teacher, scholar, and public servant. Faculty at WSU are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of the teacher’s academic duties. The faculty member is entitled to freedom in the classroom in discussing the subject, but the faculty member should be careful not to introduce controversial matter which has no relation to the subject.”4.1
Dissemination of Research

WSU has an extensive number of facilities and centers outside the academic units that facilitate the dissemination of research activities of students and faculty. Some of these include the campus television station and the university-sponsored National Public Radio station, KMUW. Advanced computation services are provided by the high-performance computing center, which offers services to departments in engineering, mathematics, chemistry, and computer science, among others. The Wichita State University Libraries provide access to an extensive collection of books and journals, and the collection is supplemented by electronic access to key journals. Each of the entities named in this paragraph are described in detail elsewhere in the self-study.

Academic responsibility is integral to academic freedom and encouragement, and WSU upholds strict guidelines on academic honesty for students and faculty, and maintains and monitors research integrity by faculty and students. Within these boundaries, WSU faculty successfully engage in quality research for the academic and practitioner communities. The section to follow will demonstrate how the university supports a life of learning for students and faculty. First, the work of the Office of Research Administration and the individual colleges will be reviewed. This review will provide a small summary of the exciting and beneficial work being produced at WSU. Next, support for faculty and student development and achievement will be discussed. Finally, a look at the scholarly productivity of faculty will be presented.

Office of Research Administration

The university uses both scholarship and research to stimulate organizational and educational improvements through support of faculty and students and through developing research facilities. Research at WSU has grown annually for the last decade, as increases in funding and research production by faculty and students indicates. Research at the university is overseen by the Office of Research Administration, which assists in the pursuit of external funding and provides preaward and postaward services. Each college has research facilities available for use, and information about the available facilities can be found later in this section. WSU is fortunate to have several nationally and internationally recognized research facilities associated with its campus and is looking forward to growth in research by continually working to develop new facilities at which to conduct research. The Carnegie Foundation for the Advancement of Teaching categorizes Wichita State University as a doctorate-granting high-research institution.

The Office of Research Administration is the primary organization at WSU that assists faculty, staff, and administration in the pursuit of external funding to support their research, training, and service projects. The services offered by ORA include, but are not limited to, the following:
• Crafting proposal budgets
• Submitting proposals
• Monitoring compliance with regulations
• Establishing grant accounts and payroll, if necessary
• Billing sponsors for recovery of expenditures
• Ensuring reports are filed properly

In addition to the assistance listed above, ORA shares start-up costs for new faculty with the academic colleges, provides travel funds for visitation with grant managers, schedules proposal-writing workshops for faculty, and generally attempts to inform and encourage faculty and others concerning the art of applying for grant funds. Internal seed-grant competitions are offered through ORA to help new faculty begin their research agenda or to help established faculty change research direction. ORA staff members provide coordination, advice, and assistance to university committees, including those that address research integrity. The office is also responsible for assuring compliance with federal, state, and university policies and regulations, including conflict of interest and export regulations. ORA and the WSU technology transfer office work with faculty and staff to protect and commercialize intellectual property.

FY 2006 GRANT AND CONTRACT ACTIVITY BY COLLEGE OR UNIT

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<th>COLLEGE OR UNIT</th>
<th>NUMBER OF PROPOSALS SUBMITTED</th>
<th>NUMBER OF GRANTS AWARDED</th>
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* National Institute for Aviation Research
** Includes Ablah Library, KMUW, ORA, and University Conferences
*** Includes awards to proposals submitted in FY 05
Major Research Centers

Wichita State University’s research centers play a significant role in making it a distinctive institution. Below are two examples of WSU research centers. The National Institute for Aviation Research is the university’s most visible and largest center. The Software Usability Research Laboratory is an example of a center that engages cutting-edge basic research in an important area of human factors psychology.

National Institute for Aviation Research

Created in 1985, the National Institute for Aviation Research (NIAR) is WSU’s premier research center, accounting for approximately half of all external funding at the university. It is also one of the most well-known, university-based aviation research centers in the world. Its financial support comes from National Aeronautics and Space Administration (NASA), the Federal Aviation Administration (FAA), and the Department of Defense (DOD), among federal agencies, and from a large number of corporations such as Adams Aircraft, The Boeing Company, Bombardier Inc., Cessna Aircraft Company, Eclipse Aviation Corporation, Lancair International Inc., Northrop Grumman Corporation, Raytheon Company, and Spirit AeroSystems Inc. With assistance from local aviation companies, NIAR has also been the beneficiary of state appropriations in recent years for research projects selected by the companies. This is seen as an economic vitalization program by the state legislature. NIAR is a member of
three FAA centers of excellence and one NASA center of excellence, and is also a Kansas Technology Enterprise Corporation center of excellence.

NIAR has established several specialized laboratories to focus its research efforts, including composite and advanced materials, crash dynamics, aerodynamics, aircraft icing, aging and fatigue, and full-scale structural testing. In response to industry needs, additional laboratories are in the planning stages. NIAR is located in its own 72,000-square-foot building on the southeast edge of campus. It also leases, for the cost of utilities alone, a 43,000-square-foot building on the Raytheon campus, where it conducts full-scale structural testing and aging aircraft research. As part of the lease agreement, NIAR does all of Raytheon’s full-scale structural testing and is permitted to do such testing for any other aviation manufacturer as well. Discussions are underway with Raytheon to lease about 50,000 square feet of additional space for environmental testing of aircraft components.

**Software Usability Research Laboratory**
WSU is also home to the Software Usability Research Laboratory (SURL), a service division of the Human-Computer Interaction (HCI) Laboratory in the psychology department. SURL was initiated in fall 1998 under the direction of a psychology professor who has more than ten years of experience in the software development industry designing and evaluating user interfaces. The laboratory provides usability services such as user interface design, usability testing, and human-computer interaction research to corporations worldwide. The laboratory is staffed by WSU faculty and graduate and undergraduate students in the human factors program. Its goal is to provide usability services and research to the software development community and to train students on HCI with real-world projects.

SURL offers services such as Web site evaluation, including expert reviews, usability testing, or a combination of the two. The laboratory can also conduct research for its clients, looking at areas such as usability of electronic commerce (e-commerce) sites, and optimal font sizes and types. Organizations that have contracted with SURL for research include Coleman Company Inc., LawCatalog.com, Microsoft Corporation, and the National Cancer Institute. An additional $72,000 from the Microsoft Corporation was awarded for research on font legibility. The research for WSU’s new student, faculty, and staff Web portal—myWSU—was also done by SURL.

**Research and Teaching Developed by Public and Private Grants and Contracts**
In keeping with the mission of the university, the faculty develop applied research through focused efforts in concentrated areas of need. While applied research may be the research thrust in the centers described below, basic research discoveries also emerge from this work. The university supports a number of centers that extend the teaching as well as research mission. Examples of these centers are described below.
Advanced Networking Research Center
WSU is also home to the Advanced Networking Research Center\(^4\)\(^7\) based in the Department of Electrical and Computer Engineering at Wichita State University. This center performs state-of-the-art theoretical, applied, and experimental research in the field of networking. The research center has excellent laboratory facilities, including the Technical Research Center (TRC), largely supported by a research grant from Cisco Systems Inc. The Engenio Corporation also provides funding for the facility. TRC was established in June 2005 and houses space for research associates and equipment. Using knowledge gained from a strong networking curriculum in the department, students work to solve real-world networking problems encountered by Cisco engineers, customers, and others. Graduate students use knowledge gained in the laboratory to develop algorithms and architecture that eliminate networking problems. These experiences in the TRC have led to the presentation of papers at conferences and the publication of journal articles. Currently, approximately 100 students are supported by this grant, including five doctoral candidates and 55 master’s candidates; the remaining students are undergraduates.

The Regional Community Policing Training Institute
The Regional Community Policing Institute (RCPI),\(^4\)\(^8\) housed in the School of Community Affairs, is funded by the Office of Community Oriented Policing Services, an agency of the U. S. Department of Justice. The institute is a partnership of law enforcement agencies, nonprofit community agencies, and the university. RCPI grants provide law enforcement personnel and community members with training on counterterrorism and community awareness, human trafficking, corrections intelligence for counterterrorism and counter gang activities, DNA evidence, and domestic violence. The institute also offers a variety of other training, including law enforcement intelligence programs. Created in 1997, RCPI’s overall mission is to deliver innovative community policing to law enforcement agencies and to provide current information and research on community-oriented policing, specifically addressing the issues and needs of police agencies in Kansas and Nebraska. In addition to in-service training for police, the institute provides distance learning, technical assistance, information resources, and interventions in response to law enforcement agency requests.

Center for Entrepreneurship
Founded to encourage entrepreneurial thinking and initiative through quality education, research, and community outreach, the Center for Entrepreneurship\(^4\)\(^9\) supports a research forum that enhances its nationally recognized academic program. The center is a key area of research interest in the W. Frank Barton School of Business. A research roundtable is held on a regular basis by faculty across the school who are interested in research on entrepreneurship and small-business topics. The purpose of the entrepreneurship research forum is to foster and encourage dialogue in the areas of small, entrepreneurial, and family-owned business enterprises. The goal is to bring together a group of faculty from across the school that has an interest in conducting research in the area
of entrepreneurship and small businesses. Research includes a broad spectrum of interests that ultimately will yield significant research. These collaborations are a major source of interdisciplinary research for the school. The center also facilitates a coordinated research agenda related to entrepreneurship for the purpose of reputation building in the academic research community.

**Campuswide Scholarship and Research Activities**

The research produced at WSU is presented at academic conferences and appears in refereed national and international academic journals. The applied research also appears in refereed journals, in publications for general audiences, and in local, state, and national government reports. WSU recognizes the scholarship of creativity. WSU poets, artists, and musicians have been honored with national recognition for their work. Some of the research in which members of the campus community regularly engage is reported in the national press. Examples include discoveries made by WSU anthropologists and the National Airline Quality Rating report\(^4.10\) generated in the W. Frank Barton School of Business, in conjunction with researchers at the University of Nebraska at Omaha. This rating has been featured on Good Morning America, The Today Show, CNN, and C-Span and in publications including USA Today and Aviation Week and Space Technology. Each college supports the research and creative activity of its faculty, staff, and students. Especially important are the laboratory and creative facilities that support these endeavors. With more than 75 facilities available on campus, faculty are able to conduct research in safe and clean work environments and contribute to the larger body of knowledge in their fields of expertise.\(^4.11\)

**W. Frank Barton School of Business**

The W. Frank Barton School of Business is home to six centers of research that engage in internal and external research and outreach activities.\(^4.12\) Its newest center is a research and education center devoted to market-based management in partnership with industry. As part of this partnership, a new behavioral research laboratory is being constructed for faculty use in research in experimental economics, behavioral finance, and other behavioral research areas.

The Center for Economic Development and Business Research engages in research for the public and private sectors. It collects, analyzes, and disseminates information to support the activities of government, education, business, and economic development organizations. The aforementioned Center for Entrepreneurship is recognized as one of the finest centers of its kind in business and entrepreneurship development. The Center for International Business Advancement hosts the World Trade Council of Wichita. The Center for Management Development supports research and holds workshops for professional development for business people in Wichita and the surrounding areas. The Center for Real Estate was established in 2000 to promote high-quality education and research on a variety of topics related to real estate and land-use economics. The Center for Economic Education provides education, training, research, and support for economic education in public schools.
4.13 Center for Physical Activity and Aging
http://webs.wichita.edu/?u=cpaa&p=index

4.14 Center for Research and Evaluation Services
http://webs.wichita.edu/?u=cres&p=

4.15 Center for Research and Evaluation Services Studies
(Resource Room 4-2)

College of Education
The College of Education has two research centers. The Center for Physical Activity and Aging\(^\text{13}\) combines a community service for senior citizens with research efforts that study wellness and quality-of-life issues of seniors participating in a developmental exercise program designed to build and maintain strength and balance. The center’s research director leads a variety of studies in exercise science focusing on these subjects. The center has state-of-the-art equipment used by the Department of Kinesiology and Sport Studies to research areas related to exercise science. The laboratory contains a variety of modern equipment designed to measure exercise and work performance, including body composition (DXA), metabolic and biochemical parameters, balance, cardiac output, and vital capacity.

The Center for Research and Evaluation Services\(^\text{14}\) conducts research and evaluations related to funded projects, both WSU grant projects and community projects funded by governments and foundations. Much of the funded research conducted by education faculty focuses on the improvement of schooling and professional practice. The College of Education maintains a listing of such studies conducted by faculty.\(^\text{15}\)

College of Health Professions
The College of Health Professions has a strong scholarly focus on developing allied health and nursing education programs and pedagogy. Research projects address effectiveness of technology in education, the use of standardized patient protocols, the role of ethics and critical thinking in education, the effectiveness of palliative care training, and the effects of developing new “entry-level” degrees for the professions. Through a U.S. Department of Health and Human Services grant and other work, the college is investigating strategies to increase and promote diversity and cultural competency in the education of health care providers.

College of Health Profession faculty also study cancer prevention, obesity in both normal and developmentally delayed children and adolescents, speech perception and use of sensory augmentation devices, the genetics of disease, cardiac risk factors in relation to sexual intimacy, and breast-feeding behavior. Therapeutic interventions for motor disabilities, speech disorders, and shoulder and back injuries also are under investigation in the college. Interdisciplinary teams that cross departments, colleges, and institutions are investigating safety behavior in autistic children, ergonomics of health care environments, the use of vision care in primary care settings, perceptual-motor action theory, forensic anthropology, and pharmacological intervention and safety in a wide variety of patient populations. Faculty conduct their research in dedicated laboratories in Ahlberg and Hubbard halls, the school systems, the Speech-Language-Hearing Clinic and Dental Hygiene Clinic on campus, off-site clinical facilities, and in their faculty offices.
College of Engineering
Faculty in the College of Engineering engage in a significant amount of research, and the college houses many research facilities. In response to national, state, and local needs, the College of Engineering has initiated two research-and education-focused efforts in the overlapping areas of bioengineering and environmentally sustainable engineered systems. These efforts take advantage of the college's strengths in thermodynamics, biomechanics and dynamics, fluid dynamics, sensor and sensor networks, systems science, and energy systems. Because these areas are highly multidisciplinary in nature, collaborative teams have formed between the College of Engineering and the departments of chemistry and biological sciences, and the College of Health Professions. One team has been tasked with developing an undergraduate program in bioengineering. The emphasis under bioengineering is on medical devices, instrumentation, biomechanics, and technologies for a sustainable environment. It is expected that the bioengineering undergraduate program will create a stream of students for advanced degrees within the College of Engineering, thus supporting its research efforts in bioengineering and sustainability.

In terms of research, funding from the National Institute for Occupational Health and Safety, as well as other sources, has been awarded for work in biomechanics. Under environmentally sustainable engineered systems, funding from the National Science Foundation (NSF) has been received for research in sustainable manufacturing systems. Funding is to be awarded from the Department of Energy to conduct energy assessments of medium-sized industries. A planning grant from the Kansas NSF-EPSCoR program has been proposed to establish a research initiative in logistics, distribution, and infrastructure to support the ethanol and biomass industries. Twenty-six research facilities at the university are housed in the College of Engineering and are used for student and faculty research. Among these are the three-foot-by-four-foot, low-speed wind tunnel and two supersonic wind tunnels, one that is nine inches by nine inches and one that is four inches by four inches. Other research facilities in the college include a flow visualization laboratory, a manufacturing processes laboratory, a rapid prototyping and product development laboratory, and a virtual reality development laboratory.

College of Fine Arts
The College of Fine Arts houses the Center for Research in Arts, Technology, Education, and Learning (CRATEL) that opened January 17, 2006. The center is located in the Duerksen Fine Arts Center and is part of WSU’s School of Music. This space serves as a laboratory, a center, and a think-tank. It also houses a student-operated, Internet radio station. Some CRATEL research activities take place in laboratories at the College of Engineering. More detailed discussions of CRATEL are found in Criterions Three and Five. Faculty and students in the College of Fine Arts engage in a continuum of research and creative activity. Research endeavors have focused primarily on topics related to history, education, literacy, and technology. Creative activity has included solo and group performances, exhibits, and publications recognized by peers.
for their national and international stature. Recent peer-validated efforts include invited performances by dance students and faculty in the country of China and in New York; lectures by art history faculty in South Africa, London, and the Netherlands; book publications; national and international presentations by piano pedagogy and music education faculty members; and recognition for theater production by the American College Theater Festival regional conference at the John F. Kennedy Center in Washington, D.C.

**Fairmount College of Liberal Arts and Sciences**

The Fairmount College of Liberal Arts and Sciences supports several research centers and houses 47 research laboratories, excluding individual laboratory and research space housed in faculty offices. These facilities include space in the social and natural science departments. The biology department has six laboratories used for research, including a protein core laboratory, a cell-imaging core laboratory, and a field station. The protein core laboratory focuses research on peptide purification, amino acid sequencing, and ion chromatography. The cell-imaging core laboratory has facilities that support a variety of contemporary histopathological analyses, including digital imaging, Nomarski differential contrast, and immunohistochemistry, and in-situ hybridization. The field station is a 30-acre plot of native and restored prairie and riparian woodland. Studies conducted there include prairie restoration and recovery, incidence of West Nile virus in birds on the station, and monitoring of fish, amphibian, and reptile population dynamics. The Department of Anthropology conducts research through an off-campus experimental forensic anthropological field station associated with the biological laboratory.

The chemistry department’s 17 laboratories include organic, inorganic, biochemistry, analytic, nuclear magnetic resonance, laser, and physical laboratories, as well as one computational laboratory for analysis. Research conducted in one of the organic laboratories examines the inhibition of enzymes included in chronic obstructive pulmonary disease and emphysema, and inhibitors for the Dengue virus, with the goal of alleviating symptoms of diseases. Biochemists are working to develop a more effective and less toxic anthrax vaccine. And a mass spectrometer in one of two analytic laboratories is used to research how peptides and proteins break apart.

The Center for Environmental and Human Health can be found in the geology department, which houses four laboratories, including one for rock sample preparation and another that holds a scanning electron microscope. The physics department also has four laboratories that contain equipment used for purposes such as computational astrophysics, materials treatment, low-temperature calorimetric measurements, and the study of the electrical and magnetic properties of solids at exceptionally low temperatures. Anthropology faculty members have access to six research facilities, including a bone laboratory for forensic studies, a plains archaeology facility that provides opportunities to
study excavations and recoveries, and a facility in Uxbenká, southern Belize, a three-year research program that is investigating the development of complex societies in a little-studied area of Central America.

The psychology department holds seven laboratories in addition to the Self-Help Network: Center for Community Support and Research and the Software Usability Research Laboratory (discussed elsewhere in this chapter). The Software Usability Research Laboratory offers facilities that allow research on visual psychophysics and perception action. The Elliott School of Communication is home to the Interdisciplinary Communication Research Institute, which maintains the staff and facilities to conduct phone surveys for projects based at the university and in the community, as well as a mobile automated-response testing instrument used for testing new products and marketing strategies. The School of Community Affairs houses the aforementioned Regional Community Policing Training Institute. Finally, the Kansas Public Finance Center is housed in the Hugo Wall School of Urban and Public Affairs.

Support for Undergraduate Research

Undergraduate research is presented at the Undergraduate Research and Creative Activity Forum, which is in its fifth year. Students showcase their research or creative projects to the WSU and Wichita community with oral and media presentations. In the past, students presented projects on topics such as social alienation and the American dream, symphony partnerships with public schools, and a study of the driving ability of nonadult and adult drivers. Undergraduate research is also supported through the McNair Scholars Program, which is described elsewhere in this chapter.

Support for Graduate Research

The university supports graduate students in a variety of ways, typically through assistantships, fellowships, and opportunities to present their research. Graduate assistantships for teaching and research not only expand opportunities for students but are vital to the research productivity of the university. Graduate assistants (GAs) may teach (GTA), complete research (GRA), and do administrative staff work under the direction of their academic department (GSA). Assistantships provide a stipend, as well as health insurance coverage and reduced tuition costs for eligible students. Graduate assistantship stipends range from $5,000 to $12,000 per academic year. The average stipend for a full-time, nine-month GA appointment at WSU is $8,300, while the university’s peer public research institutions in the state of Kansas average $12,000 for the same appointment criteria. Nonresident tuition is waived for out-of-state and international students who are GTAs, GRAs, and GSAs, if the appointment is at least 40 percent. In-state tuition reduction is available for graduate teaching assistants but not for research or staff assistants. The GTA in-state tuition reduction varies from 35 percent to 100 percent, depending on the appointment percentage and whether the student is involved in direct instruction or indirect instruction. Direct instruction merits a greater reduction. The state of Kansas
provides a health insurance plan for eligible GAs (appointed at least 50 percent). The university pays 75 percent of a GA's health insurance premium if the student enrolls in the state insurance plan. \(^{421}\)

Fellowships allow the university to support graduate students in a way that encourages them to devote time to their intellectual development and research pursuits. Students are provided funding so they can concentrate on their studies with less need to combine their work and educational efforts. Funding such as the Delano Maggard Jr. Graduate Research Grant supports graduate student research efforts, and funding such as the Michael Tilford Graduate Fellowship provides assistance to minority students. The academic colleges and the Graduate School award approximately $385,000 in fellowship support each year to graduate students.

Some travel funding is available through the Graduate School for graduate students to present research papers at state, regional, national, and international conferences. Typically, a student (who is sole author of the research report) would receive $400 toward travel expenses. Travel funding is also available to graduate students through their department and the WSU Student Government Association.

**Support for Faculty Research**

The university supports professional development opportunities and makes them available to the university learning community. Scholars are committed to lifelong learning. More than conveyors of established skills and perspectives, they herald new insights and opportunities. Faculty members at WSU are encouraged in their research activities. Research readiness and record are evaluated during the hiring and promotion processes.

The university maintains the standard ranks of professorship: assistant professor, associate professor, and professor. Tenure and promotion policies are specified in the *Handbook for Faculty*, and the colleges, schools, and departments have adopted detailed guidelines and statements of criteria for tenure and promotion.\(^{422}\) These statements include explicit expectations for teaching, librarianship, research, scholarship or creative activities, and academic and professional service. These statements define the relative significance of activities within each area and the nature of documentation that candidates must provide to establish their accomplishments in each area.

The university has an active sabbatical policy for faculty to engage in relevant research and creative activity that promote their scholarly agendas.\(^{423}\) Each proposal is reviewed and a recommendation made to the vice president for academic affairs and research by the Faculty Support Committee of the Faculty Senate. KBOR policy restricts the number of sabbatical leaves to four percent of faculty in any given year, as discussed in Criterion Two.
Tenure and tenure-track workloads call for between 30 and 40 percent of a typical faculty member’s efforts to be concentrated on a research (or creative) agenda. The help of graduate research assistants also adds significantly to the faculty’s ability to undertake research. Start-up funds to set up laboratory instruments, provide personal computing, and assist with other research needs are part of hiring packages that may be provided to new faculty members. Summer research stipends are offered through the Office of Research Administration (discussed elsewhere in this chapter); through WSU-LINK, the university’s community research unit; and through some of the colleges and departments. The ORA and the Center for Teaching and Research Excellence offer services to faculty members seeking sponsored program funds from external sources.

**Faculty Research Awards**

Wichita State University publicly acknowledges the achievements of faculty in acquiring, discovering, and creating knowledge. WSU demonstrates its commitment annually in the presentation of three prestigious research awards:

- **Award for Community Research.** This award is made annually to a WSU faculty member who has established an exemplary record of scholarship. The award is for research that directly and measurably benefits a community group or the general public and that results in tangible intellectual products. Work products include refereed journal articles, policy formulation, creation of performances, or other works of art that positively affect the health and well-being of the community.

- **Excellence in Research Award.** This award is made annually to a faculty member for an exemplary record of research that has not only enhanced the faculty member’s career but advances the university’s research mission.

- **Excellence in Creative Activity Award.** This award is made annually to a faculty member who has established an exemplary record of creative activity that has not only increased the faculty member’s reputation but has brought recognition to the university.

For each of the above awards, nominations are reviewed by the Faculty Support Committee, which is appointed by the Faculty Senate, and the committee recommendations are forwarded to the vice president for academic affairs and research, who makes the final selection.

**Distinguished Professors and Endowment for Faculty**

Wichita State University supports faculty research activity in a number of ways, one of which is distinguished professorships. The WSU Board of Trustees initiated three distinguished professorships in the 1990s. In addition, the WSU Foundation supports five endowed chairs and two other named distinguished professorships.

The Kansas State Legislature appropriates funds to the Board of Regents for Regents Distinguished Professorships. These professors are outstanding leaders.
in their field, with emphasis on capabilities that enhance the economic and industrial development of the state. Wichita State University has one Regents Distinguished Professor. His area of expertise is public finance.

