

**Assurance Argument**  
Wichita State University Campus of  
Applied Sciences & Technology

2/8/2019

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Argument

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— 1.A.1 —

### Mission statement development

The mission of the Wichita State University Campus of Applied Science and Technology (WSU Tech) was developed, along with its vision and values, to guide the college's work and is central to its daily operations.

### Mission

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

### Vision

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

### Values

To achieve its vision and fulfill its mission, WSU Tech has embraced the following values.

- **Accountability:** WSU Tech values the resources entrusted to it and will use them responsibly to support the college's mission.
- **Quality:** WSU Tech values an environment of professionalism and excellence for students, faculty, and staff to learn and work.
- **Innovation:** WSU Tech values cutting-edge technology and delivery methods to encourage lifelong learning within a rapidly changing society.

- Customer Service: WSU Tech values its customers as it strives to exceed their expectations, while responding to the needs of its various constituents.
- Equity/Diversity: WSU Tech values the diverse nature of its students, faculty and staff, and seeks to treat each person with the utmost respect.
- Global Professional Standards: WSU Tech values and practices behaviors that promote responsible, successful and ethical students, employees, and citizens.

WSU Tech uses its [mission, vision, and values](#) to guide decisions across the college about where to focus efforts and resources in student support services, curriculum and instruction, finance, and human resources.

In 2010, as part of a [comprehensive strategic planning process](#), the [college reviewed](#) and revised the mission, vision, and values statements. The strategic planning process ensured that these documents were created using a consistent and inclusive process. The administration conducted [focus groups](#) with internal and external constituent groups to gather insight on the college's current and future direction. The college's then-governing board, the Sedgwick County Technical Education and Training Authority (SCTETA), approved the final versions of the mission, vision, and values in [March 2010](#).

### **Strategic planning**

The mission, vision, and values statements were reviewed and reaffirmed during the college's most [recent strategic planning process](#) in 2016. With its newly appointed president, the college developed a new strategic plan, [Vision 2020, Design for the Future](#), to set a course for the college from 2016-2021. The mission of the college drove the strategic planning process.

The development of the strategic plan was transparent and inclusive of groups across the campus community. In late 2015, an [external consultant](#) was hired to facilitate the planning process and to conduct personal interviews and [focus groups](#). Face-to-face interviews included all members of the [Leadership Team](#), members of the [SCTETA board](#), and members of the [WSU Tech Foundation](#) board. Focus groups were held with members of the [Academic Leadership Team](#), [Faculty Senate](#), [Administrative Advisory Council](#), and [industry advocate teams \(IAT\)](#).

Through the process, four strategic priorities and a strategy map were identified.

- People and Culture: Create a competitive talent advantage.
- Financial: Develop sustainability.
- Internal Processes: Improve internal efficiencies. Improve student learning and experiences. Meet workforce needs.
- Customer: Create focused enrollment growth. Foster student success.

Next, the [college developed](#) the goals, strategies, and action items needed to achieve the strategic priorities. [Key performance indicators](#) were identified to track the progress of each goal and ensure ongoing accountability. The final version of the strategic plan, along with the updated mission, vision, and values, was presented to the SCTETA board in [August 2016](#) and was adopted at the time. The [leadership team reviews](#) the strategic plan throughout the year and [tracks action items](#) through an [active scorecard](#). The strategic plan, action items, and performance measures are evaluated and [updated](#) as needed on a yearly basis.

### **Affiliation with Wichita State University**

The [recent affiliation](#) with Wichita State University (WSU) has not altered the mission of the college. WSU Tech will continue to serve the traditional technical college mission of preparing individuals for gainful employment in technical and professional careers and supporting economic development and civic responsibility. Under the [affiliation](#), WSU Tech retains its open admission policy and provides access for all students wishing to pursue a certificate or associate's degree. The affiliation creates the [prospect for WSU Tech](#) to enhance its mission and create stronger partnerships, pathways for student learning, and expanded services to students via opportunities with WSU.

— 1.A.2 —

## **Consistency of enrollment profile, programs, and services with mission**

### **Enrollment profile**

The [college's enrollment profile](#) is consistent with its mission. As an [open-admission](#) institution, WSU Tech seeks to provide the opportunity for citizens of all backgrounds to improve their lives through its accessible and affordable programs. The college does not have a prescribed service area but primarily enrolls students from the Wichita metropolitan area and surrounding counties. In fall 2018, [98 percent](#) of the students enrolled were Kansas residents. The average age of adult, postsecondary students is 28, demonstrating the high number of [non-traditional students](#), those older than 21, the college enrolls. Overall, [WSU Tech's ethnic minority demographic](#) makeup is more diverse than [Sedgwick County](#). Specifically, black/African-American, Asian, and American Indian student representation surpasses the surrounding community's same minority populations.

[High schools students](#) are an important segment of the enrollment profile as evidenced by the significant number of students taking dual or concurrent credits while still enrolled in high school. The college has invested resources in developing the [JumpStart program](#), designed to help high school students get a jump on a college degree or a career with tuition-free or reduced-cost classes from WSU Tech. This emphasis has significantly altered the [overall enrollment profile](#) of the college. In 2012, the college served 117 dual or concurrent enrollment high school students. In AY 2018, that number has grown to 3,263. A significant portion of that growth stems from the college's participation in the [Excel in CTE program](#), which provides technical education at no cost to area high school students in an effort to enhance career and technical education and better prepare them for college or career.

WSU Tech partners with [37 high schools](#) to offer free technical education through the [Excel in CTE program](#) or reduced-cost general education courses that are [guaranteed to transfer](#) to other public colleges and universities in Kansas. The college has also placed an [increased emphasis](#) on recruiting traditional students directly from high school by building upon the success of the JumpStart program. The college's strategic plan includes [action items](#) to expand high school partners, programs, and services in efforts to convert high school graduates to adult students.

### **Academic programs**

WSU Tech's programs are also consistent with its mission by supporting economic development. Wichita is known as the [Air Capital of the World](#) for its skilled workforce in the aviation and aerospace industries. The city is home to several major manufacturers, including Textron Aviation (Cessna, Hawker, and Beechcraft), Bombardier-Learjet, and Spirit Aerosystems, which rely on many

of WSU Tech's aviation and advanced manufacturing programs to meet their workforce needs. Central to WSU Tech's mission is the role it plays in developing the talent pipeline and promoting [workforce development for industries across the region](#).

WSU Tech's academic programs, support services, and enrollment profile are consistent with its mission statement. The college works to support the economy and workforce development by tailoring its [academic programs](#) to the needs of industry partners. WSU Tech continually [evaluates](#) the programs offered and works with the college's business and industry partners to provide input concerning their current and future workforce needs. For example, in response to [feedback from industry](#) and to meet increased demand, the college revamped curriculum to offer a 19-credit-hour technical certificate in [Aviation Sheet Metal Assembly](#). The program is designed to quickly get students through the coursework and accelerate their transition to the workforce. The college went from offering three cohorts a semester to eight. The college also developed and launched an [Information Technology Systems program](#) in [response to need](#) from the local industry for IT. The program offers a 17-credit-hour short-term technical certificate, a 41-credit-hour technical certificate, and a 65-credit-hour associate of applied science degree.

### **Support services**

The college's support services are consistent with the mission by helping students overcome three critical barriers: enrollment, persistence/completion, and workforce success.

In response to the first two barriers, the college recently underwent [significant changes](#) to the enrollment management process, including admissions, advising/enrollment, and financial aid. [The initiative](#) aimed to increase the number of students who are ready to learn on the first day of class, meaning they have such critical items as books, tools, and supplies in place at the beginning of the semester. An emphasis was placed on [improved and expanded guidance](#) from the first moment a prospective student made contact with the college. Student Services completed a thorough [review of all communications](#) for clarity and readability, and included concrete and manageable calls to action. The [focus on the initial stages](#) of a student's experience at WSU Tech [resulted in increased conversion](#) from application to enrollment and a [dramatic increase](#) in enrollment while setting students up for success from day one of class.

Finally, the college supports students in the transition from college to employment. [Workforce Education and Development](#) expands the traditional career services model to include coordination with industry, coaching, and support to create a seamless transition from training to workplace through the WSU Tech Career Center. The department works to secure [guaranteed interview opportunities](#) for students completing WSU Tech programs along with [internship and apprenticeship opportunities](#). In addition, the college [launched a soft skills training program](#), called Bring Your A Game To Work, in response to [industry feedback](#). The program translates industry expectations into student best practices with workplace skills and behaviors, and sets the student up for success in the early stages of their employment.

### **— 1.A.3 —**

#### **Alignment of planning and budgeting priorities with mission**

The mission guides WSU Tech's planning and budgeting priorities. The [strategic plan](#) outlines goals

and identifies areas in which to invest resources. Initiatives such as the [Wichita Promise scholarship](#) program and [significant investment](#) in upgrading high school recruiting support the strategic priority to create [focused enrollment growth](#) and meet local workforce needs. A [strategic priority to improve internal processes](#) resulted in an investment in technology that provided automation and tracking tools resulting in increased efficiency during the admission and enrollment processes. The recent [enrollment increases](#) and accompanying revenue surpluses have provided WSU Tech an opportunity to invest in people and culture, another strategic priority.

The [FY 2018 budget included a significant investment in faculty](#) and investment in the classroom. The addition of [new programs](#) in Emergency Medical Technician, Healthcare Simulation Technology, and Veterinary Technology required investment in new faculty, while [increased enrollment](#) made [additional faculty necessary](#) in Machining, Automotive Service, Welding, and Aviation Manufacturing. Additionally, the college invested in the addition of a full-time English instructor in response to enrollment growth and to focus on quality initiatives such as an accelerated learning model, [PACER English](#), data collection, and strategic revisions to the [English curriculum](#). The college invested more than \$650,000 in new positions in the [FY 2017 budget](#). Of those dollars, 70 percent went directly to support instruction in the classroom, therefore supporting the college's strategic priorities of investing in people and culture, and fostering student success.

WSU Tech continues to align planning and budgeting priorities with the mission by investing in state-of-the-art facilities. The college invested nearly \$450,000 over FY 2017, 2018, and 2019 to revitalize the [City Center campus](#). That investment has included the [addition of a campus director](#) position, increased Student Services staff and services, rebranding, and physical enhancements across the campus, including [significant renovations](#) to the automotive service and IT systems labs and classrooms.

The college [expended more than \\$400,000](#) to move the Southside campus to the new WSU South campus, which provides a [closer alignment](#) with WSU because the university shares the campus. The investment in renovating the building and moving campuses ties back to WSU Tech's mission by supporting the strategic priority of creating focused enrollment growth. The new location supports efforts to drive focused enrollment growth by offering a more [centrally located campus](#) that offers more visibility within the community and brings services [closer to key demographic populations](#). The location also provides more convenient access to the [campus via public transportation](#), eliminating a barrier for students.

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### — 1.B.1 —

##### **Public articulation of mission**

WSU Tech clearly articulates its [mission](#) in a variety of public avenues through its mission documents, which are composed of a mission statement, vision statement, and six core values. The mission is published on the college's [website and catalog](#) both available to the public where the mission is located under the [college tab](#). The catalog is reviewed and published online annually, and the website is reviewed to confirm that the information is correct and current. The mission, vision, and values are explained to all new employees during the [new employee academy](#), held twice a year in January and [August](#). Additionally, the mission and vision statements are included on the [employee performance evaluation](#) templates used by all full-time employees.

Finally, the mission, vision, and values are foundational to the [strategic planning process](#) and are included in the [college's strategic planning documents](#). The extent to which the college community understands and embraces the mission can best be seen in the culture at WSU Tech, as evidenced by the continuing distinction as a "Best Place to Work" by the Wichita Business Journal. The college has received the accolade six years in a row (2013, [2014](#), [2015](#), [2016](#), [2017](#),[2018](#)).

#### — 1.B.2 —

##### **Up-to-date mission and institutional emphasis**

WSU Tech mission, vision, and value statements are current, having been reviewed during the development of the [most recent strategic plan](#), Vision 2020. WSU Tech is primarily an institution of teaching and learning and as such the mission does not emphasize research, application of research, creative works, or religious or cultural purpose. The college's mission does emphasize instruction through its [academic and workforce training programs](#), clinical service through the college's healthcare programs, and economic development. The college's emphasis on instruction delivering career and technical education, investing in academic facilities, and driving economic development

in the region are founded in the mission documents.

WSU Tech fulfills its mission to “provide quality higher education and leadership in workforce training” as evidenced by the depth and breadth of the more than [100 degree and certificate programs](#) offered. The college focuses on academic programs specific to the needs of local employers and engages employers through [industry advocate teams](#) (IATs). The IATs provide [feedback](#) on the skills needed in the industry and the quality of WSU Tech graduates entering the workforce.

### **Investment in infrastructure**

The college’s mission is also fulfilled by its state-of-the-art facilities and highly qualified faculty. Continual investment in the college’s [laboratories, classrooms,](#) and [equipment](#) reflects a core college value in innovation through [cutting-edge technology](#) and connects to the mission by providing students the opportunity to learn in a [highly developed environment](#) that gives them a competitive advantage as they enter the workforce. In January 2018, the college invested more than \$200,000 to equip a [health-care simulation lab](#) with [state-of-the-art equipment](#). This equipment included cameras, microphones, computers, and software that allow recording of full immersion simulation scenarios. The [scenarios](#) can supplement training offered across all of WSU Tech’s health-care programs as well as for WSU’s Physician Assistant and Physical Therapy programs co-located at the university’s Old Town location. The [simulation labs offer](#) an opportunity to provide continuing education units to working professionals employed by industry partners. In summer 2018, WSU Tech invested an [additional \\$300,000](#) in simulation equipment primarily with the aid of a [Department of Education Title III grant](#). The equipment is used to support current health-care programs as well as the new program in Healthcare Simulation Technology.

The machining program invested in four Wi-Fi- and Bluetooth-enabled [CNC lathes](#) to meet increased enrollment demands and to provide students training in the application of advanced manufacturing. Finally, the college purchased [16 Dremel 3D](#) printers at a cost of \$24,000. The Dremel units provide value as training aids in the classroom and serve as the basis for a series of [National Coalition of Certification Centers \(NC3\)](#) certificates in [3D printing beginning spring 2018](#).

Additionally, WSU Tech embraces its mission of offering a competitive advantage that drives economic development in the region through the launch of the [Wichita Promise scholarship](#) program, which is designed to meet an increasing need for skilled workforce in Wichita by removing barriers that keep individuals from getting training. The program covers tuition and fees for specific programs, provides training and credentials, personalized career coaching, and a guaranteed interview upon graduation. Additionally, the [college partners with local employers](#) to offer guaranteed interviews for completers, including 35 employers across 12 WSU Tech programs.

The college also fulfills its mission by embracing and applying its six core values.

### **Accountability**

WSU Tech has built a track record of responsible use of the resources entrusted to it. The college engages with an [external auditor](#) to examine financial statements and internal processes to ensure a high level of credibility and compliance in the finance and federal financial aid areas.

### **Quality**

The college demonstrates its commitment to quality through the [outcomes of its graduates](#). The

college boasts an 84.3 percent placement rate, and students earned [1,248 industry credentials in the 2016-2017 academic year](#). Additionally, WSU Tech awarded [2,294 certifications through the NC3 in 2017](#). Nationally, WSU Tech awarded the second most NC3 certifications in the country during 2017.

## **Innovation**

WSU Tech's commitment to innovation is evidenced by several projects across campus. The college partnered with business and industry to launch the [Future Maker Mobile Learning Lab](#) to allow middle/high students and adult learners to have the opportunity to experience the thrill of hands-on, interactive learning in high-demand technical fields.

## **Customer Service**

The college recently completed a [comprehensive review](#) and revamp of its admissions, advising, and financial aid processes designed to remove barriers and improve customer service to incoming and current students. The departments engaged in a review of all inbound and outbound communication to create a clear and consistent message and avoid confusion when possible. [Student Services](#) surveys students who check in to see an advisor or financial aid on a weekly basis. Overall, 86 percent of all students surveyed say they are satisfied or very satisfied with their experience; 87 percent say they are satisfied or very satisfied with the staff member's knowledge and ability to help them; and 88 percent say they are satisfied or very satisfied with the friendliness and professionalism of the staff member who helped them.

[Survey results](#) are [reviewed monthly](#) and communicated to staff. Areas of concern or areas that show declines are researched and targeted for improvement. For example, a persistent source of negative feedback from students is the responsiveness from Student Services staff to phone calls. To address this issue, [Student Services explored options](#) to supplement on-site advisors with support from a third-party vendor who provides call center support for higher education institutions. The college [launched the service](#), specifically for financial aid calls, in November 2018. The center will provide year-round call support 24 hours a day, seven days a week, providing a significant improvement in service for WSU Tech students.

## **Equity/diversity**

WSU Tech was recently the [recipient of a grant](#) to study and improve the number of students who participate and complete a non-traditional program. The [college engaged](#) with an outside consultant to conduct focus groups with members of each sex who enrolled in a non-traditional program (i.e., female in welding, male in nursing) to attempt to determine a root cause for low non-traditional enrollment and completion in non-traditional programs. [Feedback from the focus groups](#) provided several actionable [recommendations](#) that can improve the recruitment and retention of non-traditional students.

- Continue activities that focus on ways to improve the student experience.
- Encourage students to share their experiences. Students are often the best ambassadors, especially non-traditional students who can recruit other non-traditional students.
- Recognize that well-paying jobs with benefits are the most attractive selling point for students of all backgrounds.

Creating awareness of opportunities for non-traditional students in these areas has [proved effective in aviation programs](#) and can be applied to establish similar pathways for different fields, such as construction or health care. That awareness can be built through cost-effective earned media and social media campaigns, and by coordinating with middle and high schools to show the path to good paying jobs with benefits. In addition, the WSU Tech marketing department launched a non-traditional social media campaign targeting women ages 13-30 in the Wichita area to encourage [manufacturing careers](#).

### **Global professional standards**

A key initiative in the college's Workforce Education and Development department is to develop student's soft skills to complement the technical skills needed in industry. The program includes two major components: (1) [PDV-105, Blueprint for Personal Success](#), which is required for graduation in most technical programs; and (2) [Bring Your A Game To Work](#) workshops that cover attitude, attendance, ambition, acceptance, appearance, accountability, and appreciation; professional scenarios; and a reflection project. The [Bring Your A Game To Work workshops](#) are embedded within the student's technical courses, which allows the workshop facilitators to collaborate with program faculty to tailor information directly to the type of industry the student is training to enter.

### **— 1.B.3 —**

#### **Mission identification of intended constituents**

[WSU Tech's mission](#) documents clearly identify the nature, scope, and intended constituents of its academic programs and services. The core of the mission statement, to deliver industry-driven career and technical training that supports economic development in the region, reflects the college's key constituents: students, business and industry, and the region's economy. The open [admission policy](#) and commitment to [affordable higher education](#) are reflected in the college's philosophy statements and evidenced by its recent efforts to bring down costs to student. Efforts to reduce costs include shifting courses to [open educational resource \(OER\) textbooks](#), which reduce textbook cost to the student to zero. Courses in computer applications, nutrition, art appreciation, public speaking, business, history, English, anatomy, and physiology began moving to OER textbooks in AY 2013, and usage has steadily increased since then. From AY 2013 to AY 2017, the OER initiative has saved students a total of \$1,377,669 in textbook costs.

The college shows its commitment to building a skilled workforce for business and industry in the region through its [collaboration](#) with industry partners to ensure that technical training is current and aligns with industry needs. In response to requests from industry to improve graduates' soft skills, Strategic Innovations designed and launched a program to provide coordination, coaching, and support to assist in building a [seamless transition from WSU Tech to the workplace](#). [Strategic Innovations also works with local employers](#) to offer internships, apprenticeships, "Earn & Learn" opportunities, and [guaranteed interviews](#) for students in certain programs in an overall effort to provide opportunities for students and to meet local, regional, and national workforce needs.

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## 1.C - Core Component 1.C

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

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

### Argument

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#### — 1.C.1 —

##### **WSU Tech's role in a multicultural society**

As an open admission institution, WSU Tech is open to all individuals who can benefit from its educational opportunities and demonstrates its commitment to diversity first through its value statements, declaring that "WSU Tech values the diverse nature of its students, faculty, and staff and seeks to treat each person with the utmost respect."

WSU Tech addresses this role by offering a [diverse range of educational opportunities](#) to a [diverse group of students](#), broadening access and service to underserved populations, and participating in outreach to educate students on the importance and value of a multicultural society.

The college is committed to providing services and academic programs that reflect the broad composition of its student body. WSU Tech serves a diverse society as shown by its student demographics and [demographic data from Sedgwick County](#). Overall, the college serves a population of students that is more ethnically diverse than the city of Wichita and continues to emphasize recruitment of a diverse student body in its [2016-2021 strategic plan](#). This commitment is demonstrated through work with community partners such as [Kansas Gear-Up](#), a program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The college's high school [recruiting team coordinates with the program through local high schools to target resources for middle school students](#) and their parents to provide guidance, support, and encouragement to pursue higher education. The recruitment of a diverse student body is critical to WSU Tech's mission to drive economic development in the community.

##### **Recruiting for diversity**

One areas of emphasis for WSU Tech is increasing the number of Hispanic/Latino students enrolled in postsecondary education. To focus on this student demographic, the college outlined strategies in annual performance agreements with the Kansas Board of Regents (KBOR) as part of an ongoing effort to increase the number year over year for AY 2017 through AY 2019. [Performance agreements](#) are designed to support KBOR's strategic agenda, [Foresight 2020](#), through focused goals and tracked metrics. WSU Tech's agreement in this area directly supports KBOR Goal 1: to increase higher education attainment among Kansans. Strategies include targeted recruiting and marketing such as advertising on [local Spanish speaking radio channels](#) and [inviting the Hispanic population to WSU Tech events](#). The college has seen increases each year [over the past several years](#).

Initiatives such as [College Advantage](#) and [Dream U](#) aim to reach traditional-aged students in [high schools to help them transition](#) to postsecondary education upon graduation. The programs are intended to serve underserved populations who are capable of succeeding in college but, without intervention, are not likely to attend college. WSU Tech, along with WSU, also hosts a summer camp, [Girls Rock Science](#), which provides Wichita area girls hands-on experience in science, technology, engineering, and math fields with a goal of encouraging more females to consider STEM career fields. The [college has also partnered](#) with a local consulting firm to conduct focus groups with WSU Tech students to more fully understand how to market, recruit, enroll, and successfully graduate students in non-traditional programs.

The college partnered with [TOP Early Learning Center](#), which provides early childhood education to low-income families in the Wichita area, to provide support and scholarships to TOP parents beginning in 2016. The college provides on-site services and scholarship opportunities in an effort to help parents who are underemployed or unemployed secure training and employment.

Further evidence of WSU Tech's commitment to reaching a diverse population is a [partnership](#) with Goodwill Industries of Kansas to provide adult literacy and general education development (GED) courses through the NexStep Alliance. The [partnership](#) provides an easy transition for GED graduates to enter one of WSU Tech's programs. Furthermore, since 2012 WSU Tech has been the recipient of the [Accelerating Opportunity – Kansas \(AO-K\) grant](#), which provides funding for adult education students to pursue technical training and earn industry-recognized credentials in an effort to break the cycle of intergenerational poverty. The grant has provided [\\$150,722](#) to fund 67 students' technical training since 2016.

— 1.C.2 —

### **Mission-oriented attention to human diversity**

WSU Tech works to enhance the community, climate, and centrality of diversity for all students, faculty and staff as well as its immediate surrounding community or Wichita community as a whole. The college has policies that outline its efforts to create a diverse and inclusive campus community. [Policy 3-03](#), Harassment of Students Based on Race, Color, Religion, Gender, National Origin, or Disability addresses the college's administrative procedures and non-tolerance of harassment or intimidation of students. [Policy 2-01](#), Non-Discrimination, Non-Harassment, & Sexual Assault outlines expectations and procedures for employees. WSU Tech is committed to a workplace and learning environment free from all forms of gender-based discrimination, including sexual assault, sex discrimination, sexual harassment, stalking, dating violence, and domestic violence.

### **Preventing harassment and discrimination**

In 2016, the college did an [extensive review of](#) the policies, procedures, and programs in place to prevent and address gender and sex discrimination. [Policy](#) and procedures to investigate allegations of sexual misconduct were updated using best [practices from the Association of Title IX Administrators](#). The college implemented a comprehensive [primary prevention program](#) that all new students are enrolled in during their first semester. The program focuses on awareness and prevention of sexual discrimination and sexual violence on campus and in the greater community. The training is [supplemented with ongoing programming](#) throughout the school year including educational programs, targeted email and print outreach campaigns, and partnerships with local organizations that provide outreach, support, and other resources. All new employees are also provided with [training](#) during [New Employee Academy](#) to understand how to recognize, report, and



prevent gender-based discrimination.

### **Meeting diverse needs and interests**

With more than [100 degree and certificate programs](#), WSU Tech's academic offerings reflect the diverse interests of students, employment needs of local industry, and flexible course options that meet the needs of students. In an effort to expose students to a diverse set of careers, the college and Goodwill Industries of Kansas, Inc. developed the [Future Maker Mobile Learning Lab](#) to allow high school students and adult learners the opportunity to experience hands-on, interactive learning in "high-demand technical fields" as identified by the Kansas Department of Commerce. The goal of the mobile lab is to [educate Kansans by bringing](#) these in-demand careers directly to them through technology. In the lab students will experience actual and virtual tools used in science, technology, engineering, and math (STEM) careers throughout Kansas and the United States. The [lab explores STEM careers](#) using virtual reality, information technology, and hands-on experiences. The goal of this exploration into technical careers is to lead more Kansans into career pathways such as aviation, advanced manufacturing, and health sciences.

To meet the diverse needs of students, WSU Tech provides a variety of support from their initial contact with the college through graduation and securing employment.

### **Accessibility challenges**

[Disability Services](#) provides support to students who face significant physical disabilities or learning challenges. WSU Tech recognizes that traditional methods, programs, and services are not always appropriate or sufficient to accommodate limitations experienced by some qualified persons with disabilities. A [significant effort](#) has been put forth to [bring the college in line](#) with the Web Content Accessibility Guidelines, which provides a shared standard for web content accessibility and helps to make the content, both on the external website and in coursework, accessible to people with disabilities. The [college invested in Blackboard Ally](#), an accessibility solution integrated with the college's learning management system to automatically check for accessibility issues and generate alternative accessible formats when issues are detected. The [platform provides metrics](#) on content accessibility across the college and provides data for use in continuous improvement activities. The college also [invested in a full-time instructional designer](#) to support faculty in developing and deploying accessible course content.

