Wichita State University Campus of Applied Sciences & Technology

HLC ID 2134

STANDARD PATHWAY: Reaffirmation Review

Review Date: 2/26/2024

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Context and Nature of Review

Review Date

2/26/2024

Review Type:
Reaffirmation Review

Scope of Review

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

There are no forms assigned.

Institutional Context

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) is a public, non-profit community college, founded in 1965 in Wichita, Kansas. Previously known as Wichita Area Technical College, the institution became affiliated with Wichita State University July 1, 2018, and has since been called WSU Tech. The Main Campus, where this visit was conducted, houses the National Center for Aviation Training (NCAT). Additional instructional sites are WSU Tech South, City Center, WSU Tech National Institute for Culinary and Hospitality Education (NICHE), and WSU West.

WSU Tech currently offers 9 Certificates of Completion, 45 Technical Certificates, and 35 Associate of Applied Science (AAS) degrees. WSU Tech is governed by The Kansas Board of Regents, which limits community and technical colleges to offering AAS degrees. WSU Tech is approved to offer Competency-Based Education for two programs.

The purpose of this visit was to conduct WSU Tech's Standard Pathway Year 10 Comprehensive Evaluation for reaffirmation of accreditation, including a Federal Compliance Review. The review team consisted of five members on campus, plus a Federal Compliance reviewer.

Interactions with Constituencies

President, WSU Tech

President, WSU

VP-Aviation & Manufacturing

VP-Finance & Administration

VP-General Education & Applied Technologies

VP-Health Sciences, Nursing, and Grants Management

VP-Instructional & Academic Support

VP-People & Culture

VP-Student Services

VP-Student Success

Dean-Applied Technologies

Dean-Aviation & Manufacturing

Dean-General Education & Professional Studies

Dean-Health Sciences

Dean-High School Partnerships and Community Outreach

Dean-ITAS

Dean-Nursing

Assistant Dean-Aviation

Assistant Dean-IT

Assistant Dean- Manufacturing & Production

Assistant Dean-Nursing

Board of Trustees members (9)

Board of Trustees Chair

Director-Academic Transitions

Director-Accessibility

Director-Assessment & Accreditation

Director-Aviation Manufacturing Technology

Director-Compensation & Benefits

Director-Enrollment Management

Director-Fiscal Grants Management & Foundation Accounting

Director-FutureMaker Mobile Learning Lab

Director-Grants Management

Director-IDE

Director-Industry Engagement & Learner Services

Director-Industry Training

Director-Library

Director-Pilot Program

Director-Public Relations & Marketing

Director-Security

Director-Shocker Transfer Accelerator

Director-Short Term Health

Director-Student Engagement

Director-Systems Development

Director-UThrive Student Resource Center

Director-Veterinary Nursing

Academic Advisor

Academic Advisor

Academic Advisor

Academic Coordinator-Manufacturing

Academic Coordinator-Aviation

Accountant

Admissions Counselor

Advisor-Welding, Design

Alternative Talent Project Lead

Applied Learning Success Coach

Assistant Chief Flight Instructor

Assistant Creative Director

Assistant Director-College Access

Assistant Director-The College Advantage

Assistant Director-Community Navigators

Assistant Director-Financial Aid

Assistant Director-High School Advising

Assistant Director-Registrar

Assistant Director-Student Accessibility & Support Services (SASS)

Associate Director-Financial Aid

Associate Director-Academic Advising

Business Office Representative

Business Partner

Career Pathway Advisor

Community Partners (19)

Community Resource Navigator

Coordinator-FutureMaker Mobile Learning Lab

Coordinator-FutureMaker Mobile Learning Lab

Coordinator-Student Services

Coordinator-People & Culture

Coordinator-People & Culture

Creative Director & Marketing Strategist

Data Analyst

Department Chair-Business

Department Chair-Education & Social Sciences

Department Chair-Interior Design

Department Chair-Criminal Justice

Executive Assistant to the President

Executive Director-Finance

Executive Director-Foundation

Executive Director-Institutional Effectiveness

Executive Director-Operations/Facilities Security

Executive Director-Project Planning & Improvement

Executive Director-Strategic Communications

E-Sports Coordinator

FAA Records Program Specialist

Facilities Manager

Financial Aid Specialist, Student Services

Financial Specialist

Flight Dispatch

Foundation Operations Manager

Functional Business Analyst

Ground School Instructor

Industry Engagement Lead-Career Services

Instructional Designer

Instructional Designer/ITAS

Instructor-AFV

Learning Technologies Manager

Manager for the Teaching & Learning Center

Manufacturing Outreach Coordinator

Marketing Strategist

Operations Manager- WSU Tech Foundation

Part-time- FutureMaker Mobile Learning Lab

Part-time- FutureMaker Mobile Learning Lab

Project Planning

Program Director-Culinary Arts

Program Director-Professional Pilot

Purchasing Coordinator

Receptionist

Records Specialist

Recruiter Talent Acquisition Specialist

Registrar

Assistant Registrar

Senior Director, Business Office

Senior Director-Enrollment Management

Senior Director-Financial Aid

Social Media and Communications Coordinator

Software Developer

Software Developer

Student Accessibility & Support Services Specialist

Student Engagement Lead, Career Services

Student Success Coach

Student Success Coach

Video Producer, Digital Marketing Content Creator

Visual Designer/Strategic Communications

Website Specialist

Faculty-ADN

Faculty-AER

Faculty-AMT (2)

Faculty-Aviation Manufacturing (2)

Faculty-Avionics

Faculty-CATIA

Faculty-Design Technology

Faculty-Machining

Faculty-Manufacturing

Faculty-Nursing

Faculty-RN Program

Faculty- UAS (2)

Faculty-Manufacturing AER

Faculty-Phlebotomy

Faculty + Assistant Program Director-Phlebotomy & EKG

Faculty-Welding (2)

Faculty-Composite Fab

Faculty-PN Nursing

Student-Interior Design + PAC member

Student-Criminal Justice and Business + PAC member

Student-LPN + PAC Chair

Student-IT Cybersecurity + PAC member

Students from the following programs:

- Welding (11)
- RN/ADN (2)
- Multi-Axis Machining (1)
- Machining Technology (2)
- CNC Machining (2)
- Robotics (8)
- AMT (15)

WSU Tech South

Assistant Director-The College Advantage

Assistant Director-Advising

Academic Transitions Specialist

High School Advisor

Career Pathway Advisor

Faculty-unknown areas (35 - may be duplicated)

Faculty-Bio

Faculty-EMS

Faculty-IT

Faculty-Math

Faculty-Nursing

Faculty-RN Nursing

Faculty-Science

Faculty-Short Term Health

Faculty-Social Science

Instructor-Short Term Health

Coordinator-People & Culture

Dean-General Education & Professional Studies

Department Chair-Business

Department Chair-Criminal Justice

Department Chair-Education & SLSC

Department Chair-English/Humanities

Department Chair-Interior Design

Department Chair-LGM

Department Chair-Natural Science/Allied Health

Department Chair-unknown areas (5 - may be duplicated)

Director-Short Term Health Program

Academic Advisor (4)

Advisor

Director-Academic Transitions

Director-Basic Needs Center

Director-TRIO SSS

Director-Goals Management

Director-Grants Management

Director-Instruction Technology

Director-Library

Director-Shocker Transfer Accelerator

Director-Surgical Technology

Lead Testing

Operations

Program Director-Short Term Health

Program Manager-unknown area

Project Manager

Assistant Director of Advising-South

Self-Service Specialist

Student Success Coach

Success Coach

Assistant Director-Student Accessibility (SASS)

Academic Coordinator

Recruitment-Talent Acquisition Specialist

TRIO Success Coach

Leadership & Personal Development

Universal Banker

Students from the following programs:

- Digital Marketing (2)
- Surgical Technology (13)
- Unknown (6)

City Center

Academic Advisor (2)

Admissions Counselor

Business Partner

Faculty-AFU

Faculty-Construction Sciences (2)

Faculty-Digital Technologies

Faculty-HVAC (2)

Faculty-Manufacturing

Faculty-Welding (3)

Climate & Energy Instructor (3)

Alternative Fuels Instructor

Automotive Instructor (3)

Financial Aid Specialist

High School Advisor

Program Director-CCP & ACR

Student Success Coach

Assistant Director-College Access

Academic Coordinator

Coordinator-People & Culture

Dean-Applied Technologies

Students in the following programs:

- Construction (3)
- Industrial Controls & Machine Maintenance
- Industrial Automation (7)
- Diesel Automotive (2)
- Automotive AFV (6)
- HVAC (2)

NICHE

Program Director-Culinary Arts

Director of NICHE

Academic Coordinator

Faculty-Culinary Arts & Hospitality

Additional Documents

Academic Integrity

0966 Composite Technology Program Curriculum

1197 Non Destructive Testing Program Configuration

BUS Business Administration and Operations Supervision

Criminal Justice AAS to COC

MCD-Mechanical Engineering Design AAS to COC

Program Design MCD Architectural Design Technology AAS to COC

TAS Program Design

Syllabi

Fall-2023-CHM-110-002-10158-hybrid

Fall-2023-CHM-110-003-10160-online

Spring-2024-CHM-110-001-20288-hybrid

Spring-2024-CHM-110-004-21540-HS

Spring-2024-HIS-110-001-20529-online

Spring-2024-HIS-110-003-21159-HS

Spring-2024-HIS-110-004-21160-HS

Spring-2024-MTH-112-001-20419-hybrid

Spring-2024-MTH-112-004-20430-online

Spring-2024-MTH-112-009-21062-HS

Spring-2024-MTH-112-012-21130-HS

Spring-2024-MTH-112-014-21153-HS

Spring-2024-MTH-112-016-21174-HS

Spring-2024-MTH-112-021-21405-HS

Spring-2024-MTH-112-023-21504-online

1 - Mission

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

1.A - Core Component 1.A

The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution’s academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The 2021-2023 Strategic Plan was developed utilizing the services of Wichita State University's Public Policy and Management Center. Twelve focus groups were utilized to obtain feedback from different stakeholder groups, including faculty, staff, students, and community/industry leaders. The mission remained the same, with an updated vision statement as well as inclusion of guiding principles and values statements to better reflect the work at the college. The 3-C Taskforce was formed which identified six values that demonstrate the values-based culture at WSU Tech: 1) Same Team, 2) People First, 3) Integrity, 4) Visionary, 5) Leadership, 6) Service to All. Employees describe the process of developing the value statements as "bottom-up," meaning that input was gathered from the department level and brought to the entire college. The Strategic Plan includes five strategic priorities, each of which has clearly identified goals, ownership of each goal, strategies for achieving each goal, and metrics used to determine if goals are being met. Due to continued relevance of the Strategic Plan, it was extended to 2024, as evidenced by Board of Trustees minutes. A new Strategic Plan, effective fall 2024, is currently being developed using a similar process. Faculty and staff indicate that conversations have begun with external partners for feedback. Internally, committees are being formed to show employees data, discuss the budget, gather their input, and determine goals to meet the needs of students, the community, and industry partners.