In 2000, the legislature created another distinguished professor program, the Kansas Partnership for Faculty of Distinction. It was established as a public and private partnership to encourage major gifts from private donors to enhance the recruitment and retention of distinguished faculty. The state contributes an amount equivalent to the earnings on the private contributions. By the beginning of academic year 2006™™07, Wichita State University, through its “We are Wichita State” campaign, had received funding for 14 Faculty of Distinction positions, ten of which are filled. Searches are underway for the remaining positions. In most cases, the Faculty of Distinction awards include a salary supplement and funding to support research activity.

The total number of distinguished professorships continues to grow, from 8 in 1997 to 21 in 2007, with 24 expected in 2008. Foundation support for distinguished professorships more than doubled between 1996 and 2006, from $116,089 to $274,750. In 2006, the state contributed an additional $109,229 for the Regents Distinguished Professorships and Faculty of Distinction awards.\textsuperscript{4.25}

In addition to these university programs, some of the colleges, most notably the W. Frank Barton School of Business and the College of Engineering, supplement faculty salaries with short-term appointments of faculty “chair” or “fellow.” These awards are designed to encourage and reward research activity.

**Scholarly and Creative Activity for 2004 and 2005**

In keeping with the university’s learning-centered mission, faculty produce scholarship and create knowledge through basic and applied research. The scholarly and creative activities produced by faculty and staff at Wichita State University are recorded by the University Libraries.\textsuperscript{4.26} This recordkeeping helps the university track such activity from year to year and enables faculty to receive public recognition for their accomplishments. The chart below provides a summary picture of scholarly and creative activities for the years 2004 and 2005. Among items in the “other” category are book chapters, editorial work, video and audio recordings, nonpeer-reviewed articles, and creative performances.

<table>
<thead>
<tr>
<th>SCHOLARLY OR CREATIVE ACTIVITY</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Journal Articles</td>
<td>296</td>
<td>309</td>
</tr>
<tr>
<td>Conference Papers, Panels, and Poster Presentations (published and unpublished)</td>
<td>432</td>
<td>386</td>
</tr>
<tr>
<td>Other</td>
<td>224</td>
<td>282</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>952</td>
<td>977</td>
</tr>
</tbody>
</table>
Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program.

This section of the self-study is devoted to explaining the commitment of WSU to breadth of knowledge and intellectual inquiry across its curricula and at all levels of programmatic study. Tradition that reaches deep into the history of the university to its founding as a liberal arts college values the experience of a broad educational background for each student. Following that tradition, the curriculum, over the years, continues to express the importance of exploratory learning across a variety of subjects and the development of critical thinking in attitude as well as skill development.

Conceptualization of General Education at WSU

WSU fosters breadth of knowledge and skills in its general education program. The general education curriculum is based on four foundational skills (information literacy, writing, public speaking, and numeracy) that are applicable in various combinations to all fields of study. They are taught in four Basic Skills courses (to be taken in the first 48 hours of enrollment) and reinforced by an across-the-general-education curriculum structure that involves application of the skills in other general education courses. For instance, general education courses in mathematics, music, science, and dance require students to research and write papers on subjects and in styles appropriate to the material covered.

At their deepest level, the Basic Skills courses are concerned with thinking skills that have wide application. For example, one cannot produce effective oral communication without gathering appropriate information, evaluating it, and organizing it; nor without considering the nature of one’s audience and assessing how they are responding to it. Effective written communication raises the bar even further; the audience is not present for you to see its response, and the people who read the work will not be able to see the paralinguistic signals present in spoken communication. Mathematics provides formal models for the manipulation of data—models that under the right conditions provide powerful tools for investigating today’s world.

These Basic Skills courses are connected to the rest of the general education curriculum in that all other general education courses must include components that apply at least two of the basic skills mentioned in the program goals. That is, students are assured that they will get to practice and develop their mathematical, speaking, writing, and research skills during their remaining general education experience at WSU.

Further Studies and Issues and Perspectives Courses

In the general education program, students acquire breadth of knowledge through a distribution requirement that requires a total of seven introductory-level courses in the fine arts, humanities, social and behavioral sciences,
mathematics, and the natural sciences. The program’s intent is to ensure that students encounter different ways of organizing experience and understanding, as well as information, from different areas of human knowledge. The Introductory courses expose students to the basic concepts and approaches to knowledge appropriate to a range of disciplines. This part of the program is a typical liberal arts model, modified by the formal linking with the four Basic Skills courses.

WSU’s general education program fosters intellectual inquiry in a unique way. Within the distribution portion of the program is a Further Studies requirement that asks students to select courses in which they will follow up on what they learned in an Introductory course. At the same time, students engage with a relatively unfamiliar field at greater depth. In conjunction with library research and other skills acquired and practiced in the general education program, and with the wide range of experiences offered to them both on and off campus, and both in and out of class, students are free to and supported to pursue their intellectual passions.

Finally, students take at least one Issues and Perspectives course. These courses address topics that are particularly broad in scope and may bring multiple perspectives to the study of a single issue. As a consequence, Issues and Perspectives courses are not assigned to a particular division within the academy. Within the general education program, Issues and Perspectives courses are part of the same tier as Further Studies courses; that is, they are more demanding of students’ intellectual skills than an Introductory course. Student learning assessment of general education and the relationship of general education to the WSU mission are found in Criterion Three.

**Integration of General Education and Disciplinary Programs**

General education serves as the foundation for professional programs, as evidenced by courses required of students in the professional programs. For example, nursing students are required to study, within the general education program, philosophy and philosophy of health care courses. The teacher licensure program relies on survey of history and general psychology courses, and engineering programs rely on mathematics courses. These examples are a small representation of the many program major requirements that incorporate general education courses within the requirements for the major.

**Curricular and Cocurricular Undergraduate Experiences**

Curriculum-related enrichment experiences include opportunities for students to acquire breadth of knowledge through completing a minor, but the bachelor of general studies, the field major, and the combined major also provide multidisciplinary majors for a bachelor’s degree. Also offered are the interdisciplinary classical studies, biochemistry, and international studies degree majors. Certificates awarded for programs of designated, specialized coursework that are generally 18 or fewer credit hours may also be obtained at Wichita State University.
A large variety of cultural and educational events and activities bring together students, the community, and university academicians for enlightening and entertaining events. Among the venues for academic enrichment and cultural appreciation are the following:

- **Women’s History Month** (in March of each year), sponsored by the Center for Women’s Studies, serves to increase consciousness and knowledge of women’s history.
- **Black History Month**, held in February of each year, involves more than a dozen WSU special events and guest lectures, most of them free, as well as exhibits at the Edwin A. Ulrich Museum.
- **The Foshee Lecture Series** is sponsored by the College of Health Professions and addresses different health care topics each year.
- **The Art and Design Faculty Biennial** is held every other year in the Edwin A. Ulrich Museum. This exhibition showcases the work of faculty artists for students and community members alike. A catalog of the work with artist statements documents this ambitious venture in printed form as well as electronic format.
- **The Faculty Artist Series** showcases 12 talented and distinguished School of Music faculty in solo and collaborative recitals for the campus and broader Wichita community.
- **The Rie Bloomfield Organ Series** annually presents four or five recitals by guest organists of international renown on the great Marcussen organ in Weidemann Hall. At least one of the guest artists presents a Children’s Concert for Wichita-area school children in cooperation with the Wichita chapter of the American Guild of Organists.
- **Alithea Mime Theater** is the physical theater company in residence at WSU that provides professional performing opportunities for faculty and students in an art form that serves as the bridge between theater and dance. The troupe has performed at festivals in Poland, Puerto Rico, Shanghai, and, most recently, the United Nations Youth Assembly in New York City.
- **The WSU Distinguished Writer-in-Residence program** is offered through the Creative Writing Program. Each year, this program offers a month-long tutorial course in fiction and a month-long tutorial course in poetry, allowing students to work one-on-one with the writer-in-residence. These opportunities, along with regular writing workshops involving the program’s outstanding faculty of award winning poets, provide a program that is highly individualized and designed to maximize each student’s writing potential.

Sponsored at the university level, the Robert L. Kindrick Lyceum is a distinguished visiting scholar lecture series initiated by the late vice president for academic affairs and research. The Robert L. Kindrick Lyceum brings to campus nationally known scholars for multiday sessions. This lecture series provides an opportunity for students, staff, faculty, and the community to interact with nationally known scholars representing different disciplines. This lecture serves to enrich the university and community through scholarly dialogue about critical issues. Furthermore, visiting scholars offer workshops and lectures to students.

4.28 Cultural Events Support Materials
(Resource Room 4-7)

4.29 Robert L. Kindrick Lyceum
http://webs.wichita.edu/?u=lyceum&p=/pastscholars
in each of the colleges and schools through their own lecture series and special “weeks,” where lecturers and guest speakers from the community are brought to campus. In addition, departments in all colleges and schools regularly sponsor intellectual enrichment lectures in their disciplines that are held outside the regular classroom instruction. These examples are just a few of the many opportunities for educational enrichment currently in place at WSU.

Depth of Expertise in Graduate Programs
The Graduate School assesses its graduate programs, particularly regarding how effectively the programs establish a knowledge base on which students develop depth of expertise. The mission and goals of the Graduate School address the importance of a strong knowledge base for students in the program and the development of positive research and learning experiences. The Graduate School mission states that programs seek to enable students and faculty in those programs “to synthesize, interpret and apply research, creative activity, artistic performance, and other forms of knowledge for the advancement of knowledge and creativity in the discipline and the improvement of inquiry-based practice.” In addition, the Graduate School matrix emphasizes the desire of the school to recognize scholarly activity by students in the programs. Assessment of graduate programs can be found in Criterion Three.

One example that shows the dedication of the Graduate School to ensuring that its students have developed a knowledge base is its annual Graduate Research and Scholarly Projects (GRASP) Symposium. The symposium is designed to do the following: (a) spread awareness on campus about state-of-the-art research and scholarly projects being conducted, (b) showcase the rigorous graduate research to the wider community, (c) highlight the participation of graduate students in research projects and recognize their contributions to their fields, (d) recognize research mentoring of the faculty advisors, and (e) provide a forum for graduate students to practice presentation skills in research and scholarly activities. Approximately 80 graduate students participated in the 2006 symposium.

Core Component 4c:
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
To enable WSU students to learn to thrive in a complex world, the educational and support programs at the university address globalization, diversity, and the impact of technology on society. The examples presented here demonstrate this fact.

Globalization
Courses in global learning are growing from semester to semester, providing support for faculty to redesign courses to include global perspectives and providing technology in classrooms to allow WSU students to interact with people from around the world. Coursework in a variety of programs focuses learning regarding globalization on the impact it may have on the discipline studied. For example, Introduction to International Business is required of all
students in the W. Frank Barton School of Business. Furthermore, this course counts as an Issues and Perspectives course in the general education program and, therefore, is open to students in other colleges. As shown in Criterion Three, innovative, experiential pedagogy incorporates global studies and interaction with students in other countries into a variety of subjects taught at the university. When 643 students were surveyed by the HLC Self-Study Committee in the spring of 2006 and asked if they believed their “educational program at WSU is preparing (them) to live and work in an environment with a high degree of global interdependence,” 79.9 percent responded either “a great deal” or “somewhat.”

Diversity
Diversity is addressed in the university mission statement and is implemented in many programs. In spring 2006, the Faculty Senate voted to include a diversity goal in the general education program to ensure that WSU students have gained the knowledge they need to function in a diverse workforce and diverse local, national, and global societies. The General Education Committee is identifying those general education courses that have a strong diversity component so that students and academic advisors are aware of them. Issues related to life in a diverse society are incorporated into the curriculum across all university departments. For example, the Department of Anthropology offers a course called Magic, Witchcraft and Religion, which is a cross-cultural study of religious belief systems, a topic especially pertinent in society today. Another course example is Women in Society, taught in the Center for Women’s Studies. Still, other courses are The Black Experience in America and The Native American taught in the School of Community Affairs. When 643 students were surveyed by the committee in the spring of 2006 and asked if they believed their “educational program at WSU is preparing [them] to live and work in an environment with high diversity,” 87.7 responded either “a great deal” or “somewhat” (based on a four-point scale).

Impact of Technology
When the HLC Self-Study Committee surveyed university deans and chairs and asked their opinion of the statement “My unit provides practical preparation for its graduates to live and work in an environment with modern information and communication technology,” 100 percent of respondents agreed. When presented with the statement “My unit is using technology to improve teaching and learning in our academic programs,” 95.9 percent agreed (and the other 4.1 percent were in units to which the question did not apply). Examples offered by the survey respondents include the following: computer laboratories, courses using Blackboard™ and video conferencing, a personal digital assistant (PDA) tracking system to monitor student learning, use of digital projectors in the classroom, and the use of Web-based simulations in the classroom. These examples are drawn from the first six of 49 randomly ordered responses to the survey question. When 643 students were surveyed in another study by the HLC Self-Study Committee in the spring of 2006 and asked if they believed their “educational program at WSU is preparing (them) to
live and work in an environment with modern information and communication technology.” 85.4 percent responded either “a great deal” or “somewhat” (based on a four-point scale).\textsuperscript{4.34}

\textbf{James Sutherland Garvey International Center}

The James Sutherland Garvey International Center and Office of International Education\textsuperscript{4.35} at WSU understand the importance of preparing students to succeed in a diverse, multicultural world and supports university efforts through three primary activities. The first of these is the recruitment and admission of international students into degree programs in every college at the university. The university is host to about 1,200 international students from 73 countries. This diversity of students provides a richness and vibrancy to classes that otherwise would not be present. In addition, clubs and organizations on campus and in the greater Wichita community exist for the benefit of WSU international students.

The second program that the center manages is study abroad for American students who would like the experience of academic learning in another country. In short-term classes led by WSU faculty, in semester and year-long exchange programs, in summer programs, and in immersion programs for foreign language instruction, WSU offers a broad array of choices for students seeking a study-abroad experience. Faculty-led travel and study courses are directly tied to WSU catalog offerings and have included opportunities to study in Australia, Latin America, Europe, and Asia. The university maintains its own exchange agreements with a large number of universities outside the United States and with several consortia offering study abroad. Among these, the International Student Exchange Program allows students to choose from more than 100 international sites where they can live and study for a summer, a semester, or a year. In its own exchange program, WSU agrees to admit one international exchange student from universities in France, Japan, Australia, Germany, and The Netherlands for every WSU student they accept. WSU will also help guide its students in choosing an independent program not directly associated with the university.

Finally, the James Sutherland Garvey International Center and Office of International Education recognize the importance of the incorporation of international and multicultural perspectives in the curriculum as a vital component of adequately preparing students for the future. In support of this recognition, the office is working with specific colleges to make changes in program and curriculum that will involve faculty and students, thereby increasing international awareness and competence. Specific initiatives underway include one in the W. Frank Barton School of Business to incorporate an area studies sequence for international business majors. Another initiative in the College of Engineering is to encourage all undergraduate majors to participate in a global learning or study-abroad experience. An Asian Studies certificate has been proposed to the Fairmount College of Liberal Arts and Sciences. Like all WSU units, the Garvey center uses the Accountability Planning Matrix for planning and evaluation of program effectiveness.
Global Learning Program
The Boeing Company provided an endowment at WSU for the establishment of a Distinguished Professorship in Global Learning and an associated program of “globalizing” the curriculum. The Global Learning Program began in 2001 and comprises an annual cycle of projects, some funded by internal seed grants, and conferences to report the project outcomes to the university and general community. Each project deals with opportunities for learners to interact with their counterparts living in other countries, so that students begin to develop multiple cultural perspectives and use this to improve communication and collaboration with international peers. Projects have occurred in the areas of education, music, engineering, business, humanities, social sciences, and nursing. Global learning is a mutually beneficial activity for participating institutions. Learners at each institution gain insights on the culture of the learners of participating institutions outside U.S. borders.

During 2004, a concerted effort was made to provide the necessary technological infrastructure in each college so that classes incorporating global learning could be scheduled at times and locations convenient to the learners and faculty. A combination of asynchronous (e.g., Blackboard™ and e-mail) and synchronous (e.g., Internet-based videoconferencing) technologies are used to connect participants. Through the annual conference, seminar presentations, participation in curriculum revisions, and for-credit workshops, faculty are gradually being made aware of the need for incorporating global learning experiences into their courses and program.

The Global Learning Program incorporates an ongoing research effort to study and improve the design of learning activities and assessment processes, as well as the conceptualization of intercultural communication. A theoretical framework has been established and applied in the form of a computer simulation. This helps to determine the degree of development of intercultural communication competence by the participating learners. An example of assessment through consultation with external stakeholders can be found in the proposal, funding, and development of the Global Learning Program at WSU.

An example of a global learning project at WSU is a women’s studies course on Women and the Middle East. The faculty instructor conducted two videoconferences with her WSU students and Palestinian students at Birzeit University in the Ramallah area in the West Bank, in spring 2004. The videoconferences were designed to give WSU students direct contact with Palestinian women. WSU students prepared questions for both sessions, based on their course reading that Arab and Muslim women of the Middle East are presented in stereotypical ways in the commentary of Western politicians and mass media. Students’ ability to see Palestinian women in their West Bank environment and to ask questions in real-time enlivened the text the WSU students read and increased their ability to critically analyze popular-culture media representations.
Curriculum Evaluation by External Constituencies

At WSU, community advisory boards serve multiple functions. As well as helping colleges and units scan the external environment to meet new challenges, advisory boards offer feedback to the community engagement activities of the university in identifying community needs and addressing the diversity of the wider community that the university serves. In addition to these important endeavors, advisory boards serve another function at WSU. They help faculty by offering viewpoints of alumni, working professionals, and civic leaders in relation to evaluation of the university curriculum.

For example, The Elliott School of Communication Advisory Board, which meets twice yearly, was given an assignment by the school’s director prior to its spring 2006 meeting. The board was asked to come prepared to speak to the following questions: What is the best way the program can prepare its students for the technological revolution in the communication industry? What is the greatest challenge (each board member) has to face regarding technology changes? What resources might the school provide the professional community at this time? Would the board members be willing to serve as a resource to the school in their areas of expertise? The first two and last questions directly bear on shaping course curriculum.

In 2004, a similar survey of advisory board members yielded information about the need in the Wichita areas for more graphic designers with both artistic and professional communication skills. Subsequently, two course-specific minors were approved, one in the College of Fine Arts for communication majors (seeking a degree in the Fairmount College of Liberal Arts and Sciences) and one in the Fairmount College of Liberal Arts and Sciences for graphic design majors (studying in the College of Fine Arts). Recent feedback from the professional community validates the benefit of these opportunities in career preparation for university students. Similar examples of the input from advisory boards that is helpful in curriculum development can be found throughout the Division of Academic Affairs and Research.

Undergraduate Student Scholarships

To help students afford the excellent programs and opportunities at WSU, the university awarded more than $66 million in financial aid in FY 2006 from numerous sources including grants, scholarships, loans, and work opportunities for qualified students. WSU matches its commitment to student learning with a diverse array of scholarships and academic awards, including various minority, transfer, and department scholarships and more than $2 million awarded annually in endowed funds. WSU students have also been recipients of such national awards as the Truman Scholarship and Fulbright Fellowship. A recent field major graduate received a Fulbright fellowship to study HIV and AIDS networks in Malaysia. He is the second WSU student in recent years to win this prestigious award while pursuing a master’s degree (most Fulbright Fellowships are awarded to doctoral students).
Incoming student general scholarships range from $1,000 to $4,000. A recruiting focus on Sedgwick County students allows those meeting the eligibility criteria to be awarded a minimum of $2,000 for the academic year. A Top-Shock Scholarship award of $10,000 is dispersed at $2,500 per year and is renewable for four years. Transfer scholarships are available from $1,000 to $2,000. WSU annually hosts the Distinguished Scholarship Invitational, one of the area’s most prominent scholarship competitions for high school seniors in which awards range from $2,000 to $48,000. Students compete for two $48,000 Harry Gore Memorial Scholarships, the largest annual awards in Kansas. Also offered are the Ark Valley-Chisholm Trail Scholarship, whose first-place award is $8,000 and second place is $4,000, and the Linwood Sexton Scholarship, a minority scholarship that carries a renewable full-tuition award for the recipient. Through WSU’s six academic colleges, approximately $1 million is awarded annually, including the second largest in Kansas and the largest for business majors—the $44,000 Clay Barton Endowed Scholarship in business. For engineering majors, the Dwane L. and Velma L. Wallace Invitational for Scholarships in Engineering (W.I.S.E.) is worth up to $15,000.

**Student Academic Honors Activities and Organizations**

WSU’s campuswide national honor society, Phi Kappa Phi, recognizes undergraduate and graduate students who excel academically, as does the WSU chapter of Mortar Board. Honor societies also exist in the various colleges and departments (e.g., Kappa Delta Pi in education and Alpha Eta in health professions). These organizations exemplify the university’s support of students’ creation and use of scholarship in keeping with the university’s mission as an urban serving, research institution.

**Emory Lindquist Honors Program**

The Emory Lindquist Honors Program, founded in 1957 and named in 1978 for WSU’s eighth president, is designed for students who bring strong academic backgrounds to the university. The honors program is an active member of the National Collegiate Honors Council and the Great Plains Regional Honors Council. Its primary mission is to promote high academic achievement by the university’s most capable students. Secondarily, the program seeks to promote academic excellence universitywide, to create a physical and intellectual environment conducive to high achievement, and to help recruit high-achieving students to the university. The program is assigned responsibility for advising and assisting students who are candidates for major national fellowships, such as the Rhodes, Truman, and Goldwater scholarships. A revision of the honors curriculum in 1996 resulted in both substantial growth in honors course enrollment and a shift of enrollment from basic skills sections to honors seminars.

The program contributes directly to the education of WSU students through the honors courses it sponsors. The program also offers extracurricular opportunities such as the Honors Freshman Retreat, participation in regional and national honors conferences, and social events throughout the year. The Honors Floor at Fairmount Towers residence hall provides a living-learning...
community for honors students. The honors program contributes directly to student learning through classroom instruction in honors seminars, and student research and creative activity that are part of senior honors requirements. Indirect contributions to learning include honors advising. Beginning in 2005, freshmen in the honors program have been required to attend an advising session that focuses on long-range academic planning and ways the student can excel academically. The program promotes honors curriculum development in departments and colleges. Honors courses are assessed within the programs that house the courses. In addition, student evaluations are collected for programs such as the Honors Freshman Retreat.

**McNair Scholars Program**

WSU supports the McNair Scholars Program, which is fully funded by the U.S. Department of Education. This program is designed to serve juniors and seniors who are first-generation college students with limited income or who are traditionally underrepresented in graduate education (African American, Hispanic/Latino American, and Native American/Alaskan Native). The program offers a stipend for research participation with a professor through the research component, assistance in locating financial aid for graduate school programs, faculty-led seminars for graduate study preparation, and many more opportunities for course-specific tutoring, mentoring, individualized counseling, and personal support as students navigate through the graduate school process.

**Assessment**

Scholarly effectiveness is seen through external feedback, significance of research results, effective recruiting and matriculation of undergraduate and graduate students, positive funding trends, and vibrancy of student organizations as described above. Federal grants are assessed by criteria built into each grant at funding, and contracts are assessed by performance. Formal academic program assessment and program review are discussed in Criterion Three. Each of the university units described above use the Accountability Planning Matrix to guide the unit’s activities and to evaluate progress toward unit goals. Feedback mechanisms vary according to the unit’s purpose and constituents. What is provided above is a summary of the university’s scholarly activities—their size, function, and relation to the university’s mission regarding the acquisition, discovery, and application of knowledge.

**Core Component 4d:**

*The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Acquiring, discovering, and applying knowledge responsibly in today’s complex world requires clearly stated, fairly applied standards for academic integrity. WSU students, faculty, and staff rely on unambiguous, easily accessible ethics guidelines. If lapses occur, the university holds itself accountable through means ranging from individual counseling to formal disciplinary hearings. At WSU, training, reinforcement, and support for high standards are given at all levels of the university.
Standards for Students

From the universitywide Student Code of Conduct to individual counseling with students, standards of academic integrity are explained and reinforced in many ways at WSU. A commitment to learning requires that students appreciate the importance of producing their own work. An academic integrity component is included in all Student Success courses. Units such as the School of Community Affairs, the Department of Dental Hygiene, and the Department of Computer Science require ethics courses, as do many of the university’s other professional programs. Faculty are required to write course syllabi to include references to academic honesty expectations.

In keeping with the future-oriented nature of the university, WSU actively seeks ways to use available technology to enforce academic honesty. In 2005, the introduction of “SafeAssignment,” a software program designed to detect plagiarized content in student papers, received a positive response by both students and faculty.