Further examples include the [Accessibility Summer Camp](#) hosted by WSU Tech in June 2018. The one-day event brought together 82 instructional design staff and faculty from 23 area colleges for professional development about accessibility and assistive technology. Speakers shared information about tagging images and hyperlinks, making Microsoft Word, Excel, and PowerPoint accessible, PDF accessibility, video captioning, and assistive technology. The camp highlighted the college's commitment to meeting the diverse needs of students.

### **Military-friendly**

The college is also [committed to providing](#) services to veterans, active duty military, and military connected students. Several financial aid staff members are designated as veteran services specialists and can help potential and current students navigate the requirements for various Veteran Affairs programs such as the GI Bill. In 2015, WSU Tech opened [military and veteran student centers](#) at the National Center for Aviation Training and Southside campus locations. The centers provide a dedicated space for active duty, veterans, and military dependents to connect with other students with

similar life experiences. The [centers also provide resources](#) to help students succeed academically and socially at WSU Tech; they are equipped with soft seating, Wi-Fi, computers, and literature stations. Recognizing that most of the WSU Tech student population comes from the local area, an emphasis on serving veterans and active duty military personnel, primarily from McConnell Air Force Base, adds to the diversity of the student body through their diverse backgrounds and experiences.

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## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### — 1.D.1 —

##### **A commitment to the public good**

WSU Tech's actions and decisions demonstrate a strong culture of commitment to the public good. As stated in its [mission, vision, and values](#), the college "supports economic development for a global economy." One of the core strategies of the [2016-2021 strategic plan](#) is to meet the industry's workforce needs through increased enrollment, stronger partnerships with business and industry, and engaging in proactive involvement in community planning efforts. The college has placed a strong emphasis on contributing to economic development in the region and contributing to the overall growth of the Wichita metropolitan area.

##### **Affiliating with WSU**

The [affiliation with WSU](#) is a clear indicator of the college's understanding of its role in serving the public. At its core, the affiliation is about advancing the educational and economic opportunities in the greater Wichita community. [Affiliation](#) brings all levels of postsecondary education, from GED to Ph.D., under the WSU umbrella, opening up new avenues of collaboration and innovation from research to experiential learning to practical application in industry settings. It directly impacts community by expanding educational opportunities to citizens, providing local industry with a better-trained workforce, and attracting new industry through partnerships and research, all of which act as an economic driver for the greater Wichita area.

Through the affiliation, the mission of WSU Tech will not change. The college will continue to operate as an open-access institution and provide technical training in high-wage, high-demand career fields and affordable general education classes. The affiliation provides [WSU Tech students](#) the opportunity to engage in student life activities not currently available to them, to use services such as health care and [mental health counseling](#), and to live in the residence halls. Collaboration between faculty and staff of the two affiliated institutions will provide [opportunities](#) for innovative and efficient ways of teaching, research, and operations.

One example is collaboration between the recruiting departments at the respective institutions. Traditionally, WSU Tech has limited recruiting to south-central Kansas. The affiliation allows WSU

Tech to leverage the much broader regional and national recruitment efforts of WSU. Specifically, the WSU admissions team plans to [actively recruit for WSU Tech programs along the I-35 corridor](#) from Wichita to Dallas. The [expanded recruitment](#) territory will likely provide dividends in enrollment, especially for specialized aviation and manufacturing programs such as Aviation Maintenance Technology, and help fill critical labor shortages in those industries.

### **More community collaboration**

In response to a critical shortage of skilled labor for local aviation manufacturers, the college built on the success of the [Wichita Promise program](#) by launching the [Wichita Promise MOVE](#) campaign in summer 2018. WSU Tech [partnered with the Wichita Community Foundation](#) to create the program, which provides tuition, housing, transportation, moving expenses, and other expenses for students who want to move to Wichita to train for certain high-demand jobs. [The program](#) illustrates the college's commitment to the public by recognizing a critical deficit in the city's human capital and quickly taking action to respond.

Several WSU Tech programs engage in service learning that demonstrates commitment to the public good. Faculty from the [Dental Assistant](#) program work alongside their students and dental professionals from across the state in the annual Kansas Mission of Mercy event, which provides free dental care to those in need. The [Massage Therapy](#) program has provided massages to local K-12 teachers, accountants, and single-mother support groups.

Furthermore, the college engages with community by its members' active participation in activities and organizations such as [Blueprint for Regional Economic Growth](#), the [Business Education Alliance](#), [Wichita Chamber of Commerce](#), and [Young Professionals of Wichita](#). Members of the college's leadership team and campus communities serve on [various boards](#) in the larger community and engage in efforts to move the city and region forward. As a leader in higher education and as a member of the larger community, the college accepts and fulfills its public obligation to be an active and productive civic member.

## **— 1.D.2 —**

### **Primacy of educational purpose**

WSU Tech's primary purpose is providing a world-class technical education to students and driving workforce development in the region. The college does not have investors nor does its mission necessitate generating financial returns for a parent organization or any external interest. As a state-supported technical college, [WSU Tech operates as a KBOR-governed location](#) under the [direction of the WSU president](#). WSU Tech is a public, not for profit, college that receives state-appropriated funding from the state of Kansas. The college also receives financial support from [Sedgwick County](#) in the form of an appropriation and support for the [NCAT campus from a state grant](#).

While the college does not have investors or parent organizations, WSU Tech is accountable to the Wichita community, students, business and industry, and taxpayers. The college values the resources entrusted to it and uses them responsibly to support its mission. Despite diminishing financial support from the state, WSU Tech has strived to keep tuition affordable for students while keeping academic offerings and services robust. The decision during the [2018 budget planning to hold tuition flat](#) and overhaul the fee structure aligns with the open access mission of the college and

demonstrates that WSU Tech is not motivated by financial return.

— 1.D.3 —

### **Engagement with external constituencies and communities**

Through its mission, WSU Tech strives to provide relevant and current technical training to students and to meet the needs of its constituents, the citizens, and business and industry of south-central Kansas. A key component to achieving this mission is to engage with key constituents, solicit feedback, and implement plans to meet the needs identified. WSU Tech accomplishes this in a number of ways.

The college systematically solicits feedback from business and industry regarding the relevancy of training, curriculum adjustments, course and program design, recommendations on equipment and technology, and other industry needs. Each program has an [industry advocate team \(IAT\)](#) made up of industry partners and advocates that meets twice a year to identify emerging or unmet industry needs. In response to the [team's feedback](#), curriculum changes, and other improvements are incorporated into planning and improvement activities for [each program](#).

Workforce Education and Development hosts [Industry Days](#) each semester to connect students and alumni with [WSU Tech's industry partners](#). Employers from specific industries recruit potential employees, share information about opportunities with their companies, and network with students, faculty, staff, and alumni.

The college also engaged [Economic Modeling Specialists International](#) to conduct an [economic impact study](#) to gauge the return on investment WSU Tech provides to major stakeholders, including students, taxpayers, and the community at large. [The study](#) showed that the college benefits local businesses (and taxpayers) by:

- Increasing consumer spending in the county and providing qualified graduates to the workforce.
- Providing increased tax receipts and decreased burden on the social services safety net.
- Impacting the economic growth of Sedgwick County by an estimated \$280.4 million through operations, construction, student spending, and alumni earnings.

To further demonstrate its commitment and responsiveness to identified constituencies, the college has built [extensive connections with secondary education partners](#) in the greater Wichita area. WSU Tech partners with local school districts to offer a [wide range of dual and concurrent credit courses](#) in general education areas as well as technical education through the [Excel in CTE](#) initiative through the state of Kansas. The college encourages high school students to pursue postsecondary career and technical training through the [National Career and Technical Education Signing Day](#), held each spring. The event, which is conducted in conjunction with the NC3, features a keynote speaker, [signing ceremony](#), and presentations from local and national employers whose industries offer attractive careers and high wages for skilled workers.

The [partnership with NC3](#) illustrates how the college engages with external constituencies to support and strengthen its mission. The NC3 organization facilitates ties between industry and educational institutions through curriculum development and industry-recognized and skill-standard

certifications for both students and faculty. The college partnered with NC3 to host an [aviation summit](#) with leading aviation schools and businesses to address the labor and skill shortage in the aviation industry. The [college hosts](#) and participates in “train the trainer” events sponsored by NC3. The NC3 model helps transfer knowledge between industry partners as well as between educators to assist the college in meeting the evolving needs of local industry.

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## 1.S - Criterion 1 - Summary

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

### Summary

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WSU Tech fulfills Criterion 1 through a solid strategic plan that was founded through conversations and guidance from a variety of internal and external sources. Working through the mission statements and strategic plan, WSU Tech has clearly set a path over the past four years that focuses on the core principles of providing quality higher education and leadership in workforce training. With these principles WSU Tech remains dedicated to serving as an engine of economic development to the region and doing its part to provide the highest quality education for our community. Through the affiliation, new opportunities to serve the public and community are being realized.

While WSU Tech seems to have met Criterion 1, it is not without some challenges.

- Because of shifts in the business and industry environment in the community, WSU Tech must remain nimble and reactive to its constituents. This not only means working with community and business leaders but also creating recruiting, advising, and support mechanisms to assist students as they transition from education to industry. Improved communication between administration, faculty, staff and students would help facilitate better understanding of the hurdles and obstacles that may be in place.
- Although WSU Tech's student body is more diverse than the surrounding community, the college must create and promote collaboration and communication with different student and community groups in order to provide better service and options. Combining this focus with the foundation of the mission would likely lead to a more diverse campus and potential workforce in the future.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

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

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

### Argument

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#### WSU Tech's role in a multicultural society

The Wichita State University Campus of Applied Sciences and Technology (WSU Tech) is committed to operating with the highest level of integrity. The college is guided by policies and processes that ensure its governing board and all employees follow well-established standards for fair and ethical behavior. The college's organizational structure is designed to operationally carry out practices through specification and delegation of responsibilities that ensure ethical and responsible conduct.

#### Governance by mandates and advice

WSU Tech is [governed](#) by the Kansas Board of Regents (KBOR) through the [president of Wichita State University \(WSU\)](#). KBOR consists of [nine members](#) who are appointed in staggered terms by the Kansas governor. All members of the board serve four-year terms.

KBOR, [WSU's](#) state-mandated governing body, pursues measurable continued improvements in the quality and effectiveness of WSU Tech via WSU, while expanding participation of all qualified Kansans.

The [Wichita State University Campus of Applied Sciences and Technology Board of Trustees](#) (WSU Tech BOT) is the advisory board for the college and possesses all the powers of a corporate body for the purpose of exercising rights and privileges necessary for the management and administration of WSU Tech. The WSU Tech BOT seeks to preserve and enhance the college by operating legally, responsibly, and with fiscal honesty. [The board](#), in accordance with state and federal laws and regulations, selects an auditing firm to audit, on an annual basis, the funds and accounts of the college. The regular annual audit includes the funds and accounts of both the college and its foundation as of the fiscal year ending June 30.

#### College policies and procedures

At WSU Tech, the college administration's integrity standards are defined by compliance with the [WSU Tech Policies and Procedures manual](#), which is kept current and accessible online. The

manual is intended to define policy-initiating authorities and to develop a standard for policy format, approval, and dissemination processes. The manual includes all policies and procedures applicable to the institution and in line with KBOR policies. The WSU Tech president, vice presidents, President's Consultative Council (PCC), Faculty Senate, and leadership sub-committees are designated as the policy-initiating authorities. [Policies](#) require review and approval by the president prior to implementation and inclusion in the manual.

The WSU president in consultation with the WSU Board of Trustees hires, evaluates, and terminates the WSU Tech president, who is the only WSU Tech staff person employed by the university. The president of WSU Tech selects a senior cabinet ([leadership team](#)) that meets regularly to discuss current and future issues, directives, and plans to guide the college.

### **Financial integrity**

WSU Tech's administrative regulations provide [policy guidelines](#) specific to its fiscal management, addressing issues such as external funds (i.e., grants), fines, procurement of goods and services, capital travel, cash handling, etc. [WSU Tech's vice president for Finance and Operations](#) assures the adherence to the fair and ethical behavior and practices dictated by these policies through financial accounting, analysis, and reporting services to internal and external constituencies. The same official strictly monitors the college's financial operations and maintains internal controls to ensure employees' understanding of and compliance with WSU Tech standards. These controls consist of forms, systems, and protocols that facilitate fair and ethical behavior.

WSU Tech engages in independent audits ([2015](#), [2016](#), [2017](#), [2018](#)), the opinions and findings of which are used to evaluate the effectiveness of policies and procedures. The financial audit policy ensures that the financial practices of the organization are carried out with integrity. Following the independent audit, the findings and overall financial standings of the college are shared with the WSU Tech BOT and the president of WSU.

WSU Tech also engages in an [annual budgeting process](#). The budget is [approved](#) annually by the WSU Tech BOT and the WSU president. The college uses internal budgeting controls to ensure operational integrity with regard to financial matters. Additional information is provided in Criterion 5A.

The college employs purchasing policies and procedures with respect to bidding, service agreements, employee travel, and office-related purchases.

The WSU Tech business office operates with [policies and procedures](#) to uphold the financial integrity of the college.

With regard to federal financial funds, [including federal financial aid](#) and federal grant funds, the college [operates](#) under all necessary compliance requirements.

The college provides transparency regarding revenue and expense information via regular reports to the [Board of Trustees financial committee](#) and the [President's Report](#) to all stakeholders.

### **Academic integrity**

WSU Tech academic officers, [vice president for Career and Technical Education](#), and [vice president for General Education and Health Science](#) oversee all academic programs and policies, and are responsible for ensuring they are fair and ethical and communicated appropriately to all stakeholders.

Academic policies are found in the [college catalog](#), [the website](#), the [college's intranet site](#), and via the [college's portal](#).

WSU Tech has an [Academic Code of Conduct](#) that directly addresses academic honesty and integrity. Policy provides guidance to faculty regarding student issues. Faculty are responsible for academic integrity and are provided a range of discipline options for violations of academic integrity. Included in the Academic Code of Conduct are definitions and expectations of classroom behavior, program requirements, attendance, and classroom and laboratory safety.

The Academic Code of Conduct helps faculty with enforcing behavior and providing workplace-based expectations. In some cases, such as classroom behavior or safety violations, disciplinary actions are referred to the [vice president for Student Services](#) and are processed under the [Student Code of Conduct](#) policy. Policies that govern specific grading policies are communicated via the course syllabi. Students are expected to maintain satisfactory academic progress to receive federal financial aid and progress toward a degree at the college.

WSU Tech students are protected under the Federal Education Rights and Protection Act ([FERPA](#)). In the event that a student would need to file a grievance against the college, the [Student Grievance Policy](#) communicates how the student would need to proceed and accessible links are available for students on the WSU Tech [website](#).

### **Integrity with personnel**

The college operates with integrity with respect to its employees, and adopts and follows policies designed to promote fair and ethical conduct in faculty, staff, and administrators. The [executive director of Human Resources](#) is responsible for overseeing all personnel functions. The WSU Tech BOT approve [personnel additions](#).

All of WSU Tech's faculty members adhere to a professional code of ethics ([Faculty Policy 5-16](#)). These standards of conduct serve as a statement of the ethical and professional obligations of all faculty. Such commitments extend to their relationships with students, colleagues, staff, outside agencies, organization, and industry in respect to the college. The policy outlines that faculty members have a responsibility for their own behavior as well as promoting adherence to these standards by other members of the student body, staff, and faculty.

The following policies specifically address relevant processes and issues related to integrity with personnel:

- [The hiring procedure](#)
- [Equal Employment](#)
- [Workplace Accommodation](#)
- [Employee Code of Conduct](#)
- [Conflicts of interest](#)
- [Sexual Misconduct – Title IX policy and training](#)
- [Safety](#)
- [Non-disclosure of confidential information](#)
- [Nepotism](#)
- [Grievance processes for staff and faculty](#)
- [Required training](#)

To further promote integrity, WSU Tech strives to educate faculty and staff about copyright law and acceptable use policies and encourages ethical usage of scholarly resources. All WSU Tech faculty are [expected to adhere](#) to the Copyright Guidelines per college [policy](#).

The college has adopted the [Quality Matters program](#) for online education. Professional development training delivered by Quality Matters, and the employment of its rubric to guide online course design, addresses the fair use of instructional resources specifically. Therefore, faculty engaged with Quality Matters receive support in the use and dissemination of copyrighted information in their courses. [College faculty are also reviewing all aspects](#) of online content per the Web Content Accessibility Guidelines.

### **Auxiliary functions**

Beyond college administration and faculty, the staff involved with all internal and contracted auxiliary functions operate with integrity standards that fit their role. Additionally, [all employees are trained](#) in the ethical practice of time reporting and approval. Auxiliary services, for which the college outsources, are required to follow the [WSU Tech approval processes](#). WSU Tech does not offer traditional auxiliary services such as a bookstore (present on campuses, but operated by [WSU Bookstores](#)), food service, or child care.

College employees are expected to follow certain policies and processes related to WSU Tech's integrity. To ensure compliance, transparency, and adherence to ethical policies and practices, all employees are required to complete a set of [acknowledgements](#) and disclosures recognizing and affirming compliance with college policies. Additionally, employees are required to complete [educational trainings](#) as assurances to students and communities that public stewardships are conducted with integrity. These [trainings](#) include legal issues, preventing discrimination, information security and privacy, Family Education Rights and Privacy Act, and Americans with Disabilities Act compliance.

At WSU Tech, the executive director for Human Resources puts policy into process by providing knowledge and services that help the college attract, develop and retain a talented, diverse workforce — as well as ensure efficient, ethical, and transparent hiring processes. Human Resources uses college resources to provide [new employees with the training](#), support materials, and knowledge competencies to fulfill their duties fairly and ethically.

### **Professional growth of personnel**

WSU Tech places value on the [professional growth of personnel](#) in all employee groups. Wide ranges of professional development activities are offered at the college to facilitate ethical employee behavior. Opportunities exist through funding of conferences (registration, travel, and per diem) and continuing education coursework, and all employees are educated on the ethical use of travel and professional development funds.

Beyond all of the above, WSU Tech operates with integrity by adhering to all applicable local, state, and federal laws and regulations.

## Sources

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- 38\_ 2-01 Non-discrimination Non-harassment 11 19 14
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- Policy Acknowledgement
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- SD37 Department and Perkins Funding Amounts 2016\_2019
- SGT101 Ethical
- SP-DAS147
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## 2.B - Core Component 2.B

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

### Argument

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WSU Tech presents itself clearly and completely to its students, community, and stakeholders regarding academic programs and requirements, faculty and staff, costs to students, control and accreditation relationships. The college accomplishes this through a variety of face-to-face, print and electronic venues.

#### Academic programs

WSU Tech's [college catalog](#) serves as the primary and official vehicle for communicating academic policies, academic program information, and course information to students and stakeholders. [WSU Tech's website](#) provides information about the academic programs offered. Students and the public can explore these programs and research all [degree requirements](#) as well as [associated costs](#).

The college catalog also specifies [admissions policies](#) and [procedures, testing and placement](#) policies, policies governing [institutional scholarships](#) and federal financial aid, and information about requirements for admissions to specific programs, [such as nursing](#).

On the college website's [Program of Study](#) page, each program of study links to a [curriculum guide](#) and [check sheet](#) that outline the requirements and academic information related to each program of study and degree pathway.

The college also provides information about specific academic programs in various materials, such as [flyers, news articles, social media posts](#), and [advertisements](#).

#### Costs to students

Cost information is located in several areas of WSU Tech's website and accessible to students and the general public. Comprehensive information on program and general education costs is primarily found in the [Tuition and Fees section of the Admissions page](#), which provides links to program costs, the college's [net price calculator](#), and the Paying for College page. Individual program [check sheets](#) are also available on the website from any [Program of Study](#) link. These forms provide information such as program locations, admission requirements, college division, program title, total credit hours required, and total costs. Students who inquire about WSU Tech programs in person are also provided the same program check sheets. In compliance with U.S. Department of Education regulations, the WSU Tech website provides information to students pursuing [gainful employment programs](#), including the costs of tuition and fees, books, supplies and other program-specific equipment and materials.

WSU Tech's executive director for Human Resources maintains the master list of [faculty credentials](#) and qualifications. This information is available to students and the public via the [Consumer](#)



[Information](#) link on the WSU Tech website. Staff contact information is available online via the contact page.

## Control

As an [affiliated entity](#) of WSU, WSU Tech is governed by the Kansas Board of Regents (KBOR) reporting through the president of WSU. The WSU Tech BOT operates as an advisory board for the president of [WSU Tech via the bylaws](#). It comprises 11 appointed members with voting authority and meets bimonthly to review and approve financial reports, strategic planning metrics, hiring of personnel, and a presidential report. [Information about the board](#) can be found on WSU Tech's website, along with links to the bylaws and monthly meeting agendas and minutes.

WSU Tech's [accreditation status](#) and contact information for the Higher Learning Commission (HLC) are noted on the college's website. [Program-level accreditation](#) for WSU Tech's programs requiring third-party accreditation (i.e., Practical Nurse, Aviation, etc.) are likewise represented publicly. WSU Tech also has formal [transfer articulation agreements](#) with various colleges and universities.

The college recognizes the continual need to update and provide current information that is accessible via the internet. WSU Tech also uses [social media marketing campaigns](#) to promote the college by driving online visitors to WSU Tech's website as the trusted source for accurate, up-to-date and necessary information. Through these social media venues, students and the public can also find detailed information about admissions, degree and certificate requirements, transfer information, financial aid assistance, and contact information for college services and staff.

## Sources

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- 3A1.03 Stackable Model 2 WSU Tech\_AutoServiceTechnologyTC (1)
- 4\_Example Program Cost Information
- 5\_Admission Process
- 6\_Consumer Information
- 7\_Financial Aid and Scholarship
- 8\_LPN-IV Therapy Checklist
- 9\_WSU Tech\_HealthcareAdmin ManagementAAS
- Board Bios ao Nov 2018
- Full faculty list from intranet with credentials
- Program Sheets on the website
- Scholarships on the website

## 2.C - Core Component 2.C

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

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

### Argument

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#### — 2.C.1. —

WSU Tech is governed by the KBOR through WSU as a result of the affiliation that was approved by the Higher Learning Commission in [November 2017](#). Established in 1925 by the Kansas Legislature, the Kansas Board of Regents ([KBOR](#)) is composed of [nine members](#) appointed by the governor with the advice and consent of the Kansas Senate. Board members serve overlapping terms of four years; no more than five members may be identified with the same political party. The KBOR is assisted by a professional staff, allowing the members to address questions of general policy. In its consideration of policies, it is guided by recommendations from the chief executive officers of each Regents university.

Through deliberations and meetings, [KBOR governs and coordinates](#) certain activities of the entire public higher education system, including WSU Tech. KBOR coordinates functions of its 32-member institutions with regard to:

- Determining institutional roles, reviewing institutional missions and approving performance agreements for each institution;
- Developing a comprehensive plan for coordinating program and course offerings and locations, including transfer and articulation procedures;
- Developing a unified budget for state funding of state system institutions, distributing state and federal funds, and requiring accountability for use of those funds;
- Representing state universities and the Regents system before the governor and Legislature;
- Collecting, aggregating and reporting common and institution-specific information documenting effectiveness of each institution in meeting its mission and goals. KBOR has authority to control state universities and to supervise their operation and management.

As detailed in 2.A, the [WSU Tech BOT is the advisory board](#) for the college and possesses all the

powers of a corporate body for the purpose of exercising rights and privileges necessary for the management and administration of WSU Tech.

The [WSU Tech BOT's vision, mission and institutional values](#) reflect principles intended to sustain an academic institution and inform its measure for improvements. All advisory boards' policies, regularly scheduled deliberations, and outcomes are reflections of these principles. The Board of Trustees approves program changes, addresses enrollment issues, approves budgets, approves strategic plans, tuition changes, and evaluates the WSU Tech president.

— 2.C.2. —

KBOR meetings are public, and notice is given in accordance with the [Kansas Open Meetings Act](#) (KSA 75-4317 through 75-4320a). Under prevailing statutes, the only time KBOR may go into closed executive session is by a motion to recess an open meeting for an executive session.

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

KBOR membership is carefully defined to ensure broad, balanced, and representative viewpoints, giving all internal, external, and political constituencies a voice during decision-making deliberations. Furthermore, there are no secret ballots for members' votes.

KBOR relies on a broad range of [committees](#) and councils to provide and disseminate important information and policy changes. Committees focus on such issues as board governance, academic affairs, fiscal affairs, audits and retirement plans. Examples of councils include the Council of Presidents and System Council of Presidents and the councils of Business Officers, Chief Academic Officers and Chief Student Affairs Officers; Faculty Senate presidents; and Government Relations officers. Committees/councils are composed of KBOR members and institution officers, faculty and students, and community members. Both [internal and external constituencies](#) are well represented during all elements of deliberations.

The WSU Tech BOT meetings are [public](#) and held regularly on a bimonthly basis. Minutes are kept and available via the college's intranet site ([2016](#), [2017](#), [2018](#)). The BOT supports the college as it engages in the protection of employees' and students' rights. Publicly documented policies and procedures provide individual protection. The Board of Trustees' policies delineate the rights, responsibilities, employment conditions, compensation, hiring practices, and grievance policies for employees. The policies also refer to students' rights and responsibilities in the [Student Code of Conduct](#) and the [Academic Code of Conduct](#).

— 2.C.3. —

KBOR acknowledges that integrity, accountability and openness of financial relationships and other relevant interests are essential to responsible and credible administration of the state of Kansas system of higher education. A process for disclosing and considering potential conflicts and

managing actual conflicts enhances transparency and confidence in KBOR actions. Documentation of recent [disclosures](#) can be found in the meeting minutes.

While [WSU Tech's Board of Trustees](#) is open to the voice of all constituents, it is an independent body, not subject to undue influence by special interests, donors, political affiliations, and other parties. The obligation to operate independently is clearly delineated in board policy, which serves to remind board members about upholding the principles of accountability, public stewardship, ethics, civility, and conflict of interest. To minimize conflicts of interest, a statement is included in the bylaws.