WSU Tech has a clear mission and vision that is deeply infused into the culture of the institution and community. WSU Tech has a strong focus on technical education that will prepare students for

employment in related technical fields, while also focusing on the economic vibrancy of the Wichita community. Their vision is "to be one of the nation's most innovative and impactful two-year colleges." Meetings and conversations with WSU Tech employees, students, Board members, community members, and industry partners confirm the mission and vision as the driving force of the institution. WSU Tech offers a variety of technical programs in areas such as automotive, aviation, construction, culinary arts, manufacturing, and health. The institution provides exceptional facilities to support these programs and provides hands-on learning experiences to prepare them for their chosen field. Depending on the program, students have the option of earning a Certificate of Completion (COC), Technical Certificate (TC), or AAS degree, all of which are stackable. WSU Tech faculty describe several unique opportunities for learning that align with their mission, including the earn-and-learn program in the Aviation Maintenance Technology program, a partnership between WSU Tech and the National Institute for Aviation Research (NIAR) WERX program; and apprenticeship programs such as the Koch Accounting Apprenticeship program, a partnership with Koch Industries. WSU Tech relies heavily on its Industry Advocate Teams (IATs), which include industry partners who give input on program needs and curriculum to ensure alignment with the college mission.

WSU Tech also has a strategic goal of being the number one source of transfer students to Wichita State University (WSU). The Shocker Pathway is a partnership between WSU Tech and WSU that awards a student an AA degree from WSU upon completion of 50 credit hours of general education courses at WSU Tech and 15 additional hours at WSU. The Shocker Academy, a partnership with a local school district, allows high school students to be dual enrolled at WSU Tech and WSU at a reduced cost. A position titled Shocker Transfer Accelerator was created at both WSU Tech and WSU to assist students with transfer pathways. These efforts have moved WSU Tech from being #23 to the #2 source of transfer to WSU. WSU Tech also has dual enrollment partnerships with 32 high schools to offer general education coursework.

WSU Tech's support services are clearly aligned with the strategic goal of student success. Students have in-person and online access to the Library. Proctoring is available through the Testing Center. Students in need of accommodations can utilize the Student Accessibility and Support Services. The Hub offers tutoring services for science, math and English, as well as help with study skills, test preparation, and developing technical skills. Counseling and Preventive Services are available through WSU, paid for by WSU Tech. The WSU Tech Foundation has funds available to provide emergency loans in a crisis. In 2022, WSU Tech was the recipient of the Department of Education Basic Needs for Postsecondary Students Program grant. This was used to hire success coaches; implement UThrive centers with food pantries; provide resources for those in need of housing or mental health services; and develop partnerships with the community to provide students with haircuts, uniforms, and other needs. Faculty can send an alert through "Navigate" if concerned that a student is in need of support services. Information about support services is available on the college website, but students also state that they learned of them through orientation or through their success coach. Syllabi provided contain links, including those to Counseling and Preventive Services, Disability Services Program, and Tutoring and Remediation.

WSU Tech is working towards becoming a Hispanic Serving Institution with 25% of their student population being Hispanic. More Spanish-speaking employees are being hired; some faculty are beginning to convert their classes into Spanish; presentations about resources are in Spanish; and most recently they are offering free Spanish classes for employees. The college employs two Community Navigators who are embedded in underrepresented communities to promote higher education, help students and parents complete the FASFA, and assist students to secure resources needed to pay bills, obtain healthcare, and other services. Such efforts demonstrate that WSU Tech is actively working to reduce and eliminate barriers to education. As they meet the goal of becoming a Hispanic Serving

Institution, the Community Navigators describe the ability to utilize these resources to serve any and all cultures, such as Ukrainian refugees.

The mission, vision, and values are articulated throughout various documents including the catalog and website. Other examples include an assessment of the values statements on employee performance evaluations and a question about the values-based culture on the interview questionnaire. Reviewers often saw the vision statement on employee's computer screens. It was clearly evident to the review team that employees, students, Board members, and community partners are unified around the mission and vision of WSU Tech.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Actions and decisions made by WSU Tech align with the mission, guiding principles, and goals of the Strategic Plan, and demonstrate their commitment to the public good. WSU Tech provided evidence of multiple partnerships with community and industry leaders to enhance student learning while also serving the public, and meetings with community partners confirm WSU Tech's role in serving the public. Examples include the building of the NICHE location in downtown Wichita in a building that had been standing empty for 20+ years. This location houses the Culinary Arts program where students are learning to be entrepreneurs to start their own business and enrich the community. There is also a partnership with Envision which created a space at the NICHE location that is specially equipped for the blind and visually impaired to learn to prepare meals and live independently. The Greater Wichita Partnership announced a partnership with WSU Tech, WSU, and University of Kansas-Wichita to build a new Biomedical Campus in downtown Wichita in an effort to build a healthcare workforce. This campus will be home to the University of Kansas School of Medicine and School of Pharmacy, WSU's College of Health Professions and Speech-Language-Hearing Clinic, and WSU Tech's health care program. Renderings of the new building are hanging in the President's conference room, and it is expected to open in August 2024. Also planned to begin in August is a new Licensed Mental Health Technician program to meet the demands for more mental health care workers in the community. A representative from the Kansas Hispanic Development Foundation described a workforce readiness program called Empower which awards scholarships to students and WSU Tech matches those scholarship dollars. A representative from Goodwill Industries described their partnership with WSU Tech in providing ESL courses for adults, aiding those who were justice-involved in getting a high school diploma, and aiding community members in getting their GED. WSU Tech is partnering with the Wichita Public Library to create a mechanism for students to get a public library card and utilize their resources to enhance information literacy skills. Another important partnership is with USD259 Wichita Public Schools called Jumpstart, which offers free or reduced cost tuition for high school students to take transferable general education courses at WSU Tech. Information about Jumpstart is on the home page of the WSU Tech website. WSU Tech also partnered with USD259 to open two Future Ready Centers, one for health and one for manufacturing. The goal of the centers is to provide training for high school students and develop a talent pipeline for local industry. WSU Tech holds an annual CTE Signing Day

where high school students sign a letter of intent to attend WSU Tech and receive a $1000 scholarship certificate. Information about this is on the home page of the WSU Tech website. WSU Tech works to engage students in elementary, middle and high school in manufacturing programs with the FutureMaker Mobile Learning Lab which travels to schools to give hands-on access to manufacturing equipment. Two FutureMaker Mobile Learning Labs were seen on campus, and the college employs a director and several coordinators for these mobile labs. A representative from the Senator's office was present to affirm WSU Tech's role at the local, state, and global level. With Wichita being known as the Air Capital of the World, he often brings leaders from across the world, such as Lockheed Martin, to visit WSU Tech to attest to their impact. The increased enrollment at the college has led to constraints in physical space. Plans are in place to add space to the south property on the main campus for housing the pilot program, expanding the Drone Technology program, and creating a national training classroom for technical college instructors in the CATIA engineering design program.

All community and industry partners spoke highly of WSU Tech's ability to be responsive and nimble, quickly able to assess and determine the needs of the community, and rapidly implement programs. WSU Tech has layers of partnerships with industry and government, allowing the state and local governments to work as advocates for the institution in its efforts to provide quality education and promote a prosperous community. Industry Advocate Teams work closely with WSU Tech to ensure programs meet industry standards and will contribute to students obtaining gainful employment. Employees and industry partners describe the culture of "getting to yes," which contributes to meeting the needs of area businesses and industry.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

Since the last accreditation visit, WSU Tech has worked to increase cocurricular opportunities for students. They began by defining cocurricular as voluntary actions on the part of students outside of the classroom where they can develop a new skill or apply a newly acquired skill. A Director of Student Engagement was hired who added an E-sports program, organizes student-led clubs, and holds various campus events. Student clubs include the Hispanic American Leadership Organization (HALO), Student Chapter of the National Association of Veterinary Technicians in America (SCNAVTA), Video Game club, and Film Club. Members of SCNAVTA recently participated in Woofstock, a volunteer event sponsored by an animal rescue organization. Automotive faculty state that students are expressing interest in starting a "Car Club." The President's Student Advisory Council (PAC) was also developed and involves a group of students who meet several times throughout the year to give input and feedback to the President. Examples of PAC giving input include discussion about the new tuition and fee structure, and how to best display course modalities on the schedule. The PAC students the team met with describe this as an engaging process and a way for their voices to be heard by college administrators. Campus events include celebrations of Black History Month, LatinX Festival, and a Student Leadership Conference. Many faculty boasted about student participation in the annual SkillsUSA competition, with the WSU Tech chapter being the largest in the state, as well as Aviation students participating in an annual Aviation Maintenance Competition. Banners celebrating their successes are hanging throughout the campus labs, and faculty often post student accomplishments on social media. Information about various events and clubs is available on the college website, and posters promoting current events at the college are displayed. However, during conversations with students, most are unaware of any student club or organization and none identified as being a member. They are unaware of the events being held on campus and have never heard of the PAC. Students stated that faculty do not discuss them in class and only some say they have received emails about them. Some students expressed interest in clubs and events, but because they are often at another location and have to pay extra for parking they opt to not attend. Work schedules are cited as another reason for not participating. WSU Tech students have the option of paying for the Shocker Experience so they can participate in events and utilize resources at WSU, but due to the expense of at least $500 they find this unaffordable. Opportunities to obtain input from students to determine areas of interest, increase

awareness of the full range of college services, and increase participation in cocurricular activities can be improved by WSU Tech..

WSU Tech offers several curricular opportunities to prepare students for the workplace, such as apprenticeships, earn-and-learn programs that allow students to apply classroom learning to a paid position in the manufacturing field, and clinical rotations in health programs such as surgical technology and nursing. Students describe these hands-on learning experiences as valuable and relevant to employers' needs. Students also express an appreciation for the Blueprint for Personal Success, a part of the Foundations course that teaches them about life skills. All AAS degrees and TCs have general education embedded into the curriculum. An industry partner from Textron describes the collaboration with mikeroweWORKS to offer the Mike Rowe Work Ethic curriculum which is designed to help students develop a strong work ethic and soft skills that will help students keep a job once employed. In a student meeting, however, many students expressed a dislike for this curriculum and described it as "toxic." WSU Tech should consider gathering student feedback regarding this curriculum to determine the cause of this negative feedback.

Since the last accreditation visit WSU Tech also hired a Director of Inclusion, Diversity, and Equity (IDE) as part of the People and Culture Department who has built an IDE awareness campaign and offers employee training. Employees could voluntarily take an Intercultural Development Inventory to assess one's cultural competence, and the Director surveyed the college to gauge the overall climate and support for IDE efforts. They have developed an institution-wide orientation that largely covers issues related to equity and is collaborating with a talent acquisition specialist to recruit diverse employees. The Director of IDE is now part of Student Services in the Department of Student Engagement. The Director posts information about diversity and inclusion events on the college website and throughout the college, such as International Women's Day and Women's History Month Book Display. A tour of the facilities demonstrated efforts to recruit females to CTE pathways, one of them being the simulated welding lab that introduces students to welding, as well as the FutureMaker Mobile Learning Labs. The college also employs a Director of Accessibility who provides accessibility training for faculty every semester. Faculty, staff, and Board members describe their support of IDE efforts and their goal of becoming a Hispanic Serving Institution, with efforts have been focused on access, equity, and affordability. Board members describe efforts being made so that the student body mirrors that of the community, such as a review of program locations to ensure accessibility for communities most in need, and implementation of Community Navigators. Board members describe the many scholarship opportunities available for underserved populations through the Board of Trustees Foundation, which holds fundraising events such as "Pull a Plane." The ideas behind the Values-Based Culture document drives the institution to foster a climate of respect, compassion, and kindness. As part of the Values-Based Culture, WSU Tech developed the "You Rock!" Employee Recognition Program to support and recognize employee contributions. Employees describe a definite shift in the culture related to diversity, equity, and inclusion. They recognize that their improved knowledge in IDE has improved communication across the institution. Conversations with students confirm that they feel supported by the college and are given many opportunities and resources to succeed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

WSU Tech has a strong, clear, and concise mission and vision that guides actions and decision making. The mission and vision are deeply rooted within and outside the institution, widely understood and supported by all stakeholders. Evidence supports that WSU Tech is committed to the public good, with strong partnerships working to determine the needs of industry and the community. IATs are a valuable resource that WSU Tech relies on to determine those needs. It is evident that the principles behind the Values Based Culture document are embedded in the institution. WSU Tech has made significant strides in IDE efforts, most notable being work of the Community Navigators and their efforts to becoming a Hispanic Serving Institution. Progress has been made in the area of cocurricular activities, but WSU Tech has opportunities to better engage students with programming that more closely aligns with student interest and need.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Rating

Met

Rationale

The Kansas Board of Regents (KBOR), which governs WSU Tech, has developed a mission statement for the technical colleges it governs. According to the KBOR website, “The mission of the Kansas technical college sector is to prepare individuals for gainful employment in technical and professional careers supporting economic development and civic responsibility.” WSU Tech’s mission statement, "to provide quality higher education and leadership in workforce training that supports economic development for a global economy," is in line with KBOR’s mission for technical colleges.