WSU’s Student Code of Conduct defines academic dishonesty in the following ways:

a. Cheating in any form, whether in formal examinations or elsewhere.
b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
c. Misrepresentation of any work done in the classroom or in preparation for class.
d. Falsification, forgery, or alteration of any documents pertaining to academic records.
e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

Serious cases of academic dishonesty may result in discipline at the university level, as discussed in the chapter on compliance.

Standards for Faculty and Teaching Staff

The Handbook for Faculty is one of many places faculty and teaching staff may find standards for responsible behavior defined. Violations of accepted standards of scholarly activity are clearly stated in the Handbook for Faculty as criteria in evaluating dismissal-for-cause complaints. The WSU Policies and Procedures Manual outlines expectations for ethical faculty behavior, including intellectual honesty and honest academic conduct.

In an effort to continuously improve university standards, WSU’s Center for Teaching and Research Excellence sponsored a teaching panel on academic integrity in 2005, addressing topics including plagiarism, cheating, and academic dishonesty, as well as roles, rules, and responsibilities within the university related to responsible academic behavior.
Ethical conduct in research at WSU is viewed as a serious responsibility of all investigators. Both the *Handbook for Faculty*[^47] and the *WSU Policies and Procedures Manual*[^48] include sections on misconduct in research, spelling out expectations and disciplinary procedures, if necessary. The policy defines misconduct in research as the following:

… fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research.

Training for the ethical conduct of research is available to all investigators and is required for those conducting federally funded grants. The materials consist of a 90-minute video series produced by the federal Office for Human Research Protections or a two-hour online course that satisfies National Institutes of Health (NIH) human subjects training for obtaining federal grants.

Disciplinary procedures differ according to the nature of the ethical violation and are spelled out more fully in the *Handbook for Faculty*. Such measures range from informal counseling between faculty and appropriate administrators in minor matters, to possible dismissal or criminal charges if violations of federally funded research statutes are involved. In all cases requiring discipline, procedures are clearly stated and consistently followed.

Every effort is made to conduct investigations thoroughly, but confidentially, with the goal of ensuring fairness to faculty while maintaining the highest possible standard of academic responsibility.

**Standards for Nonteaching Staff**

The responsible acquisition and application of knowledge reaches beyond the classrooms and research laboratories at WSU. Nonteaching staff must also adhere to ethical standards regarding the acquisition and application of knowledge. For example, authorized personnel who have access to student records must read and learn the regulations in the Family Education Rights and Privacy Act (FERPA).[^49] After completing an online tutorial and passing a quiz, people must sign a statement of intent to comply with the act. This statement is kept on file in the registrar’s office.

Other policies, spelled out in the *WSU Policies and Procedures Manual*, include standards for guarding the personal health information of all who use university health care services, whether students, staff, faculty, or members of the community. The University Privacy and Compliance Officer is responsible for seeing that these requirements are met[^50].

**Human Subjects**

WSU recognizes both the potential benefit and the possibility of harm inherent in human subject research. To ensure the greatest good to its constituent population, the WSU Institutional Review Board (IRB) reviews research and

[^47]: [Handbook for Faculty](http://webs.wichita.edu/senate/handbook/chapter%205%20--%205-10-051.htm)
[^49]: [FERPA Guide](http://webs.wichita.edu/?u=registrar&p=/ferpa_process)
[^50]: [WSU Policies and Procedures Manual](http://webs.wichita.edu/inaudit/ch20_17.htm)
research-related activities involving human subjects. This IRB review assures that the rights and welfare of subjects who participate in research conducted by WSU faculty, staff, and students are protected and that the university is in compliance with federal requirements. Completed application forms, along with supporting documentation, are submitted to the Office of Research Administration for processing. ORA provides administrative support to the IRB, including attending meetings, maintaining records of all applications and actions of the IRB, monitoring agency and federal government regulatory requirements, and filing reports.4.51

Animal Subjects
The WSU Institutional Animal Care and Use Committee (IACUC) reviews all faculty, staff, or student research and teaching involving animals, assuring that these activities are conducted according to federal and regulatory agency requirements such as the Animal Welfare Act. Two experienced caretakers under the supervision of a veterinarian maintain the animal quarters according to NIH guidelines. Protocols are submitted to the Office of Research Administration for processing. ORA provides administrative support to the IACUC.4.52

Conflict of Interest
As a connected organization, WSU encourages community involvement and supports a culture of service and collaboration. To avoid or minimize conflicts of time or interest, WSU maintains and enforces a written Conflict of Interest Policy4.53 that complies with federal policies and is consistent with Board of Regents policy. All faculty and unclassified staff are required to report conflicts of interest to the ORA annually. The associate vice president for research and director of research administration conducts an initial review of self-reported conflicts of interest. If necessary, a Conflict of Interest Review Committee may be convened to recommend a resolution plan to manage, reduce, or eliminate any actual or potential conflict of interest. Records are maintained in ORA for a period of three years.

Reflecting on the Past and Looking Forward
Strengths: A history of acquisition, discovery, and application of knowledge is evident at WSU. Scholarly and research activity are encouraged through a variety of means. One of the significant achievements in the past ten years is the expansion of the National Institute for Aviation Research. Additionally, the amount of financial support from outside sources for faculty activity has increased 174 percent in the past ten years, as can be seen in the ORA 2006 Annual report. The university’s curricular offerings and general education attend to the acquisition of knowledge beyond disciplinary or career development. A variety of opportunities are offered to enrich students’ learning through global awareness and international travel, through study of diversity, and through the integration of new technologies and learning of their impact. The university does not compromise when holding employees and students accountable for policies that ensure the responsible use of knowledge.
Opportunities for Improvement: While the past shows a pattern of successful and responsible research and scholarly activity, the university still faces challenges for the future. One challenge is the expansion of major research outside NIAR and the College of Engineering. WSU is working to establish a position as a leader in the field of composites for bioscience research, similar to its leadership role in the field of aviation and aerospace research. Another challenge is one that pertains specifically to the Graduate School. While budget adjustments for the coming fiscal year will relieve some of the budget pressure for funding salaries and benefits for graduate teaching assistants, the need remains to find additional sources of financial support for teaching and research assistants and other graduate students. Support for assistantships that is competitive with other state institutions is crucial to growing graduate programs at WSU. Finally, as this report was prepared, it was discovered that the university should seek a method to more fully disseminate research, scholarly, and creative activity occurring in all campus units.

Another set of questions surrounds the role of distance education. How should the university respond to the opportunity to offer distance education options—online degree programs in specialized areas and hybrid courses that offer some coursework online and some in classroom settings? Is it possible to serve the target area of south central Kansas while also funneling university resources into distance education? Is it possible not to offer distance education options and still maintain status as a modern, comprehensive university?

Action: The strategic growth of the WSU research program within the urban mission has been an important goal of the vice president for academic affairs and research. Strategic planning in this regard is very much a part of the work of the Council of Deans and the vice president’s administrative staff. This effort will continue in collaboration with the faculty leadership.

Action: Among the most important emerging WSU-led initiatives is a facility anchored by NIAR to advance the development of a Kansas Composite and Advanced Materials Park. The vice president for academic affairs and research and staff are developing the business plan for that initiative.

Action: Budget adjustments to enhance graduate assistant stipends are slated for fiscal year 2008. University leadership will continue to address additional funding and benefits for graduate assistants.

Action: There are plans to showcase, in university publications, faculty scholarship and creative activity by highlighting specific and overall results compiled in the University Libraries’ annual report.

Action: The university marketing and public relations entities report to the vice president for campus life and university relations. The vice president for academic affairs and research working with the associate vice president for
research will collaborate with the vice president for campus life and university relations to develop new initiatives for marketing WSU research.

**Action:** Over the next two years, the university will study trends in distance education, assess the interest of students and employers in developing more extensive online offerings, determine the interest of faculty in participation in such programs, identify the technical and financial resources necessary to ensure effective student learning experiences, and specify those disciplines for which distance degrees make sense within the context of WSU’s mission as an urban university, its student body, and the needs of local employers.

**Action:** Currently, the Office of the Vice President for Academic Affairs and Research is conducting an internal search for an associate vice president for academic programs and support. One of the chief duties of the incumbent will be to work with faculty leadership to develop a long-range strategic plan for deploying distance learning models. The associate vice president for academic programs and support will also assume responsibility for all satellite campus operations and planning; thus, it will be expected that the way in which distance learning is used in the remote sites will also be considered.
Criterion Five

Wichita State University: Fostering cultural, economic, and social development through academic expertise and commitment to community.
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

To fully appreciate the WSU learning community, an understanding of the dynamic spirit that drives the university’s commitment to public engagement is essential. The connection between the university and its constituents is long standing and vibrant. The spirit manifests itself in the robust blend of people, programs, and facilities at WSU that together actively engage the community and instill values of civic-mindedness and culture in students. The university’s constituents are easily recognized and are in the Accountability Planning Matrix, which guides planning and budgeting for all university activities. They are the students, faculty, staff, and alumni and community at large. The university’s history nurtures and reifies its commitment to the city of Wichita. By providing students the opportunity to form habits that will continue as they develop their lives after graduation, the commitment to service extends to all parts of the state and far beyond its borders. This chapter will focus on the breadth and depth of university programs that have grown to reach throughout the community and across the state.

Inside the university, many resources for individual students add value to the university experience. For some students, these services can be the vital link to achieving their educational goals. A partial list of the services and resources provided for students will be included in this chapter. The university also recognizes that the physical environment—the grounds, buildings, museums, and works of art—contribute to a sense of connection and purpose within the university learning community. This chapter, therefore, features some of the culture-forming aspects of the physical environment that is Wichita State University.

History of Engagement and Constituent Service at WSU

Beginning in the 1950s, the citizens’ initiative to convert Wichita University into a state institution was rewarded with legislative approval in 1964, and a subsequent commitment on the part of the city to create a 1.5 cent mill levy was earmarked to pay the bonded indebtedness of the former University of Wichita, which is now paid in full. Since that time, the mill levy, now paid countywide and used to supplement a variety of university programs, including scholarships, has continued to represent city and county support and approval for the university. As cited in the findings of the 1997 North Central Accreditation site visit, WSU has continued to build strong university-community linkages, notably in social, cultural, economic, and workforce development, continuing education and cooperative education, and cultural outreach. The linkage of the university and the community is a synergism that benefits the university, Wichita, Sedgwick County, and the state of Kansas. The term “engagement” is a descriptor of this interaction. The value of engagement is embedded in the university mission and throughout its actions.
In 2005, one of the university service programs, WSU-LINK, published a guide to WSU community engagement activities, titled “People to People.” This publication lists partnerships in four main areas that represent the categories of the typology along with an additional category for student learning: (1) community health and safety, (2) P-12 educational programs, (3) arts and culture, and (4) economic and workforce development.

**Centers and Institutes**

Many of the university centers, institutes, and laboratories have multiple missions. These entities may conduct basic and applied research and teach students as well as enter into community engagement activities. A review of these units reveals unit titles that may, at first, appear unlikely to underwriter of community engagement. Closer examination, however, verifies the unique and exceedingly broad approach to community engagement that distinguishes WSU. For example, the Walter H. Beech Memorial Wind Tunnel that typically tests aerodynamics for aviation industries also tests automobiles, motorcycles, bicycles, trash cans, and most recently the aerodynamic drag characteristics of a Junior Olympic snow skier. “People to people” engagement at WSU expands in definition almost daily. Below is an approximate list of the centers, institutes, and laboratories that offer community engagement service.

**CENTERS AND INSTITUTES**

- Advanced Joining Laboratory
- Advanced Networking Research Center
- Aerodynamics Laboratory
- Aging Aircraft/Full-Scale Structural Testing Laboratory
- Aircraft Icing Laboratory
- Airworthiness Assurance Center of Excellence
- CAD/CAM Laboratory
- Center for Economic Development and Business Research
- Center for Economic Education
- Center for Entrepreneurship
- Center for Excellence for General Aviation
- Center for Health and Environment
- Center for International Business Advancement
- Center for Management Development
- Center for Physical Activity and Aging
- Center for Real Estate
- Center for Research and Evaluation Services
- Center for Research in Arts, Technology, Education, and Learning
- Center for Sustainable Engineered Systems
- Center for Technology Application
- Center for Urban Studies
- Center for Women’s Studies
- Center of Excellence for Composites and Advanced Materials
- College of Fine Arts Institute
Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Engagement activities at WSU are directly related to the university’s mission as a research university in an urban setting. WSU’s mission statement as it relates to engagement offers the following: “Public and community service activities seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas. The university’s service constituency includes artistic and cultural agencies, business and industry, and community educational, governmental, health and labor organizations.” Furthermore, expanding scholarly, creative, civic, cultural, and educational activities for the community was identified and included in the first three WSU performance agreements with the Kansas Board of Regents (see Criterion Two). The section below shows how the university uses environmental scanning to understand community needs, attends to diversity in its community engagement activities, and uses academic expertise to meet the needs of the general public and enrich students’ educational experiences.
Environmental Scanning for Community Needs Using Advisory Boards

Each academic college is connected to the local community and beyond in both specific and unique ways. Indeed, four colleges and the W. Frank Barton School of Business have advisory councils that include community members. Specific programs within the colleges also seek advice from external advisory groups. The Fairmount College of Liberal Arts and Sciences does not have a collegewide advisory board, but many of the departments and schools, for example, the Elliott School of Communication, the Center for Women’s Studies, and geology, history, and social work departments, have advisory boards. These boards are a primary source of environmental scanning for the colleges and units. The various advisory boards provide valuable information about current community trends and articulate the skills needed by graduates whom the business and civic leaders may wish to employ. More than 80 percent of all academic departments do some form of environmental scanning based on data reported from the HLC Criterion Survey conducted in the spring of 2005. Scanning is also integral to university campus life units. The examples below are illustrative of connections that are repeated across the campus:

- The College of Education collaborates with pre-K-12 school systems in south central Kansas to gain insight regarding the preparation of teachers, administrators, counselors, and school psychologists. Faculty work with practicing professionals in one-on-one situations in a mutual exchange of ideas, concerns, and instructional methods that benefit the student, the professional, and the faculty. Pre-K-12 personnel sit on program governing committees for each of the content and levels of teacher licensure preparation at WSU. Feedback from local teachers and administrators has resulted in a greater interaction among the faculties. Examples of College of Education engagement projects resulting from community input are found elsewhere in Criterion Five.

- The College of Engineering is situated within 50 miles of 40 percent of all Kansas industry. Advertised as the “Air Capital of the World,” Wichita is one of the world’s largest producers of aircraft. Airbus, Spirit AeroSystems Inc., The Boeing Company, Cessna Aircraft Company, Learjet Inc., and Raytheon Aircraft Company—all have Wichita-based production facilities. This cross section of the aviation industry offers a critical mass of high-level engineering expertise to advise programs and utilize WSU engineering faculty expertise and university facilities. It also provides a critical mass of industry to enable effective workforce development. For example, the industrial advisory boards of engineering departments requested that WSU teach a software application common across the industry. Based on this information, the college converted to a computer-aided three-dimensional interactive application. These close industrial ties make environmental scanning for the university’s engineering programs both readily available and programmatically integrated.

- The College of Health Professions is located within the major medical referral center for south central and western Kansas—Wichita. Area
professionals offer guidance and advice for the college, which partners with virtually all area clinical facilities, and the college’s faculty provide a breadth and depth of experience often found only in large medical centers. Faculty work with clinical professionals in teaching students, sharing expertise, and honing their own clinical skills, thus merging environmental scanning into the major activities of the college.

• The College of Fine Arts has an advisory board that assists the college in improving communication and interaction with the Wichita community by advising college administrators with outside perspectives. The board consists of approximately 45 members who represent community supporters of the arts, school advisory boards, and alumni of the WSU College of Fine Arts.
• Tools used by the university office of undergraduate admissions to scan the environment include a survey of all nonenrolled students who showed an interest in WSU. This survey is conducted yearly. In addition, an audit of all high school counselors and 19 community colleges to gauge undergraduate admissions’ service is also conducted yearly. Finally, a survey is conducted at the end of every program hosted by the unit (e.g., Senior Day, Sophomore Day, Presidential Scholars Days). These efforts both scan the environment of prospective students and offer an assessment of university programs for prospective students.54
• The W. Frank Barton School of Business has an advisory board of 35 executives and entrepreneurs who provide input and advice to the dean on key issues and initiatives.

Programs that Attend to Diversity of University Constituents
WSU’s culture understands the advantages a learning community that respects diversity can bring constituents. Faculty and staff continually gauge their efforts and effectiveness in meeting the university’s diverse range of constituents. The university provides across-the-board support for all constituents through multifaceted programs and activities. This section will first present examples of the university programs that illustrate the university’s commitment to diversity in its outreach to the community. Then, university services that support WSU’s diverse campus student body outside the classroom will be discussed.

Commitment to Diversity and Community Engagement
• The College of Engineering faculty support the YES (Young Engineers and Scientists) program of the Wichita Urban League. This program assists high school students in exploring engineering and science in the hope of motivating more young people to pursue a career in an engineering or science-related field.
• Students and faculty from the College of Education provide counseling services to public schools on a regular basis, volunteer with the Northeast Drug and Alcohol Referral and Tracking system, and participate in USD 259 (Wichita Public Schools) tutorial support services for minority students in the northeast Wichita neighborhood.
• Fluency Camp, an eight-day experience for school-aged children with stuttering difficulties is held at the Wichita State University Speech-
Language-Hearing Clinic each July. The clinic also provides diagnostic and
treatment services to the public in the areas of speech, language, and hearing
disorders.

• Nursing faculty volunteer at local facilities such as the Hunter Health Clinic
in northeast Wichita that serves the Native American and African American
communities, the Guadalupe Clinic that serves the Wichita Hispanic
community, and COMCARE, an organization developed through the
Sedgwick County Department of Mental Health.

• The Human Performance Laboratory, part of the Center for Physical Activity
and Aging, provides consulting and educational services to individuals,
senior residence centers, and organizations serving seniors in the Wichita and
surrounding area.

• A partnership between the WSU School of Performing Arts and the Kansas
Bureau of Investigation enables WSU students to use their talents to role-
play various types of abused children and serve as interviewees in a “mock”
forensics interview process. The program “Finding the Words” helps train
Kansas investigators and prosecutors who seek to enhance their abilities to
speak to and for abused children.

• Efforts to improve the ratio of minority students in teacher-certification
degree programs include the “Grow Your Own Teacher” Program, a joint
venture among WSU, Friends University, Newman University, USD 259,
and the Business Education Success Team of the Wichita Chamber of
Commerce. This program provides financial aid and tutorial support to
outstanding minority students who have graduated from Sedgwick County
high schools and who agree to teach in the county schools for a period of two
years after they graduate and become licensed teachers.

• WSU music faculty work with community groups, such as the South Central
Boys and Girls Club, making instruments available to students who could
not otherwise afford them and organizing small bands to perform music.

• The Senior Wednesday project of the Edwin A. Ulrich Museum, in
participation with seven other area institutions, is funded by the Kansas
Health Foundation and is a program for art enthusiasts 55 years of age and
older who want to learn more about art. Twenty percent of the funding is
dedicated to research in the academic gerontology program to analyze both
the successes and the improvement of engagement and community service.

Programs that Serve a Diverse Student Body
WSU offers many services and resources for individual students that add value
to their university experience. University services and resources actually go
beyond helping students. They set the tone of university life and lead the campus
toward being a more responsive and equitable community—one that is both
intellectually accomplished and socially responsible. Below is only a partial
accounting of the services and resources provided to students.
Office of Multicultural Affairs

The mission of the Office of Multicultural Affairs (OMA) is to create and sustain a safe and supportive environment where students, faculty, and staff engage in dialogue, collaboration, and action to build a learning community. The office fosters the celebration of diversity and emphasizes inclusion. The mission statement of multicultural affairs clearly reflects the university mission, which encourages programs and services to diverse communities. The office’s mentor program helps new students of color assume leadership roles. The office provides advising for several student organizations, and staff members encourage students to assume leadership roles and to network among different university organizations. The office has a lounge, which is recognized as a “safe space,” where people are able to speak freely regardless of color, religion, sexual orientation, or other differences. All programs and events sponsored by the office are cultural and educational in nature. The OMA provides diversity training for departments and faculty and staff at WSU. The unit is evaluated annually by faculty, staff, and the WSU Student Government Association. Moreover, a faculty, staff, and student advisory board has been instituted to give the office further input.

Disability Services

The mission of the Office of Disability Services (ODS), established in 1978, is to enable students, staff, faculty, and guests of Wichita State University to achieve their educational goals, both personal and academic, to the fullest of their abilities by providing accessibility services. These services afford individuals with learning, mental, or physical disabilities an equal opportunity to attain their educational goals. Through the ODS and the Disability Support Services (DSS) Program, a federally funded TRIO program, support is provided to individuals attending WSU or needing assistance while on campus. Programming (tutoring, financial aid, career development, etc.) and accommodations (interpreters, note takers, etc.) services are designed to increase the number of people with disabilities attending and graduating from the university.

On a regular basis, the ODS and DSS seek feedback from students on the services delivered. The offices set goals using the Accountability Planning Matrix and measures those goals. An internal evaluation measures perceptions of people served and how the offices interact with other departments on the campus. During academic year 2003–04, the ODS began keeping track of credit-hour production of students registered with the ODS. When comparing that year’s data with 2004–05, the table below shows that the total number of students served fluctuated. In 2003–04, the office served eight more students than in 2004–05 but produced 473 more credit hours in the 2004–05 academic year.
Career Services

Career Services provides career development assistance as students make major career choices and employment support as they seek professional positions in their chosen fields. In addition, staff help local employers connect with students. Also, Career Services partners with faculty to provide programs tailored to their students. For example, Career Services staff arrange for panels of professionals to talk about career options in each engineering and accounting class. By instructor request, on a regular basis, students completing degrees in nursing (undergraduate and graduate), education (student teachers), physician assistant, social work, and communication participate in Career Services programs as part of their coursework.

To foster continual improvement, evaluation data have instigated the following: addition of an Education Career Fair and Education Interview Day, implementation of a Web page with online position listings and other information, and addition of Starboard Technology to the Online Career Library for better facilitation of classes and Web seminars. As evidence of success, the unit’s undergraduate postgraduation survey increased from 22 percent to 62 percent. The unit also participates in benchmarking groups that focus on best practices. The Accountability Planning Matrix provides an overall structure for assessing service to students.
Center for Student Leadership

The mission of the Center for Student Leadership\textsuperscript{5.10} is to provide student programs and services that promote proactive, productive leadership that engages students in learning opportunities. The mission of the university is supported by the center’s philosophy. The center’s mission is realized when students become involved in volunteer programs that challenge them to apply knowledge from their university coursework to address social issues. These students also increase their interactions with faculty members outside the classroom through involvement in student organizations or participation in leadership programs where faculty serve as facilitators. The center also works with fraternities and sororities to provide opportunities for students to engage in living-learning environments with peers from diverse backgrounds.

Center for Student Leadership assessment projects range from focus groups to Council for the Advancement of Standards review to surveying students who participate in the center’s programs. During the 2005–06 academic year, the center engaged in both assessment and strategic planning using the Accountability Planning Matrix. Areas identified for improvement were office mission and program delivery. The center then reviewed its mission and developed a strategic plan. Beginning in the fall 2006 semester, the center developed learning outcomes for each of its program areas based on the following categories: (1) cognitive complexity, (2) knowledge acquisition, integration, and application, (3) humanitarianism, (4) civic engagement, (5) intrapersonal and interpersonal competence, and (6) practical competence. The utilization of learning outcomes will assess the unit’s ability to serve its student constituents\textsuperscript{5.11}

Housing and Residence Life

Housing and Residence Life is committed to promoting the total university experience by providing a supportive living environment\textsuperscript{5.12}. Services are intentionally designed to foster academic success, personal growth, and civic responsibility. Thus, the mission of Housing and Residence Life directly supports the mission of Wichita State University. The department provides student services in a variety of ways. Some of them include the following: providing clean, safe, and comfortable living accommodations; providing academic support services such as computer laboratories and study areas; educating residents through passive and direct programming; developing residents’ leadership skills through participation in residence hall government and judicial boards; and offering residents the opportunity to learn about getting along with others and resolving conflicts with people from many different backgrounds. A total of 926 residents live in three distinct communities, the largest residential population to date. More than 50 percent of current residents are returning residents, and approximately 38 percent of current residents are international students. The present occupancy rate is 85 percent.
WSU offers specialty housing options for residents to help students succeed and engender a high level of community among the residents. Fairmount Towers offers floors set aside for students who wish to reside among a specific group and provides designated space for the College of Fine Arts, honors students, and students wishing “extended quiet hours.” A College of Health Professions community is located in Brennan Hall. The grade point average of residents on these floors has consistently been higher than that of residents on other floors in Fairmount Towers.