#### — 2.C.4. —

Through explicit policies disseminated by KBOR and WSU on their respective websites, the [Regents](#) have [conferred](#) upon WSU's president and WSU Tech's president as well as other senior administration and faculty the authority to develop appropriate measures and procedures to ensure compliance with KBOR and other state and federal policies, including faculty oversight of the curriculum and academic matters. The [KBOR Policies and Procedures Manual](#) states (1.01): "The board delegates to the university chief executive officer and his/her staff the internal administration and operation of an individual university." This commitment is echoed in KBOR's own mission statement.

KBOR defines its basic principles and operating procedures to include the following statement (edited for space): With regard to the state universities, the board governs them, which means that the board has the authority to control these institutions and to supervise their operation and management. The board's governing functions include appointing the chief executive officer at each state university and having an employer/employee relationship with those chief executive officers and having authority to oversee many of the daily operational functions of the state universities, although the board has chosen to delegate actual performance of those functions to the chief executive officers and their staffs.

In its desire to work closely with institutions under its aegis and foster strong, mutually supportive relationships between state institutions, KBOR includes in its make-up numerous committees/councils. Several state councils provide the mechanisms through which cooperation and coordination among the KBOR universities are achieved. The definition and role of faculty and faculty governance are in the [WSU Tech Policies and Procedures](#). WSU Tech faculty members have [specific responsibilities](#) with respect to academic rules, regulations and programs of the institution; campus governance; and faculty governance.

WSU Tech's policies, procedures, and practices are administered at the college through WSU's delegation of authority to WSU Tech's president, who serves as a member of the [WSU President's Executive Team](#).

## Sources

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## 2.D - Core Component 2.D

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

### Argument

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Freedom of expression and the pursuit of truth in teaching and learning are highly valued at WSU Tech. Policies and procedures exist to protect these fundamental rights, and the college demonstrates its commitment to them through numerous outlets. Policies and procedures support all members of the academic community in the adherence to the regulation of conduct appropriate for an academic institution. Members of the college community are obligated to assume individual responsibility for their personal freedoms and obligations while fostering a learning atmosphere that prepares students for business and industry employment. Understanding controversial issues that may arise in business and industry is part of the learning and job-preparation process.

#### From academic freedom to student rights

WSU Tech has an [Academic Freedom](#) policy. The college seeks to create and maintain a climate in which instructors are free to teach and students are free to learn. As in the right to freedom in classrooms, this policy encourages a climate conducive to open inquiry and responsible discussion. The [Academic Code of Conduct](#), the [Student Code of Conduct](#), and the Academic Freedom policies protect students while exposing them to experiences they may encounter in their professions. Education requires that students and faculty be able to freely express themselves and learn to accept and debate from different perspectives to pursue truth in teaching and learning.

The college employs a [Student Bill of Rights](#), which is included in the Student Code of Conduct to ensure that students are able to discuss controversial issues, have academic freedom to express themselves, and learn about issues they may be confronted with in their chosen professions.

#### Ethics and human relations

WSU Tech recognizes the importance of fostering professional ethic and citizenship for all students as is demonstrated in the [Dental Assistant](#) and [Surgical Technology](#) programs' courses. These courses are intended to create an open environment where students are encouraged to identify personal, moral and ethical beliefs, and how these may impact their employment in the health-care field.

Most programs in aviation, design, and manufacturing include [PDV 105, Blueprint for Personal Success](#), as required curriculum. In this course, students learn about typical workplace etiquette protocols, communication standards, and cultural awareness strategies to navigate these common obstacles. The course provides a study of human relations and professional development in today's rapidly changing world

In the General Education courses, [PHL 110, Ethics](#) provides students with practical approaches to recognizing, understanding, and solving ethical problems confronting individuals in today's society. Basic concepts of applied ethical theories in moral philosophy and reasoning are examined using

critical-thinking and responsible decision-making skills.

Students enjoy the same freedoms of speech, peaceful assembly, and right of petition that others enjoy. As members of the academic community, students assume the obligations inherent in that membership and as representatives of the college. WSU Tech's Academic Code of Conduct and Student Code of Conduct are available on [myWSUTech](#) and on WSU Tech's [website](#). Students, as members of this community, are responsible for being familiar with WSU Tech policies.

Regarding freedom of association: WSU Tech recognizes that students have the right to associate with any group or organization regardless of political or philosophical objectives, as long as the group or organization does not discriminate or interfere with the rights of others.

Regarding recognized campus organizations: Students may organize for a stated purpose that has official recognition from the college. Affiliation with an extramural organization shall not of itself disqualify a student organization from institutional recognition or from the use of college facilities, although reasonable provisions may be made to safeguard the autonomy of a campus organization from domination by outside groups. WSU Tech has two recognized campus organizations — [SkillsUSA](#) and the WSU Tech Psychology Club. These organizations help the college build camaraderie and expose students to social and professional [activities](#) that are associated with business and industry.

It is the [policy](#) of WSU Tech not to discriminate against any individual in matters of admission, employment, housing, services, or in the educational programs or other activities based on non-meritorious factors including, but not limited to, age, race, sex, color, religion, gender, national origin, ancestry, disability, veteran status, or political affiliation. WSU Tech students are protected with freedom of speech and assembly, freedom of the press, and academic freedom in the classroom.

## Sources

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- 7\_Programs of Study
- 8\_Syllabus Blueprint for Personal Success
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- Policy page on website
- SGT101 Ethical
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## 2.E - Core Component 2.E

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

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

### Argument

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Scholarship at WSU Tech meets high standards of integrity that are codified in WSU Tech policy and actualized according to established procedures. The acquisition, discovery, and application of knowledge at WSU Tech occurs ethically and responsibly.

#### — 2.E.1. —

WSU Tech's [mission](#) is to provide relevant workforce training; therefore, the college would not be considered a bona fide research institution. Although faculty, staff, and students at the college engage in research and scholarly practice, they are not included in any evaluation processes. Most of these practices are performed as course projects, in pursuit of additional education, or to keep current on new developments within disciplines. In some cases, WSU Tech has working relationships with other educational organizations that do include research as part of their missions. For example, the college shares campus space with the [National Institute for Aviation Research](#) and WSU's College of Engineering in a variety of laboratories and programs at the [NCAT campus](#). These partnerships allow WSU Tech to focus on workforce development while the other organizations conduct research, both completed in state-of-the-art laboratories.

College policies, procedures, and processes support faculty and students in scholarly practice. WSU Tech operationalizes scholarly practice as a non-research college through training on plagiarism, citations, use of library resources, and online research. Faculty and staff also provide information regarding applicable policies in [student program handbooks](#) and in the catalog about academic integrity and the [Student Code of Conduct](#) regarding academic honesty. Human Resources maintains all current policies on myWSUTech and ensures that they are accessible to all WSU Tech employees. Students also have access to all academic and student [policies](#) through [myWSUTech](#). In addition, policies are found on the WSU Tech [website](#).

#### — 2.E.2. —

WSU Tech guides students in the appropriate use of information technology through its Network Services Acceptable Use [Policy](#) for Students, Faculty, Staff, and Visitors.

Students are trained and assessed in information literacy via [methods specific](#) to their chosen field of study. This is in line with college's [Student Learning Outcomes](#) initiative. Citation assistance is also

available on the [library's myWSUTech page](#), through links to Citation Machine and Online Writing Lab at Purdue University. The librarian provides in-class presentations and resources to instruct students on the ethical use of information resources: use of databases, citing sources, and avoiding plagiarism. These resources are communicated via course syllabi and shared online.

The library follows guidelines of the [American Library Association and the Teach Act](#) to utilize copyrighted information for classroom use, while following the rules for acknowledging sources.

Finally, WSU Tech faculty use [SafeAssign](#), a software program that checks written student assignments for plagiarism

### — 2.E.3. —

The [Academic Code of Conduct](#) directly addresses academic honesty and integrity. A faculty handbook provides guidance to faculty regarding student issues. Faculty are responsible for academic integrity and are provided a range of discipline options for violations of academic integrity. Faculty must notify their deans of any violations of academic integrity. Students have the right to [appeal](#) any disciplinary actions taken to the appropriate vice president of Academic Affairs. Guidance regarding appeals and grievances is outlined in the policy.

Also included in the Academic Code of Conduct are definitions and expectations of classroom behavior, program requirements, attendance, and classroom and laboratory safety. In some cases, such as classroom behavior or safety violations, disciplinary actions are referred to the vice president for Student Services and are processed under the [Student Code of Conduct](#). Additionally, information on the student suspension policy can be found in the Student Code of Conduct.

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

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

### **Summary**

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WSU Tech is committed to ethical and responsible conduct and, therefore, meets Criterion 2 as evidenced by having in place the necessary policies that guide the integrity and ethics of its governing board, administration, faculty, staff and students as well as appropriate steps for due process. Additional internal and external processes are in place to maintain compliance with institutional, state, and federal policies. The college meets Criterion 2 by having publicly available documents that advertise WSU Tech's admission/degree requirements and processes, educational costs, qualifications, and accreditation status; further, mechanisms to ensure that faculty, staff, and students use and apply knowledge responsibly and ethically are also in place.

Some challenges the college faces in the areas related to Criterion 2 relate back to the affiliation. Although there have not been any issues or concerns about the governance structure, the recency and uniqueness of the affiliation model brings a level of unknown that will only be uncovered through time and experience. Today, the structure follows the vision that was set forth. The interplay between the WSU President, WSU Tech Board of Trustees, and WSU Tech President is working very well. The future and the impact of the affiliation on the community will continue to judge the effectiveness.

### **Sources**

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*There are no sources.*

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

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

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

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

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

### Argument

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Over the past three years, there has been a period of [historic growth](#) and change at the former Wichita Area Technical College, including the [affiliation](#) with Wichita State University (WSU). As the Wichita State University Campus of Applied Sciences and Technology (WSU Tech), the college has implemented new programs, added locations, and reached record enrollment levels. Throughout this evolution, the focus on quality instruction has been paramount. A continuous cycle of program assessment and revision ensures that all students, regardless of the location or modality of classes, have access to quality education that will prepare them for success in the workplace.

#### — 3.A.1 —

[Programs](#) at WSU Tech are appropriate to higher education, as demonstrated by their relevance to current workforce demands. The college offers a variety of certificate and degree programs to support employment needs of business and industry, and the level of performance for each is appropriate to the certificate or degree awarded. The college offers 29 certificates of completion, 45 technical certificates, and 31 associate of applied science degrees. Certificates of completion range from one-15 credit hours; technical certificates include 16-58 credit hours; and associate of applied science degrees range from 60-109 credit hours.

Since many students need to maintain employment while attending classes, most WSU Tech programs have [stackable curricula](#) with multiple exit points to provide students job opportunities while they work on the next credential. For example:

- Health-care students can earn a Certified Nurse Aide (CNA) [certificate](#), a prerequisite for the Practical Nurse program, and work as a CNA while earning their Practical Nurse [credential](#).
- In the Aerospace Manufacturing Technology program, students start with a short-term 18-credit-hour [technical certificate](#) that provides them with enough skills to move into industry.

- Students can expand knowledge of aviation manufacturing with a more comprehensive 31-credit-hour [technical certificate](#) that builds on the skills learned in the first 18-hour certificate.

Students then have the option to complete an [Associate of Applied Science](#) in Aerospace Manufacturing, a 62-credit-hour program that encompasses all of the 31 previous credit hours earned.

The more training students receive, the more opportunities they have for job advancement. These exit points and respective levels of performance are guided by industry input and workforce demands.

### **Transferable and relevant coursework**

WSU Tech [programs are aligned](#) with similar programs of higher education throughout the state based on guidelines established by the Kansas Board of Regents (KBOR). This assures that coursework will be accepted for the same program at any KBOR institution. Similarly, KBOR has identified general education courses that are [guaranteed](#) to transfer among [KBOR institutions](#), which ensures that the general education component of technical certificates and degrees will transfer seamlessly as well. The transferability of courses to other postsecondary institutions is further evidence that WSU Tech programs are appropriate to higher education.

Career and Technical Education (CTE) programs have an industry advocate team ([IAT](#)) that comprises industry employers and subject matter experts who meet twice a year. The goal of the IAT is to provide feedback on program curriculum, equipment, quality of training, student readiness for employment, and competencies to ensure currency and relevancy. This feedback is used to gauge the success of the program and to initiate industry-driven change. In addition, programs are adjusted to better serve industry outcomes. For example:

- In the [Dental Assistant](#) program, the IAT guided the decision to update X-ray processes and equipment to remain consistent with current practice.
- [Interior Design program](#) graduates are trained on the most current design software used in the [industry](#) as a result of input from the IAT.

IAT input is essential to the development of quality graduates and successful employees.

### **Oversight and accreditation**

Many programs have additional oversight from federal, state, or program accrediting agencies. The Aviation Maintenance Technician program is certified by the Federal Aviation Administration under [CFR 14 Part 147](#) and is closely monitored by the Flight Safety District Office in Wichita, Kansas. The program is inspected at least twice annually to ensure that the curriculum meets or exceeds the federal guidelines as prescribed in the FAA Part 147. The [records of each student's coursework and final exams](#) are [checked](#) for accuracy against school records. The curriculum is audited to ensure it is being delivered as described in the required operations manual for the program and in line with the [Airman Testing Standard](#). The Practical Nurse [program](#) follows curriculum and guidelines prescribed by the Kansas State Board of Nursing.

Many WSU Tech programs offer a [third-party credential](#) to validate the attainment and mastery of skills, another indicator of the scope and integrity of the programs and their relevance to employer

needs. Student performance on certification and [licensure](#) exams is monitored and reviewed to identify potential areas for instructional focus, and the number of [credentials](#) is reported annually to KBOR as a [performance indicator](#) for the college. In AY 2017, WSU Tech students earned 1,712 third-party industry-recognized credentials.

### **Partnership with WSU**

The [Shocker Pathway](#) is a partnership between WSU and WSU Tech. To earn an associate of arts degree from WSU, students must complete approximately 50 credit hours in specific general education courses at WSU Tech before transferring to WSU. Students earn an additional 15 credit hours at the university to complete the associate of arts degree and can choose to continue on to a bachelor's degree in the program of their choice. [Plans of study](#) are maintained for each WSU program to guide Shocker Pathway students in the selection of courses for any specific major. Advisors at both [WSU Tech and WSU](#) work with Shocker Pathway students to ensure a seamless transition to the university.

#### **— 3.A.2 —**

WSU Tech does not offer graduate or post-graduate programs. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education. Courses are developed by faculty in conjunction with an instructional designer and submitted via the [approval process](#). Program changes follow a similar process and are also sent to KBOR if needed. This collaboration combines subject matter expertise with pedagogical best practices to achieve curricular integrity.

### **Learning goals and skill levels**

Program learning goals are appropriate for undergraduate programs and are differentiated between certificate and degree programs. In most programs, all certificate of completion courses (COC) are included in the technical certificate, and all technical certificate courses are contained in the associate degree. [Each level](#) builds upon the skills of the previous level, and learning goals are articulated for each credential. Program goals are reviewed by [faculty](#) and IATs on a regular basis and [revised](#) as necessary to meet employer needs. This stackable curriculum provides multiple exit points to allow students the flexibility of working in the career field while earning the next credential and advancing their career opportunities.

The certificates and degrees are further differentiated by the general education credits included in the curriculum. A certificate of completion is designed for job entry and typically includes few if any general education credits. Many [technical certificates](#) include basic math and workplace skills, and [associate degrees](#) include a minimum of 17 hours of general education courses communication, math, humanities, social sciences, and sciences. The additional hours are designed to improve the employability of the student through further development of communication, information literacy, and problem solving skills.

All program goals and learning outcomes are housed in the Worldwide Instructional Design System ([WIDS](#)), a program inventory system in which curriculum and program [assessment](#) are managed. WIDS also serves as the official reference for advising and enrolling students and awarding degrees. The Instructional Technology and Academic Support team ([ITAS](#)) maintains WIDS and guides the process for new [program development and curriculum revision](#). This centralized approach provides consistent and reliable details on courses and programs that can be virtually accessed at any time.

## Identified outcomes

The college has identified [student learning outcomes](#) and [program outcomes](#) that are outlined in its assessment plan. All students are expected to develop communication, problem solving, information literacy, and employability skills, and to demonstrate these skills across the curriculum. Students are offered opportunities to apply written or oral communication skills through a variety of course assignments and tasks incorporating industry-specific concepts and knowledge. [Health-care](#) students may develop written communication skills through charting of patient records while [automotive](#) students prepare customer estimates and invoices. Oral communication skills are practiced in contextual settings, such as an [emergency medical technician](#) relaying vital statistics and other relevant information for a transfer patient to an attending nurse or physician. Students are also encouraged to engage in active listening by following verbal instructions for projects and activities.

The ability to analyze information and solve problems is demonstrated throughout the implementation of industry processes and procedures. Students engage in a visual inspection process using program specific criteria that prepares them to meet industry standards. Practical nurse students, for example, work with [interactive manikins](#) that simulate patients. In this lab setting, students respond to physiological changes in the patient, and the patient responds to the actions of the student. This [provides](#) immediate and realistic feedback without posing risk to a human patient, and students learn to think critically and respond appropriately to patient symptoms.

Information literacy enables students to recognize when information is needed and to effectively locate, evaluate, and use the needed information. WSU Tech encourages the use of current and emerging technologies in the classroom. Students in the Aerospace Manufacturing program are offered opportunities to initiate the [use of technology](#) in pursuit of industry knowledge. Examples of this include accessing e-books, online assignments, conducting research, and consulting industry manuals. Students in [Automotive Technology](#) use computers to diagnose mechanical issues and guide the repair process.

[Employability skills](#) are the focus of a two-credit-hour course, [Blueprint for Personal Success](#), which is required for many CTE programs. Students learn to integrate internal attitudes with external behaviors to meet the expectations of future employers in areas such as teamwork and interpersonal communication. This course is supplemented by a series of workshops called [Bring Your A Game To Work](#), with topics that include attitude, attendance, appearance, ambition, accountability, acceptance, and appreciation. This instruction is [embedded](#) into various technical courses.

### — 3.A.3 —

WSU Tech has implemented tools and processes to achieve and maintain consistent program quality and learning goals at every location and through every modality.

## Communication and consistency

[Learning goals are communicated](#) through the course standard and a [common course syllabus](#) required of every instructor. Each course has a course shell in the learning management system ([Blackboard](#)), and all instructors are required to include in the course shell, at a minimum, the course syllabus, attendance, and grades. ITAS has developed three separate course-syllabus templates based on the modality of the class – [face-to-face](#), [online](#), or [hybrid](#). The template includes only those details



that are relevant to the specific modality and is revised each year based on [feedback](#) from faculty and the [academic leadership team](#). The [course syllabus](#) includes details of the course, including course description, credit hours, outcomes and competencies, and a weekly schedule of assignments. WSU Tech has one [consortial arrangement](#) with Pima Community College for an [AAS](#) in Logistics and Supply Chain Management, and HLC approval for the technical certificate in the same program is in progress. The [Pima instructors](#) follow the same syllabus [process](#) as presented.

The college's ITAS team plays an important role in academic consistency. The team includes instructional designers who work with faculty on [course design](#) and the [creation of master courses](#). [Several master courses](#) have been developed to maintain quality of course content and ensure consistency of delivery, particularly in areas of high enrollment with high numbers of adjunct faculty.

Faculty who are [subject matter experts](#) are compensated for development of master courses once the instructional designer has verified that the course has been completed and is pedagogically sound. The course is designed to encompass all essential and required components while maintaining enough flexibility to ensure the academic freedom of each instructor. For example, each [composition](#) course requires four essays, but faculty can determine the modality of the essay and the topic. Master courses are reviewed and updated as needed by lead faculty on an annual basis.

When a new instructor is hired, ITAS provides a [new faculty orientation](#) that introduces Banner and the instructor's curricular responsibilities, including course content as outlined in the course standard and minimum course shell requirements. This orientation includes one-on-one mentoring with a member of the ITAS team. Master courses, course standards, and new faculty orientation provide assurance that full-time, adjunct, and dual-credit faculty are teaching to the same outcomes and competencies regardless of location or modality.

As enrollment in online courses continues to grow, efforts to ensure consistency and quality have intensified. An [online success team](#) was organized to identify barriers to student success in online courses and develop strategies to improve student outcomes. An instructional technologist has been added to facilitate and oversee the quality review process. To help ensure that faculty are prepared, the college offers [Foundations of Instructional Practice: Hybrid/Online course](#) to educate and assist faculty who may be new to teaching in an online environment.

[Faculty training](#) and evaluation [contribute](#) to the consistency of program quality. In addition to the new-hire orientation, [faculty in-services](#) are provided at the beginning of the fall and spring semesters. These [in-services](#) include face-to-face and online faculty from all campuses and [dual-credit high schools](#). The [event](#) is live-streamed for the convenience of those who live outside the area and recorded for later viewing by any who may have been excused for extenuating circumstances. Faculty are provided essential information for the upcoming semester and are given an opportunity to meet with their departments to foster communication, build relationships, and share best practices.

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## 3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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#### — 3.B.1 —

#### A philosophy of general education

WSU Tech's philosophy of general education appears in every course [syllabus](#): "All courses at Wichita State University Campus of Applied Sciences and Technology (WSU Tech) aim to prepare students to perform in a 21st century academic and work environment. Students will regularly engage in activities, assignments and assessments that offer them the opportunity to build and refine general education skills relevant to their academic future and/or career development plan. These skills are specifically centered on communication, analysis, technology and expertise."

In accordance with its philosophy of general education and its mission to provide a quality workforce, WSU Tech is committed to offering general education courses and co-curricular experiences that provide students with knowledge and skills that will prepare them for global success in their selected field. The exact requirements for WSU Tech's associate's degree programs vary from [program to program](#) to [program](#) depending on the transfer and career goals of the student; however, WSU Tech's general education courses supplement all degree programs. The number of general education credits required also varies by credential level. Certificates of completion (COCs) focus on technical skills and immediate job entry. COCs typically do not include general education courses. Many Technical certificates (TCs) include some general education courses, and an associate of applied science (AAS) degree includes 17 or more hours of general education.

This approach builds general education competencies in alignment with the development of technical skills. For example, a [Certificate of Completion](#) in Automotive Service Technology is completely skills based and has no general education component. An employability skills class, [Blueprint for](#)

[Personal Success](#), is included to educate students on basic traits necessary to obtain and retain a job. For a [technical certificate](#), these courses are supplemented with computer essentials and math fundamentals courses with the goal of enhancing the student's employability through the development of computer literacy and problem solving skills. The [Associate of Applied Science](#) degree requires higher level courses in computers and math and adds composition and psychology courses, which contribute to the student's ability to communicate effectively and analyze information. Accordingly, the Associate of Applied Science degree would prepare a student for professional growth beyond an entry level position as well as provide a pathway into a transfer institution.

WSU Tech has collaborated with WSU to create the [Shocker Pathway](#). The Shocker Pathway is designed as a transfer pathway for those students who may want to begin their baccalaureate program at WSU Tech as opposed to enrolling in a technical program. Through the Shocker Pathway, students can earn an Associate of Arts degree from WSU by taking 50 credits of general education from WSU Tech and adding 15 credits from WSU. In addition to the Shocker Pathway, WSU Tech complies with [KBOR articulation policies](#) to ensure seamless transfer to all [KBOR institutions](#). Through collaboration with WSU and KBOR, WSU Tech offered 35,520 [transferable general education credit hours](#) in the 2017-2018 school year.

### — 3.B.2 —

WSU Tech's [philosophy of general education](#) outlines the skills that are core outcomes for every student: (C) communication, (A) analysis, (T) technology and (E) expertise. WSU Tech refers to these learning outcomes as the [Plan to EduCATE](#). All technical courses address the CATE components in a way relevant to the course or occupation and build upon knowledge learned in general education courses included in technical education. The CATE components are on all [course syllabi](#) and are available to students through their [Blackboard course shell](#). The CATE components encompass real-world concepts that are directly applicable to the job and are deemed necessary to education by industry advocates.

#### **Defining program and course outcomes**

In addition to the general education outcomes, each program has [defined outcomes](#) and each of the courses within the program has defined outcomes to indicate what a graduate knows, can do, or values at the end of the course/program. These outcomes are assessed by faculty who collect assessment data, analyze the data, and use the data to create plans for improvement.

WSU Tech uses the [WIDS platform](#) to store all course information including [course standards](#), [competencies](#), [objectives](#), [descriptions](#), and [prerequisites](#). Faculty, staff, and administrators [review](#) and update WIDS during [assessment](#) and [program review](#) to reflect advances in curriculum and education standards. Program review ensures adequate distribution of general education courses within the associate degree and technical certificate programs to prepare students for the workforce and/or continued education. WIDS ensures that there is a proper protocol to address [program changes](#), and that all necessary internal parties review any changes before the changes go into effect.

### — 3.B.3 —

### **Establishing consistent core outcomes**

WSU Tech officially adopted a new set of [four core general education outcomes](#) in fall 2015. This allowed technical and general education programs to cohesively support student learning in a manner that prepares them for a 21st century academic and professional environment. Each of the four Student Learning Outcomes (SLOs) is supported with competency-based skills and applications that are integrated into technical and general education at the program and course levels. The competencies allow for the objective and relevant evaluation of the attainment in each course, each program, and at the college-wide level of student outcomes: (1) [communication](#) (oral and written); (2) analysis ([problem solving](#) and critical thinking); (3) technology ([information literacy](#) and technological skills); and (4) expertise (industry specific skills and [workplace skills](#)).

### **Modes of inquiry, creative work and skill development**

Clinical rotations, internships, externships, apprenticeships, and research assignments are embedded into the curriculum of various programs, and serve to reinforce and build upon the SLOs.

- Health-care students have [skills checkoffs](#), clinical rotations and apprenticeships that provide hands-on trainings and simulations of workplace scenarios. Students perform simulated clinical procedures such as drawing blood, performing a patient interview, transferring a patient, casting teeth, performing an EKG, and placing sutures. Students also practice with each other, faculty, and actual patients, and instructors provide feedback on the skills.
- The [Surgical Technology](#) program has a competitive paid internship program in which selected students are paid to work as student interns and hone their skills. All health-care programs include a nonpaid practicum component in which students work in clinics, hospitals, or offices/medical facilities under the direction of a licensed professional to enhance their skills.
- The manufacturing programs also have apprenticeship and internships available. Industrial Automation students are provided apprenticeship opportunities at [Dold Foods](#) and [Spirit Aerosystems](#). These programs are set up for students to work the first part of the day and go to school before/afterward. The earn-to-learn model reflects the mission of WSU Tech and allows the students to immediately apply concepts learned in class. In fall 2018, internships were added for construction program students.