As outlined in Criterion 1, WSU Tech's 2021-2023 Strategic Plan was developed through a rigorous process that solicited feedback from internal and external stakeholders. The mission statement remained the same, while the vision statement underwent revisions. The Strategic Plan with mission and vision statements was adopted in October 2019, with an approved extension through 2024.

WSU Tech adheres to all financial accounting and reporting requirements as prescribed by state and federal laws. WSU Tech’s VP of Finance and Administration assists in ensuring the college operates in a fiscally responsible manner. The WSU Tech advisory board (BOT) ensures fiscal operations are transparent, legal, and ethical. The team met with eleven (11) members of the BOT along with the President of WSU and the President of WSU Tech. Members of the BOT include representatives from across the community including city council, K-12 education, Chamber of Commerce, and industry. The BOT is a very active board and was found to be knowledgeable relative to the College's mission and finances. Five members of the BOT make up a Finance Committee that reviews revenue and expenses on a monthly basis. The Board of Trustees is responsible for selecting an auditing firm to audit the funds and accounts of the college and its foundation each fiscal year. This occurs through a bidding process. WSU Tech publishes a complete financial report on an annual basis, including audited financial statements. A review of audits from 2015-2023 provided evidence that WSU Tech abides by sound financial principles.

As verified during the site visit, WSU Tech follows an annual budgeting process with input from faculty, staff, and students. The Board of Trustees approves the budget in consultation with the WSU Tech President. Revenue and expense information for WSU Tech is regularly reported to the BOT as evidenced through conversations in the Board of Trustees meeting.

The three academic vice presidents provide oversight of all academic programs and policies. All course syllabi contain a section on academic honesty, college inclusiveness, and diversity expectations. The student complaint policy outlines steps students take to file a formal complaint.

WSU Tech provided evidence that the institution acts with integrity in regard to human resources. The Faculty Standards of Conduct policy identifies the ethical and professional obligations of faculty in their relationships with students, staff, administration, and external stakeholders. WSU Tech has a sexual harassment policy. All employees are required to attend annual training on this topic. All employees participate in an annual FERPA training. A review of a PowerPoint presentation for new hire orientation provided evidence of onboarding. Several institutional policies, including policies for employee selection, performance evaluation, and personnel records, help ensure integrity. A review of faculty credentials, viewed on the WSU Tech website, indicate faculty possess the educational credentials required for their positions.

Through multiple interviews conducted during the visit, the team was able to confirm that WSU Tech has high employee morale and provides a campus climate conducive to applied learning, with policies and procedures in place to ensure fair and ethical behavior.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

WSU Tech’s website is the primary and official source of information for both students and the public. The team found WSU Tech's website easy to navigate. The website includes links to information regarding the college, student services, additional resources, policies and procedures, consumer information, programs of study, and the academic calendar. A consumer information link led to financial aid policies, information about WSU Tech, and campus health and safety information. The 2023-2024 academic calendar, found on the website, includes information on the College's mission and values, strategic plan, governance and structure, program requirements, and program costs. The section under governance and structure outlines the governance of WSU Tech by the Kansas Board of Regents and includes information about an advisory board, referred to as the Board of Trustees (BOT) throughout the Assurance Argument.

Evidence that the college provides information about specific programs was documented during the site visit. Additional evidence was viewed in the form of flyers, advertisements, and social media posts.

Documentation of HLC accreditation was found on the WSU Tech website in several locations. Information about specialized accreditation for some programs was evident on the webpage. WSU Tech’s assurance argument and federal compliance document were viewed on the College's website.

Students are provided information about a variety of programs and services through the Department of Student Engagement. Services include a food pantry that all currently enrolled students can use once every two weeks. Additional services noted on the webpage include emergency funds, mental health services and case management services.

The Student Accessibility and Support Services (SASS) department ensures equal access to education for all students. The TRIO Student Support Services (SSS) is a federally funded program that provides services to first-generation, low income, and students with disabilities.

Services in workforce development, through Career Services, assist students with apprenticeships, provide historical placement and average wage data, and provide an opportunity for career exploration.

In the student sessions, several students shared positive feedback about the services available to them.

Students shared that faculty and staff are especially helpful in answering questions about registration, financial aid, academic programs, and information specific to programs offered. Several students noted that faculty assist students in finding jobs. Students noted that the front office is open for counseling every Wednesday. Most students enroll in PDV 105, Blueprint for Personal Success, which is a required course in several programs. This course focuses on developing skills in communication, teamwork, and adaptability. The majority of those in attendance at the student meeting indicated that they were on scholarship. One student mentioned a $2000 scholarship if the student agrees to work in Kansas for five (5) years following graduation. One of the concerns expressed by students was intermittent, unreliable internet.

A searchable link to the WSU Tech employee directory was found on the website. The telephone number for each employee was found in the directory. An email link, listed under contact information, gets directed to admissions. Faculty credentials, including degrees awarded, were found on the webpage. Email and phone contact information for admission counselors and advisors was located under programs of study.

WSU Tech reaches out to prospective students as early as elementary school. On-campus events noted during the site visit include Manufacturing Day, Girls Rock Science summer camp, and the FutureMaker Mobile Learning Lab. During the campus tour, the team was able to meet with individuals that ran the FutureMaker Mobile Learning Lab. In the community partner session, the Goodwill representative noted that Goodwill partners with WSU Tech to provide financial support for the FutureMaker Mobile Learning Lab, serving over 900 students per year.

Students are able to earn industry recognized credentials, which makes them more marketable upon program completion.

WSU Tech students participate in a variety of experiential learning and cocurricular activities. Skills USA was mentioned in several of the focus meetings. National championship banners were prominently displayed on campus as evidence during the campus tour. During the leadership session, the LatinX Festival, the President's Student Advisory Council (PAC), and the Hispanic American Leadership Organization (HALO) were mentioned. Woofstock and Pull a Plane were mentioned during several sessions as community engagement events. Evidence of these events included flyers, newspaper advertisements, and flyers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) is governed by the Kansas Board of Regents (KBOR), which consists of nine members appointed by the Kansas governor. According to the KBOR website, KBOR is the governing board of Kansas' "six universities and the statewide coordinating board for the state's 32 public educational institutions, which includes six universities, one municipal university, nineteen community colleges, and six technical colleges." WSU Tech is one of the six technical colleges that KBOR governs.

The WSU Tech website noted that KBOR, in conjunction with the Kansas Post Secondary Technical Education Authority, approves technical programs offered by WSU Tech. The KBOR website noted that technical colleges may offer noncredit courses, customized training, technical certificates and the Associate of Applied Science degree. The December 12-13, 2018, KBOR meeting minutes noted that Wichita State University was reviewing its strategic plan to incorporate activities surrounding its affiliation with WSU Tech.

According to the Wichita State University (WSU) organizational chart, the President of Wichita State University (WSU) reports directly to the KBOR. The President of WSU Tech and VP for Workforce Development reports directly to the President of WSU and is the only employee of WSU.

A review of the KBOR website provided evidence that KBOR is autonomous to make decisions in the best interest of the 32 public educational institutions it governs. A review of several KBOR agendas and minutes provided evidence that KBOR makes informed decisions with respect to each institution's financial and academic policies and practices. Recent minutes and agenda items included discussions on budget, workforce outlook, program reviews, and tuition and fees.

In 2017, Senate Bill 174 was signed into law authorizing the affiliation of Wichita State University and

the Wichita Area Technical College (WATC) to create the Wichita State University Campus of Applied Sciences and Technology. The governing board of WATC was abolished and replaced with the WSU Tech Industry Advisory Board (BOT). The WSU Tech Industry Advisory Board was introduced to the team as the Board of Trustees, thus the abbreviation BOT. According to bylaws, the BOT is composed of fifteen members appointed by the President of WSU in consultation with WSU Tech president. It was evident from the session with the BOT that the President of WSU Tech makes the recommendation for board members and has an exemplary working relationship with the WSU President.

Though WSU Tech is governed by the KBOR, the WSU Tech Advisory Board, referred to as the Board of Trustees during the site visit, is more intimately involved in providing strategic direction for the college. During the site visit, the team met with eleven (11) members of the BOT along with the President of WSU and the President of WSU Tech. Members of the BOT include representatives from across the community including city council, K-12 education, Chamber of Commerce, and industry. The BOT is a very active board that meets on a monthly basis. Five members of the BOT make up a Finance Committee that reviews revenue and expenses on a monthly basis.

The Board of Trustees is a very active board. It oversees finances and approves curriculum. The BOT includes a Finance Committee. The BOT approves new curriculum, new pathways, and reviews revenue and expenses on a monthly basis.

The two newest board members stated during the team meeting with the BOT, that as new members of the Board of Trustees, they received training, orientation with the WSU Tech President, and a packet that included a description of board member expectations. One of the newest board members indicated that she was assigned a mentor during her first year. Her mentor was an experienced board member that sat by her during board meetings and mentored her through that first year. During the site visit, the WSU Tech President noted that the state of Kansas does not require ongoing training of board members.

As an independent advisory committee, the BOT reserves its independence from undue influence from external parties as evidenced in board policy.

During the team meeting with the Board of Trustees, board members mentioned, on numerous occasions, the WSU Tech Foundation, which according to their website is a 501(c)(3) organization that operates independently from the College. WSU Tech Foundation staff solicit and receive contributions to the Foundation. One popular event mentioned numerous times during the site visit is the "Pull a Plane." This event, sponsored by the WSU Tech Foundation increases awareness of WSU Tech and raises funds to support education. Each team of 25 people raises a minimum of $2,500 to help benefit education. The team is then allowed to compete to pull the restored 80,000-pound Superfortress 25 feet as fast as they can. BOT members stated during the site visit that everyone is involved with the Foundation.

It was evident at the Board of Trustees session with the team that board members take into account the reasonable and relevant interests of the institution’s internal and external constituencies in their decision-making deliberations. Board members discussed several events at the college including Manufacturing Day and National Signing Day, a day to bring in high school students from all across the city. Industry partners are present to talk to students. Students that "sign" receive a $1000 scholarship. BOT members were very aware of these events that enhance WSU Tech.