Resident feedback led to the hiring of five additional community assistants in the Wheatshocker Apartments four years ago, and the ratio of staff to resident improved from 1:50 to 1:10. During the 2002–03 academic year, an outcome of focus-group feedback was that the university food-service provider added a convenience store for residents of Wheatshocker (55 percent of whom are international students and often do not have personal transportation). Other information reinforced by the focus groups showed that the dining needs and tastes of the highly diverse resident population were not being met. As a result, the food service provider offered halal meals after more than 300 students, staff, and community members (50 percent more than typically are served on a Friday night) attended an all-halal meal at the end of the Muslim religious period of Ramadan. Halal meals on Friday night then became standard, boosting meal plan participation on Friday nights by more than 20 percent on average. During the 2005–06 academic year, a series of focus groups was conducted to evaluate the quality of residents’ living experience. An outcome of the focus groups is that financial incentives were offered to all residents who stayed on campus for the summer session and to those who signed up to live on campus for the next academic year. The number of “returners” living on campus increased from 373 for the 2005–06 academic year to 400 for the 2006–07 academic year. The number of residents who stayed for summer session rose as well. Finally, the Accountability Planning Matrix has been a tool used to evaluate whether funds expended are used to support the university’s mission and stated goals.

Understanding and Meeting Changing Community Needs
The university’s outreach programs respond to identified community needs. Units on campus realize that effective help is based on constituents’ understanding of their needs and then facilitated through “town and gown” partnerships. Below is information on two major university centers that work directly to meet identified needs of community and major programs in the Division of Campus Life and University Relations that directly serve a community constituency of at-risk children and youth to prepare the young people for postsecondary education.

WSU-LINK
The university’s outreach program, WSU-LINK, is an example of a project focused externally that devotes a considerable amount of time and effort on
needs assessment within the community. WSU-LINK encourages academic research with and for community organizations and works closely with college deans to match faculty expertise with community issues. It has launched a series of campus-community forums on aging, literacy, children and the arts, children with disabilities, and Wichita fine arts. These forums bring together interested faculty and community stakeholders to explore how these and other issues can be successfully addressed. A number of partnerships has developed from these forums and led to valuable community-university interaction and research. Many of these initiatives involve community-based participatory research, which is a priority with many federal funding agencies as well as foundations. These projects will serve as a basis for external funding that potentially will benefit the community as well as develop knowledge about important community concerns.

Examples of three successful partnerships created to meet constituent need are described below. The last two examples were funded by the WSU-LINK seed-grant awards, which are designed to help faculty develop basic research findings that can lead to larger research grants from foundations or federal agencies.5.15

- **Rainbows United.** For this project, three faculty members—one from sociology, one from social work, and one from physical therapy—formed a cross-disciplinary team of WSU researchers to work with Rainbows United, a not-for-profit organization for children with developmental disabilities. The team has an ongoing relationship with the agency to help it best use the data they gather on the children who are their clients. The team uses the organization’s center- and home-based services reports as data. The research team was able to take the standardized tests regularly used to evaluate children’s development and create a method of using those scores to determine the rate of development for children with disabilities.

- **Senior Services and Central Plains Area Agency on Aging.** A team of researchers from the College of Health Professions and the Department of Psychology, working with Senior Services, the Central Plains Area Agency on Aging, and other nonprofits involved with aging issues, measured expectations and perceptions of “baby boomers” about the realities of retirement and aging.

- **USD 259 (Wichita Public Schools) Transition Council.** A faculty member from the Department of Curriculum and Instruction in the College of Education worked with the Transition Council of USD 259 to evaluate the effectiveness of individual education plans and different kinds of coursework to help prepare children with disabilities for college.

**WSU Self-Help Network**

The Self-Help Center for Community Support and Research5.16 has participated in a variety of externally funded community research projects and initiatives for more than 20 years and is nationally considered an exemplar in meeting the research, education, and service mission of an urban university. In the early 1980s, the use of self-help groups, with the exception of Alcoholics Anonymous, was not common. However, a Wichita area social worker contacted WSU’s
psychology department to set up a network to help people help each other by connecting them with peers who experience common challenges. In 2006, the Self-Help Network moved from campus to a downtown location that is closer to local and state agencies and offered greater meeting and research space. The center currently employs an interdisciplinary staff of 30 individuals. Examples of some of the community constituents served by the Self-Help Network include the following:

- Compassion Kansas is a project funded by the U.S. Administration for Children and Families to build the capacity of Kansas community and faith-based organizations to better serve Kansans in need.
- The Kansas Consumer Empowerment Movement is a long-term and ongoing state-federal partnership grant that focuses on building the capacity of Kansas mental health consumer-run organizations.
- The One Kansas project brought together the Kansas Health Foundation, key state agencies, and their partners to enhance statewide collaboration to help make their communities safer and healthier for children.
- The Nonprofit Chamber of Service (NPCOS) is an association of nonprofit arts organizations, health and human service providers, and faith-based charitable organizations. The Self-Help Network helps NPCOS members increase their service capacity by encouraging cooperation and resource sharing.
- The West Twenty-First Street Community Development Corporation is a multiracial coalition facilitated by the Self-Help Network as it plans to build a mercado to stimulate economic development and provide child care and other services with respect to the culture and history of the area.
- Kansas Department of Corrections has granted the Self-Help Network funding for community members to plan a project for central northeast neighborhoods where high numbers of people are re-entering the community after incarceration and involve them in housing redevelopment. Participants will gain job skills, and some will live in the improved housing.

**WSU TRIO and GEAR UP Programs**

Wichita State University has the distinction of hosting eight federally funded programs—seven TRIO Programs (a series of programs to help low-income Americans enter college, graduate, and move on to participate more fully in America’s economic and social life) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). The university is aggressive in seeking funding from federal programs that prepare high-risk and economically disadvantaged students for postsecondary education. The TRIO and GEAR UP programs implemented at the university create a pipeline for program graduates to move into higher education institutions. These programs have not only enhanced the university’s student profile but they continue to create a far-reaching and long-range positive impact on the city of Wichita and the state of Kansas (see funding table in Criterion Four).

The official start of WSU’s commitment to “high risk and economically disadvantaged” children was the Upward Bound Program founded in 1965.
The TRIO Program array now includes Student Support Services, Educational Talent Search, TRIO/Upward Bound Math Science Regional Center, the McNair Post-Baccalaureate Achievement Program, Disability Services, and the Educational Opportunity Centers Programs that serve U.S. military veterans and all adults seeking postsecondary education. The programs are divided into those serving precollegiate students and those serving college students.

All programs for precollegiate students are directed toward low-income students who are in the first generation of their family to seek a postsecondary degree and toward those who have demonstrated a potential for success in postsecondary education. TRIO Programs offer a variety of services including tutoring; career exposure; assistance with applications to postsecondary institutions, financial aid, and admission; testing; and computer literacy.

GEAR UP serves low-income students and focuses on children in foster care from their elementary through high school years. This program offers academic and cultural exposure to participants, and its proposal required selection by the governor of Kansas. Funding for GEAR UP is $25 million that comes from the federal government, Kansas schools, businesses, and individuals. Funding organizations include AT&T, the National Council for Community and Education Partnerships, and United Methodist Youthville in Newton, Kansas. In 2004, an additional sixth year was added to the federal government’s five-year WSU program commitment.

TRIO Programs funding represents more than $2.3 million per year, and GEAR UP funding represents $5 million per year. While TRIO and GEAR UP participants cannot be recruited to be WSU students, these programs have been a major contributor to the number of students from diverse backgrounds who later attend the institution.

Core Component 5b:
The organization has the capacity and commitment to engage with its identified constituencies and communities.

WSU has developed the capacity to engage successfully with its many constituencies. The resource base to build and maintain this capacity is reflected in the organization’s budget and Accountability Planning Matrix (discussed in detail in Criterion Two). The APM is the primary university structure through which action plans are developed. These plans include a myriad of programs, partnerships, and contract services. Through careful planning and response to public and students needs, the university engages meaningfully with constituents. Virtually every campus service or program in some way extends its mission to the community. The section below describes the university facilities, funding, and human resources available for community engagement. This section also addresses the curricular and cocurricular programs that connect students with the community.
Resources to Support Effective Engagement
This section highlights the university’s dedication to making both the main and west campuses welcoming to constituents. Some university facilities on the main campus are dedicated to community use, and appropriate facilities at both campuses are made available to students and the public when not being used by the university.

Facilities and Services for both Internal and External Constituents
Community and alumni use the campus for many activities, and a variety of associations schedule meetings on campus and take advantage of the WSU libraries and other service amenities. Groups and individuals outside Wichita also benefit from facility use. University facilities provide more than 2,000 hours per year for approximately 450 nonuniversity-related events.\(^{5.19}\) That total is exclusive of athletic facilities and all fine arts performances, which are scheduled separately. Below are examples of some of the facilities available and ways they are being used in community engagement. Many of them are more fully described in other parts of this chapter or other chapters of the self-study.

Athletic Facilities
Athletic facilities center on five outside venues and are scheduled for approximately 1,900 hours per year of community use for approximately 270 separate events. Among the many events that use the athletic facilities are the Special Olympics, state track meets, sports camps for area school students, and public school tournaments of all sorts.\(^{5.20}\)

Heskett Center
The Heskett Center is the university’s recreation and fitness facility. The center offers fitness and wellness programs to individuals of all ages, not only students but children and adults from the community as well. Center programs include swimming and diving classes for small children and a broad range of fitness classes, as well as excellent facilities that include weight rooms, racquetball and squash courts, a well-equipped gymnasium, dance rooms, tennis courts, a climbing wall, and many other features. The Heskett Center schedules approximately 800 hours per year for 140 community-use events per year, both paid rentals and free use by the community. Groups using the center include the Special Olympics, Kansas GEAR UP, Upward Bound, sports camps, dance clinics, and athletic services to area schools and organizations.\(^{5.21}\)

Wichita State University Libraries
University Libraries serve a broad spectrum of the community. The Patent and Trademark Depository offers no-fee workshops and private consultation services to the public and works closely with the Small Business Development Center, the Kansas Center for Entrepreneurship, and the South Central Small Business Education Consortium. The libraries also create, manage, and continue to develop the Documents Data Miner 2 online bibliographic utility, which is heavily used by 1,300 depository
libraries and most government agencies; the annual rate of increased usage for the last six years has been approximately 20 percent per year. Finally, more than 100 bibliographic instruction classes and tours are conducted for area high schools, middle schools, and community colleges per year. The libraries’ patron base includes patrons representing more than 50 colleges and universities, approximately 400 area businesses, and 20 area high schools and Upward Bound affiliates, some out of state. The way in which the libraries contribute to student learning is described in Criterion Three.  

Edwin A. Ulrich Museum of Art
Established in 1974, the Edwin A. Ulrich Museum of Art is home to the area’s only collection of modern and contemporary art. The university art museum’s outreach program supports the university’s mission “to provide comprehensive educational opportunities” by exposing WSU students, faculty, and the general public to important modern and contemporary artists and works of art and providing related programs including gallery talks, slide lectures, performances, and special events. The museum connects with the students of the Wichita Metropolitan Statistical Area (MSA) public and private school systems and area community colleges by offering docent-led tours to approximately 4,000 individuals each year, which is one-third of the museum’s annual attendance of 12,000. The educational outreach mailing list, focusing on MSA art teachers in grades 4 through 12 and regional community college and university faculty, numbers more than 1,000 names. A group of 10 to 15 docents provides guided tours, while the Ulrich Museum Alliance, a group of approximately 25 volunteers, hosts and coordinates receptions and special dinners. While most volunteers have some connection to the university, the majority are engaged with the university because of the museum. In addition, the museum partners with area institutions through special series events including Senior Wednesdays, programming for area seniors who are 55 years of age or greater; special previews of Art: 21, which showcase artists of the twenty-first century; and Celebrate Outdoor Month, which focuses on public art in Wichita.

College of Fine Arts Facilities
The College of Fine Arts includes a number of facilities that provide for the creative pursuits of its faculty, students, and the community beyond WSU. The three main performance facilities for fine arts host 750 events per year that are attended by 11,000 individuals. In addition to university events, public and private school commencement exercises and events hosted by external entities, ethnic and student associations, and specialist societies are held (e.g., Black Arts Festival, Wichita Children’s Choir). One-third of these events are free, and two-thirds are paid admission. In addition to the Edwin A. Ulrich Museum of Art, described above, facilities in the college include the Miller Concert Hall, Wiedemann Hall, and the Clayton Staples Gallery. The Miller Concert Hall is in the Duerksen Fine Arts Center. With a 510-seat capacity and 40-foot by 35-foot stage and 65-foot flyloft, concerts and theater productions are hosted there annually. Some of these productions
include performances by large music ensembles, opera and musical theater, dance groups, the Wichita Jazz Festival, and master classes and lectures. Wiedemann Hall is home to a Marcussen organ built by the legendary firm Marcussen and Son in Denmark and the first Marcussen organ to be built in North America. The organ builders worked with architects to ensure that the organ would be presented in all its acoustical glory. Wiedemann Hall seats 425 and has a 35-foot by 25-foot stage that is used for several types of performances, including student and faculty recitals, small faculty ensembles, and master classes. The Clayton Staples Gallery is housed in the McKnight Art Center in the School of Art and Design. It is a small gallery space used primarily to show works by professionals and students in the visual arts. Exhibitions rotate approximately every two weeks.\textsuperscript{5.24}

### Martin H. Bush Outdoor Sculpture Collection

This collection of outdoor sculpture, managed by the Edwin A. Ulrich Museum of Art, is one of the oldest and finest in the country.\textsuperscript{5.25} Named a top ten art collection on a U.S. campus by Public Art Review magazine in spring 2006, the collection numbers more than 70 pieces.\textsuperscript{5.26} In the collection are works of art by modern and contemporary sculptors including Henry Moore, Auguste Rodin, Barbara Hepworth, Claes Oldenburg, Fernando Botero, Joan Miró, and Francisco Zuñiga. The museum recently commissioned native Wichitan and world-renowned sculptor Tom Otterness to create a piece, which is scheduled to be installed in 2008, especially for the collection.

### University’s Park-Like Setting

Even the casual visitor will notice the significant effort invested by physical plant employees to make the main campus comfortable and inviting. Building maintenance, colorful and well-manicured campus gardens, spacious plazas and courtyards, the open space provided by the adjacent campus golf course—all create a welcoming community of learning for students and the general public alike. Continuity in architecture honors the past while creating functional contemporary spaces that meet current educational technology and space demands. Distinguished by the university’s outdoor sculpture installations, many of which are lighted for night-time viewing, the campus is attractive by day and night.

### Common Space for Students and Faculty

To further the sense of community for its many nonresidential students, space and furnishings were designed to create an atmosphere conducive to teamwork and collaborative learning. The Rhatigan Student Center offers comfortable seating areas where students can meet and multiple spaces for student and faculty groups to use without charge. Possibly the most popular areas for WSU students are the student study lounges that can be found in virtually each academic department. These spaces sprang up, in part, to meet commuting students’ need for restful and convenient niches in which to fill the gaps in their on-campus time. They are informal places where students
and faculty gather to relax, have a snack, read the student newspaper, engage in quiet conversation, study together, or use computers.

**Plaza of Heroines**
The Plaza of Heroines, developed by the WSU Center for Women’s Studies, showcases the contribution of women to the campus community daily. By virtue not only of its mission but its location near the center of campus, the plaza is a highly visible and interactive artistic memorial. The project was designed to offer the community a way to honor women. Proceeds from the plaza project benefit the WSU Center for Women’s Studies scholarship fund and many of the center’s community outreach activities. The space is circular and garden-like, with benches, bricks, and pavers carved with names of heroines. The plaza is centered by a beautiful sculpture. Biographies of WSU women and those of the larger community whose names are displayed in the Plaza of Heroines can be viewed at a kiosk located in the nearby entrance to Jabara Hall. The plaza has evolved to become a university icon to encourage women, and the plaza continues over time to grow as one of the most high-profile and distinctive elements of the WSU campus.

**Lowell D. Holmes Museum of Anthropology**
The Lowell D. Holmes Museum of Anthropology is overseen by a director, and the chair of the anthropology department serves as its budget officer. The major purpose of the museum is to educate students and the larger community about human variability and diversity. The Downing Asmat collection of ethnographic art of New Guinea is the third largest and one of the finest collections in the world. The museum houses a variety of other collections including a large assemblage of U.S. Southwest artifacts, photographs of Afghanistan, and a biological exhibition on human evolution.

**Eugene M. Hughes Metropolitan Complex (Metroplex)**
The complex serves as a venue for both university and community events. It is also a training facility for professional organizations that contract with the university conference office to provide organizational support and facilities. From October 1997 through June 2005, more than 376,000 people attended events at the Eugene M. Hughes Metropolitan Complex. The Office of University Conferences and Noncredit Programs, which is part of the Division of Continuing Education, is located in the Metroplex, along with the WSU Speech-Language-Hearing Clinic, Educational Opportunities Services, and the Small Business Development Center. The conference office provides the community, nonprofit groups, and professional and trade associations with opportunities to earn professional accreditation and continuing education hours necessary for recertification and licensure as well as general training opportunities. The office works closely with faculty and staff to facilitate the university’s ability to host many local, state, regional, and national conferences.
West Campus

Administrators at the West Campus work with west Wichita businesses and schools that occasionally request space for employee development or meeting rooms for organizations. During the ten months in which the building has been open, groups that have used the facility occasionally include the Maize Chamber of Commerce, Rotary Club of West Wichita, West Wichita Business Women, Kansas Livestock Association, the WSU Alumni Association, and the WSU Foundation National Advisory Council. Various university departments and committees also utilize the building for meetings.\textsuperscript{5.30}

University Police Department

In addition to providing for the safety of students and visitors to campus, the University Police Department\textsuperscript{5.31} provides requested assistance to the Wichita Police Department, Sedgwick County Sheriff’s Department, and other law enforcement agencies. It also supplies directed patrols in designated areas of the community and assists with area health fairs and alcohol awareness programs.

Other Facilities

Many campus facilities such as Charles Koch Arena, Cessna Stadium, and the Rhatigan Student Center are open to the public and can be reserved and rented for external groups to hold meetings or community events. General campus facilities are reserved through the university Reservations Office. An established policy determines whether external entities are charged to rent the facility.

Financial Resources for Community Engagement

The university’s public profile of commitment to community engagement has been built on dedicated resource allocation support. In fiscal year 2007, the university will devote approximately $13 million or 6.32 percent of its all-funds budget, which includes tax-supported dollars and income generated by fees and federal and private research, to public service support.\textsuperscript{5.32} Examples of these services are below, and many are described elsewhere in the self-study. These entities are budgeted in the public service support category of the university. In addition to these programs, many other community engagement programs at WSU are program-funded through external grants, and these do not appear in the list below. Public services with university support are as follows:

- **Community Services.** These services are Wichita Radio Reading Service, the Center for Urban Studies, Fairmount Center for Sciences and Math Education, WSU-LINK, Cisco Training Laboratory, and the Small Business Development Center.
- **Public Broadcasting.** KMUW, a National Public Radio affiliate radio station housed at WSU has a market share equivalent to ten percent of the Wichita MSA population and broadcasts approximately 1,300 hours per year of local programming. Similarly, Cable 13, the cable television channel...
operated through the Media Resources Center, provides a media venue for university programming through the national Research Channel consortia. Finally, the Reading Service, staffed with more than 60 volunteers, provides approximately 9,000 hours of annual audio to the visually impaired in the south central Kansas region, with half the total hours of reading coming from sources of local interest.5.33

• Community Education. These services are the Center for Economic Education, Center for Entrepreneurship, Center for Research and Evaluation Services, TRIO Programs, Kids Training Program, Kansas Council on Economic Education, Fine Arts Connoisseur Series, Fine Arts Institute, Organ Series, Psychology Clinic, Center for Management Development, contract training, University Conferences and Noncredit Programs, noncredit classes, America Reads Challenge, and others.

While the areas above are identified in the budget as funded for public service and education, many more areas of the budget underwrite community engagement activities. Clearly, financial resources of the university are dispersed to fund engagement with the community. As described in Criterion Two and above, some mill levy funds support community development initiatives such as city internships, business and economic research programs, city and county government services, and economic development awards.

Human Resources
The university devotes a significant amount of its human resources to engagement activities with the community. In the 2005 National Survey of Student Engagement, 68.5 percent of WSU respondents said they plan to do or have done community service, with 46.6 percent saying they had actually done community service.5.34 Likewise, in an HLC Criterion Survey conducted by the HLC Steering Committee in spring 2006, university deans and chairs responded as follows:

• 92 percent agreed their unit sought to involve students, faculty, staff, and administrators with external constituencies.
• 71 percent agreed that their unit included engagement and service activities in their planning processes.
• 94 percent agreed that their unit contributed to economic or workforce development of the community.
• 90 percent agreed that their unit actively pursued and valued community partnerships.5.35

Annual faculty and unclassified professional evaluations require an accounting of engagement or service activities, thus further documenting the value of service for faculty. Alignment of the Accountability Planning Matrix and the annual faculty and unclassified professional evaluations that require an accounting of service activities shows that faculty service assignment is valued and expected. A review of the APM for FY 2005 reveals that the Division of Academic Affairs and Research showed 5.63 percent of its general use funds in
the alumni and community matrix cells, administration and finance 2.28 percent, student affairs 3.23 percent, advancement 47.11 percent, and the president’s office 29.43 percent, documentation that WSU spends a considerable amount of its financial and human resources on supporting the alumni and community.5.36

**Cocurricular Activities that Engage Students**

Beyond the more formal programs, WSU has more than 150 student organizations that are recognized through the Center for Student Leadership.5.37 Students can get involved and make connections beyond the classroom in groups devoted to academics, community service, cultural and international affairs, financial investments, fraternity and sorority life, governing and representative councils, honor societies, politics, professional career development, recreation and sports, religion, and residential life. A sampling of campus student organizations is listed here:

- The WSU student chapter of the Society for Human Resource Management (SHRM)5.38 was founded in 1972 with the help and encouragement of the Wichita professional chapter. At that time, there was no major in personnel studies at the W. Frank Barton School of Business, but with the help of the professional chapter, the major was developed and is now an integral component of the school’s curriculum. Students have the opportunity to interact with Wichita SHRM chapter members, who often serve as speakers at student events.

- Students in Free Enterprise (SIFE)5.39 is one of the world’s most well-known collegiate free enterprise organizations. WSU SIFE members volunteer their time and talent to improve the Wichita community through outreach projects that are focused on free enterprise education. On a national level, students can access the SIFE network, which is a prime recruiting tool for many major corporations.

- The International Student Union5.40 encourages and coordinates the intellectual, social, cultural, and recreational activities of the members. Each year international students present an evening of performances of native dances and music from a variety of countries. The program is well attended by both the WSU and broader Wichita community.

- The Society for Automotive Engineers (SAE)5.41 sponsors the Mini Baja, an intercollegiate engineering design competition for undergraduate and graduate students. The objective is to stimulate real-world engineering design processes and their associated challenges, then put the design to test by building a functioning automobile. In the competition held for the Western United States, WSU’s Mini Baja team won second place in the 2006 maneuverability test.

- The Nontraditional Student Association5.42 is an organization for adult students. It assists returning adult students in adapting to the university experience and offers services to enhance communication and optimize financial aid. Organized campus tours and information days designed for returning adult students are also provided. The association acts as an advocate for nontraditional student issues and fosters development of a support community for WSU nontraditional students and their families.
Educational Programs for University Students and External Constituents

Building a community of learning involves expanding the learning environment in ways that are manifested outside the classroom. Together with its community partners, the university fosters hands-on learning opportunities through experiential learning described in this section. A singular example of experiential learning is the Cooperative Education Work-Based Learning Program at WSU, which is the largest such program in the state and one of the largest in the nation. Other aspects of “real-world” learning are service-learning opportunities provided through WSU. These educational programs are explicated in the section to follow:

Experiential and Service Learning

Many academic programs at Wichita State University explicitly require experiential learning through the curriculum. All professional programs such as those in health, engineering, and education require some clinical, laboratory, or internship work, and there are many examples of traditional liberal arts programs that offer experiential learning in courses for their students. For instance, the Elliott School of Communication requires a senior portfolio in which students are required to present examples of work completed through on-site case-study and other professional assignments. Students in a public history and geography class researched how Kansans were involved in the 1893 Cherokee Strip (Oklahoma) Land Rush and contributed to a book on the subject, and sociology students developed community-based research proposals. Other examples are as follows:

- Canta in Italia is a summer abroad program for vocal performance majors desiring an opportunity to immerse themselves in Italian language and culture. Working with the Center for Academic Programs Abroad, WSU’s voice faculty spend four weeks in Florence, Italy, working with the WSU students.
- The College of Engineering’s strategic plan for curriculum, approved by the engineering faculty in spring 2006, is mentioned in Criterion Three. Among the list of requirements for undergraduate students are options to do service learning or cooperative education, take on leadership roles, and study abroad.
- An engineering class analyzed the Emergency Department of the Via Christi Regional Medical Center, St. Francis campus. The team estimated that the changes it recommended would cut a patient’s average time spent from check-in to admission or discharge by forty minutes.
- Marketing classes in the W. Frank Barton School of Business require teams of students to work with a campus or off-campus entity, such as a nonprofit organization, to develop a marketing plan.