### **OASIS help**

All programs require research assignments and/or projects. The [Office of Academic Support and Information Services](#) (OASIS) offers classroom presentations on conducting research, evaluating sources, creating citations, and navigating changing environments. The OASIS also offers detailed individual counseling on key search terms and alternatives, where to look for information, how to weed out irrelevant information, best searching practices, study skills, and test taking strategies. In the [2017-2018 school year](#), the OASIS computer lab had 5,884 total visits. Additionally, the OASIS testing services center had 5,624 visits and its tutoring services center had 1,745 visits. OASIS staff members also [visited 26 classes](#) to present research and tutoring related items.

— 3.B.4 —

### **Recognizing diversity**

Recognition of human and cultural diversity throughout the world is an essential component of WSU Tech's mission "to provide quality higher education and leadership in workforce training that supports economic development for a global economy." One of the college's core values focuses on equity and diversity: "WSU Tech values the diverse nature of its students, faculty, and staff, and seeks to treat each person with the utmost respect." Accordingly, the value of diversity and respect for others is reinforced throughout the college and in the classroom.

As a technical college, WSU Tech serves a diverse group of students, [79 percent](#) of whom receive financial aid. Of those financial aid recipients, [58 percent](#) are eligible for Pell grants. To assist faculty in relating to students and to aid students in relating to the world in which they live and work, the college brought in [Bethanie Tucker of Aha! Process Inc.](#) to present during [in-service training](#) on diversity and poverty. She spoke about understanding and educating under-resourced college students. Faculty have applied this training in [psychology](#) and [sociology](#) courses. These courses consciously assign, discuss, research, and present authors and texts that represent diverse voices with respect to gender, sexual orientation, race, class, and disability to help students come to their own truths.

### **Taking diversity into community**

WSU Tech recognizes that human and cultural diversity is important not only in the workplace but also in the community; it involves not only where we work but also where we live. In addition to training and coursework, the college is involved in community service, community events, and co-curricular organizations. WSU Tech:

- Hosts [dental](#) checks and participates in health screenings where students have the opportunity to work on individuals from the community.
- Hosts and participates in events such as blood drives, [Girls Rock Science](#), [Operation Holiday](#), [Pizza Fest](#), and [United Way](#) events to support the community and to give students exposure to community service.
- Has organizations such as the [psychology club](#), and the [Student Chapter of National Association of Veterinary Technicians in America](#), and has [DreamU](#) camps and scholarship programs for lower achieving schools that help students become college ready through remedial programs throughout the community.

### **— 3.B.5 —**

#### **Faculty scholarship, creativity, and discovery**

The college is primarily a teaching institution and as such research is not contractually-required of faculty. Nevertheless, WSU Tech faculty are committed to the mission of providing quality higher education and leadership in workforce training to prepare world-class employees. This commitment manifests itself in the discovery and dissemination of knowledge through professional networking opportunities. As a condition of employment, [faculty are expected](#) to complete a minimum of 20 [professional development hours](#). WSU Tech offers a [semi-annual in-service](#) in which faculty share information concerning best industry and instructional practices, methods, and ideas with their peers. Faculty also present at national or regional conferences such as the National Network of Health Career Educators in Two-Year Colleges and the [Network Resources Open College and Career project](#).



WSU Tech also hosts a local conference called Innovative Teaching to Recharge and Connect ([iTRAC](#)). The mission of iTRAC is to provide and promote affordable professional development focusing on a broader perspective of andragogical and pedagogical best practices. The one-day event offers four breakout sessions with various topics and a keynote speaker. Each year, WSU Tech faculty are selected to present best practices at the conference, and most WSU Tech faculty attend the conference to learn about evolving best practices at other colleges. WSU Tech has hosted the conference for the past six years. The [2018 conference](#) had 167 attendees representing 43 different institutions and was supported by seven corporate sponsors.

### **Student opportunities**

WSU Tech students are provided opportunities to expand their knowledge and practice their skills through the SkillsUSA program. SkillsUSA serves college, high school, and middle school students who are preparing for careers in trade, technical and skilled service occupations. The SkillsUSA Championships are competitive events featuring outstanding career and technical education students from across the nation. WSU Tech students have achieved high recognition at the competitions and have built confidence through their experience. Over the past three years, an average of [520 students participated in SkillsUSA](#), winning a total of [90 medals at the state competition and four medals at the national competition](#).

The affiliation of WSU Tech with WSU provides students with additional opportunities for creative work and discovery of knowledge. [WSU Tech students are eligible to participate](#) in some of the university's co-curricular and extracurricular experiences, such as Leadership Pathways and Service-Learning Showcase. Additional learning experiences are created at locations where WSU and WSU Tech share space. For example, the Old Town location houses health-care programs from both colleges. Students from WSU's physician assistant program learn scrubbing techniques from WSU Tech [Surgical Technology](#) students, and WSU Tech [Practical Nurse](#) students have the opportunity to work with WSU's physician assistant students in a simulated setting. At the Advanced Education in General Dentistry location, WSU Tech's [Dental Assistant](#) students have access to licensed practicing dentists who work at the location. As the affiliation evolves, opportunities for co-curricular and extracurricular experiences will continue to grow.

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- 3B3.5 Information Literacy Rubric
- 3B3.6 Workplace Skills Rubric
- 3B3.7 Problem Solving Rubric
- 3B3.8 (2) Skills Checkoff
- 3B3.8 (3) Skills Checkoff
- 3B3.9 (2) Surg Tech Internship
- 3B3.9 Surg Tech Internship
- 3B4.12 Dental Service Project 2/7
- 3B4.13 Girls Rock
- 3B4.14 Operation Holiday
- 3B4.16 Pizza Fest
- 3B4.17 United Way
- 3B4.18 Psychology Club
- 3B4.19 Vet Tech Club
- 3B4.20 Dream U
- 3B4.3 (2) Bethanie Tucker Agenda
- 3B4.3 In-service Agenda
- 3B4.7 Implicit Bias Assignment

- 3B4.8 Gender Identity Assignment
- 3B5 Skills USA Membership
- 3B5.1 Professional Development Policy
- 3B5.10 SkillsUSA Awards 2017
- 3B5.11 SkillsUSA Awards 2016 - 2018
- 3B5.12 WSU Student Life Opportunities
- 3B5.14 WSU/WSU Tech Collaborative Activity
- 3B5.15 WSU/WSU Tech Collaborative Activity
- 3B5.16 WSU AEGD
- 3B5.2 (2) Boot Camp Flyer
- 3B5.2 In-service Flyer
- 3B5.3 Flipgrid Presentation
- 3B5.6 NROC Presentation
- 3B5.6(2) NROC Agenda
- 3B5.7 and 8 iTRAC Agenda
- 3B5.9 (2) iTRAC Analytics
- 3B5.9 2018 iTRAC Registration
- IPEDS financial aid report
- Spirit Apprenticeship Maintenance Electrician

## 3.C - Core Component 3.C

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

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

### Argument

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#### — 3.C.1 —

WSU Tech takes pride in the quality and dedication of its faculty. The [current number](#) of full-time faculty is 70, while the number of adjunct faculty is 208. These numbers change as enrollment fluctuates, but WSU Tech is committed to maintaining a manageable student/faculty ratio, which is currently [16 to 1](#).

#### Faculty oversight

As outlined in their [job description](#), faculty provide oversight for curriculum and expectations for student performance in their discipline or program. In addition to classroom support, faculty are available to students during [office hours](#). Each [course syllabus](#) includes the instructor's office hours and contact information. Faculty also work with Instruction Technology and Academic Support ([ITAS](#)) to ensure information housed in the college's curriculum repository ([WIDS](#)) is accurate and includes course competencies as well as any requested revisions.

#### Faculty assessments

Faculty also have [responsibility](#) for all [assessment activities](#) in their [discipline](#) or program, including formal institutional assessment. Each academic department has a designated [faculty representative](#) on the assessment team. The assessment representative [collaborates](#) with faculty to identify needed areas of improvement in curriculum, implement changes as needed, and ensure that all instructors in their discipline are administering the [identified assessment activities](#) for each course. Identified strategies for improvement are compiled in an [annual assessment report](#).

[Lead faculty](#) hold [special training sessions](#) to help adjuncts, including dual-credit high school instructors, understand how assessment works, the assignments that must be completed for the assessment process, how assessment data is used, and any interventions that will need to be implemented.

### **In and out of the classroom**

The availability of faculty members to carry out both classroom and non-classroom roles is supported through release time or additional compensation. [Directors and coordinators](#) are given reduced teaching duties so they can focus on non-classroom roles, including strategic planning, serving on committees, and tending to other administrative duties. For example:

- The Police Science lead [faculty](#) has a reduced load to allow sufficient time to train high school students for SkillsUSA, recruit students, mentor adjuncts and work with his IAT.
- The [Dental Assistant director](#) performs many duties in addition to teaching, such as updating student records, reviewing and updating curriculum, reporting annually to accrediting bodies, coordinating clinical rotations, mentoring adjuncts, recruiting students, attending IAT meetings, and serving on committees. The additional responsibilities are representative of those assumed by all lead faculty.

### **Adding and supporting faculty**

WSU Tech maintains sufficient numbers of faculty by adding positions and support personnel in response to higher enrollment levels and students' needs. Examples include [new faculty positions](#) in Police Science, Aviation Maintenance Technology (AMT), and Auto Service. Some adjunct faculty have moved to full-time positions as a result of [increased enrollment](#), including in Allied Health, Practical Nurse, Welding, Surgical Technology, and AMT. Additional adjunct faculty are hired as the needs arise.

## **— 3.C.2 —**

### **Qualifications and credentials**

Per institutional policy [5-30, Faculty Qualifications](#), general education faculty are required to have a master's degree or higher in the teaching discipline or subfield, or any master's degree plus 18 graduate credit hours in the teaching discipline or subfield. Career and Technical Education (CTE) faculty are required to have a bachelor's or an associate's degree and a minimum of 1,000 hours experience in the career/technical field, or a minimum of 4,000 hours work in the career/technical field.

Some areas have additional industry-specific requirements. To teach in the Practical Nurse (PN) program, the [Kansas State Board of Nursing](#) regulations require a Bachelor of Science in Nursing (BSN). However, there is an exception available in the regulations for an Associate Degree in Nursing (ADN) nurse to teach in a PN program with a plan to complete a BSN, and showing annual progress toward a BSN. [In the PN program](#) at WSU Tech, one faculty member has an ADN and is taking courses to complete a BSN. One faculty member has a BSN, and the rest of the PN faculty have MSNs.

All CTE faculty meet or exceed college and external credential requirements.

All instructors, including dual credit, [must submit transcripts](#) to WSU Tech. Transcripts are then reviewed and credentials vetted by the appropriate dean or director and archived for reference and retrieval by Human Resources. Credentials information for concurrent credit instructors, or those who teach college-credit courses at a high school, is received and archived in the same manner. HR also houses the [database](#) tracking credentials for each faculty member.

In 2017 WSU Tech [received an extension](#) from the Higher Learning Commission (HLC) regarding HLC Policy Assumed Practice B.2, specifically regarding the qualifications for faculty providing dual-credit instruction. As a result, several of the [dual-credit instructors](#) have chosen to take advantage of the extension and continue teaching dual credit while earning the needed credentials. Dual-credit teachers complete the WSU Tech [plan of study form](#) and submit it to the dean of General Education, and the vice president of General Education and Health Sciences, for review and approval. The plan of study is kept on file with the dean of General Education, and is updated as teachers earn additional graduate hours in their appropriate discipline.

Campus-based adjuncts are also allowed, per college policy [5-30 Faculty Qualifications](#), to sign a plan of study that is valid for three years. These [plans of study](#) are also kept on file with the dean of General Education, and updated as the instructor submits proof of hours taken with unofficial transcripts. Once plans have been completed, official transcripts must be sent to the WSU Tech HR department.

### — 3.C.3 —

#### **Faculty evaluations**

Instructional staff are evaluated regularly in accordance with policy [2.77 Performance Reviews](#), Merit Pay. All full-time faculty are also evaluated with [student evaluations](#) (once each semester) and [classroom observations](#) by administration. [Adjunct faculty](#) are evaluated with student evaluations and [classroom observations](#). Dual-credit instructors are evaluated by lead faculty or the appropriate dean in the same manner.

[Faculty performance](#) is evaluated by the appropriate dean on a yearly basis. This is a written evaluation and precipitates an employee's eligibility for merit pay. It includes a combination of college-wide goals, departmental goals, and individual goals. For each goal, an objective outcome is defined that would warrant a rating of 1, 2, 3, 4, or 5. Faculty and their dean work together to develop goals that are appropriate, ambitious, and relevant to the college's strategic plan.

In AY 2018, the college's [faculty senate](#) collaborated on the [creation](#) of performance goals specific to faculty. Because faculty often struggle to identify goals that are measurable and relevant to instruction, the [options](#) identified by [faculty senate](#) are useful. A grading scheme was also developed to establish consistency of the measurement criteria. This [element of faculty evaluation](#) was implemented in AY 2019.

### — 3.C.4 —

#### **Faculty development**

Twenty hours of professional development is required of full-time faculty, according to institutional

[Policy 2-20](#). WSU Tech supports professional development through several different activities, which include [fall and spring semester in-services](#) and [Boot Camp](#), which is conducted during the fall in-service. This camp is mandatory for all full-time faculty and optional for adjunct faculty. Faculty and ITAS staff offer several different workshops that focus on pedagogical best practices. The ITAS team provides ongoing professional development opportunities throughout the year, such as “lunch and learn” [workshops](#) that focus on best practices and new developments in higher education, and the required [teaching academy](#) for newly hired full-time faculty that is held every August.

ITAS also maintains the online [Innovation Cafe](#), which provides professional development materials on different topics such as open education resources (OER), technology and design, Blackboard [tutorials](#), and curriculum and assessment. Additionally, WSU Tech provides [professional development](#) through the support of faculty attending discipline specific or other educational conferences. WSU Tech hosts the annual Innovative Teaching to Recharge and Connect ([iTRAC](#)) conference that offers approximately 25 different workshops and a keynote speaker. Workshops [focus on different tracks](#) including accessibility, student services, instructional design/technology, and teaching and learning.

Aviation faculty also receive industry specific training through the Federal Aviation Association Safety Team ([FAASTeam](#)) training, which is conducted at WSU Tech free of charge and presented multiple times per year. Classes are presented by the dean of Aviation and other [FAASTeam members](#) in different venues. Additional training is available to technical faculty through the National Coalition of Certification Centers ([NC3](#)), which is a network composed of education providers and corporations. NC3 Train the Trainer is [offered annually](#) in June as a national training summit, and it is open and free to WSU Tech instructors. Additional fee-based NC3 training is available off-campus multiple times a year.

Various financial resources are available to ensure that faculty obtain necessary professional development. One resource is [Carl Perkins Grant funding, a federal program](#) that supports training for CTE faculty and administrators. For AY 2019, Perkins funding will provide just over \$191,000 to WSU Tech personnel for professional development; [Auto Service Technology faculty](#) will attend NC3 training and VISION Hi-Tech Training & Expo in 2019. This training helps to fulfill the National Automotive Technicians Education Foundation ([NATEF](#)) [requirement](#) that faculty have 20 hours of professional development each year. Certification and licensing are required in certain disciplines and/or fields, and WSU Tech requires that faculty in certain positions have and maintain the necessary and bona fide occupational qualifications.

According to [institutional Policy 2-14](#), the employee must provide evidence of required licensing, and the college will pay for any associated costs and fees for re-certification. For example, [NATEF requires](#) that instructors in the Automotive program be certified in engine repair, automatic transmission/transaxle, manual drive train/axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance. The Aviation Maintenance Technology ([AMT](#)) instructors, on the other hand, are required by the [FAA](#) to have Airframe and Powerplant licenses.

Professional development is logged by faculty in the [professional development tracking system](#) found on the Faculty tab in the WSU Tech portal. Directors and deans are able to review [professional development activities](#) within the tracking system.

— 3.C.5 —

### Accessible instructors

To support a collaborative learning environment, WSU Tech faculty are accessible for student inquiry. To ensure accessibility, instructors are required to maintain [35 hours per week](#) of classroom and office time, excluding overload hours. [Office hours](#) are posted by office doors and in [syllabi](#). All instructors, including adjunct faculty, are listed on the [WSU Tech Employee Directory](#), and are assigned a voice mail that is forwarded to their college email. Students also have online access to instructors through Blackboard and Outlook email, and instructors of campus-based classes are asked to be available before and after classroom times to answer students' questions.

Additionally, several programs have built in [open lab sessions](#) to provide students extra guidance from their instructors. For example, an [open lab on Fridays](#) for interior design students allows them access to materials that cannot be taken home, and extra time with an instructor to help them on their projects. [Open labs](#) are also available on Fridays for AMT students, and tutoring is offered twice a week with a [nursing instructor for PN students](#).

— 3.C.6 —

### Staff support for students

[Job descriptions](#) for staff are developed by their respective administrators and maintained by Human Resources. The college provides regular [training](#) and [professional development](#) opportunities for staff and administrators. The college follows required industry standards with respect to academic professional development, and staff in all areas have opportunities for [specialized training](#) and are encouraged to participate in [professional organizations](#). Funds for staff development are included in the [budgets](#).

All staff complete a comprehensive training process that includes [online modules, compliance training](#), and [extensive shadowing](#) with existing employees. Additionally, each department conducts [several trainings](#) throughout the year to stay current on issues in their areas. [One example](#) of this is the [Academic Advising team](#), which [meets weekly](#) on Friday mornings to discuss ongoing issues and complete internal training. Occasionally, guests from the community may attend to educate staff members on resources that are available to students in the community.

## Sources

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- 3.C.1.10 Assessment Report
- 3.C.1.11 Lead Faculty Responsibilities
- 3.C.1.12 Assessment Training Agenda
- 3.C.1.13 Director Short Term Health Job Description
- 3.C.1.14 Police Science Job Description
- 3.C.1.15 Dental Assistant Director Job Description
- 3.C.1.16 Board Minutes
- 3.C.1.17 and 19 Board Agenda



- 3.C.1.18 Enrollment Comparison 2016-2018
- 3.C.1.3 Letter of Appointment
- 3.C.1.4 Faculty Roundtable Agreement
- 3.C.1.5 Course Syllabus
- 3.C.1.7 WIDS
- 3.C.1.8 Gen Ed Assessment Plan
- 3.C.1.8.b Assessment Committee Minutes
- 3.C.1.8.c Assessment Committee Minutes
- 3.C.1.8.d Machining Technology Assessment Analysis
- 3.C.1.8a Surg Tech Assessment Plan
- 3.C.1.9 Faculty Assessment Responsibilities
- 3.C.2.1 Policy 5-30 Faculty Qualifications
- 3.C.2.10 Dual Credit Plan of Study Form
- 3.C.2.2 KSBN Faculty Qualification Report
- 3.C.2.3 PN Faculty Qualifications
- 3.C.2.4 HR Welcome Message to New Employees
- 3.C.2.4 Policy 5-30 Faculty Qualifications
- 3.C.2.6 HLC Extension
- 3.C.2.7 Dual Credit Credentials
- 3.C.2.8 Dual Credit Plan of Study Form
- 3.C.2.9 Policy 5-30 Faculty Qualifications
- 3.C.3.1 Policy 2-77 Performance Reviews and Merit Pay
- 3.C.3.10 Faculty Performance Goals
- 3.C.3.2 Student Evaluation
- 3.C.3.3 Classroom Observation Form
- 3.C.3.6 and 7 Adjunct Faculty Evaluation Process
- 3.C.3.7 Classroom Observation Form
- 3.C.3.8 Policy 2-77 Performance Reviews and Merit Pay
- 3.C.3.8.a Performance Evaluation Template
- 3.C.3.9.a Faculty Senate Minutes 10/18/17
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- 3.C.3.9.c Faculty Senate Minutes 2/14/18
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- 3.C.4.1 Policy 2-20 Professional Development
- 3.C.4.10 FFAST Team Training
- 3.C.4.10.a FFAST Team Training
- 3.C.4.10.b FFAST Team Training
- 3.C.4.11 ATEC Training Agenda
- 3.C.4.12 NC3 Screenshot
- 3.C.4.13 Train the Trainer Summit
- 3.C.4.14 Carl Perkins Handbook
- 3.C.4.15 NC3 Train the Trainer 2019
- 3.C.4.15.a Auto Service Perkins Approval
- 3.C.4.16 ASE Automobile Program Standards
- 3.C.4.17 Policy 2-14 Certification and Licensing
- 3.C.4.19 AMT Program Manual
- 3.C.4.2 Adjunct In-service Flyer
- 3.C.4.20 FAA Instructor Requirements
- 3.C.4.21 Professional Development Tracking System

- 3.C.4.22 Professional Development Report
- 3.C.4.3 Boot Camp Flyer
- 3.C.4.4 October Training Schedule
- 3.C.4.5 Teaching Academy Flyer
- 3.C.4.6 Innovation Cafe Screenshot
- 3.C.4.7 Blackboard Tutorials Screenshot
- 3.C.4.8 Faculty Professional Development
- 3.C.4.9 iTRAC Announcement
- 3.C.4.9.a iTRAC Conference Schedule
- 3.C.5.1 Faculty Office Hours sample
- 3.C.5.2 Faculty Office Hours Sample
- 3.C.5.3 Employee Directory
- 3.C.5.4 and 5 Interior Design Syllabus with Friday Labs
- 3.C.5.6 AMT Make-up Schedule
- 3.C.5.7 PN Tutoring Guidelines
- 3.C.6.1 Webjunction Training Examples
- 3.C.6.1.a Accuplacer Training
- 3.C.6.1.b Tutor Training
- 3.C.6.1.d NetTutor Training
- 3.C.6.1.e EdReady Tutorial
- 3.C.6.1.f Accuplacer Tutorial
- 3.C.6.1.g ATI TEAS Tutorial
- 3.C.6.10.a Student Services Agenda
- 3.C.6.10.b Student Services Agenda
- 3.C.6.2 Tutor Training Textbook Information
- 3.C.6.2.a Tutoring DVD Series
- 3.C.6.2.c KLA/MPLA Conference
- 3.C.6.2.d Retention Conference Program
- 3.C.6.3 KACRAO
- 3.C.6.3.d NACADA
- 3.C.6.4 Budget with Non-faculty Professional Development
- 3.C.6.6 and 7 Online Training
- 3.C.6.8 Shadowing Example
- 3.C.6.9.a Financial Aid Staff Meeting 11/2/17
- 3.C.6.9.b Financial Aid Staff Meeting 4/20/18
- 3.C.6.9.c Advisors Meeting 11/30/18
- 3.C.6.9.d Advisors Meeting 12/7/18
- 3.D.1.2 Academic Advisor Job Description
- 3B2.4(2) Online Principles of Nutrition Syllabus
- 3B5.2 In-service Flyer
- 3C Faculty - student ratio
- All faculty qualifications database
- Automotive Instructional requirements
- Budget with Non-faculty Professional Development
- ITAS
- NASFAA Credential
- Professional Development
- Professional Development budget - nonfaculty
- Professional Memberships

- Professional Memberships(2)
- Student Services Training
- WATC Assessment Report AY 16-17

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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#### — 3.D.1 —

##### **Student support services**

WSU Tech provides extensive resources to support learning and effective teaching strategies for its various populations. Key student services at WSU Tech include advising and financial aid. A change to an [academic advising model](#) was implemented in fall 2015 to provide greater assistance to students when they make their initial contact with WSU Tech. [Advisors](#) are assigned to specific programs and are expected to be subject matter experts and the main point of contact for all students considering enrollment in one of their assigned programs. The model promotes ongoing communication between academic advisors, admission counselors, and students.

The [Ready to Learn](#) initiative aims to prepare students for the first day of class with their financial aid or payment in place and their books and tools in hand. Advisors check the status of each student's financial aid each time they visit the advisor's office and help direct the student as needed to the financial aid office or their [myWSUTech account](#). The advising office also reaches out to students who do not have payment in place via email, [text message](#) (using Blackboard Connect), or phone to remind them that they have outstanding requirements or need to see the business office to set up a payment plan. An additional Ready to Learn initiative is to send [text messages](#) to students who have classes that start after the traditional start date of the semester reminding them that the class is starting.

In fall 2017, [student services](#) were added at the City Center and Old Town locations in response to program expansion and student needs. One full-time advisor is permanently located at each location and is assigned all programs for that location. [Financial Aid](#) is available at Old Town two days per week and City Center three days per week. Additionally, tutoring hours are available at both locations.

Also in fall 2017, the Strategic Enrollment Management ([SEM](#)) committee was established to

promote better communication between departments. The committee includes leaders from academics and student services, and monthly meetings include sharing information about upcoming and potential changes that could impact enrollment or student progression.

The [OASIS](#) is the Office of Academic Support and Information Services and includes the testing, tutoring, and library areas. The OASIS offers [tutoring](#) in a wide variety of subject areas and utilizes an online virtual tutoring program to expand subject availability and accommodate online students. Accordingly, individualized tutoring is available for virtually every program WSU Tech offers and to every student enrolled. The OASIS [library](#) provides physical and online materials for WSU Tech students at all campuses and provides discipline-specific resources as required for accreditation of some programs. The OASIS [testing](#) area provides a proctored environment for [WSU Tech students](#) to take entrance assessments, academic exams, and certification testing.

[Bookstores](#) are available on-site at the WSU South location and at NCAT for students to obtain required and supplementary books and supplies for classes. Textbooks may also be ordered on-line through the bookstore website.

[Strategic Innovations](#) includes student services in the area of Workforce Education and Development. Students are [provided career coaching](#), resume and interview workshops, and soft skills training. Strategic Innovations enhances services to students through [guaranteed interview opportunities](#) for Wichita Promise students, cooperative learning opportunities, and industry networking opportunities. A variety of programs offer cooperative learning opportunities in the form of internships, apprenticeships, and “earn and learn” models. [Career fairs](#) have transitioned into [industry day](#) networking opportunities in which WSU Tech students and future employers have a chance to create relationships.