The business community, as an external stakeholder, has been very involved in moving legislature at the state level. Evidence includes modernizing the teaching credentials for CNA programs, which resulted in doubling the enrollment in the CNA program. Two years ago, legislative requests amounted to $6 million dollars being funneled into the college. BOT members noted investments in Biomed along with the partnership with WSU.

During the Board of Trustees meeting, board members emphasized the importance of the partnership with the preK-12 schools as an effort to impact students as early as possible. Board members discussed the initiative for WSU Tech to become a Hispanic serving institution (HSI). Board members felt this would strengthen equity and inclusion at WSU Tech as the benefits of being an HSI would reach all students.

During the site visit, board members stated that they try to attend college activities to support the college, but that they do not engage in any of the day-to-day management of WSU Tech. Board members stated that this is the responsibility of the WSU Tech President, administration and faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

WSU Tech has an academic freedom policy that supports an educational environment where faculty have the freedom to use a variety of teaching strategies conducive to student learning and where students have the freedom to learn at their level of comprehension. Meetings with faculty and students brought forth numerous comments of how students are actively participating in the learning process through hands-on activities. One of the strengths of WSU Tech, noted in the working lunch with leadership, was the College's focus on applied learning. Applied learning was mentioned by students, faculty, and administration. One WSU Tech employee stated, "Applied learning is hands-on learning in an earn and learn model so students can continue to provide for their families while attending school."

A student Bill of Rights is part of the Student Code of Conduct. This guiding document provides evidence that WSU Tech is committed to ensuring students have the academic freedom to express themselves in a safe and respectful manner. The student Bill of Rights outlines student obligations to assume responsibility for personal freedoms. A few of the rights outlined included freedom of association, recognized campus organizations, freedom of speech and assembly, and freedom in the classroom where the faculty member has professional responsibility and institutional accountability. This document includes a nondiscrimination clause and ensures equal protection for all students and employees. Syllabi provided to the team include a link to college policies and the Student Code of Conduct.

WSU Tech promotes a productive work environment and does not tolerate verbal or physical conduct. During the drop-in session, attended by a large number of employees, one individual shared that the WSU Tech president has an open-door policy and really cares as do all the leadership team. It was evident during the site visit that the WSU Tech President is a positive individual who leads the college with the idea of “getting to yes” to promote growth and innovation and leading an institution committed to academic freedom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

WSU Tech is a technical college and not considered a research institution. WSU Tech enjoys a strong working relationship with Wichita State University, which is a research institution. WSU Tech shares space with WSU's National Institute for Aviation Research at the National Center for Aviation Training. WSU Tech's focus at this shared space is on workforce development while WSU conducts research at this state-of-the-art laboratory.

WSU Tech provides training on plagiarism, citations, use of library resources, and online research. Information Literacy is one of WSU Tech's institutional student learning outcomes. The Veterinary Nursing Program Outcome Assessment Plan Outline provided evidence that students receive training in information literacy in their respective programs of study.

A team member's search for library resources on the WSU Tech's website discovered a YouTube video on MLA Citation Style, 9th edition. Further browsing of the library resources provided evidence of a vast array of resources available to assist students in their area of study pertinent to information technology.

Student Information on academic integrity and honesty polices is found in the Student Code of Conduct, which was located on the WSU Tech website under policies and procedures.

WSU Tech's Academic Code of Conduct outlines the responsibility of students to meet program requirements and describes the administrative consequences. WSU Tech does not maintain a college-wide log of academic integrity infractions. Academic integrity infractions are handled mainly at the instructor level, with few rising to the level of dean or vice president. The Academic Leadership Team at WSU Tech provided evidence of nine (9) academic integrity infractions over the past three years. The majority were resolved at the instructor level. One infraction escalated to the level of dean and involved high school administration and parents. One incident resulted in the student being placed on a performance improvement plan by the faculty and dean.

WSU Tech reported instances of academic integrity occurring with placement tests (EdReady) and outlined the protocols currently being followed.

The Dean of General Education and Professional Studies requests all faculty under his supervision to report all infractions. This dean maintains a log that includes date, student name, student ID, course, infraction, and resolution.

It would be beneficial for WSU Tech to maintain a college-wide log of academic integrity infractions so that a student could not fall under the radar through violations in several different courses, which might all appear as the first offense. It would be useful to stress the reporting of academic integrity violations during faculty orientation meetings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

As noted in the Assurance Argument and evidenced during the site visit, the governance structure of WSU Tech is unique with the Kansas Board of Regents (KBOR) acting as the governing agent. WSU Tech has a very active advisory board noted as the Board of Trustees (BOT) that helps provide strategic direction for the College and ensures fiscal operations are transparent, legal, and ethical.

WSU Tech's affiliation with Wichita State University (WSU) has led to collaborative educational innovations. According to the Wichita State University (WSU) website, WSU and WSU Tech are "key drivers of economic growth, fueling job creation, fostering industry partnerships, and supporting local businesses with a total economic impact in Kansas in 2021 of $1.3 billion."

WSU Tech's governing board, KBOR, and the advisory board, BOT, are trained, knowledgeable, experienced, and autonomous. The KBOR and BOT make decisions in the best interest of the College in compliance with district board policies and to ensure the institution's integrity. Day-to-day management of the College is delegated to the President of WSU Tech.

WSU Tech acts with integrity with policies and procedures in place to ensure the College is ethical and responsible in its conduct. A review of the WSU Tech website and conversations with administration, faculty, students, and community members, provided evidence that the College presents itself clearly to its students and the public relative to its academic offerings, faculty and staff credentials, program costs, governance structure, and accreditation relationships.

WSU Tech demonstrates a commitment to academic freedom as expressed by faculty and staff during the site visit. While WSU Tech maintains and enforces policies on academic honesty and integrity, the team recommends the College keep an institutional log of academic integrity infractions.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The institution's programs and courses are current with required levels based on the evidence presented in the Assurance Argument and on-site interviews. Programs remain current by active Industry Advocate Teams (IATs). This group of industry partners gathers twice a year with program faculty to review program outcomes and provide recommendations for program improvement. Specific examples of actions taken by an IAT have led to over 1-million-dollar investment in the Machining Technology lab and addressing shortages in health care workers by approving a Registered Nurse program (ADN). Furthermore, required levels of performance are guided by the Kansas Board of Regents (KBOR) policy for transferable credits and programmatic accreditation organizations. While the KBOR policy mandates 68 credit hours for an AAS, exceptions are allowed based on programmatic accreditation standards.

Further evidence that programs meet required levels of performance and differentiates goals are supported by the combination of programmatic accreditation standards, business and industrial affiliations, curriculum alignment with recognized industrial certification and testing, and IATs. Specific program accreditation identified on the WSU Tech website include the Automotive Service Excellence (ASE) Education Foundation for the Automotive Technology program. Additionally, the Automotive Technology Program is a certified MOPAR® CAP LOCAL technical training program. Students earn Original Equipment Manufacturer (OEM) credentials that will allow them to immediately repair and service Fiat/Chrysler automobiles upon graduation. Students in these programs can test for a variety of ASE service certifications. The aviation programs curriculum have specific requirements for aircraft airframe, powerplant, and commercial pilot programs. The curriculum is structured to provide knowledge and skills necessary for students to pass their airframe and powerplant license which are required by the FAA and are required certifications that show a person has the knowledge and skills to

inspect, maintain, and repair aircraft. The Engineering Design Technology Program has courses taught in conjunction with the National Institution of Aviation Research (NIAR) standards related to CATIA in the aviation industry. WSU Tech's healthcare programs have related accreditation in selected programs, such as the Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), while the Veterinary Technician program is accredited by the American Veterinary Medical Association (AVMA).

Other strong business and industry affiliations that support WSU Tech curriculum include the Sheetmetal Assembly Technical Certificate in Aerospace Manufacturing Technology and the Composite Fabrication Technical Certificate. This unique competency-based education program allows students to progress at their own pace in a structured learning environment that provides support to students advancing at various levels. The KBOR requires programs in Construction Science to follow the National Center for Construction Education & Research guidelines. The Practical Nurse and Registered Nursing programs are required to follow guidelines established by the Kansas Board of Nursing Education Committee. Overall, these industry accreditations and affiliations contribute to student preparation for the workforce. A Technical Skill Assessments summary provides pass rates for approximately 100 assessments in over 16 program areas. The majority of these assessments recorded pass rates of greater than 75 percent.

Strong evidence exists that the institution differentiates learning goals at all levels. The program/course development process includes specific steps taken to differentiate learning goals and credits for all levels. The process includes a review of KBOR alignment requirements with appropriate consideration given to the levels of completion, a review of programmatic accreditation requirements, a review of credit to contact hours, consideration of modality types, and writing effective course outcomes. Evidence provided show that these activities are followed by development of course descriptions, credit/contact hours, course outcomes and competencies, course modalities, pre/co-requisites, and course sequencing by both faculty and external subject matter experts. These activities are followed by an internal and external approval process that further validates the program/course development process. New programs are subject to a flow chart for the development and implementation of new programs that provides feedback loops and continuous improvement. The approval process involves both internal and external stakeholders with a comprehensive list of faculty and staff offices participating. The program/course development process and new program flow chart provides evidence that attention is given to program and course quality at all levels and delivery modalities. Furthermore, these processes contribute to greater confidence that the institution differentiates between program learning outcomes at all levels. Evidence provided from WIDS show specific examples of the student learning outcomes related to problem solving and oral communications within the ADN program, program learning outcomes within the Emergency Medical Services – EMT program, and general education outcomes within a Social Sciences course. Further evidence is provided in Nursing related to communication skills and charting, and information literacy in Automotive related to diagnosing and repairing of automotive components.

Documentation from the WIDS program provides evidence that the institution articulates and differentiates learning goals at all levels. Evidence provided shows student learning outcomes listed for each program, as well as program outcomes and specific courses for AAS, Technical Certificates and Certificates of Completion as appropriate for CFT Composite Technology, NDT Non-Destructive Testing, MDC Engineering Design Technology and MCD Architecture Design Technology.

Consistent with the mission and tradition of WSU Tech's workplace goals, the institution provides employability skills as part of the student learning outcomes in all technical programs. Specifically, students are expected to "Demonstrate a mastery of workplace skills/soft skills, exhibit initiative, and adapt to varied situations." Furthermore, many programs adopted the mikeroweWORKS (MRW) work

ethic certification in which 571 students have completed the work ethic program to date.

Evidence provided and on-site interviews confirm that the institution's program quality and learning goals are consistent across all modes of delivery and locations. Along with many institutions during COVID restrictions, WSU Tech began making accommodations for various learning modalities. The college moved to an online format in spring 2020 and implemented several strategies to maintain quality and consistency. These included: maintaining assessment and feedback throughout the pandemic by continuing assessment of student outcomes and adjusting curriculum and instructional strategies; communications and coordination that provided quality assurance by utilizing course reviews and 7-day check procedures to monitor and ensure quality of courses; implementing academy integrity measures to limit cheating and plagiarism during online assessment; and technology investments to upgrade infrastructure in support of online and hybrid learning that included HyFlex-equipped classrooms, Zoom, and online faculty development and student orientation.

The institution convened a "Modalities Academic Team" which reviewed all aspects of the faculty and staff interaction to pinpoint potential enhancements to college modalities. Following a review process the institution adopted a set of definitions for instructional delivery and modalities. WSU Tech course design standards combined with the "OLC Quality Scorecard Suite" provides further assurance that faculty are providing consistent content across teaching and learning modalities.