Cooperative Education and Work-Based Learning Program

WSU’s Cooperative Education and Work-Based Learning Program differs from other experiential learning opportunities in that students placed with businesses, nonprofits, or professional agencies qualify for student credit hours
and are paid for the work they complete for their assignment. Cooperative education is described more fully in Criterion Three.

Core Component 5c:
The organization demonstrates its responsiveness to those constituencies that depend on it for service.

To realize the possibilities of world-class education for the residents of Kansas, the university actively participates in a network of public education organizations that provide instruction from the prekindergarten level through postdoctoral learning. The success in moving students through the learning continuum with the highest possible levels of achievement calls for the university to play a large role in serving pre-K through 12 schools, community colleges, technical training colleges, and other educational sectors. WSU offers a broad spectrum of collaborative programs, pairing all levels of educational organizations and many university units. The section that follows will address the university’s extensive engagement with area public schools and articulation and transfer agreements with postsecondary institutions. Following that is a discussion of how partnerships and contractual arrangements uphold the university’s integrity, and an overview of the economic and workforce engagement programs of the university.

Collaborative Ventures with Educational Sectors and Other Higher Learning Organizations

As an urban institution, the university’s proximity to constituents in other educational sectors carries with it a responsibility to engage and support the city’s public schools and, by extension, schools in the surrounding rural areas. As a result, many university partnership programs engage pre-K through 12 students in the Wichita Public School District (USD 259). This school district is the largest in Kansas, with more than 48,000 students in more than 100 schools. A few examples of collaborative ventures with the pre-K through 12 schools are as follows:

• Fairmount Center for Science and Mathematics & Lake Afton Observatory

The focus at the center is on elementary and secondary education. The center reaches 18,000 students per year through its on- and off-site programs. Each year the center sponsors the Kansas Science Olympiad, where 900 semifinalists from 140 middle and high schools vie in a statewide competition held on the university campus. The center also hosts the Kansas Junior Academy of Sciences, where 200 middle and high school students present research findings to a panel of judges. This competition is also held on the WSU campus. So successful has the center been over its 11-year history that WSU was invited to host the 2007 National Science Olympiad. This competition will be attended by 4,000 participants and parents. The center is also involved in the JASON project, an international,
distance-learning program designed for middle-school students. Students conduct local “fieldwork” to supplement the instruction they receive via broadcasts. The mission of the JASON project is to excite and engage students in science and technology and to motivate and provide professional development opportunities for their teachers using advanced, interactive telecommunications. The 2006–07 curriculum foci are monster storm systems, mysteries of Earth and Mars, and disappearing wetlands.

- **University Libraries.** The Special Collections staff collaboratively developed with the Wichita Public Library and the Wichita Sedgwick County Historical Museum, with community funding, the Web-based Wichita Photo Archives, which offers lesson plans approved by USD 259 for grades four through 11. This curriculum has been used by 11,000 students and teachers over the last two years. More than 100 bibliographic instruction classes and tours are conducted for area high schools, middle schools, and community colleges per year, and the libraries’ patron base includes patrons representing more than 50 colleges and universities, approximately 400 area businesses, and 20 area high schools and Upward Bound affiliates, some of them outside the state of Kansas.

- **Fine Arts Institute.** The institute, funded through fees charged for instruction, employs 45 fine arts majors and offers instruction to approximately 400 students from outside the university each year. This outreach effort, part of the pedagogy requirement for piano majors, also employs majors in voice, dance, and instrumental music. Additionally, the institute partners with the performing arts elementary magnet school in USD 259 and offers additional experiential learning to approximately 40 WSU students.

- **Arts Partners.** Arts Partners, funded by a John S. and James L. Knight Foundation grant, is a Wichita school district initiative that coordinates outreach programs of arts organizations, including WSU’s College of Fine Arts. Its purpose is to integrate the arts into the public schools. Wichita State University has been an Arts Partner since the not-for-profit organization was founded in 1997. The dean and associate dean of the College of Fine Arts serve on its board. The heart of this collaboration has been the professional development program established by Arts Partners and supported by Wichita State University. Presently three components compose this collaboration: Arts Partners monthly professional development workshops for teachers, Arts Partners Summer Institute for Teachers and Artists, and the WSU arts-in-education summer workshops. One of the shared goals is to develop a teaching artist certificate program in collaboration with WSU. All Arts Partners workshops are approved for Kansas State Department of Education professional development credit, and USD 259 expanded the funding it provides Arts Partners to support increased professional development.

- **Targeting Tutoring.** The College of Education, in partnership with The Boeing Company and area school districts, operates a Targeting Tutoring program, providing Boeing employees as tutors to students in public schools. Boeing employees participating in the program are released during company time to tutor students needing assistance.
CRITERION FIVE: ENGAGEMENT AND SERVICE

5.50 LEGO MINDSTORMS Robotics Challenge
[http://education.wichita.edu/mindstorms/2006/]

5.51 History Day
[http://history.wichita.edu/histday.htm]

5.52 Articulation Agreements
(Resource Room 5-17)

- **LEGO MINDSTORMS Robotics Challenge** The College of Education and College of Engineering at Wichita State University host this annual event, which provides young students with the opportunity for practical application and exhibition of math, science, programming, and engineering skills, as well as promoting teamwork, dedication, and sportsmanship. Teams of fourth- through eighth-grade students from across Kansas have the opportunity to complete Mission Challenges designed by WSU engineering students and demonstrate what they have learned to professional engineers and educators in oral presentations, table displays, and notebooks. Sportsmanship and spirit are judged throughout the day to promote collaboration and teamwork.

- **History Day** For 30 years, the WSU Department of History and Geography has coordinated the History Day competition for Region 6, a 15-county area in south central Kansas. The theme for 2007 is “Triumph and Tragedy in History.” Students in grades six through 12 enter historical papers, exhibits, performances, or documentaries. Students prepare for the competition by observing the theme in their history studies throughout the academic year. Winners go on to participate in state and national History Day competitions.

**Articulation Agreements with Community Colleges and Transfer Policies**

Wichita State University engages in many activities with community colleges to ensure seamless matriculation when students transfer to WSU. The programs for recruiting and advising community college transfers are coordinated efforts of the Division of Academic Affairs and Research and the undergraduate admissions office. The first of the activities described below is grounded in Kansas Board of Regents policy, but others have been initiated by WSU as a result of feedback from the community college constituents.

- **Articulation Agreements.** One of the academic initiatives of the KBOR is the Transfer Articulation Agreement (TA) between Kansas Public Community Colleges and Kansas Public Universities. This agreement assures that students graduating with an Associate of Arts or Associate of Science degree who have completed the TA curriculum will have met the requirements for general education at the Kansas universities to which they are accepted. Thus, these community college students transferring to WSU can be confident that their general education is complete and that they need only to fulfill the necessary requirements for their majors.

- **2+2 Articulation Arrangements.** WSU has established a number of 2+2 Articulation Arrangements between specific programs at the university and Kansas community colleges. These include current arrangements in nursing, engineering, and music. These 2+2 Articulation Arrangements outline courses at the community college that students must complete to be admitted into programs at WSU, the requirements for the major at WSU, and any other special agreements related to the major such as acceptance of professional coursework completed at the community college.
as electives that take the place of major requirements. Increasingly, the university is being approached to arrange more of these agreements. While the agreements merely articulate established program requirements and curriculum course rotation, feedback from community college staff and students has been highly positive. Community college students can check the equivalency for their community courses online.

- **Transfer Guides.** Each year, the WSU registrar’s office publishes a Transfer Guide for each two-year college in Kansas. This guide identifies the academic standards and community college courses that are acceptable or required for entry into WSU programs. For example, students entering the W. Frank Barton School of Business must have successfully completed certain lower-level courses and have maintained a grade point average of 2.25 or higher.

- **Dual Advising.** WSU offers dual advising for community college students who believe they might attend WSU in the future. Students do not need to be admitted to WSU to take advantage of this program. The potential student may go online or may complete the form in the Transfer Guide to submit the dual advising application request. Once the application request is received in the Office of Academic Affairs and Research, the student is assigned an appropriate WSU advisor based on the student’s area of interest. This program responds to as many as 350 applications annually and is well received by students because it gives them a single point of contact with the university. Feedback from prospective students about this program has been highly positive.

- **Community College Events.** WSU advisors visit each public community college in the state on a two-year or more-frequent rotation basis. In addition, an annual Community College Day brings advisors, faculty, and administrators to the campus to learn more about WSU and to discuss any transfer concerns. Both these events are well received, and feedback to WSU is that the university is unique in its approach to good working relations with the community colleges.

### Building Effective Bridges Linking the University and Diverse Communities

As has been shown in preceding pages of this chapter, WSU’s connections to diverse communities encompass the university’s many constituents and span all divisions, colleges, units, and departments. Because the scope is so wide, the examples in this section have been chosen to illustrate university and community partnerships offering readily identifiable “bridges” that reach outside the campus in service and, at the same time, directly connect to university program instruction and faculty.

- **Physician Assistant Training Program—Diversity Initiative.** The three-year $600,000 grant, funded by the Department of Health and Human Services Health Resources and Services Administration in July 2005, is now in operation at Healthy Options for Kansas Communities. Planeview is a Wichita neighborhood made up of a population that is underserved in health...
The grant is also in operation at the Center for Health and Wellness in a northeast Wichita neighborhood, another underserved area, and three area high schools. The three goals for this project are as follows: (1) to strengthen and expand both the didactic and clinical curriculum to heighten the training of culturally competent health care providers in primary care to medically underserved urban and rural sites; (2) to increase the number of disadvantaged and underrepresented minorities who are lecturers, preceptors, and faculty; and (3) to increase the number of minority and disadvantaged applicants to (and ultimately graduates from) the Physician Assistant program. Alongside these projects are a number of clinics serving underserved populations as well as ethnic minorities.\(^{5,56}\)

- **East Twenty-First Street Project.** Described in Criterion One, this project seeks to redevelop an area near campus. A group that included some of Wichita’s civic and business leaders organized an effort to plan a new Boys & Girls Club within what is being called a “Youth and Family Empowerment Zone” Opportunity Project. A privately funded philanthropic preschool that targets children from low-income families opened its second site at the Twenty-First Street location of the Boys & Girls Club in fall 2006. Faculty members from the College of Fine Arts and College of Education have served as consultants for the preschool. Graduate assistants and faculty provided direct services in music education, and several recent graduates have begun employment with these preschools.

- **Space Grant Consortium.** This consortium has been working with the Department of Aerospace Engineering for many years. The goal of the program is to develop a diverse workforce in the science, technology, engineering, and mathematics (STEM) areas. Students from groups that are underrepresented in the STEM areas are presented with employment opportunities to encourage or foster their interest in STEM-area careers. Historically, this program has placed students in research work with engineering faculty and in the laboratory facilities of the National Institute for Aviation Research located on the WSU main campus. In the past, the majority of student participants have been economically disadvantaged females. The consortium’s overall initiative is to recruit engineering students from a broad spectrum of underserved and economically disadvantaged populations of high school students.

- **Delta Dental of Kansas Foundation Dental Hygiene Clinic.** This clinic has 6,000 appointments available each year between late August and early June. The clinic provides dental hygiene services such as oral prophylaxis, x-rays, dental examinations, fluoride treatments and sealants, oral hygiene instructions, and nonsurgical periodontal therapy. The clinic is open to members of the university community and the public. During academic year 2005–06, roughly 15 percent of the patients were affiliated with WSU, and 16 percent were senior citizens.\(^ {5,57}\)
Partnerships Focused on Shared Educational, Economic, and Social Goals

The strength of WSU’s engagement activities is reflected in the sheer number of programs, activities, and projects, and each is, at its base, focused on shared educational, social, cultural, or economic goals. Thus, because of the wide range and number of programs, in the section below, the self-study will concentrate on examples from one specific category of community engagement activities—those programs related specifically to economic and workforce development. Some are partnerships of the university and another entity. Some are partnerships of a university center and constituents. Some involve more than one type of partnership. The first to be discussed is a major, multiyear, city-led, citizens' strategic planning process—Visioneering Wichita—that draws on academic expertise from several university centers.

Visioneering Wichita

Many units within Wichita State University are partners in the strategic planning process of the Visioneering Wichita project. Prior to 2004, the community struggled to come together around many community desires and needs. Leaders realized the community was in the midst of change—from a shifting jobs market that was moving away from a blue-collar aircraft industry workforce, to expectations for rising incomes, to growing diversity of the population, to meeting educational needs for youth and adults, to recreation and the arts. The original impetus to start with a working study group came from area business owners. Subsequently, more than 250 community members and organizations signed up to form the Visioneering Wichita alliance in 2004, and by 2005, more than 15,000 citizens had participated in discussion groups and other alliance activities to develop a 20-year communitywide strategic plan for the Wichita Metropolitan Statistical Area. The vision held by this alliance encompasses economic development, education, quality of life, government, infrastructure, and private sector leadership. The project is funded by the John S. and James L. Knight Foundation, city of Wichita, Sedgwick County, Kansas Health Foundation, and federal grants.

WSU and Visioneering Wichita

In addition to the many faculty and staff who participate in Visioneering Wichita activities, the university’s civic engagement programs have played a major role in facilitating this endeavor. Below are examples of programs and activities:

- **Self-Help Network.** The Self-Help Network (also discussed elsewhere in this criterion) was asked to provide leadership development facilitation and technical assistance. The network supports participant groups as they continue to work collaboratively to advance key strategies of Visioneering Wichita.
- **Center for Economic Development and Business Research.** The research and analysis conducted by the WSU Center for Economic Development and Business Research are frequently quoted in media reports and used by community planners. The Wichita Visioneering project used the center’s
forecast data as a basis for a portion of its recommendations. The center conducted the first biannual Racial Diversity, Opportunity, and Harmony Survey on behalf of Visioneering Wichita. Data from the Web-based survey of 2,532 people was used to create the Wichita Metro Area Index of Racial Opportunity and Harmony. The index summarizes survey results into one measure that can be compared across demographic groups and compared over time as additional surveys are conducted.

- Hugo Wall School of Urban and Public Affairs. The Visioneering project requested that the WSU Hugo Wall School of Urban and Public Affairs (also discussed elsewhere in this criterion) convene groups on a periodic basis for in-depth analysis of specific regional issues. The results have been clear recommendations for action by the private and public sectors.

Economic and Workforce Development Partnerships

Other engagement programs and activities of the university that center on economic and workforce development include the following:

- Center for International Business Advancement. The World Trade Council of Wichita was organized in 1975 to promote international trade and investment in greater Wichita and south central Kansas and involved WSU faculty as early participants. The council was an outgrowth of the International Trade Committee of the Wichita Area Chamber of Commerce. The council was instrumental in making Wichita a U.S. Customs Port-of-Entry and attracting the Wichita office of the U.S. Department of Commerce. Today, the council remains affiliated with WSU’s Center for International Business Advancement (CIBA) and the Wichita Chamber of Commerce.

- Center for Entrepreneurship. Envisioned almost 30 years ago by a member of the WSU business faculty, the center’s initial workshops attracted more than 300 students the first year and generated over $30,000 in seed capital; from there it expanded rapidly. The center’s mission is, in part, to encourage entrepreneurial thinking and initiative through quality education, research, and community outreach. The center is recognized as one of the most comprehensive in the nation. The center promotes several outreach programs, including the original Entrepreneur and Executive in Residence Lecture Series and seminars on entrepreneurship for a variety of special audiences. The outreach effort also includes the Business Heritage Book Series, created to record the biographies of notable entrepreneurs in the region. The center provides students with opportunities to participate in student organizations and workshops. An example of one of the entrepreneurship programs is the Kansas Family Business Forum. This forum is a nationally recognized organization of family business owners, their families, and key employees. The forum is designed to provide unique learning experiences to those involved with family businesses. Educational seminars bring owners, families, and managers together to address issues of ownership and management succession, strategic planning, estate planning, family dynamics, and family governance. Forum programming features a mix of national and local experts on family business issues. The forum
is sponsored by WSU’s Center for Entrepreneurship in partnership with Wichita businesses.

- **Advanced General Aviation Transport Experiment (AGATE)**  
  AGATE is a National Institute for Aviation Research, National Aeronautics and Space Administration, and industry partnership program. The research validates new materials through less expensive general aviation prototyping, with the potential for commercial and military applications as well. The AGATE program represents a paradigm shift by spending fewer dollars on general aviation and applying the savings to large commercial and military programs. WSU played a key role in these efforts.

- **Wichita Symphony Orchestra**  
  More than 90 percent of Wichita Symphony Orchestra members are WSU School of Music faculty, alumni, or students. All principal chairs of the symphony are WSU faculty. The opportunity to play with this superb, professional, part-time orchestra is a strong recruiting incentive for faculty and students.

- **Hugo Wall Center for Urban Studies**  
  This center exists to enhance the quality of public affairs and assists public officials and community organizations to meet the challenges of governance and improve service delivery. This assistance includes leadership development for locally elected officials, professional development through retreats and community forums, consultation of community goal setting and strategic planning, environmental scanning, and research on issues identified by state and local officials. An example of one program is the Regional Economic Area Partnership (REAP). In 1998, the Hugo Wall School of Urban and Public Affairs was asked to assist REAP, an alliance of 33 city and county governments in south central Kansas. The local jurisdictions voluntarily joined together in an effort to guide state and national actions that affect economic development in the region and to adopt joint actions among member governments that enhance the regional economy. The school currently assists REAP in performing a secretariat function, staffing REAP committees, and helping identify priorities and agendas. In a related activity, at the request of local officials in 2003, center staff assisted REAP, which oversees the work of the Workforce Alliance, in assuring that appointments to the alliance are properly made, conducting research on workforce development issues, and monitoring state and federal actions that impact workforce development in south central Kansas. The Workforce Alliance is a government body charged with assuring that public funds invested in workforce development and job training address the needs of local employers, job seekers, and incumbent workers. One of the most successful initiatives of the Hugo Wall Center for Urban Studies in recent years has been facilitating the creation of a Nonprofit Chamber of Service that brings together many local nonprofits into a powerful advocacy group working together on policy, planning, and grant writing. Many of these nonprofit organizations work closely with minority groups within the community. This organization is now functioning independently of the center.

- **Small Business Development Center**  
  This center, working with other educational institutions and government, provides high-quality, one-on-
one business management counseling, educational programs, and practical information that enable small businesses to effectively compete in today’s market. Services provided include financial, marketing, production, organization, engineering, and technical problem solving, as well as feasibility studies.

- **Center for Management Development (CMD)**.5.66 This center plays a key role in the mission of the W. Frank Barton School of Business at Wichita State University. As the largest permanent training organization in Kansas, the center offers more than 100 public seminars on topics ranging from leadership, supervisory skills, team building, and communications to human resource and financial management. Most CMD seminars are given on campus, but any CMD seminar or certificate programs can be offered on site, which provides a number of advantages for local employers.

- **Wichita Technology Corporation (WTC)**.5.67 WTC, a partnership among the Kansas Technology Enterprise Corporation (KTEC), Wichita Area Development (WAD), and WSU, is a private corporation with the mission of fostering the creation and growth of technology-based businesses in Kansas. It assists start-up companies and works to transfer technology to the marketplace. Clients come from the university, NIAR, federal laboratories, and the public and private sectors. Affiliated with WTC is Wichita Technology Ventures (WTV), a seed-capital fund, which provides early-stage financing for technology-based companies with high growth potential.

**Partnerships and Contractual Arrangements Uphold the Organization’s Integrity**

By policy, all contractual arrangements must be reviewed and approved by the university’s general counsel. In addition, where partnerships include curricular or academic program arrangements, these must be reviewed by the dean and vice president with the appropriate oversight function for the WSU contracting entity. If the agreement involves an exchange of money, only authorized personnel may sign for the university.5.68 All clinical sites affiliated with university health and social programs as well as education settings for education students must have agreements that meet the industry standard for health care and education. These are reviewed regularly and revised based on new regulations and requirements.

**Core Component 5d: Internal and external constituencies value the services the organization provides.**

The services provided to all constituencies identified in the planning matrix, i.e., faculty, staff, students, and alumni and community, are evaluated almost daily in a variety of ways ranging from informal to formal. The student services units conduct program assessment regularly as reported within the description of the services documented above. Centers and programs holding government grants conduct assessment as part of the requirement of government funding. Federal grants such as the TRIO Programs have evaluation efforts that indicate not only student satisfaction with the program but long-term outcome studies that validate success.
Programs initiated through partnerships and contracts have expectation agreements written into the legal agreements that execute the service. Because much of the external funding that comes to the university involves research or projects that are a combination of basic and applied research, teaching and training, and community service, funding for community engagement is reported in Criterion Four, together with funding for research. Briefly summarized below is further evidence that both internal and external groups value the university’s services.

The use of university facilities ranges from fitness and recreation in the Heskett Center to cultural and artistic venues in the College of Fine Arts. The levels of engagement range from attendance at single events such as performances, museums, lectures, and demonstrations to ongoing interactions for clinical services, continuing education, health and wellness programs, consulting services, research and development, and business development across the colleges and numerous service units, institutes, and campus organizations. Attendance is reported in this document in the section where each service that seeks audience attendance or facility use is described.

**Internal Constituencies: Students**
- National Study for Student Engagement results have consistently shown that students would attend WSU again and that students find the faculty and administration supportive. A recent survey of a sample of the total student body conducted for the HLC self-study found similar results. More information on the NSSE survey and results of other parts of the survey are discussed in Criterion Three.
- Departments and colleges hold exit interviews and surveys with graduating seniors, and the Graduate School asks students to rate university graduate services on the Graduate Student Exit Exam. Adjustments in policies and curriculum have been made based on students’ evaluation of university services.
- Yearly assessment of student services units involves student satisfaction, and units make program changes when warranted.

**External Constituencies: Alumni and Friends**
- The National Advisory Council of the WSU Foundation provides valuable feedback and advice to the university through focus groups held yearly. Members come from a wide range of professional constituencies and are recognized business leaders from across the United States. The council works through a 21-member board of directors and a six-member executive committee. Many of the members of this group are graduates of WSU.
- Multiple advisory boards work with specific academic departments and colleges for both environmental scanning and assessment of community engagement activities. In the recent HLC survey of academic deans and chairs, 81.6 percent of respondents replied that their units learn from the constituencies they serve through various means, including advisory boards. In the same survey, 73.5 percent of respondents replied that community
leaders testify to the usefulness of the department’s engagement activities, and 57.1 percent reported that they had letters, reports, or other testimonials documenting appreciation.\textsuperscript{5.72}

- Community leaders testify to the expertise of WSU faculty and administrators. These leaders participate in decision making and consultation in a large number of areas. Letters of support from community members regarding WSU faculty, staff, and programs are both solicited and unsolicited.\textsuperscript{5.73}

**Reflecting on the Past and Looking Forward**

**Strengths:** WSU has systematically continued to expand its capacity for civic outreach growth. Many of the university’s resources, for example, the libraries, recreation centers, clinics, museums, performance facilities, and public lecture series and events, are used and appreciated by the general public. Beyond that, initiatives such as the nationally recognized Cooperative Education and Work-Based Learning Program and the Division of Continuing Education further demonstrate the university’s commitment to positive learning outcomes for its identified constituencies. In the past year, through the university’s involvement in the Visioneering Wichita initiative of the Greater Wichita Chamber of Commerce, WSU has become more of a nexus for community action and planning. There is a growing expectation in Wichita that the university will continue to take the lead in community projects.

**Opportunities for Improvement:** Like many other universities, WSU would benefit from increased financial resources to expand its capacity in terms of human resources, physical plant, and community engagement programs. Looking forward, it would be desirable and beneficial for the university to further expand the delivery of its services, through traditional methods and use of new technologies, to areas other than those in the immediate vicinity of the Wichita area and surrounding counties.

**Action:** The university will continue to participate in and assume important leadership roles in community-wide development and community-building activities. In order to ensure a strong connection among these activities, which often occur at the presidential or vice-presidential level, the vice president for academic affairs and research will include a summary of these activities in his report to the Faculty Senate each semester.

**Action:** Among the most important emerging WSU-led initiatives (as discussed in Criterion Four) is the plan to advance the development of the Kansas Composite and Advanced Materials Park, a research and development facility anchored by NIAR. The vice president for academic affairs and research and staff are developing the business plan for that initiative. There is a growing expectation in Wichita that the university will continue to take the lead in community projects.
**Action:** WSU colleges and centers will develop engagement activities through the Visioneering Wichita initiative as the project continues to develop.