Additional support services are available for students with disabilities and veterans. A [Disability Services](#) specialist provides services to eligible students at all campuses. Information about disability services is provided in every course syllabus and is also available on the WSU Tech website. The NCAT and WSU South locations each have a [veteran student center](#) dedicated to creating a supportive environment for veterans.

### — 3.D.2 —

#### **Preparing students for learning**

WSU Tech is an [open admissions college](#) and does not require placement testing for every student. Students who are not exempt from assessment are administered the [Accuplacer](#) through the OASIS testing center. [Exam preparation](#) is available and encouraged to ensure that the assessment accurately reflects the students’ skills. Accuplacer results determine the need for developmental coursework and some programs require assessment scores for entry. Entry scores are set by program faculty based on the skills necessary to be successful in the program and are reviewed annually. WSU Tech offers [PACER Math and PACER English](#) for students whose math or writing skills are not at the college level. These [courses](#) are designed for students to master content via an individualized, self-accelerating pathway. Students who do not meet the entry score requirement are enrolled in PACER Math and/or PACER English courses to allow them to improve their skills to the required level.

PACER math classes use computer-based curriculum with interactive tutorials and customized

assignments for each student. PACER math courses are designed so that students are able to self-accelerate through the curriculum while mastering the concepts needed to be successful in college algebra. Students attend regularly scheduled class sessions and are provided individualized support from the instructor. Additional open lab hours are available for students to work with an instructor outside of the scheduled class time. Students must pass the module post-test before proceeding to the next module. Students who do not complete the module sequence within a semester are enrolled for the following semester and begin with the same module they were working on at the end of the previous semester. Students can enroll as many semesters as needed to complete the required sequence and be ready to enter college algebra.

A similar concept is utilized with PACER English. Students needing developmental English, as determined by [Accuplacer test scores](#), are enrolled in PACER English. PACER English is an accelerated course designed to equip students with writing and reading skills required to be successful at the college level. Grammar and reading skills are individualized and self-paced, using both a computerized software program and instructor-led lessons, and are supplemented with reading and writing assignments. Students whose scores indicate a less intensive need for remediation are enrolled in a college level writing course (Composition I) and a one-hour supplemental lab in which the student works with an instructor on specific deficiencies.

[KBOR](#) has endorsed a multiple measures approach to placement that allows for consideration of factors other than the Accuplacer, such as high school math scores and instructor recommendation. [WSU Tech has piloted](#) this approach and will expand the pilot in AY 2019 to determine the effectiveness of multiple measures in placing students in math and English courses.

Tutoring support is essential to the success of WSU Tech students. The OASIS provides individual tutoring for every program offered at WSU Tech through [NetTutor](#), an online virtual tutoring program. [Additional tutoring](#) is provided specifically to Practical Nurse students who get assistance with nursing content from a nursing instructor. The [Health Sciences Hub](#) was established through a [Title III grant](#) and operates tutoring centers at both the WSU South and Old Town locations. Tutoring is provided to students in the various health programs, such as Veterinary Technician, Dental Assistant, Massage Therapy, Emergency Medical Technician and Surgical Technology. Simulation manikins and anatomical models provide hands-on review of concepts introduced in the classroom.

### — 3.D.3 —

#### **Advising students**

As outlined in 3.D.1, [a new advising model](#) was implemented in fall 2015 and shifted from a general advising model to specialized advising. [Advisors are now assigned programs](#) and see all students for those specific programs. The student is provided accurate and comprehensive information, and the advisor becomes more familiar with advisees. The [tremendous growth in enrollment](#) at WSU Tech over the past three years has been attributed, in part, to the improved advising model.

### — 3.D.4 —

## Infrastructure and resources

WSU Tech provides students and instructors the resources needed for highly effective teaching and learning. [Classrooms are equipped](#) with computers and projection systems that allow for group activities and projects. [Computer carts](#) are available for use in the classrooms. In many programs, [students use](#) tablets or laptops to enhance their learning.

The Information Technology department offers [Student IT Help Desk](#) services to every WSU Tech student and can be accessed by students via email or telephone. Email is the primary contact method, with the help desk phone number available as a backup if the technology issue prevents the student from being able to access email. Hours are posted on the [WSU Tech website](#). Students may reach out to the Help Desk after hours and will be contacted during the next day's regularly scheduled hours.

Instructional Technology and Academic Support (ITAS) provides faculty support in utilizing technology to enhance student learning. [Technology](#) includes Blackboard, ITAS recording studio, Light Boards, Softchalk, Third Party/Publisher integrations, WePresent and Zoom. In addition to one-on-one support, [ITAS instructional staff](#) also teach courses designed for new faculty and for faculty who are new to online teaching to provide the best possible instruction to the students.

Program labs are reviewed annually and updated as necessary to maintain state-of-the-art functionality. Each program seeks [input from their IAT](#) on equipment updates so students continue to train on equipment that will prepare them for the contemporary workplace. Each year's [budgeting process](#) includes [prioritization](#) of capital improvements and equipment updates.

In fall 2017, many of WSU Tech's health programs moved to the [Old Town](#) location to share space with WSU's Physician's Assistant and Physical Therapy programs. The remodeled space includes a simulation hospital with four patient rooms, high fidelity manikins, and a centralized control room for the PN program. Audiovisual equipment enables instructors to observe and record students from the control room while operating the manikins. A debriefing session allows students to self-evaluate their interactions with the simulated patient. Four simulated doctor's office exam rooms are included as well to provide students simulated experiences in both office and hospital settings. The location also includes three simulated operating rooms for the Surgical Technology program outfitted with an array of equipment that students will work with when they start their careers. Students also learn surgical techniques, including suturing, by practicing on a [Syndaver](#), an artificial cadaver that was acquired through the Title III grant. These lab spaces are shared with other programs as needed to maximize authentic learning opportunities for students.

In fall 2018, WSU Tech moved into the [WSU South location](#). Each [program's space](#) was customized for their specific needs and built to those specifications. Veterinary Technology has an intake and exam room, a radiology room, an operating room, and a kennel in addition to the dedicated lab and classroom. EMT has expanded lab space and a dedicated lab room with a garage door to enable the ambulance to be driven into the room for mock emergencies. The Police Science space includes a mat room for learning defensive tactics as well as a spatter room for CSI labs.

Also in fall 2018, the Dental Assistant program moved to WSU's Advanced Education in General Dentistry ([AEGD](#)) location. The program director provided input on the design of the space, and the remodeled facility includes a materials lab, radiology labs, and eight patient stations.

The City Center location has been extensively remodeled and upgraded labs have been part of that remodel. Over the past four years, [one to two labs](#) have been upgraded each year. The Automotive

Service lab is in phase 2 of a renovation that has included the addition of state-of-the-art equipment, improved lighting, and fresh paint. The Climate and Energy Control program, through a partnership [with TRANE and KanTRAIN](#) funding, has updated commercial equipment in the lab to provide students with hands-on experience in Building Automation Systems. In spring 2018, the program received a Perkins [Innovative Technology grant](#) to upgrade some of the residential equipment.

— 3.D.5 —

### **Student research and information resources**

Effective use of research and information resources is an [area of emphasis](#) at WSU Tech. [Information literacy](#) is an institutional outcome reinforced in every program. Each program identifies one course in which [information literacy is formally assessed](#) using a standardized rubric applied to a specific assignment in that course.

[The library](#), as part of OASIS, focuses on expanding resource offerings as well as creating individualized research guides for each program. [Resources](#) include special collections, professional development resources, career materials, and a rotating collection provided by the South Central Kansas Library System. Students have access to [face-to-face and online resources](#) as well as interlibrary loan. OASIS staff assist faculty in orienting students to the use of library resources through walk-in support and customized classroom presentations.

[WSU Tech's librarian](#) is completing a Master of Library and Information Science degree from San Jose State University and has five years' experience with the Wichita Public Library. [The librarian is available](#) on-site at the South location library Monday through Friday from 8 a.m. to 5 p.m., and available to faculty and students at other locations by phone, email, or appointment.

[Academic integrity](#) is reinforced through the [course syllabus template](#). Consequences for students who engage in plagiarism or other types of academic dishonesty are determined by the instructor and reported to the appropriate dean. The dean follows up with the student to explain the severity of academic dishonesty and to provide guidance so further instances can be avoided. In cases of repeated academic dishonesty, the student may be suspended or expelled from the college.

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- 3.D.1.8 Financial Aid Hours
- 3.D.1.9 SEM Agenda
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## 3.E - Core Component 3.E

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

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

### Argument

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#### — 3.E.1 —

#### Matching mission to education

WSU Tech strives to provide the optimal educational environment that matches the potential of its [diverse student body](#), which is, in turn, a reflection of [the greater community](#) it serves. While a safe and facilitating environment is essential to learning, WSU Tech provides additional opportunities for an enriched educational experience.

These additional opportunities are seen throughout the college's mission, vision, and values. [The mission](#) to "provide quality higher education and leadership in workforce training that supports economic development for a global economy," is pursued through the curricula. The college's programs of study endeavor to strike a practical balance between hands-on technical skills, general education coursework, and valuable soft skills that work in concert to constitute a truly successful and well-rounded learner. WSU Tech fulfills this claim through co-curricular programs and activities that complement its academic programs and enhance the educational experience of students.

One of the most comprehensive co-curricular programs is coordinated by [Strategic Innovations](#) and focuses on the development of soft skills. This program was implemented as a result of industry feedback and is designed to help students keep a job once they are employed. Program students are enrolled in a two-credit-hour course, [Blueprint for Personal Success](#), which develops skills for obtaining a job, such as resume writing and interviewing. The course is supplemented by a series of co-curricular workshops, [Bring Your A Game To Work](#), to develop soft skills such as attendance, attitude, and appreciation.

The college encourages innovative and interdisciplinary approaches to instruction that contextualize and enhance the relevance of classroom material. One such approach focused on the [integration of math skills into aviation courses](#). The [math and aviation instructors collaborated](#) to team teach the math competencies that are essential for mastering aviation coursework. The project, which was funded by a Perkins grant, helped students understand the relevance of math to the work they would be doing as an aviation mechanic. A similar project is being introduced in AY 2019 to implement writing skills into the [Police Science](#) program.

A similar example called upon machining students to assess the battery powered back-up efficiency of the Haas controllers. If the back-ups were not viable, valuable programmed data within the unit

could be lost in a power surge or electrical storm. An after-market product was available but at an extreme cost to the college. [Machining students were able to work with Industrial Automation students and Electronics Technologies students](#) to develop a “home-grown” solution and successful installation. This resulted in practical problem-solving, team-building, and significant cost savings to WSU Tech.

WSU Tech further strives to enrich the educational environment through faculty coordinated field trips and “guest appearances” in labs and classrooms on campus from industry partners. Students in the [Welding program](#) have visited vendors to obtain firsthand knowledge of supply-chain and project management fundamentals. The idea of offering an active and authentic learning experience in order to provide an enriched educational environment is also evident when [Art Appreciation](#) students visit the local museums. Likewise, [machining faculty](#) encourage industry partners to come out to the Machining Lab, informally observe students at work on the machines, and ask them questions about their tasks and future plans and goals.

The classroom experience is further enhanced by various forms of on-the-job training. Many WSU Tech programs offer [internship](#) or [clinical](#) practice opportunities for students. Beyond the clear reinforcement of technical skills, these opportunities provide students an enriched learning environment through hands-on interaction with teams, supervisors, customers, and general work-place culture. [Spirit Aerosystems and the WSU Tech Industrial Automation program](#) cooperate in a state-approved apprenticeship program that allows students/Spirit employees the opportunity to work at Spirit for half of the work day and attend class at WSU Tech for the other half.

WSU Tech students are invited and encouraged to attend local chapter meetings of the Society for Maintenance & Reliability Professionals ([SMRP](#)) and the American Welding Society ([AWS](#)). While industry advocate teams (IATs) serve as key drivers of program curriculum, [students are often invited to attend IAT Meetings](#) to establish contacts with industry partners as well as present industry-relevant demonstrations. Students also contribute to the WSU Tech learning environment through federal work-study positions. Students who qualify for [work-study funds](#) are eligible to work for pay in an area related to their program of study. A job description is written for each position, and students go through the standard hiring process of submitting an application and being interviewed. Their performances are evaluated, and continued employment is contingent upon satisfactory performance.

The clear example of WSU Tech’s commitment to co-curricular programs is participation in [SkillsUSA](#). Over the past three years, the number of WSU Tech students who have earned gold medals at the [SkillsUSA Kansas state competition](#) has increased, which means more WSU Tech students are competing in the SkillsUSA national competition. The key qualities of the mission at WSU Tech and the stated mission of SkillsUSA stand in close alliance to each other in focus and desired outcomes.

[The affiliation](#) of WSU Tech with WSU provides additional co-curricular opportunities. For example, [Interfest](#) is a semi-annual event open to all students that features cuisine prepared by international students. Students who attend this event will experience a variety of foods but will also interact with students from different cultures around the globe. Moreover, [WSU Tech students](#) can choose to pay the same student activity fee at the time of enrollment that WSU students pay and be eligible to participate in any of the WSU student organizations and activities.

— 3.E.2 —

### **Demonstrating the mission**

WSU Tech enriches student educational experience through community engagement, service learning, and economic development. Community engagement is achieved through events and programs in which students work cooperatively with the rest of the college to engage the community, such as [Manufacturing Day](#) on the first Friday of October. For the past four years, more than 200 high school students have toured the NCAT campus on that day and WSU Tech students engage with them in hands-on activities in each program area. These activities reinforce the skills students are learning while introducing prospective students to potential careers.

Community engagement is also the focus of the [Dream U](#) scholarship program. Working beyond the scope of dual-credit partnerships with community high schools, Dream U is in its third year at Wichita High School West and Haysville Alternative High School. The purpose of the program is to promote college readiness and offer a preview of the college environment to the dual-credit high school learner. The successful Dream U participant will receive a scholarship for a free class at WSU Tech to introduce them to the college environment and instill confidence in their academic abilities.

Service learning supports the global economy aspect of the college mission by reinforcing the values of equity and diversity and contributing to the development of socially aware citizens. The [Psychology Club](#), for example, engages not only students and the college community but the greater community as well through club activities and service projects, such as picking up garbage at area parks. Students are also significant partners in the community's annual [Operation Holiday](#), sponsored by Inter-Faith Ministries and supported by WSU Tech.

One of the key responsibilities of WSU Tech within the context of the pursuit of its mission is the cooperation with business and industry in the development of programs of study. Correlative to this is the introduction of industry-based certifications to further economic development by enhancing the employability of program graduates. WSU Tech Machining students participate in earning [NIMS certificates](#) in safety, milling, and lathe work. In the past three years, [NC3 certifications](#) have emerged as an integral part of various CTE programs of study at WSU Tech -- to the extent that among participating colleges/institutions, [WSU Tech leads the nation](#) in total certifications earned. Furthermore, WSU Tech [hosted the inaugural NC3 Robotics and Aviation Train-the-Trainer](#) event in June 2018.

Strategic Innovations, through Workforce Education and Development, is likewise invested in the [fulfillment](#) of the mission of the college. Traditional career fairs have been replaced with program-themed [Industry Days](#). The success of WSU Tech students in the [workforce](#) is also a key measure for how well the college supports economic development for a global economy. Matching students with [employers and seeking feedback](#) from employers on the job readiness of graduates are essential to an enriched learning environment when quality technical education and a skilled workforce are central to the mission.

WSU Tech has a firm understanding of its mission in the community as well as an acknowledgement of its role as a bridge at the crossroads of community, education, industry, and economic prosperity. As students travel across that bridge, WSU Tech is obligated by its mission to provide an enriched educational environment that is responsive to the stakeholders of the community and its lifelong learners.

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## 3.S - Criterion 3 - Summary

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

### Summary

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WSU Tech provides high quality education in its delivery of academic offerings, technical programs, support services, and student experiences. The collaborative work of administration, faculty, and staff enable consistent learning goals and expectations for courses as well as certificate and degree programs. The mission of the college drives the focus on the appropriateness of curriculum in technical education and the opportunities in general education. The college community works together to facilitate policies and procedures to ensure high standards for teaching and learning as evidenced through each of the core components of Criterion 3. Student support in and out of the classroom ensures that the college enriches the learning environments. Faculty and staff are committed to student learning by providing the infrastructure and resources for effective teaching, as well as targeted support services for all student populations.

Providing high quality education is not without some challenges:

- Maintaining accreditation and oversight from third-party and/or governmental agencies in some cases requires extensive resources and processes that limit certain efficiencies.
- Many new technical faculty members come directly from industry. The administrative aspect of teaching is often foreign and requires additional resources.
- WSU Tech continues to build relationships with dual-credit faculty ensuring that they are properly qualified, following course curriculum and outcomes, and integrated into assessment activities.
- As a technical institution and a commuter college, true student life and co-curricular activities are at a minimum. The affiliation with WSU can possibly open additional opportunities.

### Sources

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*There are no sources.*



## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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#### — 4.A.1 —

[Program review](#) at the Wichita State University Campus of Applied Sciences and Technology (WSU Tech) continues to evolve toward a fully mature process designed to drive continuous quality improvement while ensuring program goals, institutional mission, and accreditation standards are met.

#### Process for improvement and alignment

Prior to AY 2016-17 WSU Tech followed an annual process in which every program completed a [full review](#) throughout the academic year. Faculty completed the documentation (program information, curriculum, advisory committee, resources, program outcomes, and summary) and program characteristics data (demographics, retentions, completion, and placement) were provided by Institutional Research. Deans and the vice president of academics [reviewed](#) the document and

approved goals. The annual requirement ensured program review was completed but over time fewer items were being focused on to ensure that programs were increasing usage toward quality change or strategic usages. This included issues inherent in a yearly process such as workload for multiple departments, poor alignment between annual planning and budget timelines combined with changes in academic leadership, including multiple dean positions, and the vice president of academics position all of which resulted in leadership rethinking the process in its entirety.

With a change in academic leadership, the program review process was [evaluated](#) for efficiency and effectiveness based on the goal of using program review as a tool to gauge quality and allow faculty opportunity to reflect and plan in their respective programs and departments. The first change was the introduction of a three-year program review cycle. Also beginning in AY 2016-17, the document and items used to reflect on and respond to were [revised](#). Selected programs were chosen to complete the full review tri-annually and only the program characteristics sections including demographics, retention, completion, placement, and financials remained an annual requirement for all programs. The three-year cycle follows:

- 2016-17 – [Specialized Trades and Transportation](#), and [Aviation](#)
- 2017-18 – [Health Sciences](#), [Police Science](#), and [Interior Design](#)
- 2018-19 – Manufacturing, and General Education

The result of this new activity was the creation of a revised WSU Tech [program review process](#). Within the process the evaluation and review changed to ensure that information collected is appropriate and used to guide program/intuitional planning and financial decision-making. For example, as a result of the most recent program review cycle, the [nursing](#) program discovered an increase in attrition and declining National Council Licensure Examinations (NCLEX) [pass rates](#) for students in the evening program. The evening course schedule was adjusted to move some of the courses to summer, a change that decreases the load over the fall and spring. Program faculty expect to see an increase in retention and NCLEX pass rates in the next three years.

Beginning in AY 2019 lessons via the first two cycles are being implemented, and the document and items are being [revised](#) again. The purpose of the revision is to allow for a clearer and easier method for faculty to respond to items relevant to program review. This includes the annual report and review section required for each of the programs. An additional change is the alignment of the WSU Tech process with that of Wichita State University ([WSU](#)) and the Kansas Board of Regents ([KBOR](#)) program review requirements. The affiliation with WSU resulted in the benchmarking of the WSU Tech program review against the WSU program review process. The WSU Tech review and subsequent reporting functions may be included in the annual reviews WSU provides as part of oversight by KBOR.

Another piece of program review is the quarterly review of program budgets with academic leadership by Finance and Administration. Prior to the process change of program review, a summary of program budgets was included in the [data review piece](#) with a performance indicator. With the changes in college leadership, this method was discontinued and a [new method](#) was developed and implemented in FY 2018. Items such as operating expenses and margin, direct program expenses, and cost per credit hour were calculated for all WSU Tech programs. In FY [2019](#) [the process](#) was revised to provide more information that would benefit academic leadership. This includes revenue to expense percentages for certain items, return on credit hours figures, and a revised version of the [performance indicator score](#). Through the first quarter, these reports were shared by Finance and Administration with academic leadership and the president.

— 4.A.2 —

The Registrar's office oversees [credit awarded for prior learning](#) and by [transfer from another institution](#). Credit for prior learning may be awarded through military credit, by examination, corporate/industry training, licensure, etc. Students seeking credit for prior learning must submit a portfolio, which is evaluated by the appropriate program faculty and the appropriate dean. A maximum of 15 credit hours can be earned through prior learning.

— 4.A.3 —

Coursework from regionally accredited institutions with a grade of C or better may be considered for [transfer credit](#). Official transcripts are evaluated by the registrar, faculty, and the appropriate dean/director. In addition, WSU Tech participates in the [KBOR system-wide transfer program](#) known as Kansas Core Outcomes, which makes it easy for students to take and transfer certain credits. Currently 83 general education courses can seamlessly transfer from one Kansas institution to another. WSU Tech offers 44 of those courses.

[Each year](#) faculty from WSU Tech participate in meeting with representatives from other Kansas institutions to develop/revise outcomes at the state level that create the ease of transferability. For example, the Kansas Core Outcomes group established learning outcomes for introduction to business courses. A student who completes one of these courses at a Kansas public university, community college, or technical college will be able to transfer the credit to any Kansas public postsecondary institution offering an equivalent course.

WSU Tech also recognizes [Reverse Transfer](#). Students who transfer to a Kansas public university from WSU Tech are eligible for Reverse Transfer, which allows for the attainment of any associate degree for which they are eligible along the way to additional certificates and degrees. Eligible students are automatically issued an associate degree by correspondence between the university they attend and WSU Tech.

WSU Tech supports and actively participates in the [KBOR technical program alignment](#) project. In this project faculty from identified technical programs across the state work together to ensure technical courses are transferable, the degree exit points meet industry needs, nationally recognized credentials are integrated into the programs, and length of programs are aligned. Since 2006, the program alignment project in Kansas has completed 25 projects and WSU Tech faculty were represented on 15 of the alignment committees. Phase V of the KBOR alignment process includes the ability to revisit currently aligned programs and make any necessary revisions. Currently, [WSU Tech faculty](#) along with their colleagues from other Kansas institutions and business and industry, are revising the alignment of the HVAC curriculum (Climate and Energy Control).

Several [articulation agreements](#) are in place to ensure seamless transfer from WSU Tech to four-year institutions. For example, a newly developed articulation agreement with [Seminole State College in Florida](#) accepts up to 60 credits from WSU Tech's Healthcare Simulation Technology program. Another [recent articulation agreement](#) was approved with WSU's College of Applied Studies, which allows graduates of WSU Tech's Aviation Maintenance Technology Associate of Applied Science degree to transfer up to 60 credits toward a new program at WSU, the Bachelor of Applied Sciences

in Workforce Leadership and Applied Learning.

— 4.A.4 —

Updates to courses and programs at WSU Tech occur as part of the curriculum revision process. Faculty working with their industry advocate team ([IAT](#)) identify program/course revisions annually. These revisions, along with new programs, follow an [internal process](#) using World Wide Instructional Design System ([WIDS](#)). All changes are submitted in WIDS by November 30 each year to allow time for KBOR approval, if necessary. Minor changes can be approved internally; however, significant changes such as credit hour or course description and new programs must be approved by KBOR.

Department faculty meet with members of their respective [IAT](#) to [review and assess](#) the appropriateness of course prerequisites. The Interior Design [IAT](#) [recommended](#) adding INT105 Blueprint Reading as a prerequisite to INT166 AutoCAD during the November 2017 meeting. Additional changes to the program curriculum were also suggested and approved at this meeting.

All programs communicate student learning outcomes via the plan [EduCATE](#) found on all [course syllabi](#). Many syllabi also include program and/or course level [outcomes](#). Faculty are provided a syllabus template and access to WIDS to download course level outcomes and competencies. Lead faculty assist full-time and adjunct faculty with syllabus development and course content.

Third-party program level [accreditation](#) or oversight is an integral part of establishing and maintaining the academic rigor of select programs at WSU Tech. Programs such as Automotive Service Technology, Surgical Technology and Aviation Maintenance Technology must meet not only faculty credentials, equipment and facilities standards but also the curriculum standards set by their accrediting/overseeing body. For example, in the Automotive Service program's recent National Automotive Technicians Education Foundation (NATEF) [reaccreditation](#), faculty and [IAT](#) members prepared self-study documents to verify that the [program met curriculum standards](#) in all automotive service excellence areas including contact hours and equipment requirements. In AY 2017-18 the Aviation Maintenance Technology program faculty participated in a total revision of its AAS degree to ensure compliance with the Federal Aviation Administration guidance outlined in [14CFR Part 147](#). The process requires the creation and approval of an operations manual, which includes all projects students will complete in the program. While not an accreditation, this licensure requires each section of all AMT courses' adherence to the approved curriculum and projects to maintain the ability to offer FAA certifications.

Course rigor is particularly emphasized in health-care programs due to accreditation requirements surrounding pass rates on licensure exams/boards. The [Kansas State Board of Nursing](#) requires annual first time pass rate of 75 percent or higher. WSU Tech's [pass rate](#) over the last three years has exceeded this requirement: 2015 – 88.26 percent, 2016 – 87.66 percent, 2017 – 78.66 percent. Year-to-date for the current calendar year the pass rate is 85.37 percent. Surgical technology students are required to participate in the Certified Surgical Technologist (CST) exam with a 70 percent pass rate per accreditation guidelines by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Over the last three years, the [pass rate](#) has exceeded 90 percent with 100 percent participation.

When applicable, new programs at WSU Tech participate in the [accreditation process](#) at the

development stage. During the program creation process, WSU Tech faculty and administrators, working with business and industry representatives, identify the appropriate accreditation and ensure that curriculum meets the requirements. Once the program comes online, program leadership works to ensure the program obtains accreditation promptly. For example, in 2016 the [Veterinary Technology program](#) was developed in conjunction with local veterinarians. Program coursework [aligned](#) with the American Veterinary Medicine Association Committee on Veterinary Technician Education and Activities curriculum requirements and funds were provided to ensure that equipment and facilities met the required standards. The program [achieved](#) full program level accreditation in the fall of 2017.

### **Access to learning resources**

College resources are discussed in more detail in Core Component 3.D.