The institution has developed a landscape of opportunities for 32 high schools that can benefit from higher education offerings in existing high school locations. WSU Tech complies with the Kansas Challenge to Secondary School Students Act that outlines definitions for enrollment types that encompass both dual credit and concurrent enrollment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Rationale

Evidence provided and on-site interviews confirm that WSU Tech provides a general education program appropriate to the mission, educational offerings and degree levels. Furthermore, general education is grounded in a framework developed by the institution. The institution has developed layers of student learning outcomes (SLOs), cocurricular outcomes, Plan to EduCATE, and general education coursework toward an overarching philosophy consistent with the college's mission to provide quality higher education and leadership in workforce training that support economic development for a global economy. The SLOs were adopted in fall of 2015 with the focus of preparing students for academic and workplace environments. They encompass the four expected general education outcomes and are identified as Communication; Information Literacy; Problem Solving; and Workplace Skills. Each of these SLOs are further defined by competencies, with the expectation that regardless of program or discipline, all students are expected to master. Curriculum housed in WIDS and shared with reviewers provide evidence that in addition to program outcomes and program descriptions, these SLOs are included within all curricula for all levels (AAS, TC, and COC). Evidence from the following programs confirmed these findings: CFT Composite Technology, NDT Non-Destructive Testing, BUS Business Administration, CRJ Criminal Justice, and MCD Engineering Design Technology.

The Student Learning Outcome Program Matrix shows courses from Applied Technologies, Aviation, Health Sciences, Manufacturing, and Professional Studies with the four SLOs indicating the courses and programs that reinforce these four outcomes.

Specific evidence supporting statements made by the institution are provided within the Assurance Argument and Addendum. Program outcome assessment analysis for CNA Certified Nurse Aide shows results of assessing problem solving and communications. While these results indicate that the outcome

was “Not Met,” it shows efforts to measure, analyze, and recommend improvement interventions. Similar reports were provided for AER Aerospace Manufacturing Technology, AFV Alternative Fuel Vehicle Maintenance & Advanced Electronics, CCP Construction Science, ENG English, PCT Patient Care Technician, and INT Interior Design. Common rubrics are used and reviewed by the Assessment Committee.

In addition, examples were provided for the embedded use of the four SLO’s into clinicals, internships, and research assignments. Culinary students within the Bistro practicum, Automotive students within the Foley Equipment internship, and students working with actual patients within the health care setting were provided as evidence.

Consistent with the mission, the institution stated that SLOs combined with cocurricular experiences ensure students are well rounded and work ready. Work toward co-curricular outcomes were assigned to the Cocurricular Assessment Team, and meeting minutes confirm the ongoing activities of this team. Cocurricular outcomes are identified as Health & Wellness; Culture & Identity; Leadership & Engagement; Campus & Community; and Career & Lifelong learning. These outcomes were defined by WSU Tech as voluntary student learning experiences outside the classroom.

Programs such as Hispanic American Leadership organization (HALO) support both inclusion, diversity, and equity goals. However, WSU Tech also hosts events that support professional development and align with cocurricular outcomes. Students participate in vocational organizations such as SkillsUSA that combine leadership and skill competition for students in a wide variety of technical fields. Students can participate in Academic Success Week, which provides activities, programs, and experiences that reinforce the cocurricular outcomes. A local nonprofit, Envision, has partnered with WSU Tech to design a culinary program to meet the career goals of people who are blind or visually impaired reinforce the cocurricular outcomes. The TRIO student support services program provide cocurricular activities for communication, mental wellness, and goal setting. The mikeroweWorks curriculum reinforces skills related to work ethics. Other cocurricular activities include volunteer opportunities such as Adopt a Highway cleanup and working with the Kansas Food Bank.

WSU Tech’s philosophy of general education seeks to have students 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 contained in core outcomes intended for every student. They include Communication (oral and written), Analysis (problem solving and critical thinking), Technology (information literacy and technological skills) and Expertise (industry specific and workplace skills). WSU Tech refers to these learning outcomes as the Plan to EduCATE. These are listed as an expectation on every syllabus regardless of award level or learning modality, and a review of multiple syllabi confirms this. This further validates statements regarding that all technical and general education courses address the CATE components. Given the award levels, the CATE approach builds general education competencies in alignment with the development of technical skills as evidenced by program descriptions and course syllabus. Certificates of Completion are skill based and have no general education component. However, Technical Certificates do include courses supplemented with computer applications and math with additional goals of computer literacy and problem solving. The Associate of Applied Science adds composition, social science, and communication courses to the general education mix. In general, technical education certificates have between 9 to 12 general education credits, while the AAS degree encompasses 15 plus general education credits depending on exceptions for special program accreditation. These general education credits are developed and taught by general education faculty.

KBOR has adopted a systemwide general education framework that provides for the organization of general education courses into seven "buckets." While WSU Tech is exempt from AA transfer

requirements, the institution wanted to ensure transferability of their general education coursework. Therefore, the College has elected to start offering CTE programs within the seven-bucket system to aid in transferability of credit.

Much evidence has been provided supporting the institution's efforts in inclusion, diversity, and equity. Actions taken by the institution, documented progress, and on-site interviews confirm that the institution recognizes human and cultural diversity and provides growth opportunities. The hiring of a Director of Inclusion, Diversity, and Equity (IDE) and related activities provided to faculty, staff and students have been described. Specific examples include lunch and learn, Intercultural Development Inventory assessments, and recognition ceremonies, all of which develop confidence that the institution values the concepts of IDE. Furthermore, all course syllabi include a statement about college inclusiveness and diversity expectations in programs and courses.

Program level outcomes have been provided that show IDE efforts within specific classroom settings. Examples include CRJ course activities that provide multiple scenarios that may impact decision making given a better understanding of cultural norms. Additional evidence of IDE practices include an exercise provided by the Humanities Department called "Culture Stock," as well as a certificate from the Automotive area called "On the Road to Diversity, Equity and Inclusion: Ideas for Leading." Further campus activities such as MLK observance week, Veterans' Day Ceremony, and Entrees of Inclusion and sessions to raise awareness in food and dietary restrictions cast a positive light on progress toward IDE goals.

Sufficient evidence exists that indicate the institution contributes to scholarship, creative work and the discovery of knowledge appropriate to the institution's mission and values. Evidence provided showed that students have opportunities to attend accessibility summer camps and engage in conferences as attendees or panelists. Presentations such as Internet of Things, mass casualty/scenario day, and cocurricular interdisciplinary simulation were provided as evidence of scholarship and creative work. Specifically noted is the "ShockStarter" applied learning laboratory that shows examples of student projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

Supported by demographic trends and reinforced by statements within the Strategic Plan, the institution strives to ensure a balance in overall faculty and staff relative to human diversity. Specifically, under “People and Culture” of the strategic plan, Goal One is to “Attract and retain quality employees who can advance the mission of WSU Tech through innovative, adaptable, and leading-edge practices." The first associated strategy for this goal is to “Improve diversity of staff and faculty to ensure all voices and ideas are represented in decision-making.” While diversity among faculty and staff is clearly an institutional priority, data from various sources reflects challenges in recruitment and retention of a more diverse faculty and staff. Reviewers are hopeful that changes made by the institution by hiring Inclusion, Diversity, and Equity (IDE) staff and a Talent Acquisition & Retention Specialist combined with strategic planning priorities will yield improved results over time. Data related to diversity of the student body and the percentage of first-generation students enrollment at WSU Tech are encouraging.

The institution has a sufficient number of faculty members, as evidenced by the number faculty teaching in existing programs as well as identifying the need for additional faculty to teach in new programs or areas of growth. Having a faculty workforce of 103 full-time, 306 adjunct, and 183 concurrent faculty while maintaining a faculty to student ratio of 16:1 confirmed by multiple data sources provides evidence that WSU Tech has sufficient faculty to support the academic programs of the institution. Continuity of faculty is a chief concern based on reported faculty turnover and recruitment of new faculty. This issue is exacerbated by the growth of programs and enrollments, as well as the opportunity for higher paying jobs in their fields. The hiring of a Talent Acquisition & Retention Specialist; review

and editing of job descriptions; posting of job descriptions and communicating the benefits package; and communicating the vacation and leave policies of the institution appear to be having an impact on hiring and retaining of faculty and staff. On-site interviews confirm that faculty enjoy the student interaction and the impact on the futures of students. They value the benefits package that allows for favorable a family/personal life, vacation and sick leave, and the overall work environment. Worth noting is the flexibility among administrators to hire faculty off salary schedule which allows salaries to reflect market value more closely.

Evidence provided shows that faculty engage in a variety of activities consistent with the expectations of a higher education institution. This is verified by the Faculty Standards policies that identify standards of conduct, ethical and professional behavior, and examples of conduct that does not meet expectations. Faculty job descriptions and expectations outline areas of responsibility associated to a given rank as well as professional duties for all locations and modalities. Additionally, documentation provides evidence of release time to carry out administrative duties related to coordination of curriculum and assessment.

Instructors possess the qualifications necessary to perform assigned responsibilities. Evidence provided in the Assurance Argument and on-site interviews confirm that the instructional staff at all levels adhere to the qualifications of the duty being performed. On-site interviews with HR staff confirm a system of candidate recruitment, screening, on-boarding, tracking of conditions of employment, professional development, and evaluation. Furthermore, evidence provided shows a variety of ways the institution verifies reported skills and qualifications of new hires through transcripts, industry certifications, and licensing.

Evidence provided confirms that instructors are evaluated on a regular basis. Institutional policy identifies the frequency and criteria to be used to evaluate instructors. Additionally, it was reported that new faculty are observed a least once per semester with a goal of within the first six weeks of the semester. The process follows a declining number of observations as the teaching years increase. It should be noted that the observations occur over all faculty regardless of teaching modality and location.

Sufficient evidence exists that the institution provides the processes and resources for assuring that instructors are current in their field. Policies 2-20 (In-service Training & Professional Development and 5-34 (Faculty Training) provide the basis for a required 20 hours of professional development annually. Additionally, an all-college in-service is required each semester for full-time faculty. The Teaching and Learning Center Manager provides additional resources for instructional staff hired from industry without formal faculty training. Adjunct faculty are specifically encouraged to attend at least one professional development annually. Technical faculty remain current within their field by industry sponsored training, requirements within program specific accreditation, and close working relationships with business and industry partners.

The Faculty Expectations document provides specific information on essential duties and responsibilities for faculty, adjunct faculty, and program leads/directors related to classroom management, teaching and instruction, and programmatic and institutional engagement. This document not only supports the evidence noted above regarding faculty but specifically addresses the needs of students. Nine essential duties and responsibilities provide support to a range of faculty expectations, such as delivering engaging and effective instruction that meets the needs of students; assessment of student learning; engagement in professional development; and adherence to institutional policies and standards. Within the Faculty Expectations document, under the heading "Classroom Management Expectations" is a subheading titled "Communication." This area specifically outlines expectations for faculty to be assessable for student inquiry by communicating student office hours, maintaining student office hours, responding to student-initiated contact with 24-48 hours, and maintaining a minimum weekly faculty to

student communications within the course management and student communication tools.