**Action:** University leadership will work with the other universities of the Kansas Regents system to encourage legislative support for eliminating deferred maintenance this is needed now for campus infrastructure and to repair and replace aging equipment used in university laboratories and classrooms.

**Action:** To serve student constituents, by 2009, all academic colleges will begin to use an electronic degree audit system to better communicate graduation and degree requirements to students. Currently three colleges are using such a system.

**Action:** To serve constituents in pre-K through 12 schools and to meet future area workforce needs, the university will increase the number of graduates in mathematics, the physical sciences, and engineering fields by 5 percent for each of the next three years. One strategy to accomplish this is offering retention scholarships. Another strategy is to increase the number of Watkins summer fellowships, which are awarded to science teachers in high schools, community colleges, and smaller four-year colleges to work with WSU scientists for a summer. Currently, two such fellowships are awarded. By 2009, eight will be awarded, creating the potential ability to reach 100 high school or college students each year with supplemented instruction.

**Action:** To implement the new general education goal relating to global awareness, the General Education Committee with Faculty Senate leadership will undertake a study of extant curriculum, new strategies to address the goal, and curriculum proposals.
Conclusion
Wichita State University: Reflecting on the past and looking forward
Reflecting on the Past and Looking Forward

Conclusion
The self-study process has offered Wichita State University an opportunity to reflect on its past, evaluate its present status, and envision future possibilities for the university. At its essence, Wichita State University is an urban serving, research institution committed to student learning. Guided by its mission and history, the university is dedicated to excellence in student learning outcomes, growth in basic and applied research, and maintaining strong community ties. Reflection on the institution’s past leads to the identification of the university’s following strengths:

• Teaching and support for learning that are brought to the most diverse campus student body in the Kansas Regents university system.
• Exceptional faculty and staff who are dedicated to an academic culture of support and achievement.
• Strong programs that are brought to students through a tradition of experiential and interdisciplinary curriculum.
• The steadily increasing growth of external funding for basic and applied research.
• The steadily increasing growth of WSU Foundation funding.
• A broad array of community engagement activities.
• A general adaptation of new technologies for academic and administrative needs.
• A wide range of cooperative education and internship experiences offered to students.

WSU sees its ability to thrive as an institution of higher learning in today’s complex world to be shaped by many factors. The university holds itself accountable to constituents and uses its increasing assessment capabilities to inform decisions. In the rapidly changing educational environment, the university’s planning to meet challenges, by necessity, is both reactive and proactive. The Accountability Planning Matrix encourages decentralized planning and multilevel planning, and it has turned out to be a flexible tool for the present circumstances.

The main challenge faced by Wichita State University today is obvious—the competition for students (recruitment and retention) in a complex educational environment (online, for-profit, community college competition). Other challenges related to the university’s mission and values are as follows:

• Building on its institutional heritage by continuing to enrich the urban community and its surrounding rural area with academic expertise to influence social and economic outcomes.
• Continuing to increase the preparation of students for new careers, shifting workforce needs, and social life in the twenty-first century global community.
• Continuing to increase research discovery and creative activity for faculty and lifelong learning opportunities through the acquisition of new knowledge for students.

In the last decade, tremendous strides have been made in institutional planning, student learning outcomes assessment, and assessment of learning support units. During this time period, many new initiatives were launched. Development of the West Campus is raising the university’s visibility in a new location and meeting student needs, as is the university’s early and sustained investment in technology for academic support. Growth in endowment and external funding is helping the university meet its current challenges.

The university’s unique heritage and relationship with the city that surrounds it offer rich resources and clear responsibilities. The university is proud of its accomplishments and looks forward to the future. As this self-study reflects, Wichita State University is an accomplished learning community, organized and prepared to meet the challenge of university growth in students and programs, and sustaining growth in research capacity and community engagement.
Federal Compliance
Wichita State University: Shaping the university through careful adherence to federal law and policy
Federal Compliance

Credits, Program Length, and Tuition
All courses offered for credit at Wichita State University are equated to semester credit-hour equivalencies, and grades are assigned on a semester credit-hour basis. Academic calendars are submitted to the Kansas Board of Regents and approved on a three-year cycle. FC.1 The calendar must reflect 150 days of instruction plus five final examination days each semester. Fall and spring semesters are 16 weeks long and include 15 weeks of instruction and one week for final examinations. Summer session is an eight-week period. Courses are also offered in compressed one-, two-, four-, and eight-week sessions, and all courses are equated to semester credit-hour equivalencies. A credit is equivalent to 15, 50-minute class periods. Guidelines for graduate short courses are established by the Kansas Board of Regents. For each unit of graduate credit in intensive courses of short duration (e.g., workshops and skills, didactic, or other special courses), there should be at least 15 hours of direct instruction together with the appropriate amount of out-of-class scholarly work. Direct instruction should extend over a period of at least three days per credit, with no more than one credit earned per week.

The length of all programs at Wichita State University has been approved by the Kansas Board of Regents. The minimum number of credits for an undergraduate degree is 124, with a minimum of 45 hours of upper-division credit, and at least 60 credits must be from a predominantly four-year degree-granting institution. The major in the baccalaureate degree must be the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program. The master’s degree requires not less than one year of full-time academic work or the equivalent in part-time attendance beyond the baccalaureate degree. The doctorate requires three or more academic years in full-time study. FC.2

The university holds membership in the American Association of Collegiate Registrars and Admissions Officers (AACRAO), whose mission is to provide professional development, guidelines, and voluntary standards to be used by higher education officials regarding the best practices in records management, admissions, enrollment management, administrative information technology, and student services.

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 nonresidents of Kansas and for graduate and undergraduate courses. WSU has only one program with differential tuition: the Executive Master of Business Administration (EMBA), FC.3 which is administered separately from the regular Master of Business Administration program in the W. Frank Barton School of Business. EMBA students are charged an all-inclusive fee of $25,000, which is set to cover the full cost of tuition, books, class materials, parking, snacks, and
lunch on class days. Approval of EMBA tuition is part of the university’s annual tuition submittal to KBOR. The W. Frank Barton School of Business and the College of Engineering charge a per-credit-hour fee for business and engineering courses, respectively, to cover the cost of equipment and technology.

Wichita State University also participates in the Midwest Student Exchange Program (MSEP) a program within the Midwest Higher Education Compact. This program allows undergraduate students majoring in select programs who are from Nebraska, North Dakota, Missouri, Wisconsin, Minnesota, and Michigan to pay only 1.5 times Kansas in-state tuition instead of the full nonresident tuition. Another tuition benefit program for university students is participation in the National Student Exchange and International Student Exchange. Students pay Wichita State University tuition while they attend a participating school in one of these exchanges.

Information on tuition and fees is posted in the Schedule of Courses, the Graduate Catalog, the Undergraduate Catalog and on the university’s Web site.

**Institutional Compliance with the Higher Education Reauthorization Act**

Wichita State University complies with the requirements of the Higher Education Reauthorization Act. Documents related to Title IV compliance, include the program participation agreement (PPA), eligibility and certification renewal (ECAR), and default rate reports. These documents are available in the Office of Financial Aid.

WSU’s official default rates for the past three years, as provided by the Department of Education, are shown in the table below:

<table>
<thead>
<tr>
<th>FEDERAL FAMILY EDUCATION LOANS (FFEL)</th>
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<tr>
<td>FY 2004</td>
</tr>
<tr>
<td>FY 2003</td>
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<td>FY 2002</td>
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These default rates are well below the level that would require a management plan. According to the administration of the Federal Family of Education Loans (FFEL) and the Code of Federal Regulations (34 CFR 668.14), the institution is not required to use an approved default management plan if it is not participating in the FFEL program for the first time and if the institution, including its main campus and any branch campuses, does not have a cohort default rate in excess of 10 percent. WSU follows regulatory guidance with regard to entrance and exit counseling for borrowers, the reporting of timely and accurate enrollment information to the U.S. Department of Education, and sharing of satisfactory academic progress information.
Wichita State University also submits, through the Financial Institutions Shared Assessment Program (FISAP), the default rates for its Perkins Loan Program.\textsuperscript{FC.8} The default rates for the past three years are as follows:

\begin{center}

<table>
<thead>
<tr>
<th>Year</th>
<th>Default Rate</th>
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<tbody>
<tr>
<td>FY 2005</td>
<td>9.71 percent</td>
</tr>
<tr>
<td>FY 2004</td>
<td>9.57 percent</td>
</tr>
<tr>
<td>FY 2003</td>
<td>9.12 percent</td>
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</tbody>
</table>

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WSU’s Perkins Loan office is located within the Office of the University Controller.

WSU’s financial aid programs have no limitations, suspensions, or termination actions.

Wichita State University is in full compliance with Title IV-mandated requirements regarding disclosure of campus crime and university graduation rates. Campus crime statistics are reported annually, and each report covers a three-year period. The Office of University Relations issues an announcement to the full campus each year when the new report is made public. The most recent announcement was distributed November 2, 200\textsuperscript{FC.9} The report is included in both the print and online versions of the \textit{Schedule of Courses} each semester.

WSU’s six-year graduation rate for full-time, first-time freshmen entering in fall 1999 was 37 percent. This figure is published in the \textit{Schedule of Courses} and on the Web site of the Office of Institutional Research.\textsuperscript{FC.10} The retention rate for first-time full-time freshmen entering WSU in fall 2005 was 72.1 percent.

The \textit{Student Handbook}\textsuperscript{FC.11} includes a list of all disclosures of general information to students as required by the U.S. Department of Education under 34 CFR 668.42: campus security and crime statistics; security policies; graduation and completion rates, including those for student athletes; financial aid information; athletic participation rates; and financial support data. Along with each disclosure item is a listing of where the items are located in university documents and on Web sites.

**Federal Compliance Visits to Off-Campus Locations**

WSU offers degree and licensure programs at sites across the metropolitan area. “Campus” is defined by the Kansas Board of Regents as any location within the city of Wichita and its contiguous industrial sites. The WSU West Campus has been included in the definition of the WSU campus. The annual update of the university’s organizational profile, submitted to HLC, lists all program sites.

While courses are offered at each site, all admissions, registration, financial aid, and tuition and fee payments are managed from the main campus. Thus, none of the locations where courses are taught other than the main campus meet the federal requirements to be a stand-alone site.
Advertising and Recruitment Materials
Recruiting and advertising materials have been reviewed. WSU cites its accreditation status with HLC in the university graduate and undergraduate catalogs, which are revised annually. Both references currently include the address and phone number of the commission. Future issues of both documents will revise wording of the university’s accreditation status by adding the commission’s Web address and local phone number in order to achieve full compliance with HLC policy.

Requirements of Institutions Holding Dual Institutional Accreditation
The HLC accredits a small number of organizations that also are affiliated with one or more Council for Higher Education (CHEA)-recognized or federally recognized institutional accrediting agencies. Wichita State University does not hold institutional affiliation with any CHEA-recognized or federally recognized accrediting bodies other than the North Central Association of Colleges and Associations. Requirements of institutions holding dual institutional accreditation are not applicable.

Complaint and Appeals Processes
The university provides a multitiered system for handling complaints that arise from students and faculty. The different routes to resolution of the various types of complaints are explained in the sections that follow.

Academic Complaints
This section will deal with complaints that come to the university from students, faculty, staff, and others. First discussed are the informal and formal academic complaint processes, then graduate and undergraduate exceptions to academic complaints. The university addresses each concern brought to it thoroughly and with the goal to resolve the problem expeditiously.

Informal Academic Complaints
Students are encouraged to register their concerns about grades or grading with the faculty teaching the course in question, making an attempt to resolve the differences in an informal manner. If the issue is not resolved, students may continue to seek resolution of the issue through informal discussions with the department chair, or they may seek to resolve the issue through a formal appeals process. In reality, it is not uncommon for students to go first to the college dean’s office with their complaints, but if they have not attempted resolution at the department level, the dean’s office will refer these students to the administrator of the department where the issue arose.

Formal Academic Complaints
When informal appeals do not resolve the complaint, a student may initiate the formal appeal process by meeting with a member of the student affairs staff. The student may be advised regarding the case, but even if the advice is against progressing forward in the appeal, the student may continue the appeal.
The student files the completed appeal with the dean of students. The appeal and the procedures for the Court of Student Academic Appeals are sent to the faculty member named in the appeal and to the department chair and the instructor’s dean. At this point, another attempt to resolve the issue may be undertaken by the parties involved. If the issue is not resolved, the appeal and the instructor’s written response will be returned to the dean of students who will inform the Court of Student Academic Appeals. The Court of Student Academic Appeals consists of faculty justices who must be tenured and must be members of the graduate faculty. They serve three-year staggered terms and represent different Faculty Senate divisions. The committee also has two student members plus two student alternate members (one member and alternate must be graduate students). Cases involving graduate students must be heard by graduate students. The court has the authority to change a grade or levy sanctions as determined by the case.

**Grievance Procedures for Graduate Students**

Graduate students may “grieve” or appeal an actual or supposed circumstance in which they feel they have been wronged. Conflicts eligible for resolution under these procedures are restricted to academic matters other than grades. Disputes about grades are resolved through the Student Court of Academic Appeals. Grievances can be initiated for circumstances that are within one year from the time of occurrence. A graduate student with a grievance consults with the following persons (in the order specified), trying to resolve the issue at the lowest level possible: faculty member perceived as causing the conflict, department chair, college dean, and dean of the Graduate School. Conflicts reaching the graduate dean must be submitted in writing, and he or she will make a decision about the appeal. The graduate dean’s decision may be appealed to the Graduate Council. A decision, rendered by the graduate dean based on a recommendation from the Graduate Council, is final. The Graduate Council also serves as a Committee on Appeals if the student is dissatisfied with direct administrative action taken by the graduate dean. In such cases, the judgment of the council is final.

**Undergraduate Exceptions to Academic Complaints**

Undergraduate students may request exceptions to Undergraduate Catalog rules and regulations by submitting an exception form to their advisor, the college advising office, and the University Exceptions Committee, which is composed of nine faculty, one student, and two staff from student affairs and undergraduate admissions (nonvoting members). The decisions of this committee are then forwarded to the Registrar’s Office for implementation.

**Nonacademic Complaints**

Students register complaints in a variety of ways and in many different offices. These complaints range from violations of the Student Code of Conduct to complaints about the services provided by the university.
**Formal Nonacademic Complaints**

Students are expected to abide by the Student Code of Conduct, which is found in the Graduate Catalog, Undergraduate Catalog, Student Handbook, and WSU Policies and Procedures Manual. The code outlines the expected level of behavior as it relates to student disciplinary procedures including abetting and aiding, academic honesty, drugs, alcohol, abuse and assault, bribery and extortion, dishonesty, damage to property, and vandalism. Also addressed are behaviors relating to demonstrations and picketing, psychological and physical harm, disorderly conduct, disruption in classrooms or other activities, falsification of records, fire safety, gambling, harassment, hazing, improper distribution of printed materials, misuse of computers, improper response to a request from university officials, sexual assault, sexual harassment, smoking, solicitation, and theft. The code also covers violation of federal and state laws or city and county ordinances; violation of program and department policies, rules or regulations; and weapons.

The dean of students handles violation of code complaints against students from other students, faculty, or staff. These written complaints are reviewed by the dean and may be heard by the university judicial advisor who is the dean of students or designee. The student also may go before a hearing board appointed by the dean of students. The hearing board is composed of two faculty, two students, and a nonfaculty employee. This formal procedure is outlined in the Student Code of Conduct in the Student Handbook and can be found on the university Web site and in the WSU Policies and Procedures Manual.

**University Procedure for External Grievances**

Complaints that involve charges from nonemployees of the university concerning employees of the university are received by the university vice president and general counsel. These complaints or charges about actions, decisions, or conduct by a university employee are evaluated, and the vice president and general counsel responds in accordance with KBOR policy in this regard. The external grievance procedure is open only to individuals without current access to an established university grievance procedure.

**Sexual Harassment**

Students who believe that they have been an object of sexual harassment are encouraged to make inquiry, seek advice, and gain understanding of university procedures. These services are provided with the assurance of confidentiality by the following offices: Campus Life and University Relations, Student Government Association Student Advocate, Counseling and Testing Center, and Office of Multicultural Affairs. Students may pursue either informal or formal procedures in the interest of resolving a complaint. Prompt initiation of a complaint is essential. In no case will the university pursue formal resolution of a complaint that is filed more than six months after the date of the alleged incident. The steps to informal resolution of student sexual harassment complaints are as follows:
• Discuss the complaint with the vice president for campus life and university relations or designee.

• If the student authorizes, the vice president or designee will ascertain information and discuss the complaint with the people involved in the interest of resolution.

• Failing informal resolution, the student may do the following: (a) seek additional advice, (b) drop the complaint, or (c) initiate formal resolution.

The steps to formal resolution of student sexual harassment complaints for accused faculty are as follows:

• Within six months of the alleged incident, the student must file a written complaint with the Office of the Vice President for Academic Affairs and Research. The dean of students or designee may assist in the preparation of the complaint and may accompany the student to the academic affairs office.

• The vice president for academic affairs and research or his designee shall investigate the complaint. If it is determined that the complaint has substance, the vice president may initiate standard procedures according to the university’s Prohibiting Sexual Harassment policy.

The steps to formal resolution of student sexual harassment complaints for accused staff are as follows:

• Within six months of the alleged incident, the student must file a written complaint with the director of the Office of Human Resources. The dean of students or designee may assist in the preparation of the complaint and may accompany the student to the human resources director’s office.

• The director of human resources or his designee shall investigate the complaint. If it is determined that the complaint has substance, the director may initiate procedures for suspension, demotion, or dismissal pursuant to the university Handbook for Classified Staff and Article 10 of the Kansas Department of Administration Division of Personnel Services Regulations.

The steps to formal resolution of student sexual harassment complaints for accused students are as follows:

• Within six months of the alleged incident, the student must file a written complaint with the office of the vice president for campus life and university relations. The dean of students or designee may assist in the preparation of the complaint and may accompany the student to the office of campus life and university relations.

• The vice president for campus life and university relations or designee shall investigate the complaint. If it is determined that the complaint has substance, the vice president may initiate standard disciplinary procedures according to the university catalog and the Student Code of Conduct.
Student Informal Nonacademic Complaints

Students may submit written complaints to any level of administration. These complaints focus on such matters as perceived breach of service anticipated. These complaints range from the perceptual, for example a student who complains of having “received the campus run around,” to the concrete, such as residency status decisions. Any problem that a student believes to be real is addressed in some format. Complaints sent to the president are forwarded to the appropriate vice presidential office for investigation. There is at least one staff member in the vice presidents’ and deans’ offices who deals with student complaints. Students are encouraged to resolve the issue at the level closest to the problem. If this already has been attempted when the complaint is submitted, the staff member will investigate the matter and help both parties resolve the matter in an informal way. All written complaints are investigated, and the response is made in writing. In the Office of the Vice President for Academic Affairs and Research, an associate vice president maintains a file of all the complaints received and the response to those complaints for a period of at least two years.

The informal network of dealing with student complaints has worked well at Wichita State University. The philosophy is that students should resolve their concerns at the immediate level rather than filing official complaints that go before judiciary boards or the Court of Student Academic Appeals. However, these systems are in place should the student need to use them.

Student complaints are also used to improve service. Many complaints result when a student does not receive the level of service desired. The university takes these complaints seriously and responds to student concerns quickly. A more proactive approach is used to address general student concerns through established working relationships of the Student Government Association and the administration. The SGA president meets regularly with the university president and the academic and campus life vice presidents. Students participate in Faculty Senate committees and the Academic Operations Council, where they are free to voice their concerns and participate in the decision-making process.

University policy designates the Office of Equal Employment Opportunity as responsible for administering and monitoring all equal opportunity and affirmative action policies and procedures. Thus, any complaints in this area are handled by the Office of Equal Employment Opportunity, directed by the university’s general counsel. These complaints can be both formal and informal.
Wichita State University: Institutional Snapshot

Table 1: Student Demography Headcounts

### Table 1A

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2,772</td>
<td>2,782</td>
<td>2,507</td>
<td>2,223</td>
<td>2,229</td>
<td>2,599</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,909</td>
<td>2,122</td>
<td>2,162</td>
<td>1,952</td>
<td>1,833</td>
<td>1,756</td>
</tr>
<tr>
<td>Junior</td>
<td>2,136</td>
<td>2,198</td>
<td>2,292</td>
<td>2,334</td>
<td>2,302</td>
<td>2,300</td>
</tr>
<tr>
<td>Senior</td>
<td>3,344</td>
<td>3,636</td>
<td>3,673</td>
<td>3,702</td>
<td>3,590</td>
<td>3,527</td>
</tr>
<tr>
<td>Other</td>
<td>663</td>
<td>639</td>
<td>560</td>
<td>448</td>
<td>464</td>
<td>476</td>
</tr>
<tr>
<td>College Guest</td>
<td>164</td>
<td>139</td>
<td>120</td>
<td>121</td>
<td>119</td>
<td>87</td>
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<tr>
<td>High School Guest</td>
<td>315</td>
<td>424</td>
<td>378</td>
<td>409</td>
<td>418</td>
<td>603</td>
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<tr>
<td>Grand Total</td>
<td>11,303</td>
<td>11,940</td>
<td>11,692</td>
<td>11,199</td>
<td>10,975</td>
<td>11,203</td>
</tr>
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</table>

Note: "Other" class level includes Continuing Education and Intensive English students

### Table 1B

<table>
<thead>
<tr>
<th>Status: Degree-Seeking</th>
<th>Male</th>
<th>Female</th>
<th>Unknown Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>391</td>
<td>378</td>
<td>5.0%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>405</td>
<td>390</td>
<td>6.4%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>382</td>
<td>379</td>
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</tr>
<tr>
<td>Fall 2004</td>
<td>351</td>
<td>360</td>
<td>6.7%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>335</td>
<td>344</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>305</td>
<td>335</td>
<td>5.9%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>391</td>
<td>378</td>
<td>5.0%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>262</td>
<td>239</td>
<td>5.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>194</td>
<td>181</td>
<td>3.2%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>53</td>
<td>50</td>
<td>1.2%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>423</td>
<td>405</td>
<td>9.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>3,079</td>
<td>3,001</td>
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</tr>
<tr>
<td>Male Total</td>
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<td>4,622</td>
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</tr>
<tr>
<td>Fall 2001</td>
<td>378</td>
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<tr>
<td>Fall 2002</td>
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</tr>
<tr>
<td>Fall 2003</td>
<td>403</td>
<td>403</td>
<td>6.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>380</td>
<td>380</td>
<td>6.5%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>344</td>
<td>344</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>335</td>
<td>335</td>
<td>5.9%</td>
</tr>
<tr>
<td>Female Total</td>
<td>4,402</td>
<td>4,622</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>378</td>
<td>378</td>
<td>5.0%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>380</td>
<td>380</td>
<td>6.4%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>403</td>
<td>403</td>
<td>6.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>380</td>
<td>380</td>
<td>6.5%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>344</td>
<td>344</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>335</td>
<td>335</td>
<td>5.9%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>70</td>
<td>70</td>
<td>1.2%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>181</td>
<td>181</td>
<td>2.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>4,388</td>
<td>4,387</td>
<td>72.0%</td>
</tr>
<tr>
<td>Female Total</td>
<td>5,739</td>
<td>6,092</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>378</td>
<td>378</td>
<td>5.0%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>380</td>
<td>380</td>
<td>6.4%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>403</td>
<td>403</td>
<td>6.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>380</td>
<td>380</td>
<td>6.5%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>344</td>
<td>344</td>
<td>6.1%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>335</td>
<td>335</td>
<td>5.9%</td>
</tr>
<tr>
<td>Unknown Total</td>
<td>0</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Degree-Seeking Total</td>
<td>10,141</td>
<td>10,714</td>
<td>10,611</td>
</tr>
</tbody>
</table>

Wichita State University 2007 Self-Study 225
Table 1: Student Demography Headcounts

### Table 1B (cont.)

<table>
<thead>
<tr>
<th>Undergraduate Students by Degree Seeking and Non-degree Seeking Status</th>
<th>Status: Non-degree-Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>28 5.3%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>16 3.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13 2.4%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>7 1.3%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>75 14.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>393 73.9%</td>
</tr>
<tr>
<td>Men Total</td>
<td>532 100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>37 5.9%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>19 3.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15 2.4%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3 0.5%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>44 7.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>512 81.3%</td>
</tr>
<tr>
<td>Female Total</td>
<td>630 100.0%</td>
</tr>
</tbody>
</table>