The IT department at WSU Tech operates a [student help desk](#) and maintains a network of student computer stations as well as a student remote access system. The student help desk provides network navigation and basic assistance in the Learning Management System (Blackboard) by phone and face-to-face at the National Center for Aviation Training (NCAT) campus and WSU Tech South Monday through Friday from 8 a.m.-10 p.m. Student computer stations with access to printers are available at all WSU Tech campuses. The WSU Tech [South location](#) has a student computer lab with seating for 25. In addition, the IT department provides the technology for students to access their WSU Tech documents from any computer. A [student technology guide](#) created by the IT department is automatically loaded to every course shell in Blackboard.

The Office of Academic Support and Information Services (OASIS) provides tutoring, testing and library services for the WSU Tech community. The main [library](#), located at WSU Tech South, provides students with a full range of academic library resources including program collections, information literacy training and interlibrary loan. A satellite library at the NCAT campus focuses on program and career exploration collections while also providing space for student computer usage and tutoring sessions. [Digital library resources](#) in the form of databases are available to all students via the myWSUTech portal. A full range of [testing](#) services from pre-enrollment testing (Accuplacer and EdReady) to pre- and post- employment testing (WorkKeys and PowerSafe) as well as course-based testing including make-up exams. Mid-term/final exams are provided at WSU South and NCAT campuses.

Recognizing the need for specialized [tutoring](#) WSU Tech provides tutoring resources for writing and nursing. [The Health Hub](#), which focuses on science tutoring, is staffed by tutors with medical degrees and is funded by a Title III grant. AY 2017-18 saw the expansion of tutoring resources via a pilot program with the online service [NetTutor](#). The pilot program was deemed a success by college leadership and funds were allocated in FY 2019 for full implementation for AY 2018-19.

Faculty use Blackboard for all courses regardless of the primary delivery method. Before attempting coursework, students are directed to read the information in the [Start Here](#) folder located at the top of the course landing page in Blackboard. Important documents, such as the [course syllabus](#), instructor welcome, class schedule, etc. are designed and included to help students succeed in the course.

### **Faculty qualifications**

As discussed in Criterion 3, per [Policy 5-30](#), WSU Tech general education faculty are required to possess a master's degree or higher in the discipline or subfield of the subject area they are teaching.

If a faculty member holds a master level degree in a discipline or subfield other than that in which he/she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline they want to teach. Current dual-credit faculty who do not meet these requirements are provided the opportunity to develop an education plan of study. Career and Technical Education (CTE) faculty are credentialed through education attained or professional experience.

### **Dual Credit**

WSU Tech maintains authority over dual-credit courses through faculty qualifications, course [evaluations, and classroom visits](#). [Faculty qualifications](#) for dual credit mirror those for full-time faculty including the option to develop a plan of study to earn the required degree(s). Full-time faculty provide course syllabi and master course templates to ensure that dual-credit faculty incorporate required student outcomes. For example, [AVC 112 Blueprint Reading](#) is [taught](#) in several area high schools. Dual-credit faculty use the same textbook, online content, and assignments/projects to ensure a similar student experience as the on-campus student. Classroom visits to assess quality and assist dual-credit faculty are conducted by program lead faculty and/or dean regularly.

#### — 4.A.5 —

In addition to Higher Learning Commission regional accreditation, WSU Tech maintains specialized [accreditation](#) and licensures appropriate to its degree and certificate programs. WSU Tech maintains several specialized programs requiring accreditation:

- [Automotive Service Technology](#) – National Automotive Technicians Education Foundation (NATEF)
- [Dental Assistant](#) – Commission on Dental Accreditation (CODA)
- [Surgical Technology](#) – Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- [Veterinary Technician](#) – American Veterinary Medical Association

Certain other programs have oversight by an external body such as [Aviation Maintenance Technology – Licensure](#) through the Federal Aviation Administration and state board oversight in certain healthcare programs but are not formally accredited.

#### — 4.A.6 —

WSU Tech [seeks](#) information from graduates of technical programs to discern information related to the employment status and continuing education endeavors of alumni. The college [uses a variety](#) of modes to collect this information including electronic survey, phone calls and face-to-face communication. Students are asked to self-report information related to their employment status (working in a related or non-related field to their field of study), wages/salary, certifications, and career support. WSU Tech programs are designed to be responsive to business and industry needs and labor market projections that indicate high-wage, high-demand jobs for students. Graduates are surveyed up to 90 days following their degree completion to report their employment status and to identify their interest in continuing their education at WSU Tech or another postsecondary institution.

[Direct feedback](#) from employers is another avenue for gathering information about graduate success. [Spirit Aerosystems](#) maintains a tracking system of all new-hire employees evaluating employment skills and compares WSU Tech aviation graduates with other new hires. Students in the Practical Nurse program must [pass the NCLEX PN](#) to obtain a license to practice as a PN. NCLEX is a standardized national exam that allows WSU Tech to benchmark our results at the state and national level. Similarly, [Surgical Technology](#), Veterinary Technician, and [Dental Assistant](#) students also must pass their respective industry exam to practice. As discussed in 4.A.4, program faculty review and evaluate the pass rates to determine student success.

Employers also provide feedback throughout the [internship and apprenticeship programs](#). Regular contact with employers regarding student performance is a requirement for credit in an internship. This feedback has been used to identify gaps in the curriculum and make necessary changes. For example, students are no longer allowed to enroll in an internship in the Industrial Automation program until all technical courses have been completed, due to [feedback from employers](#) indicating students were not properly prepared.

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## 4.B - Core Component 4.B

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

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

### Argument

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#### Assessment concerns

The one area of concern noted following WSU Tech's reaccreditation visit was assessment. The following report outlines progress toward concerns identified in the 2014 team's [recommendation report](#). Each of the areas of concern identified by the 2014 team and the subsequent progress made by WSU Tech follows.

#### Criterion-related monitoring required (report, focused visit)

- **Monitoring:** The college should submit a report on the development of its assessment activities, plan, implementation and results in May 2016 [This was changed by [HLC Board of Trustees](#) to an Embedded Report in the Year 4 Evaluation]. The report should clarify how the college has created a working system of assessment measurement that informs curricular change and serves the college's intent for continuous improvement.
- **Rationale:** The college has worked diligently in the past few years to define outcomes at the course and program level with uneven success. No clear results from curriculum measurement leading to improvement and change were evident to the team. Focused work in this area will serve the college and position it to manage a system to serve its interests in improving academic success for the future.

**Concern: "The institution is still in early stages of developing a systematic, effective assessment process."**

Prior to the re-affirmation visit, the college's focus was on program-based, outcome assessment utilizing a vehicle that enabled faculty to select program outcomes and measure student knowledge and abilities. The process and administration lived in Institutional Research with coordination through academics managing the process with the vice president of academics. The first big step following the visit was academics investigated a new approach to the coordination and administration of college-wide assessment practices. A result was the removal of assessment as a function of Institutional Research and was brought under Academics living in the [Instructional Support office](#). This was the first step in the many changes that would occur over the past four years. To truly address this concern in its entirety, responding to the additional concerns will provide the

road map for the development of a systematic, effective assessment process.

**Concern: “Consider formalizing an institutional assessment group... a position that would facilitate the conduct of assessment activities and provide oversight for the assessment process.”**

Next, the leadership team agreed with the site visit team’s recommendation and created a new [half-time position, director of assessment](#), whose responsibility is to provide leadership in the college’s transition toward a cohesive system for assessment. Beginning in 2015, the director set off on reviewing the current structure of assessment and the anticipated results of an effective assessment system with the goal of reworking the college’s structure of assessment to integrate the concerns identified by the re-affirmation team. Through a series of [meetings](#) with lead faculty and academic leadership, the director of assessment and team developed a [new structure of assessment](#) that focused on the college-level outcomes appropriate for the general education portion of career and technical education as well as the college’s focus on program-based outcomes centered on the success of career and technical students.

**Concern: “Assessment efforts appear to be focused on course performance or tasks rather than the end product program graduate.”**

With the implementation of new college-wide outcomes, program faculty were provided a structure to gauge the holistic student learning experience. Through discussions with faculty and investigating the general education portion of most programs, a set of four core general education outcomes, or [Student Learning Outcomes \(SLO\)](#), was adopted in the fall of 2015 to be implemented across academics. This adoption allowed technical programs and general education courses to cohesively support student learning of core components of education in a manner that prepares them for a 21st century academic and professional environment. The goal was to be able to measure college-wide progress in general education skills using the following SLOs.

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

In an effort to streamline the integration of the four SLOs into technical programs across the college, the outcomes are grouped together to form the acronym [EduCATE](#). The plan to EduCATE was adopted college-wide with each unique technical program and general education course defining specific skills, activities, assignments and assessments within the program/course that facilitate the learning process and ultimate fulfillment of the outcomes. This was done in tandem with a new way to assess program outcomes that utilized the Worldwide Instructional Design System ([WIDS](#)) instead of the previous use of spreadsheets and the intranet. Using WIDS as the system and warehousing agent for the assessment process will be discussed under an additional concern below.

The director of assessment [worked](#) directly with faculty representatives from general education courses and technical programs to identify and develop methods to be used for evaluating SLOs. Initial rubrics were developed and piloted annually beginning with communication ([oral or written](#)) in 2015. Following the pilot in 2016, the systematic review of one SLO by every program annually

and the inclusion of the pilot of an additional SLO were adopted. In 2016, all programs assessed [communication](#) using the rubric, and one program in each academic division was to pilot information literacy. During the 2017-18 academic year, all programs assessed [information literacy](#), and one program in each academic division used the [problem solving](#) rubric as a pilot. For example, Aviation Maintenance Technology implemented the [information literacy rubric](#) in AMT 120 Airframe Inspection and AMT 202 Engine Inspection to allow all program faculty to use the rubric and assess the SLO. The pilot for problem solving is housed in AMT 200 Reciprocating Engines. In 2018, Healthcare Administration and Management implemented the communication rubric in [PNR 132](#) Gerontology Nursing and piloted the [information literacy rubric](#) in PNR 135 Mental Health.

**Concern: “The team believes the WIDS software could be a helpful tool to contribute to WATC’s understating and development of a systematic assessment process.”**

At the time of 2014 visit, the college had just purchased WIDS and had minimal involvement in its utilization in the assessment process. Subsequently, all [assessment plans](#), [supporting data and reports](#) are now housed in WIDS. [Faculty are directed to visit the site to review and approve the plans, reports and summary](#). [Instructional Technology and Academic Support \(ITAS\)](#) manages the WIDS system. While every faculty member is given access to WIDS to analyze and report on data and findings to create the context of the plans, the dean of Academic Services and the ITAS team are responsible for entering the structure of the plans into the WIDS system in order to maintain consistency among programs. They also [provide the training](#) to [faculty](#) on reviewing and inputting outcomes and curriculum mapping in WIDS.

WIDS is not only the vehicle to track and report assessment data, it also serves as the central repository for the college’s curriculum and programs alignments. The dual purpose of WIDS and its functionality allows faculty and academic leadership a one-stop location for reviewing the structure of courses and programs.

An example relevant to the concern raised by the 2014 team is the college’s use of WIDS for the assessment of program outcomes. In addition to the assessment of SLOs, all programs at WSU Tech have established [program outcomes](#), while general education disciplines have [course outcomes](#). Program outcomes are specific to technical programs such as [Surgical Technology](#) and [Automotive Service Technology](#), while the discipline outcomes are specific to general education courses such as English and social sciences. Program faculty members collaborated with the director of assessment and ITAS to review and audit the program. These outcomes were entered into WIDS and [subsequently mapped](#) through the program courses to determine where each outcome was introduced (I), practiced (P) and assessed (A). Through the review/audit process, faculty was asked to respond to the following topics.

- What will graduates of the program know, be able to do, or value? (Are those skills and attributes accurately reflected in the existing program outcomes?)
- What specific observable or measurable action should the students do to demonstrate they have met the outcome?
- How will we know if the students have achieved the outcome?

Technical programs completed a list of outcomes and a developed curriculum map was housed within WIDS. Using the curriculum maps, each [program has identified specific assessments](#) (at least one skills based assessment and at least one knowledge based assessment) that are used to gauge how well students are learning the important concepts from the course as outlined in the list of outcomes.

General education faculty identify the appropriate courses from their discipline to participate in the assessment. Once courses are identified, faculty select the outcomes to measure via assessment goals. Each selected outcome is measured with a [knowledge-based assessment](#) in order to ensure student learning is happening.

**Concern: “Processes are inconsistent and results have not netted the most meaningful of insights.”**

After the review of outcomes and the plan to [EduCATE](#) had been developed, the director of assessment worked with faculty to ascertain the best method for retrieving the SLO and outcome data and generate the reports that would be utilized in the analysis of assessment data. In the past this was a manual process and required faculty to remember items in their gradebook or retain paper assessments to perform assessment activities. It was determined that this was not the most efficient method, and that a systematic way to identify courses and appropriate activities and [pulling data from Blackboard](#) would be more efficient and effective. This process allowed for the highest amount of efficiency as well as the most comprehensive application of the assessment process within the organization. Faculty now [score rubrics in the Blackboard gradebook](#), which can then be accessed for review.

The Instructor Resources Site in Blackboard was replaced with the [Innovation Cafe](#) a place for instructors to find support materials and resources related to [assessment at WSU Tech](#). Every faculty member at WSU Tech has access to this site whenever signed into Blackboard or through a link in the intranet on the faculty tab.

With the integration of WIDS and Blackboard into the assessment process, faculty members have access to their [program outcomes](#), [assessment plans](#), and [identified assessment data](#). Faculty are encouraged to regularly review their outcomes and curriculum maps to ensure proper curriculum alignment for their respective courses. The program level outcomes are formally reviewed through the triannual [program review process](#) as faculty are asked to respond to the following prompts.

- Review program degree levels, courses, credit hours, sequencing of courses, and prerequisites to ensure they are appropriate and, if applicable, meet KBOR or industry alignment standards.
- Assessment activities are documented annually including review of student learning outcomes.

Faculty also discuss and [review program level outcomes in IAT](#) meetings. In the assessment process, results are pulled directly from the gradebook in Blackboard for faculty analysis at the end of each academic year. Program assessment plans for the next year are developed based, in part, on the success or challenges presented during the analysis of the previous year. Furthermore the college’s [Innovation Cafe](#) was created to house additional resources on assessment and other topics frequently of interest to faculty. In addition a review of assessment information as well as a basic tutorial is given to faculty [new hires \(both full-time and adjunct\)](#). These activities allow for a high level of consistency across all technical programs and departments.

Specific to providing meaningful insights, an example in the Career and Technical Education division occurred in the welding department. In [AY 2017](#), faculty found through their analysis of assessment results that “students continue to struggle with learning the welding blueprint symbols making it difficult to be successful on many of the projects.” The recommendation for improvement and intervention was to facilitate an assignment in which students create in-class flashcards for the welding symbols. The following year with the improvement in place, all students met the targeted standard. Making and using flashcards in the group setting resulted in remarkable improvement of

test results. The flash card project remains a part of the lesson plan for teaching welding symbols.

An example of meaningful insight that shows additional work needs to be done comes from Health Sciences, specifically the [Practical Nurse \(PN\) program](#). AY 2017 results showed that 57 percent of students were able to meet the standard, and the analysis objective pinpointed that the assessment and instruction areas were not focused enough on the subject. Inclusion of additional topics and resources was identified as the intervention. The following year results did not improve significantly. PN faculty re-examined the intervention and added additional areas of instruction including expanding some of the instructional areas to prior courses for the students to gain a better foundation of the targeted outcome.

The addition of SLO assessment in technical programs in tandem with utilizing WIDS as the vehicle to capture the complete assessment process provided the college with a formal structure that was consistent across programmatic areas. With program and discipline outcomes used to better connect student learning to the activities in the classroom, and SLOs in place to measure the holistic WSU Tech learning experience, a method for conveying this system had never been implemented. Through discussion a systematic approach to the dissemination of not only SLO information but the plan to EduCATE and program outcomes was developed. In AY 2016, EduCATE was added to all [course syllabi](#). In AY 2017, [program and discipline outcomes were included on syllabi](#). Finally in AY 2019, SLOs were included in all [course shells in Blackboard](#).

**Concern: “It does not appear that specific outcomes are identified for co-curricular activities or that assessment methods other than satisfaction surveys have been identified for co-curricular offerings.”**

Co-curricular activities at WSU Tech are not as common as other two-year colleges. The WSU Tech definition and application of co-curricular is directly tied to the mission of the college to provide high quality workforce training. Couple the commitment to the mission with being a multi-location, commuter college, there are not a lot of co-curricular activities for students. Moreover, some co-curricular activities are just getting started — for example, the student chapter of [National Association of Veterinary Technicians in America for the Veterinary Technology program](#) and the [Psychology Club](#) at the WSU South location where most social science courses are offered. The lack of activities is, however, potentially changing through the affiliation with WSU and opportunities to get involved in co-curricular and extra-curricular activities on the WSU campus.

Overall, WSU Tech’s emphasis on the mission with co-curricular activities focuses on the interplay between technical skills and abilities and professional workplace behaviors. The development and relationship of this co-curricular activity is provided below.

In 2016-2017, the director of assessment position was replaced with a [faculty-led assessment committee](#) designed to ensure faculty were instrumental in the design, implementation and analysis of student learning. This committee, composed of representatives from each career and technical division and general education, meets monthly with the [dean of Academic Services](#) to monitor progress toward annual assessment goals. Committee members also serve as the local experts within their academic division and assist and support faculty along with ITAS as each faculty group works through their own assessment process. Although not a co-curricular activity, the inclusion of all academic units toward a single plan using the same process has added to the efficiency of the entire assessment process.

The case in point that supports co-curricular activities is the committee’s guidance and oversight of

the SLOs and the [plan to EduCATE](#). Through [discussion in this committee](#), it was determined that the original four SLOs may not be appropriate to reflect some of the changes brought about in academics via the [2016-2020 strategic plan](#), most notably the inclusion of soft skills and professional behaviors throughout the curriculum and programs. The college adopted the [Bring Your A Game To Work](#) curriculum and blended it with technical curriculum. The integration of these workplace skills provides a co-curricular experience for students by having instruction by members of college staff on professional behaviors necessary to succeed in the future career path. The [discussion in assessment committee](#) on the addition of workplace skills as another SLO also included dialogue on differentiating critical thinking and problem solving. The committee determined that the SLOs would be revised with workplace skills being added and critical thinking being removed. The committee also worked together to [develop a rubric](#) for all faculty to use to assess workplace skills following the methodology used in other assessing other SLOs. The workplace skills rubric is currently being [piloted](#) and all programs are assessing problem solving. This cascading roll-out allowed time to create faculty buy-in and revision of rubrics following the pilot years.

## Core Component 4.B

### — 4.B.1 —

Students in technical programs and general education courses regularly engage in activities, assignments, and assessments that offer them the opportunity to build and refine general education core skills relevant to their academic future and/or career development plan. These skills are specifically centered on communication, analysis, technology usage, and critical thinking. The college utilizes four student learning outcomes (SLOs) that are integrated into technical and general education at the program and course levels.

In order to streamline the integration of the four student learning outcomes into technical programs and general education courses across the college, the outcomes are grouped together to form the acronym EduCATE. The [plan to EduCATE](#) has been adopted college-wide, with each technical program and general education course defining specific skills, activities, assignments and assessments within the program/course that facilitate the learning process and ultimate fulfillment of the student learning outcomes. These efforts allow for the objective and relevant evaluation of the attainment of the outcomes in each course, program, and at the college-wide level. Each year, WSU Tech programs examine a core outcome within their program assessment process. Assessment of the communication student learning outcome was [piloted](#) in AY 2016. In AY 2016, [communication](#) was fully implemented and information literacy was piloted. The following year, AY 2017, [information literacy](#) was fully implemented and problem solving was the [pilot](#). The plan for AY 2018 will be to fully [implement](#) problem solving and pilot a newly developed [workplace skills](#) student learning outcome.

[Program level outcomes](#) are the skills WSU Tech students will know, be able to do, or value once they complete the program. One knowledge-based assessment plan is developed and completed annually in all Career and Technical Education (CTE) programs and general education disciplines. CTE programs also complete a [skills-based assessment](#) annually. Outcomes are created with input from business and industry during the program development process, aligned with national standards through program level accreditation, and included in program review. At least once in each academic

year industry partners are asked to review program outcomes for currency and relevancy. Faculty, working with the dean of Academic Services, ensure that program outcomes are mapped to each program. The resulting outcomes matrix indicates where program outcomes are [introduced, practiced, and assessed through the program courses](#). Additionally, the matrix indicates where student learning outcomes are assessed in the program courses. Utilizing the curriculum mapping as the starting point, faculty then select which program outcomes will be assessed in annual program outcome assessment plans (OAPs) [2016](#), [2017](#), [2018](#), [2019](#).

#### — 4.B.2 —

With the implementation of EduCATE, SLOs, and program level assessment, the assessment of student learning is becoming more integrated across the college. Faculty are provided several [opportunities](#) throughout the year to attend [training](#) on assessment. The goal is for faculty to understand assessment and truly improve student learning. Training is offered at faculty events such as [Teaching Academy](#), [Faculty Bootcamp](#), [Faculty In-service](#), and through resources on the [ITAS Innovation Cafe website](#).

As a technical college, many of the faculty are subject matter experts rather than trained teachers. The concepts of learning outcomes and assessment are foreign to some. Recognizing that most faculty are content area-specific experts, the assessment committee is composed of representatives from each academic division. Individual and group training, discussion, and professional development opportunities are provided to the committee to assist them in better understanding the assessment process and purpose. Throughout the assessment cycle, faculty are able to request assistance from their assessment committee representative and the committee chair. For example, lead faculty in [Composites](#), [Aerospace Coatings and Paint](#), and [Emergency Medical Services](#) all met individually with the assessment committee chair to obtain assistance in completing their AY 2017-18 OAP analysis ([Composites](#), [Aerospace Coatings and Paint](#), and [Emergency Medical Services](#)). Faculty members of the assessment committee also work individually with faculty in their respective division to assist with development and evaluation of assessment plans/data. For example, the assessment representative for [Skilled Trades and Transportation](#) met with faculty in Climate and Energy Control to ensure the workplace skills SLO rubric was loaded to the appropriate course in Blackboard.

As mentioned in the embedded report, workplace skills SLO was deemed to be a product of co-curricular focus based on inclusion in the strategic plan. Two initiatives are utilized to crossover and include specific workplace skills within the technical programs. The first initiative is [PDV 105, Blueprint for Personal Success](#). This course is required for a majority of WSU Tech programs and is integrated when possible into their program sequencing and schedule. Although it is an academic unit, it fulfills the college's definition of co-curricular by providing students a forum to discuss and learn about teamwork, working with others, listening, and other professional behaviors. Students are [assessed](#) utilizing their understanding of work ethics, resume building, and interviewing skills as well as scenario-based examples.

Assessment of course objectives reinforces the interplay between technical skills and professional behaviors. The second initiative is the inclusion of [Bring your A Game To Work](#) curriculum embedded into technical courses. This 10-hour programming focuses on seven "A" behaviors (i.e., Acceptance, Appearance, Attitude) and other skills needed to be successful in obtaining and keeping a job. The 10 hours are [sprinkled through a technical program](#) and are taught by individuals from



various areas in the college who are not program faculty. The idea is that instruction of this curriculum by staff professionals students might not interact with frequently may reinforce the work ethic skill set. Moreover, when possible, industry professionals are brought in to instruct these sessions. Most of the [A Game curriculum and assessment](#) is done through observed behaviors and discussions.

The importance and further investment in these two initiatives provide a good example of co-curricular activity in technical programming. The assessment piece is the emphasis now across the college as workplace skills is included in the SLOs. The [rubric being piloted](#) this year was developed by the [assessment committee](#) and utilized the basis of the A Game curriculum for its foundation.

— 4.B.3 —

Program level assessment results are reviewed at the conclusion of each academic year. If the target outcome was not met, faculty develop improvement objectives and interventions for the following year. The assessment plan is also reviewed and updated for the next academic year. Assessment committee members compile the data by division and write a [summary report](#) in consultation with the dean. The chair of the assessment committee compiles the division reports to create an annual report ([2016](#), [2017](#)).

The [Practical Nurse program](#) provides an example of information learned from assessment to improve student learning. Program faculty used assessment to determine the pass rate on the dosage exam. The standard for success was 100 percent of students passing the dosage calculation exam by the second attempt; 82.5 percent of students met the standard. Improvement interventions for AY 2018 include these ideas: (1) all instructors will teach dimensional analysis throughout the program; (2) dosage calculation exam will be moved from clinical course work to didactic; and (3) a “ghost” column will be created in the gradebook to capture the data needed to reflect the second exam attempt allowing for data collection of the first and second exam attempts.

At its inception, the WSU Tech strategy for integrating student learning outcomes called for a four-year rotation in which a single student learning outcome is implemented across the curriculum each year while selected programs piloted the next outcome. The next year, the previous year’s pilot outcome was implemented across the curriculum and the next outcome was piloted. The rotation will be fully completed in AY 2019-20 when the student learning outcome workplace skills is implemented across the curriculum.

	Piloted	Implemented
Communication		16-17
Information Literacy	16-17	17-18
Problem Solving	17-18	18-19

Workplace Skills	18-19	19-20
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Data from the student learning outcomes rubrics are pulled by the ITAS team and compiled by the assessment committee chair. Once compiled, the data are reviewed in the assessment committee. The team looks for trends and potential issues that should be resolved before the assessment is administered during the next cycle. For example, during the information literacy pilot year (AY 2016-17) faculty indicated a distinct dislike for the course materials as they were cumbersome and overly in-depth. As a result, the [assessment committee](#) abandoned the course materials in favor of creating a [common rubric](#) to be applied during the integration year. At this writing data from common information literacy are being reviewed by the assessment committee.

Compliance in administering the student learning assessment among program faculty has increased with significant improvement between the 2016-17 and 2017-18 academic years. However, compliance has not yet resulted in documented curriculum changes based on student learning outcomes data. Once the first four-year cycle is complete, programs will begin to collect data on all student learning outcomes annually thus providing the opportunity to complete the assessment and implement curriculum changes based on the results. On a positive note, many programs have voluntarily made the first step toward collecting data on all student learning outcomes. For example, all programs in [Health Sciences, Nursing and Short Term Health](#) as well as [Aviation](#) are voluntarily participating in the assessment of three out of the four student learning outcomes in AY 2018-19. [Skilled Trades and Transportation](#) has also increased the numbers of student learning outcomes assessed in AY 2018-19 in anticipation of fully implementing the assessment of student learning outcomes.