Evidence provided and on-site interviews confirmed that student support staff are appropriately qualified, trained and supported by the institution. The institution employs a wide variety of staff to support students and faculty. Academic advisors provide students with information to assist them in enrollment into the program that best fits their area of interest and aspiration. Additionally, staff are expected to provide support services that improve student retention and completion rates through advisement activities related to: enrollment processes, selection of courses, and referral to other student support functions to aid in the specific needs of the student. The financial aid staff advise and manage student aid functions including the application and award process, federal financial aid compliance, knowledge and understanding of institutional scholarship opportunities, and communication with other student service areas. Additionally, the Ready to Learn software utilized by Student Services flags students with an outstanding balance and assists them with financial aid or a payment plan. All student support staff are expected to attend related state and association related professional meetings and participate in institutional professional development opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Rating

Met

Rationale

WSU Tech provides comprehensive student support services to meet the needs at all award levels. Student support services include a range of traditional functions and offices expected of a higher education institution such as admissions, academic advising, counseling services, financial aid, and tutoring. Beyond the scope of some traditional higher education institutions, WSU Tech provides several services highlighted in the Assurance Argument that are consistent with an institution that has workforce development central to the mission. The institution offers a wide range of services related to job attainment and advancement. Career Services are available to both students and alumni of the institution. These services include access to job listings, resume reviews, and interview workshops to better enable students and alumni to find, apply, and secure desirable employment. The Testing Center provides a range of exams for employment and advancement within a selected field of study. Examples in the health field include certification exams for Certified Nursing Aide, Certified Medication Aide, and Home Health Aide. The National Center for Aviation Training (NCAT) has exams in a variety of fields within the aviation industry.

In FY2022 the institution was awarded a Basic Needs for Postsecondary Students Grant by the US Department of Education. The grant abstract describes the purpose, which is to strengthen cross-agency coordination and community engagement, and coordinate with community-based organizations to address multiple basic needs which are impacting underserved students. WSU Tech seeks to achieve the following objectives: (1) increase access to basic need services; (2) decrease the number and percentage of students who express unmet basic need challenges on the annual needs assessment survey; (3) increase program retention for those receiving basic need support; and (4) increase program completion for those receiving basic need support. UThrive Student Resource Centers, formerly basic needs centers, will be housed in dedicated space on the NCAT South and City Center campuses. This corresponds to areas of greatest need and access to public transit.

In addition to the above services and grant, the Board of Trustees approved an Innovation Fund in the summer of 2022. The fund is intended to improve enrollment and retention with a variety of programs

and activities that included the Director of IDE and Student Engagement, in addition to the Disability Services Specialist. Examples provided in the evidence and on-site interviews included the launch of a student orientation called "On Deck at Tech" to begin in the spring of 2024, and Academic Success Clinics hosted by the library throughout the academic year that provide students with resources for success. Topics include tips for online and hybrid class success; four student commitments for next-level success; first-semester success highlighting available resources, and services and study tips to provide a good start for the academic year.

WSU Tech Testing Centers provide a full range of testing services that includes Accuplacer assessments, classroom exams, Ed Ready, Math Assessments, Health Occupation Credentialing, TEAS tests, Powersafe Training, and the WorkKeys. In total, these tests and testing services are used for academic program placement, course enrollment, make up exams, and exams required for by programs.

Specific general education placement thresholds are set for Accuplacer, EdReady, ACT, and SAT testing that list entrance exam requirements for English and Math. Placement thresholds are provided to students and academic advisors for enrollment. The 2022-2023 Program Admission Scores chart, available on the college website, details the requirements for entry into each program. Out of approximately 100 programs listed, 18 have an entrance exam requirement. Entrance exams are primarily required in the areas of Business and Healthcare programs. The Tutoring Hub offers assistance to students preparing to take the Accuplacer, EdReady, and TEAS tests.

WSU Tech utilizes a program specific advising format. Advisors work with department leadership to become experts in their assigned programs to better assist students. Students are assigned an academic advisor to assist in course scheduling and when needed provide additional information to assist the student in determining a career path. When students are undecided, advisors provide additional career information to aid in their decision-making. Information such as program of study, Shocker Pathway options, occupational outlook data, and other information tailored to student interests. This information is followed up with a face-to-face meeting or from the convenience of "Advising Booths." These are soundproof booths located in more remote campus locations to aid students in having virtual meetings with their advisors.

Navigate is a software tool used by the institution to inform advisors and success coaches of at-risk students. Some risk factors included within Navigate are missing assignments, low assessment scores, lack of attendance, and/or disruptive or poor behavior. Success coaches work with advisors and students to address identified at-risk issues. This system serves as an early warning system and is integral to addressing retention and completion goals.

In addition to the Academic Success Clinics, students are provided tutoring and learning resources provided by the Library and Tutoring Hub. Access to library resources are available at a physical location and online via the learning management systems and student portal. NetTutor is a 24/7 online tutoring service that offers assistance in general education and selected technical areas. In-person tutoring is also available. Additionally, the TRIO program provides a free service to help students successfully meet their educational, personal, and professional goals.

Evidence provided in the Assurance Argument, Multi-Location Visit Report from February 23, 2022, and on-site interviews confirm that the institution has the technological infrastructure, technical and scientific laboratories, and learning resources to support the students and faculty in their given discipline. Specifically, the NCAT facilities provided evidence of well-equipped classrooms and laboratories necessary to safely teach and learn. Evidence of HyFlex classrooms were demonstrated as part of the multi-site involvement of faculty and staff. Many teaching locations in health and aviation-related programs either occur within the industry or business setting, or work in like labs within the

institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Evidence provided confirms that the institution provides quality education, wherever and however its offerings are delivered. Industry Advocate Teams and programmatic accreditation provide evidence that the institution has courses and programs that are current. Institutional program quality and learning goals are maintained through processes appropriate to the college with appropriate oversight and adherence to state and federal standards.

Evidence is provided that demonstrates alignment with lower and upper division institutions to support that WSU Tech curriculum meets academic transfer requirements of multiple institutions. Students can earn credentials that provide stackable options and exit points. The institution has developed a landscape of opportunities for 32 high schools that can benefit from higher education offerings at existing high school locations, plus four campus locations.

WSU Tech provides a general education program appropriate to the mission, educational offerings and degree levels. Furthermore, general education is grounded in a framework developed by the institution that is consistent with the mission related to workforce development.

The institution has ongoing efforts for inclusion, diversity, and equity. Actions taken by the institution, documented progress, and on-site interviews confirm that the institution recognizes human and cultural diversity and provide activities to support IDE. The hiring of a Director of IDE and related activities provided to faculty, staff and students provides evidence that the institution is making progress regarding IDE. Furthermore, the mission and related strategic plans provide evidence of institutional focus on IDE goals.

Retention challenges were identified by the institution as a concern. As such, the institution created a new position for “Talent Acquisition and Retention Specialist.” This position provides evidence that the institution is addressing identified needs with the recruitment and retention of faculty and staff needed for effective programs and services.

WSU Tech provides comprehensive student support services to meet the needs of students. Student support services include a range of functions and offices expected of a higher education institution.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Rating

Met

Rationale

Program review is conducted on a three-year cycle with all academic departments participating. The process is facilitated by the Director of Assessment under the supervision of the Vice President of Instructional and Academic Support. A program team, consisting of the program dean, academic vice president, Vice President of Instructional and Academic Support, and Director of Assessment, reviews the report and meets with program leadership and faculty to provide feedback, discuss the analysis, identify resources needed, finalize goals for the next cycle, and determine next steps.

Minor modifications have been made to the program review process over the last few years, including the:

- addition of IDE and accessibility prompts to the program review report;
- integration of checkpoint conversations leading to a SWOT showcase within the three-year cycle; and
- incorporation of assessment and budgeting prompts to align with the program review process.

One example provided was the bi-annual *Semester Snapshot,* implemented in AY23, to more efficiently document program achievements on a semester basis as a best practice for continuous quality improvement (CQI). These forms are collected, stored within WIDS, and integrated within the program review report.

Sample program review reports were provided for the Applied Technologies and Aviation programs (2020-2022), General Education disciplines (2019-20212), Health Sciences (2018-2020), Manufacturing (2019-2021), and Nursing and Professional Studies (2018-2020).

Through the assurance review and on-site interviews, examples of how the program review process has impacted programs, both positively and negatively, were offered. Within the Assurance Argument, the Practical Nurse (PNR) program provided evidence of how the program review process was utilized to identify the need for modification of instructional practices to ensure student success on the revised National Council Licensure Examination (NCLEX). By making incremental and impactful changes to instructional practices, student success was achieved in 2022 with a first-time pass rate of 83.84% on the NCLEX, exceeding the national average of 79.93%. However, on the opposite end of the spectrum, college staff noted that based on program reviews, the dental assisting and simulation technology programs were closed in recent years. Enrollment declines and program cost increases were named as mitigating factors.

Overall, WSU Tech maintains an active, thorough program review process and provides solid evidence of how results are used to improve career and workforce pathways to meet both student and industry needs.

Evidence supports that the College is following institutional policy for prior learning. Prior learning is granted for military credit, credit by examination, standardized tests, articulated credit, prior learning assessment for industry or professional training programs, and on-the-job learning. Students submit a portfolio to apply for prior learning, which is reviewed by the relevant faculty and dean(s). Students can earn a maximum of 15 credit hours through prior learning, with the exception of a few Aviation programs and/or special cases approved by the academic vice president.

Evidence supports that WSU Tech accepts credit from accredited institutions, documented work experience, or military training that fulfills course requirements for an Associate of Applied Science (AAS) degree or technical certificate program. The Registrar and the appropriate faculty or dean together review and evaluate transfer credit requests.

Noted in the Assurance Argument, the College has articulation agreements with several colleges in a variety of disciplines including Engineering Technology, Business Administration 2+2, Bachelor of Applied Science, and, most recently, the Shocker Pathway programs with Wichita State University (WSU). In fact, WSU Tech ranks second in number of transfer students to WSU. However, as stated by the President, their goal is to be #1. In this effort, WSU and WSU Tech have hired *"transfer accelerators"* to help guide students through the Shocker Pathway programs for seamless transfer between the two institutions.

WSU Tech also participates in the Kansas Board of Regents (KBOR) statewide seamless transfer program for general education courses and the KBOR technical program alignment program. Through these initiatives, the College offers 59 general education courses out of the 100 courses that are part of the statewide system, as well as 11 aligned technical programs.

The College utilizes WIDS to house all curriculum, including student learning outcomes, courses**,** course descriptions, and co-and pre-requisites. WSU Tech has implemented a standardized syllabus template

which outlines the course description, course outcomes, and general educational outcomes. In AY23, general education departments introduced faculty and student commitments to the course syllabi to support the College's strategic plan. These commitments were adopted campus wide in AY24. The ITAS department also provides continuity with online courses, and trains faculty on common tools and resources used as part of Blackboard, the College's LMS system.

Some programs have elevated rigor due to licensure requirements and/or required learning outcomes set by the accrediting bodies, such as Welding, Auto Mechanics, and Nursing**.** Several programs, including Health Sciences and Nursing, Machining and Aviation programs, conduct orientation sessions to acquaint their students with learning resources available on-campus as well as program-specific resources and industry expectations. Additionally, success coaches and industry mentors help students stay on-track by promoting support services available to meet student needs. In AY24, a pilot of *"On Deck at Tech"* was implemented as a college-wide new student orientation and first-year experience program, with anticipated adoption in AY25.