### Table 1C

<table>
<thead>
<tr>
<th>Graduate Students by Degree Seeking and Non-degree Seeking Status</th>
<th>Status: Degree-Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>56 3.9%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>22 1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16 1.1%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>6 0.6%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>630 44.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>690 48.5%</td>
</tr>
<tr>
<td>Men Total</td>
<td>1,422 100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Fall 2001</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>48 3.3%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>46 3.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28 1.9%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>9 0.6%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>131 9.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,187 81.9%</td>
</tr>
<tr>
<td>Female Total</td>
<td>1,449 100.0%</td>
</tr>
</tbody>
</table>

### Table 1D

<table>
<thead>
<tr>
<th>Degree-Seeking Status Total</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-degree-Seeking</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Total</td>
<td>2,471</td>
<td>2,463</td>
<td>2,757</td>
<td>2,656</td>
<td>2,572</td>
<td>2,576</td>
</tr>
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</table>
### Table 1: Student Demography Headcounts

#### Table 1C (cont.)

<table>
<thead>
<tr>
<th>Male</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>8</td>
<td>4</td>
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<td>3</td>
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<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>153</td>
<td>113</td>
<td>117</td>
<td>99</td>
<td>108</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total Male</strong></td>
<td>183</td>
<td>154</td>
<td>145</td>
<td>127</td>
<td>179</td>
<td>163</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>18</td>
<td>17</td>
<td>7</td>
<td>16</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nonresident Alien</td>
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<td>2</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>452</td>
<td>402</td>
<td>249</td>
<td>248</td>
<td>252</td>
<td>229</td>
</tr>
<tr>
<td><strong>Total Female</strong></td>
<td>497</td>
<td>477</td>
<td>302</td>
<td>319</td>
<td>350</td>
<td>354</td>
</tr>
</tbody>
</table>

#### Table 1D

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 24 or younger</td>
<td>7,474</td>
<td>7,780</td>
<td>7,668</td>
<td>7,422</td>
<td>7,405</td>
<td>7,721</td>
</tr>
<tr>
<td>Age 25 or older</td>
<td>3,828</td>
<td>4,160</td>
<td>4,026</td>
<td>3,777</td>
<td>3,570</td>
<td>3,482</td>
</tr>
<tr>
<td><strong>Total Undergraduate Students</strong></td>
<td>11,302</td>
<td>11,940</td>
<td>11,692</td>
<td>11,199</td>
<td>10,975</td>
<td>11,203</td>
</tr>
</tbody>
</table>

#### Table 1E

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Resident</td>
<td>12,501</td>
<td>13,203</td>
<td>12,730</td>
<td>12,304</td>
<td>12,145</td>
<td>12,314</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>545</td>
<td>521</td>
<td>504</td>
<td>534</td>
<td>566</td>
<td>560</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>1,474</td>
<td>1,506</td>
<td>1,326</td>
<td>1,201</td>
<td>1,151</td>
<td>1,090</td>
</tr>
<tr>
<td><strong>Total Credit-Seeking Students</strong></td>
<td>14,520</td>
<td>15,230</td>
<td>14,570</td>
<td>14,039</td>
<td>13,812</td>
<td>13,964</td>
</tr>
</tbody>
</table>

*Note: Does not include students auditing all their courses or students taking a total of less than 5 hours and all of these hours are from remedial courses.*
Table 2A: Number of Applications, Acceptances, and Matriculations for Freshman, Undergraduate Transfer, Graduate

<table>
<thead>
<tr>
<th>Status</th>
<th>Freshmen</th>
<th>Undergraduate Transfer Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted</td>
<td>3,528</td>
<td>3,309</td>
<td>2,969</td>
</tr>
<tr>
<td>% applied that are accepted</td>
<td>61.4%</td>
<td>56.1%</td>
<td>54.3%</td>
</tr>
<tr>
<td>% accepted that enroll</td>
<td>57.9%</td>
<td>61.6%</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

*Note: Qualified admissions began in Fall 2001

Table 2B: Average ACT Score of Admitted Undergraduates

<table>
<thead>
<tr>
<th>Status</th>
<th>Average ACT of Undergraduates Admitted</th>
<th>No. reporting an ACT score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ACT</td>
<td>22.26</td>
<td>22.69</td>
</tr>
<tr>
<td>No. reporting an ACT score</td>
<td>2,677</td>
<td>2,657</td>
</tr>
</tbody>
</table>

*Note: Qualified admissions began in Fall 2001
### Table 3: Financial Assistance for Students

#### Table 3A

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total number of Undergraduates in the FY (unduplicated headcount)</th>
<th>No. of Undergraduates who applied for any type of financial assistance (unduplicated headcount)</th>
<th>% who applied for any financial assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>15,355</td>
<td>8,071</td>
<td>52.6%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>15,571</td>
<td>8,933</td>
<td>57.4%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>15,292</td>
<td>9,185</td>
<td>60.1%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>14,384</td>
<td>8,992</td>
<td>62.1%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>14,872</td>
<td>9,316</td>
<td>63.5%</td>
</tr>
</tbody>
</table>

#### Table 3B

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total number of Graduate students in the FY (unduplicated headcount)</th>
<th>No. of Graduate students who applied for any type of financial assistance (unduplicated headcount)</th>
<th>% who applied for any financial assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>5,483</td>
<td>912</td>
<td>16.6%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>5,631</td>
<td>1,207</td>
<td>21.4%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>4,766</td>
<td>1,225</td>
<td>25.7%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>4,501</td>
<td>1,237</td>
<td>27.5%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>4,329</td>
<td>1,280</td>
<td>29.6%</td>
</tr>
</tbody>
</table>

### Table 3C

#### Undergraduate Students Receiving Financial Aid of Any Type

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>No. of Undergraduates who received any type of financial assistance (unduplicated headcount)</th>
<th>% who applied and received any type of financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>6,232</td>
<td>77.2%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>6,938</td>
<td>77.7%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>7,345</td>
<td>79.9%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>7,291</td>
<td>81.1%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>7,219</td>
<td>77.5%</td>
</tr>
</tbody>
</table>

#### Graduate Students Receiving Financial Aid of Any Type

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>No. of Graduate students who received any type of financial assistance (unduplicated headcount)</th>
<th>% who applied and received any type of financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>724</td>
<td>79.4%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>889</td>
<td>73.7%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>962</td>
<td>80.2%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>1,057</td>
<td>85.4%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>1,116</td>
<td>87.2%</td>
</tr>
</tbody>
</table>
Table 3: Financial Assistance for Students

### Undergraduate Student Financial Aid by Type

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Award Category</th>
<th>% of financial aid awarded by award category</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>Loans</td>
<td>57.7%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td>Scholarship/Grants</td>
<td>39.6%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>Loans</td>
<td>58.5%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>2.6%</td>
</tr>
<tr>
<td></td>
<td>Scholarship/Grants</td>
<td>38.9%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Loans</td>
<td>59.6%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.7%</td>
</tr>
<tr>
<td></td>
<td>Scholarship/Grants</td>
<td>38.7%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>Loans</td>
<td>59.8%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.7%</td>
</tr>
<tr>
<td></td>
<td>Scholarship/Grants</td>
<td>38.4%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>Loans</td>
<td>60.5%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

### Graduate Student Financial Aid by Type

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Award Category</th>
<th>% of financial aid awarded by award category</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>Loans</td>
<td>95.7%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2003</td>
<td>Loans</td>
<td>96.4%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.7%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>1.9%</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Loans</td>
<td>97.7%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>1.8%</td>
</tr>
<tr>
<td>FY 2005</td>
<td>Loans</td>
<td>96.2%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>2.5%</td>
</tr>
<tr>
<td>FY 2006</td>
<td>Loans</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>Work Study</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td>Scholarships/Grants</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
Table 3: Financial Assistance for Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Level</th>
<th>WSU Waivers</th>
<th>Total WSU Waivers and Institutional Awards</th>
<th>Sum of Payments of Tuition Expected</th>
<th><em>TDR based on WSU Waivers only</em></th>
<th><em>TDR based on Institutional Awards only</em></th>
<th><em>TDR based on Total WSU Waivers and Institutional Awards</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>Undergraduate</td>
<td>$493,559</td>
<td>$2,661,044</td>
<td>$3,124,603</td>
<td>$11,588,147</td>
<td>4.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Graduate</td>
<td>$1,213,567</td>
<td>$1,325,387</td>
<td>$3,970,902</td>
<td></td>
<td>30.6%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Fall 2001 Total</td>
<td></td>
<td>$1,727,126</td>
<td>$4,449,421</td>
<td>$15,559,049</td>
<td>$11,588,147</td>
<td>10.8%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>Undergraduate</td>
<td>$485,257</td>
<td>$2,366,350</td>
<td>$2,851,607</td>
<td>$12,812,160</td>
<td>3.5%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>Graduate</td>
<td>$1,189,361</td>
<td>$1,309,234</td>
<td>$4,096,474</td>
<td></td>
<td>29.0%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Fall 2002 Total</td>
<td></td>
<td>$1,674,618</td>
<td>$4,887,576</td>
<td>$16,808,307</td>
<td>$12,812,160</td>
<td>10.8%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Undergraduate</td>
<td>$471,368</td>
<td>$2,178,391</td>
<td>$2,659,752</td>
<td>$14,094,891</td>
<td>3.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>Graduate</td>
<td>$1,258,958</td>
<td>$1,337,757</td>
<td>$4,696,714</td>
<td></td>
<td>29.0%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Fall 2003 Total</td>
<td></td>
<td>$1,730,326</td>
<td>$4,216,148</td>
<td>$17,703,097</td>
<td>$14,094,891</td>
<td>10.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Undergraduate</td>
<td>$486,024</td>
<td>$2,324,168</td>
<td>$2,810,192</td>
<td>$10,805,449</td>
<td>4.5%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Graduate</td>
<td>$1,175,567</td>
<td>$1,260,984</td>
<td>$3,426,548</td>
<td></td>
<td>33.0%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Spring 2001 Total</td>
<td></td>
<td>$1,661,591</td>
<td>$4,635,152</td>
<td>$14,625,037</td>
<td>$10,805,449</td>
<td>8.8%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>Undergraduate</td>
<td>$465,063</td>
<td>$2,649,704</td>
<td>$3,114,767</td>
<td>$15,834,354</td>
<td>2.7%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>Graduate</td>
<td>$1,319,651</td>
<td>$1,417,457</td>
<td>$4,835,114</td>
<td></td>
<td>29.0%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Spring 2002 Total</td>
<td></td>
<td>$1,784,714</td>
<td>$5,067,161</td>
<td>$20,659,291</td>
<td>$15,834,354</td>
<td>11.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Undergraduate</td>
<td>$461,763</td>
<td>$2,749,175</td>
<td>$3,210,938</td>
<td>$16,860,223</td>
<td>2.7%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Graduate</td>
<td>$1,258,958</td>
<td>$1,337,757</td>
<td>$4,696,714</td>
<td></td>
<td>29.0%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Spring 2003 Total</td>
<td></td>
<td>$1,720,718</td>
<td>$5,008,931</td>
<td>$21,721,155</td>
<td>$16,860,223</td>
<td>11.8%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>Undergraduate</td>
<td>$434,517</td>
<td>$2,407,483</td>
<td>$2,842,000</td>
<td>$13,715,226</td>
<td>3.2%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>Graduate</td>
<td>$1,174,608</td>
<td>$1,284,191</td>
<td>$3,458,799</td>
<td></td>
<td>30.5%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Spring 2004 Total</td>
<td></td>
<td>$1,609,125</td>
<td>$5,195,983</td>
<td>$21,528,441</td>
<td>$13,715,226</td>
<td>11.3%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>Undergraduate</td>
<td>$394,268</td>
<td>$2,603,889</td>
<td>$2,998,157</td>
<td>$15,355,936</td>
<td>2.6%</td>
<td>17.0%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>Graduate</td>
<td>$1,330,889</td>
<td>$1,430,276</td>
<td>$4,761,165</td>
<td></td>
<td>30.8%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Spring 2005 Total</td>
<td></td>
<td>$1,725,157</td>
<td>$4,334,165</td>
<td>$17,167,092</td>
<td>$15,355,936</td>
<td>10.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>Undergraduate</td>
<td>$474,167</td>
<td>$3,147,831</td>
<td>$3,622,016</td>
<td>$16,476,705</td>
<td>2.9%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>Graduate</td>
<td>$1,547,676</td>
<td>$1,661,825</td>
<td>$4,899,495</td>
<td></td>
<td>31.8%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Spring 2006 Total</td>
<td></td>
<td>$2,021,844</td>
<td>$5,763,841</td>
<td>$21,336,088</td>
<td>$16,476,705</td>
<td>9.5%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

*Tuition Discount Rate (TDR) is total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

Note: Tuition Discount Rate (TDR) is total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.
### Table 3: Financial Assistance for Students

#### Tuition Discount Rate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Level</th>
<th>WSU Waivers</th>
<th>WSU Institutional Awards</th>
<th>Total WSU Waivers and Institutional Awards</th>
<th>Sum of Payments of Tuition Expected</th>
<th><em>TDR based on WSU Waivers only</em></th>
<th><em>TDR based on Institutional Awards</em></th>
<th><em>TDR based on Total WSU Waivers and Institutional Awards</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2001</td>
<td>Undergraduate</td>
<td>$96,689</td>
<td>$158,736</td>
<td>$255,425</td>
<td>$2,127,138</td>
<td>4.5%</td>
<td>7.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>$173,446</td>
<td>$30,181</td>
<td>$204,027</td>
<td>$1,179,232</td>
<td>15.4%</td>
<td>2.7%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Summer 2001</td>
<td>Total</td>
<td><strong>$270,535</strong></td>
<td><strong>$188,918</strong></td>
<td><strong>$459,452</strong></td>
<td><strong>$3,256,961</strong></td>
<td><strong>8.3%</strong></td>
<td><strong>5.8%</strong></td>
<td><strong>14.1%</strong></td>
</tr>
<tr>
<td>Summer 2002</td>
<td>Undergraduate</td>
<td><strong>$90,439</strong></td>
<td><strong>$178,165</strong></td>
<td><strong>$268,604</strong></td>
<td><strong>$2,162,981</strong></td>
<td><strong>4.2%</strong></td>
<td><strong>8.2%</strong></td>
<td><strong>12.4%</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td><strong>$131,403</strong></td>
<td><strong>$36,404</strong></td>
<td><strong>$168,066</strong></td>
<td><strong>$1,112,648</strong></td>
<td><strong>11.6%</strong></td>
<td><strong>3.3%</strong></td>
<td><strong>15.1%</strong></td>
</tr>
<tr>
<td>Summer 2002</td>
<td>Total</td>
<td><strong>$221,841</strong></td>
<td><strong>$214,768</strong></td>
<td><strong>$436,610</strong></td>
<td><strong>$3,275,629</strong></td>
<td><strong>6.8%</strong></td>
<td><strong>6.6%</strong></td>
<td><strong>13.3%</strong></td>
</tr>
<tr>
<td>Summer 2003</td>
<td>Undergraduate</td>
<td><strong>$77,750</strong></td>
<td><strong>$154,406</strong></td>
<td><strong>$232,156</strong></td>
<td><strong>$2,249,774</strong></td>
<td><strong>3.5%</strong></td>
<td><strong>6.9%</strong></td>
<td><strong>10.3%</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td><strong>$121,141</strong></td>
<td><strong>$17,708</strong></td>
<td><strong>$138,848</strong></td>
<td><strong>$1,311,847</strong></td>
<td><strong>12.0%</strong></td>
<td><strong>1.8%</strong></td>
<td><strong>13.7%</strong></td>
</tr>
<tr>
<td>Summer 2003</td>
<td>Total</td>
<td><strong>$198,891</strong></td>
<td><strong>$172,114</strong></td>
<td><strong>$371,004</strong></td>
<td><strong>$3,261,620</strong></td>
<td><strong>6.1%</strong></td>
<td><strong>5.3%</strong></td>
<td><strong>11.4%</strong></td>
</tr>
<tr>
<td>Summer 2004</td>
<td>Undergraduate</td>
<td><strong>$81,357</strong></td>
<td><strong>$202,287</strong></td>
<td><strong>$283,635</strong></td>
<td><strong>$2,395,438</strong></td>
<td><strong>3.4%</strong></td>
<td><strong>8.4%</strong></td>
<td><strong>11.8%</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td><strong>$139,578</strong></td>
<td><strong>$10,704</strong></td>
<td><strong>$144,283</strong></td>
<td><strong>$1,549,014</strong></td>
<td><strong>12.8%</strong></td>
<td><strong>1.5%</strong></td>
<td><strong>13.4%</strong></td>
</tr>
<tr>
<td>Summer 2004</td>
<td>Total</td>
<td><strong>$240,935</strong></td>
<td><strong>$212,982</strong></td>
<td><strong>$427,918</strong></td>
<td><strong>$3,438,452</strong></td>
<td><strong>6.3%</strong></td>
<td><strong>6.2%</strong></td>
<td><strong>12.4%</strong></td>
</tr>
<tr>
<td>Summer 2005</td>
<td>Undergraduate</td>
<td><strong>$75,394</strong></td>
<td><strong>$272,350</strong></td>
<td><strong>$347,745</strong></td>
<td><strong>$2,705,234</strong></td>
<td><strong>2.8%</strong></td>
<td><strong>10.1%</strong></td>
<td><strong>12.9%</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td><strong>$133,598</strong></td>
<td><strong>$33,048</strong></td>
<td><strong>$166,646</strong></td>
<td><strong>$1,216,650</strong></td>
<td><strong>11.9%</strong></td>
<td><strong>2.9%</strong></td>
<td><strong>14.8%</strong></td>
</tr>
<tr>
<td>Summer 2005</td>
<td>Total</td>
<td><strong>$208,993</strong></td>
<td><strong>$305,398</strong></td>
<td><strong>$514,391</strong></td>
<td><strong>$3,831,884</strong></td>
<td><strong>5.5%</strong></td>
<td><strong>8.0%</strong></td>
<td><strong>13.4%</strong></td>
</tr>
<tr>
<td>Summer 2006</td>
<td>Undergraduate</td>
<td><strong>$81,169</strong></td>
<td><strong>$327,384</strong></td>
<td><strong>$408,552</strong></td>
<td><strong>$2,860,506</strong></td>
<td><strong>2.1%</strong></td>
<td><strong>11.4%</strong></td>
<td><strong>13.6%</strong></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td><strong>$171,790</strong></td>
<td><strong>$71,146</strong></td>
<td><strong>$242,936</strong></td>
<td><strong>$1,382,883</strong></td>
<td><strong>12.4%</strong></td>
<td><strong>5.2%</strong></td>
<td><strong>17.6%</strong></td>
</tr>
<tr>
<td>Summer 2006</td>
<td>Total</td>
<td><strong>$254,959</strong></td>
<td><strong>$379,539</strong></td>
<td><strong>$633,488</strong></td>
<td><strong>$4,243,399</strong></td>
<td><strong>5.5%</strong></td>
<td><strong>9.4%</strong></td>
<td><strong>14.9%</strong></td>
</tr>
</tbody>
</table>

*Note: Tuition Discount Rate (TDR) is total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

### Table 4: Student Retention and Program Productivity

#### First-Time/Full-Time Freshmen

#### Student Retention Total University

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Entering</th>
<th>Total Returning</th>
<th>% Returning the Next Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1,095</td>
<td>816</td>
<td>74.5%</td>
</tr>
<tr>
<td>2002</td>
<td>1,106</td>
<td>805</td>
<td>72.7%</td>
</tr>
<tr>
<td>2003</td>
<td>1,022</td>
<td>713</td>
<td>69.7%</td>
</tr>
<tr>
<td>2004</td>
<td>1,046</td>
<td>727</td>
<td>68.9%</td>
</tr>
<tr>
<td>2005</td>
<td>1,151</td>
<td>830</td>
<td>72.1%</td>
</tr>
</tbody>
</table>

#### Student Retention by Gender

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Female</th>
<th>Total Entering</th>
<th>% Returning the Next Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>584</td>
<td>435</td>
<td>74.5%</td>
</tr>
<tr>
<td>2002</td>
<td>631</td>
<td>459</td>
<td>72.7%</td>
</tr>
<tr>
<td>2003</td>
<td>535</td>
<td>373</td>
<td>69.7%</td>
</tr>
<tr>
<td>2004</td>
<td>590</td>
<td>410</td>
<td>68.2%</td>
</tr>
<tr>
<td>2005</td>
<td>599</td>
<td>432</td>
<td>72.1%</td>
</tr>
</tbody>
</table>

#### Student Retention by Race/Ethnicity

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Black non-Hispanic</th>
<th>Hispanic</th>
<th>Asian or Pacific Islander</th>
<th>American Indian or Alaskan Native</th>
<th>Non-Resident Alien</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>78</td>
<td>57.7%</td>
<td>74.9%</td>
<td>78.9%</td>
<td>78.7%</td>
</tr>
<tr>
<td>2002</td>
<td>86</td>
<td>65.1%</td>
<td>70.9%</td>
<td>72.9%</td>
<td>82.3%</td>
</tr>
<tr>
<td>2003</td>
<td>77</td>
<td>63.4%</td>
<td>70.7%</td>
<td>76.4%</td>
<td>85.1%</td>
</tr>
<tr>
<td>2004</td>
<td>65</td>
<td>70.8%</td>
<td>71.2%</td>
<td>73.8%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2005</td>
<td>76</td>
<td>60.5%</td>
<td>74.1%</td>
<td>74.7%</td>
<td>74.3%</td>
</tr>
</tbody>
</table>
### Table 4: Student Retention and Program Productivity

#### Degrees Awarded by Race/Ethnicity 2000-2001

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>12</td>
<td>102</td>
<td>14</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>6</td>
<td>78</td>
<td>17</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>46</td>
<td>17</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>15</td>
<td>10</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>137</td>
<td>147</td>
<td>13</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>53</td>
<td>33</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>117</td>
<td>1,746</td>
<td>531</td>
<td>1,840</td>
<td></td>
</tr>
<tr>
<td><strong>2000-2001 Total</strong></td>
<td><strong>146</strong></td>
<td><strong>1,606</strong></td>
<td><strong>769</strong></td>
<td><strong>2,553</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Degrees Awarded by Race/Ethnicity 2001-2002

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>6</td>
<td>101</td>
<td>16</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>15</td>
<td>68</td>
<td>23</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>55</td>
<td>16</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>14</td>
<td>3</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>110</td>
<td>145</td>
<td>16</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>56</td>
<td>35</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>91</td>
<td>1,202</td>
<td>514</td>
<td>1,822</td>
<td></td>
</tr>
<tr>
<td><strong>2001-2002 Total</strong></td>
<td><strong>124</strong></td>
<td><strong>1,606</strong></td>
<td><strong>752</strong></td>
<td><strong>2,519</strong></td>
<td></td>
</tr>
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</table>

#### Degrees Awarded by Race/Ethnicity 2002-2003

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>15</td>
<td>103</td>
<td>19</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>14</td>
<td>78</td>
<td>19</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>21</td>
<td>8</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>138</td>
<td>216</td>
<td>361</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>7</td>
<td>79</td>
<td>30</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>56</td>
<td>35</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>104</td>
<td>1,271</td>
<td>518</td>
<td>1,913</td>
<td></td>
</tr>
<tr>
<td><strong>2002-2003 Total</strong></td>
<td><strong>147</strong></td>
<td><strong>1,757</strong></td>
<td><strong>822</strong></td>
<td><strong>2,754</strong></td>
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</table>

#### Degrees Awarded by Race/Ethnicity 2003-2004

<table>
<thead>
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<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>5</td>
<td>130</td>
<td>27</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>15</td>
<td>91</td>
<td>19</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>10</td>
<td>66</td>
<td>14</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>118</td>
<td>257</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>138</td>
<td>216</td>
<td>361</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>79</td>
<td>30</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>104</td>
<td>1,271</td>
<td>518</td>
<td>1,913</td>
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</tr>
<tr>
<td><strong>2003-2004 Total</strong></td>
<td><strong>138</strong></td>
<td><strong>1,616</strong></td>
<td><strong>890</strong></td>
<td><strong>2,862</strong></td>
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</tr>
</tbody>
</table>

#### Degrees Awarded by Race/Ethnicity 2004-2005

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>4</td>
<td>136</td>
<td>18</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>12</td>
<td>88</td>
<td>15</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>86</td>
<td>21</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>18</td>
<td>3</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>116</td>
<td>253</td>
<td>10</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
<td>99</td>
<td>32</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>79</td>
<td>1,341</td>
<td>470</td>
<td>1,911</td>
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</tr>
<tr>
<td><strong>2004-2005 Total</strong></td>
<td><strong>109</strong></td>
<td><strong>1,884</strong></td>
<td><strong>812</strong></td>
<td><strong>2,839</strong></td>
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</tbody>
</table>