#### — 4.B.4 —

Since the site visit in 2014, WSU Tech had made significant progress toward ensuring good practice in assessment. Via changes in the process, the college created an assessment committee, making the responsibility for assessment a group effort rather than resting on one individual. [WIDS](#) is now used as the central repository for data collection and analysis. Additionally, Goal 4 of WSU Tech's current strategic plan ([Vision 2020](#)) focuses on improving the student experience, which includes improving teaching and learning. [Performance metrics](#) include the percentage of programs participating in assessment and the number of improvements made based on assessment outcomes.

Finally, there is increased and ongoing [faculty training](#). As a result, assessment has become part of the college culture as demonstrated in the fact that all faculty at WSU Tech participate in assessment. Lead faculty are ultimately responsible for the completion of the OAP at the planning and analysis state; however, all faculty participate in assessment to some degree. The level of participation varies depending on the program/discipline. For example, in the Practical Nurse program, program level assessment takes place in [PNR 134](#) and [PNR 120](#), courses that are assigned to only four out of the 10 faculty members. However, all nursing faculty, regardless of what courses they teach, actively engage in assessment discussions to ensure student learning. In the Welding program the [skills-based assessment](#) lives in the culminating program course, which all faculty teach sometime during the year. As a result, all faculty engage in analysis of assessment results and the creation of instructional

interventions designed to ensure students meet the standard of success. To emphasize the importance of assessment, all faculty have at least one item on their [annual performance review](#) tied to assessment in AY 2018. For AY 2019, all Career and Technical Education faculty are required to include an item on their [annual performance review](#) to ensure assessment remains a priority.

Academic leadership team (ALT) [regularly reviews](#) assessment plan progress. The dean of Academic Services — who serves as the chair of the assessment committee with assistance from ITAS — provides a variety of resources including [Microsoft Planner](#) tasks and spreadsheets housed on the intranet that reflect the current courses using SLO rubrics and the submission of program level assessment plans. The regular updates allow the ALT to focus on assessment throughout the academic year instead of only when a deadline is near.

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## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

### Argument

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#### — 4.C.1 —

The college has established goals for student retention, persistence, and completion based on current student success data and historical data. At the institutional level, WSU Tech's strategic plan, [Vision 2020](#), [goals 2 and 3](#) include performance measures directly related to student retention, persistence, and completion. At the program level, goals are set through the program review process.

- Goal 2: Create Focused Enrollment Growth and Foster Student Success
  - o Number of credentials earned
  - o Number of awards earned
  - o Fall to Spring Persistence Rate
  - o Placement Rate
- Goal 3: Improve Internal Efficiencies & Meet Workforce Needs
  - o Number of internships/apprenticeships

[Goals](#) for retention, persistence, and completion are established and monitored at various levels throughout the college. The strategic enrollment management (SEM) committee [addresses a wide variety of issues](#) related to recruiting, enrolling, retaining, and completing students. The retention, persistence, and completion rates of (1) first-time entering, full- and part-time, degree/certificate-seeking students, and (2) first-time in program, full-and-part time, and degree/certificate-seeking students are part of a set of key [performance indicators evaluated by this group](#).

Evaluating baseline data to establish goals for the upcoming academic year is an interactive process that involves representation from Academics, Student Services, and Institutional Effectiveness. Recommendations are made based on the evaluation of historical data within the institution as well as benchmarking data available through [IPEDS](#) and other surveys in which the college participates. Academic leadership made the decision to eliminate [Medical Assistant](#), and [Patient Care Technician](#) in AY 2017 and [Medical Billing and Coding](#) in AY 2018 due to several factors including lack of available jobs paying a living wage in the local workforce. SEM also has established goals for the success of general education students who are part of Shocker Pathway, a general education program that allows students to complete a degree at WSU that they cannot complete at WSU Tech. For these students, measures of retention, persistence, and completion involve internal goals as well as goals set with the university.

In general, institutional goals are set in a way to emphasize the need for continuous improvement, comparison to peer institutions, and the desire to measure the results of initiatives to achieve improvement. [Communication among SEM](#), the leadership team (the president's cabinet), and academic leadership team (academic vice presidents and deans) is a [collaborative process](#) that allows college-wide goals to be part of the overall strategic plan, which ties into KBOR [performance agreements](#) including goals on completion, enrollment, and credentials, divisional/departmental initiatives within Academics, and part of the advising/student resources model within Student Services.

#### — 4.C.2 —

Retention, persistence, and completion are monitored using an [active scorecard](#) on the college intranet. Through the [program review process](#), data are reported and reviewed annually. Additionally, goals guided by KBOR's [Foresight 2020](#) plan set long-range targets tied to WSU Tech's required [performance agreements](#).

Institutional Effectiveness provides [data](#) on student retention, persistence, and completion for first-time entering and first-time in program student populations and subpopulations mentioned in 4.C.1. Data updates are provided at fall and spring census enrollment dates for each term. [Reports](#) are made available to college faculty and staff including SEM, Leadership Team, and Academic Leadership Team. These [results](#) are evaluated based on goals that incorporate [historical performance](#). For students who become part of a cohort by beginning study at a fall/spring census point, re-enrollment/award completion status is tracked at the next term's census date as well as the one-year, two-year, and three-year census points in time. These data are also reported and analyzed annually through the [program review process](#). For example, [data collected for the Avionics program](#) revealed low enrollment but high industry demand. As a result of conversations with local industry and in response to the closing of local for-profit institutions, WSU Tech redesigned Avionics, creating the Electronics programs. Enrollment has increased to 17 students in the fall 2018 semester from five the previous semester.

#### — 4.C.3 —

[Retention/completion data](#) are used in conjunction with other student success data to form a more complete picture of possible bottlenecks/barriers to students completing programs. A recent example



is finding significantly higher completion rates for a one-term program relative to another that shared a [set of core courses](#). A [comparison of individual course success rates](#) for these core courses by program revealed that one of the courses, which was delivered online, had far lower success rates for the program with the lower completion rate. This resulted in [conversations](#) within both Academics and Student Services about curriculum and resource issues for the specific population of students who choose to enroll in that program.

For these kinds of programs where issues are identified, or there is an emphasis to increase the number of graduates because of an [extreme community need](#) that suddenly arises, [initiatives](#) might be adopted and [piloted](#) to evaluate their success, and then taken out to other programs across the college.

Analysis of student success measures is done alongside other data, particularly measures of individual course success. These data are part of [key performance indicator dashboards](#) and reports provided by Institutional Effectiveness to faculty/staff, regular items of discussion for SEM, and part of the [academic program review process](#) carried out within Academics at the program level. Goals and initiatives established for upcoming years result from these in-depth evaluations of these data.

### **Initiatives for improvement**

Several initiatives are underway to improve student retention, persistence, and completion as a direct result of the data WSU Tech collects.

- [Ready to Learn](#): Advisors work with students to ensure they are prepared the first day of class with financial aid or payment in place, textbooks, and tools.
- [Inclusive Access](#): CHECKEVIDENCE Currently piloting in business courses and select programs, required materials are automatically uploaded to Blackboard for student use on the first day of class. Print versions of the materials are available for an additional fee if students prefer hardcopy over digital.
- [Online Success](#): A task force was created in spring 2018 to review online course success and create/implement strategies for improvement. Beginning fall 2018, online classes will move to common nomenclature of modules with due dates rather than weeks or chapters, the “Start Here” module moved to launch page for easier student access, the “Start Here” module quiz is due in week one, the Online Learning Consortium rubric will be used to evaluate online courses, and Quality Matters will be an optional gold standard.
- [Early Alert](#): Faculty are required to assign coursework and enter grades in the first week to better identify students at risk of dropping and those who have not yet attended. Faculty are encouraged to contact students who have not participated in the first week.

The largest initiative is the inclusion of student centered success across all the college as the focus of Section 1 of employees’ [individual performance evaluations](#). Each year beginning in 2017, the college has selected an overall item to focus on for employee evaluations. For 2019, the item is a focus on student-centered success in retention, course success, enrollment, completion, and placement. For any employee to be eligible for bonus/merit pay, the overall average performance must indicate that the college has not underperformed its three-year average in a conglomerate of those five items. Since this is a major focus on performance evaluations, [many departments](#) have included items related to this focus on Section 2 of the Performance Evaluation, which represents individual and department goals for 2019.

The purpose of the college-wide initiative is to bring into focus the role every faculty and staff member has in the success of students. In a [session at the most recent in-service](#), members of the

strategic enrollment management team gave a presentation on factors affecting student success in all stages from inquiry to placement. At the conclusion of the presentation, an interactive activity allowed participants to submit ideas online. [These ideas](#), along with the goals and year-to-date performance for the student-centered success metrics, will be displayed on the college-wide intranet and discussed at spring convocation by the president. In doing this, the Leadership Team is communicating to all faculty/staff that achieving improvements college-wide happens as a result of everyone's individual commitment to student success.

#### — 4.C.4 —

The definitions of measures for student retention, persistence, and completion reflect a combination of standard definitions used across higher education and specific college needs related to the college mission. Defining cohorts of students at standard enrollment points (census dates) as well as monitoring their outcome up to the 150 percent to 200 percent points in time are consistent with how data are reported to the National Center for Education Statistics for [IPEDS](#). At the same time, looking at only first-time freshmen or even all first-time-entering students fails to capture a large population of students at WSU Tech: namely, adults who may be updating skills/training after having attempted to go to college before or changed careers. Because of this, [program-level retention](#), persistence, and [completion](#) include an analysis of all students, regardless of their classification as first-time freshman, transfer, or continuing.

Dashboards are being built to allow deans and faculty to more closely examine data. At the course level, within term retention, productive grade rate and course completion rates are published at the end of each semester. Data are aggregated by high school/adult student enrollment and course delivery method.

The college also [monitors](#) retention, completion, and placement data for subsets of students based on college initiatives that require more refined data on these populations. As an example, Wichita [Promise](#) provides scholarships covering the entire tuition expense for students in certain high demand programs. Scholarship dollars are made available through institutional funds and private contributions. [Success rates](#) for this specific subset of students is expected to be monitored and shared as a key performance indicator of its own.

In 2016, WSU Tech created the [Health Science Hub](#) as a result of student retention, persistence, and completion data. The demand for additional support services for students in Health Sciences outpaced staff capacity. Faculty collaborate with academic coaching and tutoring staff in the Health Sciences Student Success Center to engage with students and build rapport. [Data gathered](#) from student use of the center has identified areas of strength and weakness in the curriculum that prompted faculty to modify curriculum to better meet the needs of the students. Success Center staff also closely monitor student progress, particularly while students are enrolled in courses that often pose difficulty.

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## 4.S - Criterion 4 - Summary

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

### Summary

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WSU Tech faculty actively participate in assessment policy, methods and best practices; evaluates assessment data; makes recommendations based on assessment data for improvement and accountability purposes; and communicate assessment practices with their colleagues.

The program review process including financial health measures provides a renewed quality measure for faculty and academic administration. The affiliation with WSU could impact the structure and reporting of program review to match KBOR requirements. WSU Tech is committed via the most recent Strategic Plan to define goals that will lead to improvements focused on student success.

The college demonstrates compliance with Criterion 4 and the required Embedded Report by:

- Employing a systematic process, method, and regular pattern of review for each program that provides data on student outcomes and student success regarding those outcomes;
- Integrating the assessment of college-level student learning outcomes across all technical programs;
- Instituting a program review process that focuses on the relevant issues related to each program and the necessary changes and improvement needed;
- Engaging the entire college community's attention on success measures such as retention, completion, credential attainment, placement, and course success.

Although great strides have been made in all areas of Criterion 4, college faculty must continue to grow in assessment practices both in program assessment and student learning outcomes. This includes closing the loop and seamlessly integrating both types of assessment in technical programs and general education courses. As the college matures and embraces a quality improvement culture, a continuous cycle of planning and budgeting that thoroughly includes change should be embraced.

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

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

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

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

### Argument

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#### — 5.A.1 —

##### Sufficient fiscal resources

Since the previous Higher Learning Commission [reaffirmation visit](#) in 2014, the Wichita State University Campus of Applied Sciences and Technology (WSU Tech) has seen a dramatic change in enrollment and modifications in operations as a result of strategic planning and decision making. With minimal change in [state appropriations](#) over a 10-year period and facing [decreased adult](#) enrollment, the college has increased revenue due to a focus on the strategic planning objective or goal of increasing adult enrollment. [Institutional funds](#) were invested in the [Wichita Promise](#) program in FY 2017, 2018, and 2019.

The investment resulted in an increase in enrollment that increased revenue each year well above the investment amount. For example, further [enrollment growth](#) was realized in FY 2018 and resulted in more than \$1 million in [additional revenue](#) over FY 2017. Because of the growth, WSU Tech has been able to keep tuition rates relatively flat with [no increase in FY 2018](#) with only a [slight increase](#) in general education courses and three program areas, and an across-the-board increase in student fees in FY 2019.

The overall financial health of WSU Tech is positive. The most recent [Composite Financial Indicator](#)

CHECKEVIDENCE Score was up to 7.09 in FY 2017, which is up from 4.83 in FY 2016. In FY 2018, the state share of WSU Tech's [operating budget](#) was 24 percent, with an additional 21 percent coming from federal, state, and local grants. The remaining 54 percent is supported by a combination of tuition and fees, and industry training support. Total budgeted revenues for FY 2018 are [approximately \\$1 million higher](#) than FY 2017 actual performance. The college has dedicated \$500,000 in scholarship funds to support the [Wichita Promise for FY 2018](#). This funding follows \$367,000 to support the Wichita Promise in FY 2017.

To coincide with the growth in enrollment, [operational dollars](#) were also invested in new additional locations and lab improvements by:

- Moving health-care programs to WSU [Old Town](#);
- Moving from Southside Education Center to [WSU South](#);
- Moving Dental Assistant program to WSU [Advanced Education in General Dentistry](#);
- [Upgrading and expansion](#) of IT Systems program;

[National Center for Aviation Training state grant funds](#) have been used to invest in equipment and lab improvements, such as a [CJ-1 jet purchase](#) for use in Aviation Maintenance in 2017, the Machining lathe addition in [2018](#), and a plan to upgrade growth and expansion in Welding and Aviation labs in 2019.

Growth in [high school enrollment](#) has also increased funding. Growth in dual-credit, general education offerings has expanded, while growth in career and technical education credit has been linked to state funding of the [Excel in CTE program](#). In AY 2017, the [state reduced funding](#) by 17.9 percent; however in [FY 2018, the Kansas Legislature added](#) an additional \$7.3 million in funding, restoring reimbursement to 100 percent. WSU Tech's portion of [Excel in CTE funding](#) for FY 2018 was a reimbursement of \$2.6 million.

Even though WSU Tech has experienced additional revenue and has sufficient resources, the college has streamlined operations and closed a couple of academic programs to realize budget savings. One example is the consolidation of Library Services, Testing, and Tutoring into one area, the Office of Academic Support and Information Services (OASIS). The college also closed low-enrollment, high-expense programs in [Medical Coding](#) and [Auto Collision Repair](#).

Payroll and fringe expenses account for [approximately 62 percent](#) of the total expenses budgeted for FY 2018 compared to 65 percent of actual expenses in FY 2017. [Salaries and job titles are compared to local and/or](#) peer institutions to maintain equity among faculty and staff positions compared to peers. The most recent comparison was done prior to the FY 2018 budget year.

### **Sufficient human resources**

Human resources are sufficient to support and sustain educational programs and support for student success. Based on [fall 2017 data](#), 70 full-time residential faculty, 128 board-approved staff, approximately 150 adjunct faculty, and an additional 50 dual-credit faculty, in addition to a variety of part-time staff and student workers, support approximately [7,000 student learners](#). Because of the nature of technical education, WSU Tech maintains a strong residential faculty versus adjunct faculty ratio of 1:3 and a [faculty-to-student ratio of 16:1](#).

WSU Tech evaluates its [human resource needs as part](#) of the [budget review process](#). The appropriateness of faculty and student support are two of the biggest factors. Appropriateness of

faculty refers to multiple elements that WSU Tech considers when supporting academics. These elements include examining the number of faculty in programs and disciplines, teaching load, number of students per section, faculty credentials, and the suitability of having full-time instructors versus adjunct instructors.

All of these elements play a part in the support of academic operations. The student support element is the number of personnel available to properly assist students. In addition to having a sufficient number of personnel, a judicious faculty-to-student ratio, appropriately credentialed faculty and staff, and the right mix of full- and part-time employees, college leadership works hard to ensure that employees are fairly compensated. The college provided [salary adjustments, bonuses, or raises](#) in FY 2018, 2017, and twice in 2016.

Employees are also given the opportunity to provide feedback. Annually, employees are sent a [climate survey](#) to gauge their satisfaction with employment at WSU Tech. [Survey results](#) have been positive over the past few years, and areas of concern are identified and added to the strategic plan as initiatives. For example, “I see professional growth and career development opportunities for myself in this organization.” had the most uncertainty of all items from the survey. WSU Tech is working to change that and promote more professional development opportunities among faculty and staff. [Additional dollars were added to academic administration](#) budgets to assist with professional development and the second year of the [LEAD program](#) was launched to help emerging and current leaders in the college expand leadership and knowledge. Both of these are action items in the current strategic plan.

### **Sufficient physical resources**

Regarding physical infrastructure, WSU Tech’s main campus is located at the National Center for Aviation Training ([NCAT](#)). WSU Tech is managing partner of NCAT, a 254,000-square-foot complex, that houses the college administration and has the allotment of support services. WSU Tech’s aviation and manufacturing programs have [advanced training equipment](#) to mirror industry standards. In addition to partnering with local aviation companies such as Bombardier-Learjet, Textron Aviation, and Spirit AeroSystems, these programs benefit from relationships with the [National Coalition of Certification Centers \(NC3\)](#), Starrett, Snap-on Incorporated, Daniels and other companies. The [state of Kansas’ investment at the NCAT campus](#) has allowed programs housed there to invest in advanced training for aviation and manufacturing. This allows the college to redirect other equipment funds such as [Perkins funding](#) to programs housed at the other locations.

Outside of NCAT, [WSU Tech has five additional locations](#) located throughout metropolitan Wichita, four of which are shared with WSU. Strategic planning including targeted grant-based initiatives have been used to update and renovate learning and laboratory space to match industry expectation. [A few examples](#) include simulation laboratories for health students at the Old Town location and state-of-the-art labs in Climate and Energy Control and Automotive Service programs at the City Center campus. In addition to instructional resources, [all WSU Tech classrooms](#) have video projection systems, computers, and high-speed Internet.

### **Sufficient technological infrastructure**

The IT department works from a recently updated [technology strategic plan](#) that analyzes the college’s technology needs both in the classroom and administratively, and sets goals and objectives for how to address those needs. WSU Tech employs a two-department approach to supporting the college students, faculty, and staff for IT Resources. The IT department oversees the hardware and

network in all of the buildings and has staff located at each location to provide in-person support, and [Instructional Technology and Support \(ITAS\)](#) manages the college's learning management system, Blackboard.

WSU Tech uses Banner as its primary enterprise system for student, financial aid, human resources, and financial records and accounts. [IT is responsible](#) for developing and maintaining these systems, and works with each individual department on exploiting the data within the system to provide data resources. Other student-based systems are maintained by IT and interact with Banner to provide the college with strategic and specific planning resources. These systems include Cognos, the college's primary data-warehouse tool; Recruit, a system used to help attract and recruit students; and myWSUTech, the portal. [IT oversees](#) the technical upkeep of on-campus computer classrooms and labs available to students, staff, and faculty.

WSU Tech also has built a remote system that allows for [remote access for faculty and staff](#) from anywhere on the internet. [A portion of the NCAT and institutional budget](#) is used for technology life-cycle renewal, infrastructure and hardware maintenance, software licensing and costs, and modernizing technology. This budget supports the infrastructure for the entire college.

[ITAS manages Blackboard](#), where all online and hybrid courses are located. ITAS has been instrumental in leading WSU Tech personnel through the instruction technology changes for the past few years, providing centralized support for new technologies to enhance effective learning environments, including the expansion of online learning and use of Blackboard. [Blackboard](#) provides student access to syllabi and course content. ITAS also oversees ([WIDS](#)), the college's assessment and outcome system.

## — 5.A.2 —

### **Resource allocation process**

[All revenues generated](#) by WSU Tech are allocated within the college to accomplish its mission of providing quality higher education and leadership in workforce training. The college does not disburse revenues to any entities outside the college.

WSU Tech prioritizes educational purposes during resource allocation and budget process. For example, during the FY 2018 [enrollment increase](#), [faculty positions were added](#) to open new sections. During the fiscal year and preparing for [FY 2019](#), [additional positions](#) in Student Services and Strategic Innovations were added to support the growth of students and programs. [Additional dollars](#) were also added to ensure that student supplies and equipment match enrollment growth.

The [WSU Tech budgeting process](#) and [Leadership Team review process](#) ensure that the college's core educational purposes are adequately funded. Between [FY 2014 and FY 2018](#), the college budgeted the largest percentage of its resources for instructional and academic support. On average, 48.9 percent of the base budget was allocated to instructional and academic support. An additional 10.4 percent was budgeted for Student Services, and the remaining 40.7 percent was split among Institutional Support, Operation and Maintenance, and Auxiliary.

## — 5.A.3 —



## Alignment of organization, resources and opportunities with mission

The [mission statement](#) of WSU Tech fosters educational and career preparedness by employing qualified instructors with relevant experience and offering programs aligned with workforce needs. The college's core goals within its mission are to provide quality higher education and leadership in workforce development. The college drives the development of today's workforce by delivering high-quality credit and noncredit courses and programs designed to meet the needs of specific customers. While its mission underscores what the college considers important, the strategic plan provides the road map for how its mission will be carried out.

The college fulfills its goal of providing quality higher education by offering:

- More than [75 associate of applied science \(AAS\) degrees, technical certificates, and certificates of completion programs](#);
- An opportunity to complete general education courses that [transfer to four-year institutions](#); and
- Leadership achievement in [workforce development](#) through the technical programs offered and through credit and noncredit training opportunities.

All of these educational opportunities support economic development by preparing students to be successful in the workplace. Industry advocate teams (IATs) and business and industry representatives [connect WSU Tech](#) to the community. Courses and programs are developed, [revised](#), and suspended based on the [demands of the local and global economies](#). WSU Tech's ability and willingness to respond to these demands is an example of the college's dedication to its mission.

### — 5.A.4 —

Staff at WSU Tech are appropriately qualified and receive opportunities for mandatory and optional training in alignment with their professional positions. To assure that qualified staff are hired, the process is initiated through a [standard form](#) and then begins by referring to the [position description](#). Qualified applicants are considered for a position using minimum and desired qualifications required in the position description. Hiring committees [follow WSU Tech policies and procedures](#) that dictate job postings, hiring guidelines, and procedures for confirmations. A semi-standard [interview template](#) is used for all screenings and interviews.

The college's Human Resources office facilitates the hiring process and coordination. Human Resources provides [orientation](#) to all new employees, including adjunct faculty, the first week of employment. All newly hired faculty are also required to participate in [faculty orientation](#). The college Leadership Team hosts a [New Employee Academy](#) twice a year for new full-time employees that provides an opportunity for administrators to share their department's impact on the college mission, vision, values, and strategic directions in more depth. The college president hosts the New Employee Quarterly Breakfast. One-on-one training is provided on instructional technologies and methodologies by ITAS.

Learning in pursuit of lifelong educational, professional, and personal goals is valued and supported with opportunities occurring throughout the college. [Annual training](#) is offered to all faculty and staff through in-service, and additional training opportunities are offered on an ongoing basis including

[supervisor training](#). WSU Tech employees attend outside training courses or seminars at the discretion of their department supervisors. Many employees hold professional certifications and licenses, and [WSU Tech pays](#) for renewing these if they are required for the employee's position. [Employees are expected](#) to participate in at least 20 hours of professional development activities annually to stay current with new developments and trends. WSU Tech provides opportunities at in-services, department meetings, boot camps, and other internal functions, as well as financially supporting staff development to attend workshops, conferences, and other external activities.

Additionally, all WSU Tech employees receive tuition waivers for any WSU Tech course in which they enroll. [Professional development funds](#) are provided through Carl Perkins funds and supplemented via department or division funds. In [FY 2019 additional funds](#) were provided by the college specific to professional development. More information regarding professional development is provided in Core Component 3.C.4 and 3.C.6.

#### — 5.A.5 —

##### **Processes for budgeting and monitoring expenses**

The [budget development process](#) allows WSU Tech the opportunity to realign budget amounts with actual spending and revenue levels in addition to allowing adjustments to reflect new projects, critical services, strategically directed plans, and potential changes from external funding sources. Beginning in 2017 for the FY 2018 budget, [WSU Tech changed the budgeting](#) process to become more nimble and reactive to individual department/division needs as well as provide expanded oversight and tracking of performance.

The process begins with the Budget Team, which consists of the vice president, Finance and Administration; director, Finance, Budgets, and Reporting; and manager, Human Resources. This team uses the previous year to provide a base and guideline for the upcoming year as well as year-to-date and previous years' actuals for a budget-to-actuals analysis. The next step is to review the revenue sources and any potential changes (both positive and negative). The Budget Team also works with Institutional Research to begin [forecasting potential credit-hour projections](#) for the remainder of the year as a tool in estimating credit hours for the upcoming fiscal year. Academics will then use this information as a baseline for [setting credit hours](#) by subject, a key driver in the revenue discussion.

The Budget Team next examines expenses, including salaries, non-salaries, capital equipment, and technology resources. This process is completed during [several budget meetings](#) with the individual department's budget manager as well as Human Resources. Individuals in these meetings are sent their budget-to-actuals analysis to discuss with the Budget Team. [Throughout the discussions](#), any recommended changes are noted and, where applicable, added to the incremental changes list and categorized as either personnel or non-personnel requests.

The process allows budget managers to review and discuss the future budgetary changes requested for the next fiscal year. [Throughout the year](#), budget managers review, monitor, and reallocate their budgets upon approval from the Budget Team.