Evidence supports that the College follows the institutional Faculty Qualifications Policy, which meets HLC requirements, for employment of all full-time, adjunct, and dual/concurrent faculty. General Education faculty must hold a master's degree in the discipline or master's degree plus 18 hours completed in the discipline. Technical faculty may hold a bachelor's degree in the discipline, an associate degree and/or hold an industry certification/licensure plus required hour work experience.

WSU Tech holds dual credit cooperative agreements with 32 high schools. These agreements outline the curriculum requirements, rigor expectations, assessment of learning outcomes, learning space requirements, and faculty qualifications. Through the Director of Academic Transitions and support staff, the College has made a public and financial commitment to ensure and maintain consistency as well as rigor with dual credit courses and programming.

As stated by the Vice President of Instructional and Academic Support, "*Every program has a third-party accreditation and/or affiliation."* Evidence supports that WSU Tech maintains specialized accreditation, licenses, and certifications for its programs as appropriate to its educational purposes. As noted on the College's website, the following programs have national accreditation:

- Automotive Technology - ASE
- Surgical Technology - CAAHEP
- Veterinary Technician - AVMA
- Register Nursing Program - pre-accreditation candidacy for ACEN

Other healthcare programs have state board oversight for licensure or certification.The Aviation Maintenance and Pilot programs have external oversight from the FAA.

Success of program graduates are evaluated through a variety of methods. Most programs track graduate success through their IATs or industry contacts, however, these are anecdotal comments to the number of students employed at a particular site or business. Some programs receive graduate testimonials while others implement exit surveys to track graduates, such as short-term certificate programs (CNA). The Institutional Effectiveness department implements an annual college-wide graduate survey, however, only with about a 10% return rate.

Graduate success is also reflected in pass rates for national industry certification or licensure exams. For example, with Nursing and Vet Tech, recent pass rates indicate a high number of graduates successfully passing licensure exams on first attempts. In AY22, the National Coalition of Certification Centers (NC3) issued 5,268 certifications to WSU Tech students, which is an industry-recognized credential for

advanced manufacturing and aviation workplaces.

Evidence supports that WSU Tech is utilizing different channels and modalities to recognize and evaluate graduate success. Department faculty and administrators interviewed understood the relevance and importance of measuring success, and in many cases, had already started the conversation in their respective areas of how to reach more graduates. The IE department has also been instrumental in working with departments on evaluation tools and how to implement them.

Overall, evidence collected through a review of the Assurance Argument and through on-site interviews with faculty, staff and administrators, demonstrates that WSU Tech ensures the quality of its educational offerings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Evidence provided demonstrates that WSU Tech has effective and appropriate assessment processes in place led by the Assessment Committee and Director of Assessment, who was a former Business faculty member. In AY2019-20, the College developed a three-year plan to upscale their assessment processes with a focus on developing student learning outcomes (SLOs), engaging faculty through professional development, updating program review to align with strategic planning and budgeting, and utilizing data to make improvements. Their initial plan of *"Collection, Analysis, Improvement and Celebration*" was implemented; however, in AY2022-23 the College refined their assessment practices further to include student engagement through cocurricular assessment, expanded resources and tools available to faculty through the Innovation Cafe to assist with assessment plans, explored using more resources for data analysis endeavors, and introduced new initiatives to celebrate successes, such as *Program Review of the Year*. With the new Plan-Do-Check-Act model, assessment processes continue with a focus on student success and continuous quality improvement.

- Cocurricular assessment measures student engagement, leadership, and satisfaction with student clubs, organizations and activities such as the President's Student Advisory Council (PAC), Hispanic American Leadership Organization (HALO), Academic Success Week, Veterinary Nursing Club, and Aerospace Maintenance Competition.
- Data visualization software serves as a tool for faculty to align learning outcomes.
- Common rubrics are used campus-wide to measure student learning outcomes.
- Program Assigned Outcomes and Course Linked Outcomes matrices align program/discipline outcomes to course outcomes.

Faculty utilize a variety of methods and tools to measure student success. This includes program review, course-based assessments, institutional and industry data, licensure exams, skills-based assessments, especially for competency based programs, and student surveys. Evidence provided in the Assurance Argument, and through on-site interviews with members of the Assessment Committee and Director of Assessment, demonstrates that faculty are effectively using results to make improvements to student learning and success. A few examples from the Assurance Argument included the Welding program and Allied Health department making slight adjustments in programmatic activities and curriculum to increase student success. Additional programs, including Information Technology and Veterinary

Nursing, noted that programmatic changes were made to improve student learning based on feedback from Industry Advocacy Teams (IATs). The Nursing department utilized information from student results on their ATI's, an external source (Assessment Technology Institute), to improve student persistence and ultimately success rates on the NCLEX licensure exam to a 96% pass rate.

In other areas, evidence supports that improvements are being made to increase student engagement leading to student success. For example, with cocurricular assessment, student feedback from PAC members to increase leadership enrichment led to the addition of the chair and secretary positions. Additionally, the Director of Student Engagement stated in the on-site interviews that she would be hosting a leadership conference for students. The Librarian noted during the on-site interview that semester-long Academic Success Clinics, on a variety of topics, have been added based on student feedback and circulation data. One popular topic noted was financial literacy, which is the most requested and attended, according to the Director of Student Engagement. Other non-instructional support services identified use of student feedback through surveys and exit interviews, and institutional data to make improvements.

Using the five guiding principles – *Communicate, Engage, Evolve, Celebrate and Action* -as the foundation for their assessment processes and practices, assessment information has become more accessible and transparent, and faculty engagement has increased, although still not at full participation levels. Professional development opportunities have increased, successes are celebrated in and outside of the classroom, and a CQI approach has emerged with the Plan-Do-Check-Act model. Documented evidence and information gleaned from on-site interviews support that data and results are being reviewed, analyzed, and put into action on both the micro (faculty/program) and macro (administrative) levels to make improvements to student learning and to the institution, as a whole. Faculty are making curricular and programmatic improvements to aid in student learning, as was noted in section 4B of the Assurance Argument, and the institution is evolving to be more inclusive with the expansion of cocurricular assessment and evaluation of non-instructional support areas. The President and Board are using even broader evaluative measures to add programs and facilities to accommodate the growing needs of students, community partners, and industry leaders.

The institution has certainly made great strides with improvements to their assessment processes over the past several years, especially with the implementation of the Semester Snapshot, formalizing assessment of student learning outcomes (SLOs), aligning course and programmatic learning outcomes, introduction of the Innovation Café website and the plethora of resources available to faculty and staff, addition of cocurricular activities and assessment, and the refinement of program review to align with strategic planning and budgeting. However, having said this, assessment is a very fluid process, with improvements being made through practice, observations, and self-reflection. Full participation with data collection by all programs is an area of growth, as self-reported by the institution. Additionally, as cocurricular activities grow across campuses, a review of the definition and expansion to include student support services, such as TRIO, accessibility services, esports, SkillsUSA, etc., may be warranted. Lastly, evidence to support an inclusive assessment process at all academic levels, including full-time, adjunct, and dual credit/concurrent, may be requested for further review at a later date, **a**nd it should be expected that by the next review the process will have matured further.

Overall, evidence supports that WSU Tech's assessment processes reflect good practice through well-defined and thoughtful planning, creation of a culture-rich assessment environment, development of appropriate and useful tools/resources to assist in assessment planning, and engagement of faculty and staff to deliver results-oriented action plans leading to student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Rationale

Goals for retention, persistence and completion (RPC) are tied to the mission of the College, which is heavily workforce-oriented, and to the institutional Strategic Plan, specifically within the framework of the *"Student Success and Continuous Improvement Goals*." RPC goals are aligned with those outlined on the KBOR Performance Agreement. In AY22, WSU Tech exceeded baseline averages for all categories, including those directly aligned with strategic initiatives:

- Increased number of certificates and degrees awarded (1,676/640 over baseline);
- Increased number of graduates in programs identified as high wage, high demand occupations in Kansas (367/153 over baseline);
- Increased number of third party technical credentials (1,095/240 over baseline); and
- Increased percentage of high school students successfully completing courses (96.1% compared with baseline of 90.8%)

Additionally, the Institutional Effectiveness (IE) department annually compiles data for key performance indicators (KPIs), known as *WSU Tech Gateway Goals*, for fall to spring retention, course success, enrollments, graduates, and placements. In AY23, the College met or exceeded three-year averages. These Gatekeeper Goals are also used as part of employee performance to set salary increases, and are embedded in the program review process to set program retention goals for use faculty evaluations.

Evidence from the Assurance Argument and supporting documentation support the College's efforts to define ambitious, attainable and appropriate goals for student retention, persistence and completion as it applies to the institutional mission and educational offerings.

State and institutional RPC data are regularly monitored by the Strategic Enrollment Management

(SEM) Committee and Academic Leadership Team. This data, along with additional key indicators, such as matriculation rates for high school students enrolling at WSU Tech and student transfers to WSU, is used to set college-wide and programmatic goals. Based on past performance, a strategic initiative for AY24 forecasts a 5% increase in RPC and graduation rates by end of FY26.

As part of the strategic planning process, IE compiles data and converts to dashboards to more easily identify trends and growth patterns. Dashboards are categorized by the Strategic Plan's overarching initiatives including *People and Culture, Student Success, Community Partnerships, Continuous Improvement*, and *Financial Sustainability*. RPC outcomes are reported within the Student Success initiative. Other forms of analysis include comparison reports with other colleges, student satisfaction survey results, K-Tip (placement) data, and labor (wage) data.

Evidence from the Assurance Argument and supporting documentation demonstrate that the institution collects and analyzes student retention, persistence and completion data to make informed decisions. In sharing this good work, the College may consider publishing student success data on the website for easier consumer access and overall transparency.

Evidence supports that WSU Tech has aligned their RPC goals to meet student needs and is using the data to make course, programmatic, and institutional improvements.

- In review of the retention data, deficits were found in underrepresented student populations. In response, WSU Tech submitted and received a Department of Education Basic Needs for Postsecondary Students Program grant for additional wrap-around services, including food distribution centers at multiple campus locations, clothes closet, implementation of success coaches and community navigators.
- The *Shocker Accelerator Program*, in collaboration with WSU, was introduced to provide a seamless transfer option for students, tying directly to WSU Tech's goal to be the #1 transfer institution for WSU. The College has had great success with a 131% increase in transfers in the first year.
- An 8-week schedule for general education was implemented as a retention measure based on lower persistence and completion rates in these courses. Early indications show increases in course retention rates.
- Course success rates, completion rates, and enrollment comparison reports are used in program reviews to revise curriculum and course content, to modify modalities, as well as to make programmatic decisions, such as closure of programs. Several narrative examples were provided supporting the use of information to make programmatic changes, such as with Information Technology, EMT, and the Practical Nurse program. Student success data and feedback from business and industry are being used to make programmatic changes with course modality and accessible student support services.
- Campus-wide retention efforts were identified with the introduction of digital textbooks to improve student accessibility and inclusion, and the creation of the Innovation Fund and Shock Tank.

The institution utilizes a variety of metrics and resources to evaluate student performance and success. Although the College acknowledges reporting to IPEDs as required, staff choose to rely more heavily on institutional and state comparison data in evaluation of program level retention, persistence and completion rates. The College also monitors high school completion rates as well as student course persistence and success rates to make course-level and programmatic changes.