#### Degrees Awarded by Race/Ethnicity 2005-2006

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctorate</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>4</td>
<td>114</td>
<td>26</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>8</td>
<td>86</td>
<td>20</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>95</td>
<td>17</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>105</td>
<td>202</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>3</td>
<td>90</td>
<td>62</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>81</td>
<td>1,293</td>
<td>496</td>
<td>1,882</td>
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</tr>
<tr>
<td><strong>2005-2006 Total</strong></td>
<td><strong>103</strong></td>
<td><strong>1,805</strong></td>
<td><strong>825</strong></td>
<td><strong>2,755</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Student Retention and Program Productivity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>Architecture/Engineering/Engineering Technology</td>
<td>7</td>
<td>6</td>
<td>32</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>47</td>
<td>32</td>
<td>34</td>
<td>31</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>13</td>
<td>9</td>
<td>15</td>
<td>27</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Psychology/Social Sciences &amp; Services</td>
<td>79</td>
<td>77</td>
<td>66</td>
<td>79</td>
<td>78</td>
<td>74</td>
</tr>
<tr>
<td>Associate Total</td>
<td></td>
<td>146</td>
<td>124</td>
<td>147</td>
<td>138</td>
<td>109</td>
<td>103</td>
</tr>
<tr>
<td>Bachelor</td>
<td>Architecture/Engineering/Engineering Technology</td>
<td>155</td>
<td>123</td>
<td>125</td>
<td>161</td>
<td>156</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>Biological &amp; Physical Science</td>
<td>96</td>
<td>75</td>
<td>71</td>
<td>72</td>
<td>87</td>
<td>107</td>
</tr>
<tr>
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<td>363</td>
<td>429</td>
<td>455</td>
<td>424</td>
<td>443</td>
<td>391</td>
</tr>
<tr>
<td></td>
<td>Communications/Communication Technology/Fine Arts</td>
<td>154</td>
<td>177</td>
<td>157</td>
<td>182</td>
<td>182</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Education/Library Science</td>
<td>186</td>
<td>115</td>
<td>186</td>
<td>201</td>
<td>209</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>180</td>
<td>166</td>
<td>198</td>
<td>188</td>
<td>191</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>Humanities/Interdisciplinary</td>
<td>82</td>
<td>78</td>
<td>94</td>
<td>128</td>
<td>102</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Mathematics/Computer Science</td>
<td>86</td>
<td>70</td>
<td>97</td>
<td>69</td>
<td>60</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Military Technology/Protective Services</td>
<td>70</td>
<td>82</td>
<td>104</td>
<td>94</td>
<td>120</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Personal Services/Consumer Services/Fitness</td>
<td>19</td>
<td>24</td>
<td>21</td>
<td>23</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Psychology/Social Sciences &amp; Services</td>
<td>233</td>
<td>205</td>
<td>234</td>
<td>274</td>
<td>296</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>Trades/Production/Transportation Health</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Total</td>
<td></td>
<td>1,606</td>
<td>1,606</td>
<td>1,757</td>
<td>1,816</td>
<td>1,884</td>
<td>1,805</td>
</tr>
<tr>
<td>Master</td>
<td>Agriculture / Natural Resources</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Architecture/Engineering/Engineering Technology</td>
<td>98</td>
<td>91</td>
<td>161</td>
<td>207</td>
<td>218</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>Biological &amp; Physical Science</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>106</td>
<td>105</td>
<td>89</td>
<td>110</td>
<td>77</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Communications/Communication Technology/Fine Arts</td>
<td>31</td>
<td>39</td>
<td>22</td>
<td>38</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Education/Library Science</td>
<td>213</td>
<td>189</td>
<td>217</td>
<td>222</td>
<td>160</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>103</td>
<td>94</td>
<td>105</td>
<td>90</td>
<td>97</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>Humanities/Interdisciplinary</td>
<td>38</td>
<td>27</td>
<td>25</td>
<td>27</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Mathematics/Computer Science</td>
<td>30</td>
<td>23</td>
<td>37</td>
<td>44</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Military Technology/Protective Services</td>
<td>14</td>
<td>17</td>
<td>16</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Personal Services/Consumer Services/Fitness</td>
<td>37</td>
<td>47</td>
<td>35</td>
<td>27</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Psychology/Social Sciences &amp; Services</td>
<td>86</td>
<td>104</td>
<td>99</td>
<td>91</td>
<td>99</td>
<td>118</td>
</tr>
<tr>
<td>Master Total</td>
<td></td>
<td>769</td>
<td>752</td>
<td>822</td>
<td>880</td>
<td>812</td>
<td>825</td>
</tr>
<tr>
<td>Doctorate</td>
<td>Architecture/Engineering/Engineering Technology</td>
<td>11</td>
<td>21</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Biological &amp; Physical Science</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Education/Library Science</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mathematics/Computer Science</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Psychology/Social Sciences &amp; Services</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate Total</td>
<td></td>
<td>32</td>
<td>37</td>
<td>28</td>
<td>28</td>
<td>34</td>
<td>22</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>2,553</td>
<td>2,519</td>
<td>2,764</td>
<td>2,862</td>
<td>2,839</td>
<td>2,755</td>
</tr>
</tbody>
</table>
### Table 4: Student Retention and Program Productivity

#### SUMMARY OF LICENSE EXAMINATION PASSAGE RATES

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Examination Required to Practice</th>
<th>Passage Rate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Uniform CPA Examination</td>
<td></td>
<td>for some new grads to become public CPAs. Exam is not required to practice as an accountant in private industry or non-profit or governmental agencies. No data since FY 2004. Numbers are very small due to the additional 150-hour requirement to practice as a CPA with many students choosing to work outside of public accountancy.</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Principles of Learning and Teaching</td>
<td>Yes</td>
<td>97-99% Data are from 2001-02 forward. Complete information on file. See page 56, WSU Undergraduate Catalog 2006-07</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>Physician Assistant National Certification Examination</td>
<td>Yes</td>
<td>92.2% average for last 5 years. First time passage rate.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nursing</td>
<td></td>
<td>85.6% average for last 5 years 2006: 92.9%. First time passage rate.</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>National Board of Dental Examiners National Board Performance-Written Examination</td>
<td></td>
<td>96.46% average for last 5 years for written examination. First time passage rate.</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Regional Board (CRDTS) Clinical Board Performance-Patient Based Examination</td>
<td></td>
<td>90.2% average for last 5 years for clinical practice examination. First time passage rate.</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>National Physical Therapy Examination (NPTE)</td>
<td>Yes</td>
<td>Five year Average: 96.8% For 2005 class: 84.6% For 2006 class: 100%. First time passage rate.</td>
</tr>
<tr>
<td>Communication Sciences</td>
<td>PRAXIS (ETS) Required for national licensure in Clinical Practice: &quot;Certificate of Clinical Competence&quot;</td>
<td>100%-% required for graduation.</td>
<td>First time passage rate.</td>
</tr>
<tr>
<td>Social Work</td>
<td>Association of Social Work Boards-Basic Level of Competency Examination for Bachelor and Intermediate Level Competency Examination for Master's degree (LBSW, LMSW, LSCSW), but some social service positions may not require a license. Examination through Kansas Behavioral Sciences Regulatory Board. Information is not provided to the schools. Cost prohibits receiving aggregate information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>Fundamentals of Geology</td>
<td></td>
<td>For some areas Examination is too new for data to be available. The license is required to &quot;practice before the public.&quot; However, it exempts teachers, researchers, and geologists in the extractive industries (e.g. petroleum, mining). Those needing the license are ground water geologists (i.e. geologists working in contaminated soils and ground water, landfills), engineering geologists, regulatory work and anyone doing expert witness work. A few WSU bachelor's graduates have taken the examination but results are not available at this time. Privacy issues are being resolved.</td>
</tr>
<tr>
<td>Professional Geology</td>
<td>Professional Geology Examination</td>
<td></td>
<td>Exams is too new for data to be available. Graduate must practice 4 years prior to taking the examination. No recent WSU graduate has been in practice a sufficient length of time for this examination.</td>
</tr>
<tr>
<td>Clinical Psychologists</td>
<td>Examination for Professional Practice in Psychology (EPPP)</td>
<td>Required</td>
<td>The department does not know of any student who has been unsuccessful. 11 have passed and 5 more in progress. Direct information is not available. Information obtained through survey of students.</td>
</tr>
</tbody>
</table>

*All Information provided by appropriate departments*
### Table 5A: Faculty by Highest Degree

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Fall 2001 F/T</th>
<th>Fall 2002 F/T</th>
<th>Fall 2003 F/T</th>
<th>Fall 2004 F/T</th>
<th>Fall 2005 F/T</th>
<th>Fall 2006 F/T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>307</td>
<td>326</td>
<td>20</td>
<td>336</td>
<td>17</td>
<td>342</td>
</tr>
<tr>
<td>Master’s</td>
<td>75</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Some College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>453</td>
<td>76</td>
<td>480</td>
<td>47</td>
<td>467</td>
<td>48</td>
</tr>
</tbody>
</table>

### Table 5B: Faculty by Ethnicity/Race

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Fall 2001 F/T</th>
<th>Fall 2002 F/T</th>
<th>Fall 2003 F/T</th>
<th>Fall 2004 F/T</th>
<th>Fall 2005 F/T</th>
<th>Fall 2006 F/T</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>35</td>
<td>3</td>
<td>30</td>
<td>2</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>1</td>
<td>13</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>384</td>
<td>68</td>
<td>411</td>
<td>41</td>
<td>396</td>
<td>43</td>
</tr>
<tr>
<td>Nonresident Asian</td>
<td>17</td>
<td>4</td>
<td>18</td>
<td>1</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>453</td>
<td>76</td>
<td>480</td>
<td>47</td>
<td>467</td>
<td>48</td>
</tr>
</tbody>
</table>

### Table 5C: Faculty Demography

#### Table 6: Faculty Demography

### Table 5D: Faculty by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2001 F/T</th>
<th>Fall 2002 F/T</th>
<th>Fall 2003 F/T</th>
<th>Fall 2004 F/T</th>
<th>Fall 2005 F/T</th>
<th>Fall 2006 F/T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>174</td>
<td>37</td>
<td>185</td>
<td>29</td>
<td>177</td>
<td>29</td>
</tr>
<tr>
<td>Men</td>
<td>278</td>
<td>39</td>
<td>296</td>
<td>18</td>
<td>293</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>453</td>
<td>76</td>
<td>480</td>
<td>47</td>
<td>467</td>
<td>48</td>
</tr>
</tbody>
</table>

### Table 5E: Faculty by Rank

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Fall 2001 %</th>
<th>Fall 2002 %</th>
<th>Fall 2003 %</th>
<th>Fall 2004 %</th>
<th>Fall 2005 %</th>
<th>Fall 2006 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>118</td>
<td>26.0%</td>
<td>129</td>
<td>26.9%</td>
<td>127</td>
<td>27.2%</td>
</tr>
<tr>
<td>Associate</td>
<td>135</td>
<td>29.8%</td>
<td>141</td>
<td>29.4%</td>
<td>140</td>
<td>30.0%</td>
</tr>
<tr>
<td>Assistant</td>
<td>128</td>
<td>28.3%</td>
<td>130</td>
<td>27.1%</td>
<td>128</td>
<td>27.4%</td>
</tr>
<tr>
<td>Instructor</td>
<td>38</td>
<td>8.4%</td>
<td>44</td>
<td>9.2%</td>
<td>33</td>
<td>7.1%</td>
</tr>
<tr>
<td>Assistant Inst.</td>
<td>2</td>
<td>0.4%</td>
<td>2</td>
<td>0.4%</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>No Rank</td>
<td>32</td>
<td>7.1%</td>
<td>34</td>
<td>7.1%</td>
<td>38</td>
<td>8.1%</td>
</tr>
<tr>
<td><strong>Total Full Time</strong></td>
<td>453</td>
<td>100.0%</td>
<td>480</td>
<td>100.0%</td>
<td>467</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 5F: Faculty by Classification of Instructional (CIP) Codes

<table>
<thead>
<tr>
<th>Discipline and CIP Code</th>
<th>Fall 2001 N</th>
<th>Fall 2002 N</th>
<th>Fall 2003 N</th>
<th>Fall 2004 N</th>
<th>Fall 2005 N</th>
<th>Fall 2006 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (3)</td>
<td>45</td>
<td>8.5%</td>
<td>41</td>
<td>7.8%</td>
<td>42</td>
<td>8.2%</td>
</tr>
<tr>
<td>Education (4)</td>
<td>48</td>
<td>9.1%</td>
<td>46</td>
<td>8.7%</td>
<td>45</td>
<td>8.7%</td>
</tr>
<tr>
<td>Engineering (P-E)</td>
<td>47</td>
<td>8.9%</td>
<td>47</td>
<td>8.9%</td>
<td>44</td>
<td>8.5%</td>
</tr>
<tr>
<td>Health (H)</td>
<td>69</td>
<td>13.0%</td>
<td>74</td>
<td>14.0%</td>
<td>74</td>
<td>14.4%</td>
</tr>
<tr>
<td>Biological &amp; Physical Sciences (P-E)</td>
<td>40</td>
<td>7.6%</td>
<td>40</td>
<td>7.6%</td>
<td>39</td>
<td>7.6%</td>
</tr>
<tr>
<td>Psychology, Social Sciences &amp; Services (P-E)</td>
<td>57</td>
<td>14.6%</td>
<td>76</td>
<td>14.4%</td>
<td>77</td>
<td>15.0%</td>
</tr>
<tr>
<td>Mathematics/Computer Science (P-E)</td>
<td>45</td>
<td>8.5%</td>
<td>43</td>
<td>8.2%</td>
<td>45</td>
<td>8.7%</td>
</tr>
<tr>
<td>Communications/Fine Arts (P-E)</td>
<td>83</td>
<td>15.7%</td>
<td>85</td>
<td>16.1%</td>
<td>81</td>
<td>15.7%</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (P-E)</td>
<td>75</td>
<td>14.2%</td>
<td>75</td>
<td>14.2%</td>
<td>68</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>529</td>
<td>100.0%</td>
<td>527</td>
<td>100.0%</td>
<td>515</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Numbers are considered faculty by FTEU but not for IDES5 reports, thus they are not included in this report. Understated professional personnel who teach 50% or more and whose primary role is instruction are included. These persons do not have rank.*
Table 6A: Availability of Instructional Resources and Information Technology

<table>
<thead>
<tr>
<th>Lab</th>
<th>Location</th>
<th>No of Labs</th>
<th>Systems Avail</th>
<th>Days Avail</th>
<th>Hrs Wk Avail</th>
<th>Access</th>
<th>Estimated usage</th>
<th>Measurement of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Instruction Lab</td>
<td>Clinton 210</td>
<td>1</td>
<td>40</td>
<td>5</td>
<td>Varies</td>
<td>All Business Students</td>
<td>Heavy</td>
<td>Observation</td>
</tr>
<tr>
<td>Business Laptop Cart</td>
<td>Mobile</td>
<td>1</td>
<td>24</td>
<td>5</td>
<td>Varies</td>
<td>All Business Students</td>
<td>Varies</td>
<td></td>
</tr>
<tr>
<td>Business Open Lab</td>
<td>Clinton 212</td>
<td>1</td>
<td>24</td>
<td>7</td>
<td>80</td>
<td>All Business Students</td>
<td>Heavy</td>
<td>Observation</td>
</tr>
<tr>
<td>Education Computer Lab</td>
<td>Hubbard Hall 220</td>
<td>1</td>
<td>21</td>
<td>5</td>
<td>Varies</td>
<td>All Education Students</td>
<td>Heavy</td>
<td>Log in statistics</td>
</tr>
<tr>
<td>Education Laptop Cart</td>
<td>Hubbard Hall 219</td>
<td>1</td>
<td>21</td>
<td>5</td>
<td>Varies</td>
<td>All Education Students</td>
<td>Heavy</td>
<td>Log in statistics</td>
</tr>
<tr>
<td>Engineering CARG</td>
<td>Wallace 113</td>
<td>1</td>
<td>14</td>
<td>7</td>
<td>Varies</td>
<td>All Engineering Students</td>
<td>Varies</td>
<td>Observation</td>
</tr>
<tr>
<td>Engineering Cisco</td>
<td>Wallace 308</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>Varies</td>
<td>All Engineering Students</td>
<td>Varies</td>
<td>Observation</td>
</tr>
<tr>
<td>Engineering Commun.</td>
<td>Wallace 316</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>All</td>
<td>All Engineering Students</td>
<td>Varies</td>
<td>Observation</td>
</tr>
<tr>
<td>Engineering Forensics</td>
<td>Wallace 325</td>
<td>1</td>
<td>12</td>
<td>7</td>
<td>All</td>
<td>All Engineering Students</td>
<td>Varies</td>
<td>Observation</td>
</tr>
<tr>
<td>Engineering General Use</td>
<td>Wallace 325</td>
<td>1</td>
<td>19</td>
<td>7</td>
<td>105</td>
<td>All Engineering Students</td>
<td>Heavy</td>
<td>Observation</td>
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<tr>
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Wichita State University 2007 Self-Study
### Table 6: Availability of Instructional Resources and Information Technology

#### Computer Access and Availability

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences</th>
<th>Lab</th>
<th>Location</th>
<th>No of Labs</th>
<th>Systems Avail</th>
<th>Days Avail</th>
<th>Hrs Wk Avail</th>
<th>Access</th>
<th>Estimated usage</th>
<th>Measurement of Usage</th>
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<th>Hrs Wk Avail</th>
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<p>| Total Labs               | 74 | 1184 |</p>
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<th>Master Classrooms</th>
<th>Classrooms with Computer Workstations</th>
<th>Classrooms with Smart Boards or Star Boards</th>
<th>Classrooms with Data Projector</th>
<th>Classrooms with Overhead Projector</th>
<th>Classrooms with TV/VCR</th>
<th>Classrooms with CABLE TV</th>
<th>Sound System</th>
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*Prepared by Media Resources Center, July 2006

**A room is considered a Master Classroom when it contains: Overhead Projector, TV, VCR/DVD, Ethernet, Cable TV, Sound System, and a Podium with Master Computer. This definition may vary between colleges but generally covers all Master Classrooms.

***One classroom is set up for distance learning (two-way interaction in real time)
### Table 7: Five Year History of Actual Revenues and Expenditures—State Appropriations and Tuition

#### Table 7A
**Operating Revenues**

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<td>State Appropriations</td>
<td>$65,699,384</td>
<td>$62,810,116</td>
<td>$64,401,333</td>
<td>$65,498,585</td>
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<td>Tuition</td>
<td>31,098,601</td>
<td>34,159,372</td>
<td>37,933,530</td>
<td>39,556,731</td>
<td>43,112,176</td>
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<td>Other Sources of Revenue</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>$96,797,985</td>
<td>$96,969,488</td>
<td>$102,334,863</td>
<td>$105,055,316</td>
<td>$114,400,765</td>
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#### Table 7B
**Operating Expenditures and Transfers—Educational and General**

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<tbody>
<tr>
<td>Instruction, Research, Public Service, and Academic Support</td>
<td>65,309,657</td>
<td>65,041,853</td>
<td>69,485,821</td>
<td>71,366,367</td>
<td>76,714,812</td>
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<td>Student Services</td>
<td>7,364,595</td>
<td>6,727,631</td>
<td>6,557,072</td>
<td>7,382,055</td>
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<td>Institutional Support</td>
<td>9,258,833</td>
<td>9,095,322</td>
<td>9,615,885</td>
<td>10,347,530</td>
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<td>Operating and Maintenance of Plant</td>
<td>14,636,045</td>
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<td>Scholarships and Fellowships</td>
<td>382,202</td>
<td>408,107</td>
<td>469,195</td>
<td>681,316</td>
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<tr>
<td><strong>Total Educational and General Expenditures</strong></td>
<td>$96,951,332</td>
<td>$95,379,825</td>
<td>$101,114,153</td>
<td>$105,837,352</td>
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**Net Operating Revenues Over Operating Expenditures**

| Source                                      | ($153,347) | $1,589,663 | $1,220,710 | ($782,096) | $198,096 |

---

*Note: The deficits in FY 2005 and 2002 were covered by funds carried forward from prior years for the ERP Project*

*Note: Draft document until the FY 2006 Financial Report has been completed and explanations prepared.*
Steering Committee, Working Groups, and Teams
# Steering Committee, Working Groups, and Teams

## HLC Steering Committee 2005–07

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<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Program</th>
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<tr>
<td>Nancy McCarthy Snyder</td>
<td>Chair, Chair, Chair, Chair</td>
<td>Academic Affairs and Research</td>
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<tr>
<td>Maria Alagic</td>
<td>Curricular Research Group Chair, Chair, Chair, Chair</td>
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<td>Wilson Baldridge</td>
<td>Chair, Chair, Chair, Chair</td>
<td>Curriculum and Instruction</td>
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<td>Nancy Bereman</td>
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<tr>
<td>Frankie Brown</td>
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<td>JoLynne Campbell</td>
<td>Chair, Chair, Chair, Chair</td>
<td>Medical Technology</td>
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<td>Ronald Christ</td>
<td>Chair, Chair, Chair, Chair</td>
<td>Art and Design</td>
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<td>James Clark</td>
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<td>W. Frank Barton School of Business</td>
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<td>Nancy Deyoe</td>
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<td>Buma Fridman</td>
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<td>Donna Hawley</td>
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<td>Thanh Long Huynh</td>
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<td>Joseph Kleinsasser</td>
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<td>Donald Malzahn</td>
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<td>Barbara Mason</td>
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<tr>
<td>Abu Masud</td>
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*Added to Steering Committee in 2006

**Resigned from Steering Committee in 2006
### Criterion One Working Group 2005–07

- **Abu Masud**, Chair  
  College of Engineering  
  Professor  

- **JoLynne Campbell**  
  Medical Technology  
  Associate Professor  

- **Gina Lee**  
  Center for Student Leadership  
  Director  

- **Frankie Brown**  
  Office of Human Resources  
  Associate Director  

- **James Clark**  
  W. Frank Barton School of Business  
  Associate Dean/Associate Professor  

- **Rodney Miller**  
  College of Fine Arts  
  Dean  

### Criterion Two Working Group 2005–07

- **Nancy Bereman**, Chair  
  Management  
  Department Chair/Associate Professor  

- **Mary Herrin**  
  Administration/Finance/Budget  
  Associate Vice President/Director  

- **John Wong**  
  Hugo Wall School of Urban and Public Affairs  
  Professor  

- **Wilson Baldridge**  
  Modern and Classical Languages  
  Professor  

- **Barbara Mason**  
  Fairmount College of Liberal Arts and Sciences  
  Director, Advising Center  

- **Randy Brown**  
  Elliott School of Communication  
  Senior Fellow  

- **Lawrence Whitman**  
  Industrial and Manufacturing  
  Director, Engineering Education/Engineering Associate Professor  

### Criterion Three Working Group 2005–07

- **Sharon Hartin Iorio**, Chair  
  Fairmount College of Liberal Arts and Sciences  
  Associate Dean/Professor  

- **Nancy Deyoe**  
  University Libraries  
  Associate Professor  

- **James Wolff**  
  Management  
  Associate Professor  

- **Linda Bakken**  
  Administration, Counseling, Education Psychology  
  Department Chair/Professor  

- **Mary Koehn**  
  Nursing  
  Assistant Professor  

- **Lily Wu**  
  Student  

- **Charlie Burdsal**  
  Psychology  
  Department Chair/Professor  

- **Don Malzahn**  
  Industrial and Manufacturing  
  Engineering Professor  

- **Ronald Christ**  
  Art and Design  
  Professor  

- **Kenneth Miller**  
  Mathematics  
  Professor
### Criterion Four Working Group 2005–07

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<td>Mara Alagic, Chair</td>
<td>Bart Hildreth, Hugo Wall School of Urban and Public Affairs Professor</td>
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<td>Donald Blakeslee</td>
<td>Barbara Hodson, Communication Sciences and Disorders Professor</td>
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<td>Wanda Hughes, Counseling and Testing Senior Administrative Assistant</td>
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### Criterion Five Working Group 2005–07

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<td>Philip Gaunt, Chair</td>
<td>Linda Matson, Cooperative Education Assistant Director/Coordinator</td>
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<td>Elaine Bernstorf</td>
<td>Terri Moses, Wichita Police Department Faculty Associate</td>
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<td>Joseph Kleinsasser</td>
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<td>Christine Schneikart-Luebbe, Enrollment Services Dean</td>
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<td>John Williams, University Libraries Public Service Administrator</td>
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### Self-Study Writing Team

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<td>Sharon Hartin Iorio, Chair</td>
<td>Lisa Fleetwood, Office of the Registrar Catalog Editor</td>
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<tr>
<td>Donald Blakeslee</td>
<td>Donna Hawley, Institutional Research Director/Professor</td>
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<tr>
<td>Cori Dodds</td>
<td>Shannon Littlejohn, University Relations Publications Writer</td>
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<td>Martha Shawver, Academic Affairs and Research Associate Vice President</td>
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