## Baseline determinations

Once credit-hour projections are received from Academics and all budget meetings have occurred, the Budget Team prepares a baseline budget including key assumptions for the upcoming fiscal year. The assumptions include any known changes to revenue, potential personnel changes, and other major factors that could impact the budget. The next step is to discuss with the Leadership Team the overall budget climate for the upcoming year. Then the [Leadership Team provides](#) feedback to the president of WSU Tech on recommended credit hours and tuition and fees increases. The president works with the [Budget Team and recommends](#) to the WSU Tech Board of Trustees (BOT) the upcoming year's tuition and fees changes. WSU Tech BOT, based on these recommendations, [adopts any changes](#) to tuition and fees. In the future, those recommendations will go to the president of WSU who will consult with the WSU Tech BOT acting as the [advisory board to WSU's president](#).

After tuition and fees are set and budget is completed, the Budget Team works with the president and the Leadership Team on incremental additions [including personnel](#) and [non-personnel items](#). During this same time, budget managers develop [additional budgets for NCAT funds](#), [Capital Outlay](#), and the [Carl Perkins fund](#) for the upcoming year. The last step in proposal development is the confirmation of funding streams and amounts from state and local sources.

## A final budget with ongoing review

A [final budget is then presented](#) to the WSU Tech BOT for [overall approval](#) and adoption of the proposed fiscal year budget. This process will also transition to the president of WSU with recommendations from the WSU Tech BOT due to the recent affiliation. The final approved budgets are released to the departments.

During the development process, the college works to identify and link planning with resources for the upcoming year. A challenge for WSU Tech is to better articulate funding and monitor measurable outcomes that are directly related to strategic planning goals and initiatives.

Throughout the fiscal year, the director of Finance, Budgets, and Reporting meets with budget managers to address budget and expense concerns as well as [provide periodic program performance reviews to Academics](#) and the president. The ongoing review offers opportunities to identify potential budget challenges. In addition, there are various reconciliation processes that occur on a monthly basis. WSU Tech's financial system is set up to process requisitions through an established work flow, ensuring appropriate approval by all necessary areas.

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## 5.B - Core Component 5.B

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

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

### Argument

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#### — 5.B.1 —

#### Governing board responsibilities

The [WSU Tech BOT](#) is composed of local business and industry leaders who are well versed in workforce and economic trends and conditions, and thereby reflects the college's mission to support workforce training and economic development. The WSU Tech BOT's active involvement in the community assists WSU Tech in meeting its mission. The [BOT's community involvement](#) helps drive the academic vision for program development and implementation focusing on NCAT aerospace and manufacturing programs, additional career technical education including health care and general education. This focus provides a better base for WSU Tech to increase program and course offerings in the future.

In 2012, the [WSU Tech BOT passed policy](#) decision making to the college president. This change was made to alleviate the small policy changes that were being presented at board meetings. Although no longer involved in this process, the [BOT is kept up to date on policy changes](#) that have wide-reaching implications for the college.

The WSU Tech BOT provides oversight through regularly schedule meetings occurring every other month. Members of the public are invited to speak at board meetings and regularly scheduled updates are provided on financial health, student growth, new academic programs, and personnel changes that require approval. Through these meetings ([2016](#), [2017](#), [2018](#)) and occasional visits to campus activities or off-campus activities representing WSU Tech, the board fulfills its legal and fiduciary responsibilities. The BOT also has a standing [finance committee](#) that reviews WSU Tech financial statements and decisions as warranted by policy.

As WSU Tech continues to transition, governing board responsibilities will be shared between the president of WSU and president of WSU Tech, with the WSU Tech BOT, in addition to the Kansas Board of Regents, which is the governing board for WSU. See Criterion 2.

— 5.B.2 —

### **Engagement of internal constituents in institutional governance**

Based upon the intent of the policy or procedure, the initiation point for change or review can come from several different areas of the college. This process ties into its mission and values through a checks-and-balances method, which provides a higher level of quality. Stronger buy-in for the policies and procedures supports effective implementation by administration, staff, faculty, students, and the WSU Tech BOT.

Once approved and ready for implementation, policies and procedures are posted on the [college's website](#) under the More tab and Policies and Procedures subheading. The information is also available in a more direct manner on the [myWSUTech portal](#). Microsoft Sharepoint, referred to as the [WSU Tech intranet](#), is used internally to share policies and procedures.

Many groups of internal constituents are involved in the policy engagement process for WSU Tech. The [President's Consultative Council](#) consists of individuals who represent all areas of the college. This group meets with the president approximately bi-monthly. Each member openly contributes and discusses current topics that relate to the college's policies, procedures, and requirements. This includes planning, policy, budgeting, and other significant issues across the college.

Similarly, the [Faculty Senate](#) comprises members of the faculty who discuss faculty issues. Faculty Senate leadership meets with the academic vice presidents on a monthly basis. Another group is the [Strategic Enrollment Management](#) committee, which includes Student Services, Academics, Marketing, Finance, and Institutional Effectiveness. They meet monthly to discuss policy, process, and current issues relevant to the shared areas within the college.

Additionally, student perspectives and needs are routinely assessed through the college's administration of the [Noel Levitz Student Satisfaction Inventory](#). The president also has regularly scheduled [town hall](#) type meetings with students without faculty and administration present to discuss the status of what's going on at each campus. In addition, the WSU Tech BOT recognizes the efforts of one or more students at each board meeting in the [Make a Difference Student Award](#).

— 5.B.3 —

### **Structures for supporting collaborative efforts**

Core Component 3.A.1 and Core Component 4.A.4 describe how curriculum is initiated by faculty, proceeds through various approvals in the college, and is approved by select groups. Outside of [new program development](#), faculty present annual changes to the college following the [Program/Discipline Revision Process](#). The college's academic requirements, decisions, and actions are influenced by recognized local business and industry leaders. This includes members of the WSU BOT as well as industry advocate teams ([IATs](#)), advisory groups for each academic program.

The WSU Tech BOT [provides input](#) on the employment needs of local, state, regional, national, and international marketplaces through the new program process. [IATs support](#) the college's mission and vision through their support of regional economic development; help to provide an understanding of the global economy; and promotion of the latest business and industry trends regarding technologies, practices, and needs. Ultimately, it is through the [participation of IATs](#) that the college is able to

maintain a focus on the requirements that students will face once they reach the workplace. This focus also [generates a level of expectations](#) by local businesses and industries for WSU Tech graduates when it comes time to place them in positions in the workforce.

Other influences that factor into collaborative efforts related to academic matters is WSU Tech involvement in state and third-party accreditation and certifications. Many WSU Tech faculty work with KBOR to provide input for the [Program Alignment](#) and [Kansas Core Outcomes project](#). Dental Assistant faculty serve as an [ADA-CDA accreditation Commission on Dental Accreditation Site Visitor](#) and numerous other faculty members are nationally recognized in teaching and training others to provide [third-party credentials such as NC3](#).

WSU Tech also has three academic committees primarily made up of faculty that collaborate on academic matters. These include the [Faculty Senate](#), [Assessment](#), and [Accessibility](#) committees. These groups include faculty and/or staff focus on different aspects of academic requirements, policies and/or processes. Faculty Senate serves as the official liaison group between faculty and academic leadership. One of its official tasks is to serve as the [new program review committee](#) for any new programs submitted to KBOR. The Assessment committee and Accessibility committee consist of one faculty member from each division who serves as the go-to person for their respective divisions for their respective committee. These committees' relationships provide the college with resources to help maintain accountability, ensure program quality, and encourage faculty collaboration.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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#### — 5.C.1 —

#### **Alignment of resource allocation to mission and priorities**

WSU Tech allocates its resources in alignment with its [mission](#) and priorities. The college engages in a continuous effort to ensure that its strategic priorities and the resources devoted to them support its mission of providing quality higher education and leadership in workforce training to support economic development of the region.

In 2016, after the current president was designated the permanent president, the college launched a [new strategic planning effort](#), envisioning a dynamic future that includes the development of five new goals. Each goal in the strategic plan ties directly to the mission. Although all five were weighted the same, the college focused on Goal 2-Create Focused Enrollment Growth and Foster Student Success to be the focal point for [FY 2017](#).

#### **Investing for the future**

With four consecutive years of declining adult enrollment, WSU Tech concentrated efforts on changing the trend and growing adult enrollment. Through this effort, the [Wichita Promise](#) program was developed and launched. Each Leadership Team member focused on this item. The net result was a 20.4 percent increase in students and percentage of credit hours in adult enrollment from AY 2016 to AY 2017. In FY 2018, the college increased its efforts in Wichita Promise and realized [further growth](#) in adult students.

An example of how the allocation of resources aligns with the college's mission and priorities is the investment of funds at the NCAT campus ([2016](#), [2017](#), [2018](#)). By sharing the fiscal responsibility for aviation and manufacturing training, WSU Tech, the community, and the state provide support for the resources needed to assist local business and industry. The college's commitment reinforces its mission to train a workforce that supports the local economy.

For example, when [Spirit AeroSystems announced](#) a need for 1,000 more people in their workforce, WSU Tech responded by creating a revised [Sheet Metal Assembly](#) pathway and new marketing campaign focused on reaching more prospective students. This [call to action](#) resulted in a full section and an increase of program graduates from 48 in AY 2017 to 136 in [AY 2018](#). Additionally, a large investment in high school technical education bolsters the workforce. In AY 2018, WSU Tech worked with USD 259, Wichita Public Schools, to draft new CTE-[Aviation Pathways](#) for [high school students](#).

Finally, the college supports internal constituents by [allocating professional development resources](#) for faculty to stay current with their occupational requirements, such as licenses, certifications, and/or continuing education requirements.

### — 5.C.2 —

#### **Linking to student learning assessment, institutional evaluation, planning and budgeting**

WSU Tech vice presidents and executive directors are charged with vetting, individually and as a group, proposed budgets — and therefore proposed development plans. The [process](#) begins with faculty and [IATs providing input](#) in the budgeting process regarding industry changes, equipment additions or upgrades, and other needs. Within Academics, new budget requests are reviewed and discussed by the appropriate dean and vice president [who then present requested](#) proposals to the President's Leadership Team. The [Leadership Team](#) guides the synthesis of needs across the college, serving as a central link for coordinating and reporting the work of assessing student learning, evaluating operations, planning and budgeting.

The [college's budgeting process](#) allows for course and program changes based on assessment and other evaluative modifications and adjustments. Some of these requests are funded through the Perkins budgeting process. In some cases the requests include [human resource needs](#), such as salary and professional development. See Criterion 4.A for the program review process.

[WSU Tech's dean of Academic Services](#) oversees ITAS, directs the assessment process, and is a member of the Academic Leadership Team. Prior to the 2014 HLC Self-Study, assessment was the responsibility of the director of Institutional Research. This [organizational change](#) allowed for additional support and resources to be put into place, such as the emphasis of curriculum and assessment being housed within the [WIDS](#) software. The college also has a [formal curriculum development process](#) that allows faculty to implement changes to courses and programs based on a variety of factors, including assessment results.

Each academic program is expected to plan in the context of review, which requires evaluation of program quality as assessed by its curriculum and impact on students. A recent example of how assessment of student learning has been linked to budgeting is in the Aviation Maintenance program. This program's [AY 2017 assessment analysis](#) indicated that faculty would add NC3 Sheet metal Certification to AMT 179 and NC3 Precision Measurement Instrument Certification to AMT 111 to strengthen the curriculum. Resources were identified through institutional and grant funds to ensure that the necessary training equipment and faculty development was done to get the new certifications in place.

Other influences on the process are [KBOR program alignment](#), external organization modifications,

textbook changes, instructional methodology adjustments, and any other alterations to curricula and instruction deemed necessary by faculty. The [curriculum review process](#) has numerous steps and is [reviewed](#) by Academic Affairs, Student Services, Business Office, and Institutional Research (IR) personnel. This allows for input from all areas of the college before changes are implemented.

The additional resource and linkage between curriculum and assessment assists and supports Academics throughout the curriculum and assessment processes especially since both live in [WIDS](#). The college also utilizes numerous survey tools to evaluate satisfaction with WSU Tech. Students participate in the [Noel-Levitz SSI](#), [graduate survey](#), and [course evaluations](#). Employees are asked to [complete an employee survey annually](#). Other tools are also used to determine the effectiveness of non-academic [divisions](#) and [departments](#).

### — 5.C.3 —

#### **Considering internal and external constituents' perspectives**

WSU Tech's strategic planning process is built on the perspectives of all constituent groups. WSU Tech administration reviews KBOR's 10-year strategic agenda, [Foresight 2020](#), to ensure the college strategic plan aligns with the state document. When possible, parts of the WSU Tech strategic plan are directly linked to Foresight 2020 via the KBOR [Performance Agreement](#) indicators. Three of the six items that all community and technical colleges must include in the KBOR Performance Agreement reflect Foresight 2020 goals.

Locally, the college utilizes input from the WSU Tech BOT to gain a better understanding of the relationship between the current employment market and what the college is currently offering. This practice will continue with the president of WSU using the [WSU Tech BOT as an advisory group](#).

The [strategic planning process](#) includes input from external and internal constituents. After initial development by WSU Tech's Leadership Team, [focus group data](#) from the WSU Tech BOT, business and industry leaders, faculty, staff, and students are gathered and analyzed, and any appropriate changes are made into the strategic plan.

Internally the planning process requires each division to seek input from relevant internal and external groups to guide in the development of division planning. For example, the executive director of Information Technology regularly discusses classroom and laboratory IT needs with colleagues including [student computing/technology needs with Student Services](#), and other IT support capabilities. The IT leadership also consults with external colleagues such as the WSU IT department or other Banner institutions.

For another example, [Academic Affairs routinely seeks](#) perspectives of prospective students and employers during the development and monitoring of technical programs. Faculty Senate also is involved with the planning process. Specifically in AY 2018, Faculty Senate reviewed and discussed a [new method for performance evaluations](#) specific to full-time faculty.

[College representatives](#) meet with numerous academic partner constituent groups, such as high schools, to plan new opportunities for technical programming. Data are used to gauge the interest level and employment potential of programs. The data are shared in meetings but also reflected as part of the [Academic Program Review process](#).

WSU Tech invests in additional programs, courses, or resources based on information gathered from other local employers and organizations. [Strategic Innovations and Employer Relations](#) work with numerous companies, such as Spirit AeroSystems to discuss [potential partnerships](#), [internship possibilities](#), and [training opportunities](#), and work with Academics to provide [feedback](#) on programs.

— 5.C.4 —

### **Institutional capacity and other dynamics in planning**

Monitoring enrollment growth and areas of expansion is a priority for the college and is specifically addressed in the strategic plan as [Goal 2-Create Focused Enrollment Growth](#) and Foster Student Success. While planning for FY 2017, [the data indicated credit hours](#) had roughly remained flat with adult enrollment in a four-year decline but experienced an increased growth in high school concurrent enrollment and CTE blocks. Thus, the college turned its institutional attention to the development of a plan to increase adult enrollment. [Wichita Promise](#), which provides free tuition and fees to eligible students in specific high-demand programs, was created.

The enrollment plan included saturating local social media and developing better communication and recruiting methods with potential students. Every facet of the college was involved in the implementation of this plan. Academics generated student pathways and additional faculty support. Strategic innovations were created to better connect WSU Tech students to employers. The IR office provided summary reports. Finance and Human Resources assisted each department by keeping the balance of financial and human capacity for the college. Finally, every employee had a single item [toward enrollment growth](#), worth 20 percent of their evaluation, included on their personal performance evaluation.

The result was an [increase in adult enrollment](#) of almost 10,000 hours. Not only did enrollment increase in Wichita Promise programs, many non-Wichita Promise programs also experienced an increase. Without a solid understanding of internal and external capacity and factors, WSU Tech would not have been able to create and sustain this highly effective plan.

Annually WSU Tech utilizes a systematic method for reviewing and applying the [budgeting process](#). See 5.A.5. for full detail. Each [division creates initiatives](#) that are recognized after the base budget has been set for the upcoming year. The amount of remaining funds is then identified and used to fund initiatives that have been prioritized by college leadership. [Not all initiatives](#) are funded each year, and the funds available change from year to year.

[Fluctuation in support from governmental entities](#) has been, and will continue to be, a reality. WSU Tech attempts to circumvent some of this challenge by investing in programs such as Wichita Promise and high-school partnerships, devoting more resources to advancement activities, and pursuing additional grant monies. The college has benefited from all these initiatives but the college leadership searches continually for other revenue opportunities. However, [the college also plans](#) for anticipated governmental cuts within the budgeting process.

— 5.C.5 —

### **Anticipation of emerging factors in planning**

WSU Tech anticipates and plans for emerging factors. As described in 5.C.3., many avenues are considered when examining emerging factors. [WSU Tech provides technology](#) designed to meet the needs of faculty and staff to support effective teaching and learning.

Many of WSU Tech's instructional laboratories boast [cutting-edge technologies](#), including those that simulate the workplace, to enhance the learning experience. Analyzing data from changing technology, [WSU Tech invested](#) more than \$300,000 in a health-care simulation technology program, faculty, and laboratory space. This unique program allows students to learn to troubleshoot and operate the equipment they will use in the workplace. [Another example](#) is the upgrade and investment in the renovation of the Climate and Energy Technology program equipment and laboratory space. These examples are among many supported by IAT members who continually stress the importance of practical experience and its value when entering the job market.

WSU Tech's planning has also included [investment in tools](#) that facilitate the use of data to design and track student success initiatives, grow enrollment, and get reliable, actionable data into the hands of decision makers across the college. WSU Tech [partnered with Zogotech](#) in fall 2018 to begin [implementation](#) of a data warehouse and analytic tools. The tools will consolidate data silos from various sources across campus into one comprehensive location that will provide analytics, reporting capabilities, access to dashboard and scorecards, and a comprehensive student tracking and intervention tool.

Anticipating the increased demand on technology and software systems, and the data contained in those systems, the [college recognized the need for](#) a set of technologically-associated skills that, while not purely technical, demand a deeper knowledge of enterprise systems than that of a standard system user. To meet this need, the college invested in a [functional business analyst](#), a new position for FY 2019, who will straddle the line between IT and Student Services to drive process improvement, build automation, and provide day-to-day support of business needs.

### **Demographic shifts**

The biggest shift in WSU Tech demographics is the increase in the number of enrolled high school students. [In 2012](#), 117 high school students attended WSU Tech. [In 2018](#) the number had risen to 3,263. The increase was reinforced with the passing of [Excel in CTE](#), which provides additional funding to public two-year colleges that enroll high school students in technical education courses. The college realized the potential for opportunity and developed positions to support this group. This continues today with the FY19 creation of the [dean, Academic Engagement & Outreach](#). This position was created to continue to grow dual-credit opportunities but also to further develop foundational support activities and possibilities.

The college invests in facilities, personnel, and expanded programming specific to supporting this demographic.

### **Workforce development and globalization**

[Enlisting IATs](#), employing adjunct faculty from these companies, and communicating with other community business leaders provides WSU Tech with firsthand information necessary to react to changes in the workforce. WSU Tech relies on these companies and individuals to relay their findings to college and program leadership who can make the necessary program improvements.

Beginning in FY 2017, [WSU Tech recognized](#) there was a gap in technical training identified by

employers. This gap was the preparation of soft skills or professional behaviors new employees need to be successful in the workplace. In coordination with [Wichita Promise](#), WSU Tech adopted a new curriculum developed by the Center for Work Ethics called [Bring your A Game To Work](#). Its curriculum was embedded in each Wichita Promise program and focuses on successful workplace behaviors. Along with A Game, [Blueprint for Personal Success](#), the college's primary course focused on employability and workplace skills, was rewritten to provide a more appropriate focus on skills employers pointed out that new and potential employees would need to be successful.

WSU Tech leveraged the change in demographics and the call to action from industry to develop STEM (Science, Technology, Engineering and Mathematics) and Career and Technical Education programs by developing and launching an initiative called the [Future Maker Mobile Learning Lab](#). This mobile training and education center (a truck and 40-foot trailer) was supported through grants, foundation, and college funds, and reaches out to elementary, middle school, and high school students throughout Kansas via hands-on technologies.

Further, in [collaboration with classroom teachers](#), WSU Tech staff interact with students using 3D virtual programming and hands-on training tools such as virtual welders, virtual painter, and sheet metal stations to introduce the various aspects of STEM and CTE careers.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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#### — 5.D.1 —

##### Improving operational performance

WSU Tech strives continuously to improve its performance. The college develops and documents evidence of performance in its operations. Institutional Research (IR) provides support for evaluation and assessment; performs institutional research services; and serves as the repository for all data. IR also submits reports of institutional data to the [KBOR Postsecondary Database](#), [IPEDS](#), and other consortia or organizations of which the college is a part. Survey and other data are also utilized to [measure the effectiveness](#) of support functions such as Facilities, IT, and Security.

Specific to student recruitment, retention, and completion, WSU Tech partnered with Ruffalo/Noel-Levitz and the Ferrilli to focus on student-based metrics. The processes and tools developed via this partnership have increased WSU Tech's use of business intelligence and predictive modeling with the goal of producing better results in enrollment, retention, and completion. The college engaged with a consultant from [Ruffalo/Noel-Levitz](#) to conduct an enrollment opportunities assessment and better understand its enrollment issues and challenges. Based on observations and identified opportunities from the consulting sessions, the college has emphasized recruitment of students directly from area high schools, a market that has not been a strong source of enrollment in the past. The college invested in a new [high school recruiting specialist](#) designed to increase market share from each feeder school and capitalize on converting dual- and concurrent-credit students to adult students post-graduation. The college also developed and is implementing a comprehensive and goal-driven [student success plan](#) based on feedback from the consulting session. Some takeaways from the [Ferrilli study](#) were to encourage advisors to steer new students with lower HS GPAs away from online courses, encourage full-time enrollment when appropriate, and continue to develop the college's technical infrastructure.

As discussed in Criterion 1.A.-1.D. and Criterion 5.A., the college [launched](#) a new strategic planning effort in 2016. Annual monitoring of the plan takes place in the form of action items and measures that are reviewed annually by their appropriate owners. These measurables and items are housed on the [Strategic Plan Scorecard](#) located on the [college's intranet site](#) with access to all employees. The annual summary of the plan is reviewed with the [WSU Tech BOT](#) for additional comments or directions.

Employee effectiveness is documented in [annual evaluations](#). Each full-time employee completes a performance evaluation with five to seven college, division, department, or individual goals along with eight items that relate to the professional behaviors applicable to all college employees. The

evaluation's goals section documents evidence of performance for each level of goal. For example, in [FY 2017](#), the college used adult enrollment growth and the employee's direct impact on increasing adult enrollment on every employee's evaluation. The [evaluation system](#) documents individual-level performance to the college level performance in operations.

[Kansas Board of Regents \(KBOR\) performance agreements](#) are used to evaluate WSU Tech's progress on [Foresight 2020](#), Kansas' higher education plan. The performance agreement report is submitted to KBOR annually for review and approval and has a tie to state funding. The [current agreement](#) includes increases in completers, credentials earned, high school success rate, and the number of Hispanic/Latino students attending postsecondary education. The college has successfully met the metrics for the past four years and has [received 100 percent funding](#).

## — 5.D.2 —

### **Application of operational experience to institutional improvement**

Since the last site visit, WSU Tech has experienced a new president, restructuring of administrative roles at the executive level, development of a new strategic plan, enhanced marketing, recruiting, and enrollment efforts, and an affiliation with WSU.

The college continues to expand offerings and develop new programs to serve the people and businesses of south-central Kansas. For example, in the past three years, WSU Tech has averaged two [new programs annually](#), all of which were vetted through communicating with business and industry. WSU Tech constantly [seeks new partnerships](#) and looks for other innovative ways to grow and sustain its growth.

Experiencing success after a period of uncertainty has breathed new life into WSU Tech; however, this growth and achievements have not been without challenges. After facing [uncertainty in government appropriations](#), WSU Tech continues to seek new avenues for financial resources. Additional resources are also being pursued to examine the viability of courses and programs. The college is also investigating capacity, facility, and equipment needs as enrollment continues to grow. Finally, an investment has been made to search for emerging areas of training and programming in noncredit offerings via business and industry partnerships. These efforts, along with the current success the college is experiencing, will guide WSU Tech into the future.

Among the positive successes that impact college programs, personnel, students, and the community are grant projects. During the past five years, WSU Tech has been involved with numerous [KBOR innovation grants](#), a Department of Education [Title III grant](#), a [National Science Foundation](#) grant, a [Round IV Department of Labor](#) TAACCCT and multiple other Perkins grants. Grant dollars have been a welcomed addition to the [budget](#) during this time. New program tracks, updated laboratories, and student support services are some of the numerous examples made available via grant opportunities.

Effectiveness and sustainability has also been checked and changes applied in the physical facilities and infrastructure. Within the past three years, the college has moved into [three additional locations](#) — all three of which include renovated space that better supports an educational environment. All of the moves are also in shared facilities with WSU, creating a more collegial and collaborative environment. Numerous laboratories are included in these renovations in Health Care, Interior

Design, and Police Science. Other laboratories were renovated as part of program and campus improvement projects at the City Center location.

Ultimately, sustainability for the future rests on the planning initiatives and directions set forth by the college via the [performance evaluations](#) and the [strategic plan](#). Whenever possible WSU Tech reinforces offerings in new and established markets and focuses on completion and retention efforts to help students be successful and ultimately reach their goals, most notably employment.

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## 5.S - Criterion 5 - Summary

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

### Summary

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Over the past four years, the institution has experienced rapid change. Following the roadmap laid down in the mission documents and strategic plan and tapping into the energy and expertise of its faculty, staff, and administrators, part of the rapid change has been significant growth in student enrollment. The initiatives and their related resources that have been factors in the significant growth serve as excellent examples of WSU Tech's ability to match the expectations of Criterion 5.

Many of these initiatives would not be possible without support for internal and external constituents. Beginning with industry and community involvement, continuing with board oversight, utilizing planning and vision from college administration, and resting on the hard-work and dedication from faculty and staff, the growth initiatives have required communication and planning for proper implementation.

Significant change and growth is not without challenges:

- The large integration of high school students and dual-credit faculty brings new possibilities but also a new set of issues faced by WSU Tech.
- Reacting to local business needs requires the college to be nimble and quick to employ what is needed to assist with the change. Not only does limited resources come into play but items like low unemployment and minimal population growth become factors.
- The college has experienced the highest enrollments in its history over the past two years, sustainability and areas of further growth become challenges in their own right.

### Sources

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*There are no sources.*