To support these efforts, the IE department has created detailed dashboards for use by program faculty, deans, and administration to assist with program review, monitoring of institutional RPC goals, and

review of enrollment trends. Additional dashboards are in the works for AY24 providing real-time data on student grades and course attendance, and data specific to student groups, such as Wichita Promise and Kansas Promise programs**,** TRIO support service, and program-specific apprenticeships.

Evidence collected through review of the Assurance Argument and on-site interviews supports that WSU Tech's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

WSU Tech demonstrates responsibility for the quality of its educational programs, learning environments, and support services through defined evaluative measures which engage faculty and staff with industry partners to ensure effective practices. The College's faculty-led assessment practices and standardized program review processes provide for quality measures of student learning. Similarly, a regular review of student success outcomes, student retention and completion rates, enrollment patterns, and state and industry standards promotes a continuous quality improvement model.

The institution demonstrates the use of data and results to make improvements in a number of program areas and support services, especially addressing needs of differing student populations. Strategic Plan initiatives align with specific departmental and programmatic goals to increase graduates, completers, transfers, placements, and other key performance indicators. The College demonstrates best practice with CQI through the use of dashboards to display student progress and success in real-time.

As reported, the College has made greats strides in growing their assessment practices, refining their program review process, embracing a continuous quality model through the Plan-Do-Check-Act model, and evolving to include cocurricular assessment. However, growth in assessment is ongoing. As self-reported, closing the loop is an integral part of the assessment process to address improvements. Also, as indicated earlier, full participation of faculty in course and programmatic assessment is needed to provide continuity in measuring student success outcomes.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

Shared governance is evident at a variety of elevations and levels of authority. At the highest level, the Kansas Board of Regents (KBOR), a nine-member body, governs the state’s 32 public higher education institutions (six state universities, one municipal university, nineteen community colleges, and six technical colleges). WSU Tech is counted among the six technical colleges in the state. KBOR administers the state’s student financial aid, adult education, high school equivalency, and career and technical education programs. The Wichita State University President, the WSU Tech President, business and industry, faculty, staff, and students share in providing voice and vision for WSU Tech, which is reflected in their planning, policies, and procedures. The WSU Tech Industry Advisory Board, often referred to as the Board or Trustees, provided examples of how industry expertise is leveraged to maximize college impact both locally, with the legislature, and on the global stage.

A cross-institutional Leadership Team (LT) is selected by the WSU Tech President. This group ensures all strata of the institution has voice on initiatives that span academics, student success, finance and administration, communications, foundation, and human resources. The LT characterized their work as highly collaborative and rooted in a very clear mission and vision. The foundational construct of this group is embodied in the idea of “getting to yes” when mission-aligned ideas, opportunities, and initiatives come before them. Displayed in the President's conference room is a sign that illustrates the President’s Leadership Team Charter and expectations of membership:

- We will hold each other accountable individually and as a team to deliver our goals.
- We will make this our top priority by showing up at every meeting.

- We will hold our respective teams and departments accountable.
- We will actively support each other, offer grace, offer support to teammates' challenges.
- We will present a unified front to all stakeholders with consistent messaging and behaviors.
- We will engage all essential voices.
- We will take positive risks.

When meeting with the Faculty Senate, they reinforced a spirit of shared governance by stating that open communication is the hallmark of why the relationship between faculty and administration is good and that administration is available to discuss matters of interest or concern. Article III, Section 1 of the WSU Tech Faculty Senate Constitution states that the Faculty Senate has the authority to ratify fundamental principles of academic policy, substantive issues associated with faculty welfare, and significant changes in the governmental structure or organization of the faculty. Faculty session attendees reinforced their role in academic matters such as the opportunity to make recommendations for new programs and program revisions.

The Faculty Senate President is invited to the President's annual strategic planning retreat which serves as an additional way to liaise between the faculty and administration and build a collaborative, trusting relationship with the President and LT.

Staff further solidified evidence of a shared governance structure through formal and systematized structures such as the Strategic Enrollment Management Team, People First, Academic Leadership Team, and Student Services Leadership team.

Through the formal President's Student Advisory Council (PAC), there is assurance that the student voice is communicated on a variety of important student issues such as the institutional budget, tuition, and other matters of student concern such as admissions and enrollment processes and course modalities. The institution recently decided to switch learning management systems and the college looked to the PAC for input when selecting a vendor. PAC members cite a variety of reasons for serving, such as leadership and career development. Retention was listed as an institutional priority in AY22-23 and remains a faculty priority in AY23-24.

Data from the AY19 Noel Levitz survey revealed student dissatisfaction in the quality of online instruction and timely faculty feedback. To close the retention, completion, and satisfaction gaps as revealed by the data, faculty and staff pointed to professional development initiatives such as the faculty training delivered by Chad Littlefield, as a way to create engaging content at the course level.

The program margin analysis report is an important bellwether of program health and informs the Board, faculty, and staff on how best to structure tuition and fees, along with assessing long-term program sustainability. Regular Semester Snapshots are a new tool that helps to communicate successes, challenges, and progress to goal in the planning process. To assist in reducing the stigma and fear often associated with a culture shift of becoming more data driven and data informed, WSU Tech implemented a Program Review of the Year Award as a way to highlight and celebrate excellence in the program review process.

Demographic data has revealed and is signaling shifts in the Hispanic/Latino student population and the dual/concurrent high school population. The US Census data presents a spike in the Hispanic/Latino population in Sedgwick County of 7 percent between 2000 and 2020. In support of this growth, staff shared their strategy around working to become a Hispanic Serving Institution. In fall 2023, 26 percent of the college's enrollment identified as Hispanic/Latino, up from 21.4 percent in fall 2021. Based on the data and as a way to more holistically support this growing population, the college created Community Navigator positions that expressly provide academic, and community supports in

underserved neighborhoods and at college-wide cultural events such as the LatinX Festival, and by ensuring marketing materials are also in Spanish. The college has set a goal of achieving the Hispanic Serving Institution designation by 2026.

Structures such as the Faculty Senate and Academic Leadership Team are charged with ensuring academic quality and integrity through formal program and policy review, which is subsequently communicated to college administration and other relevant constituencies. Formal program review follows a 3-year cycle. The Assurance Argument cited several specific outcomes tied to these formal collaborative structures such as curricular alignment with KBOR Program Alignment, Kansas Core Outcomes Project, and third-party entities such as the National Center for Construction Education and Research. Additional collaborations have advanced quality and service to students in instructional technology (inclusive LMS selection committee), program review (applying a SWOT analysis to that of an airplane), accessibility (systematic approach aimed at reaching students of all abilities), and the President's Student Advisory Council.

Faculty reinforced the practice of academic freedom by stating they have the freedom, authority, and support to own their curriculum and adjust it for students appropriately, as long as the stated course and program outcomes are preserved.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

WSU Tech's Strategic Plan places expressed value on the importance of recruitment and retention of a diverse and qualified staff. WSU Tech's students enjoy a low faculty to student ratio of 16:1. To strengthen quality and relevance, WSU Tech offers a variety of in-house professional development opportunities such as new leader training, along with an expectation that employees complete 20 hours of professional development, which was positively embraced by many of the employee groups. Through planning and budgeting, staff are encouraged to attend local, state, and national conferences as a way to ensure added value, quality, and relevance.

Relative to financial stability, staff indicated WSU Tech has built a healthy reserve. Staff indicated that in just a handful of years, they have moved their year-to-year financial cushion to one of greater long-term stability with healthy operating and capital reserves. As a way to meet workforce needs, grow enrollment, and diversify revenue, the college has expanded short-term aviation program training by offering competency-based education (CBE). CBE allows students greater flexibility to take as long, or as short, as they need to master a competency, and is an attractive model for working adults.

In light of the college's rapid growth, a new position called Business Partner was created as a way to build financial literacy, awareness, and efficiencies in areas such as invoice, billing, and purchase order processing. The role serves as a liaison between academics, and Finance and Administration. The Business Partner identifies finance and planning blind spots and ultimately builds structures to address them. This new role was mentioned in several meetings as a positive step toward improving the finance and administration operations.

In the spirit of "getting to yes" the college has strategically outsourced certain roles and functions when challenged by existing capacities. One such agreement is illustrated by their affiliation with the third-party grant writers, AGS.

The college has entered into collaborative agreements with local businesses and industry to help reduce loss of faculty to higher paying jobs in their fields. One example provided was employers paying the

difference in salary to incentivize individuals to serve in faculty roles. Another example was sharing the cost of an employee between the business and the college.

Observed through a campus tour and reflected in faculty and staff comments, there is immense pride in building and maintaining physical structures that exemplify industry relevance, innovation, strategic mindfulness towards the most appropriate location for programs and services, and the highest standards around safety and cleanliness. The labs feature new, cutting-edge technology such as virtual welding trainers. Virtual welding trainers save the institution money in consumables and give the students maximum practice time to help master competencies.

All corners of the facility were clean, organized, well-lit, and modern. Facilities infrastructure supports growth in programs (NICHE-downtown Wichita Culinary programming and Health Sciences-Old Town to WSU South), partnerships (Future Ready Center and Shocker Academy), and the community (Community Navigator positions in community centers / extended outreach). Ten-year enrollment increases, and continued program expansion, have facilitated future planning for the next phase of construction and remodeling that will include moving Health Sciences to the new Biomedical location downtown.

Technology also plays a part in advancing WSU Tech's quality of instruction and is codified through the IT Governance committee. Information Technology has strengthened student support efforts by playing a pivotal role in classroom technology enhancements. Examples of enhancements include the creation of the HyFlex classrooms, security, and connectivity in the form of lending devices and hotspots during the pandemic.

A 230% increase in WSU Tech Foundation donations has allowed increases in scholarships to students, which ultimately supports the institution's mission, vision, and guiding principles by increasing access and educating the workforce. Students stated that between the WSU Tech scholarships, support from employers, and the Kansas Promise Scholarship (a last dollar scholarship), "most students pretty much attend WSU Tech for free."

A cascading goal structure ensures that every facet of the college is aligned with the mission, vision, guiding principles, and strategic direction. Administration, faculty, and staff comments suggest keen awareness of, and alignment of work with, institutional mission and priorities. Goals are informed and driven by KBOR strategy, Advisory Board strategy, and Industry Advocate Teams (IATs) to ensure that the mission is being delivered, and that courses and programs are developed, revised, and suspended based on the demands of the local and global economies.

Institutional goals fall under five categories: People and Culture, Student Success, Community Partnerships, Continuous Improvement, and Financial Sustainability. One staff member illustrated how the institution upheld the People and Culture tenant of building a culture of care and concern. Having returned from maternity leave and facing the stress and anxiety associated with the challenges of nursing/pumping, the staff member appealed to leadership to reconsider the institutional policy that prohibited nursing within their office space. Administration did adjust the policy and as a result, this staff member reported a sense of being heard, appreciated, valued, and understood.

The Board of Trustees, administration, faculty, and staff shined a spotlight on the essential role partnerships play in WSU Tech's ability to be one of the nation's most innovative and impactful two-year colleges. A representative from the Greater Wichita Partnership cited WSU Tech's proactive and exemplary work in creating a talent roadmap focusing on 13 growth initiatives and Unified School District 259 partnerships in manufacturing, healthcare, and technology. Representatives from U.S. Senator Moran's and U.S. Congressman Estes' offices attended the community forums and reinforced

the critical role WSU Tech plays in informing workforce and higher education legislation. Senator Moran's representative characterized WSU Tech as being nimble, diverse, and responsive, and cited WSU Tech's work central to ensuring that Wichita is the Air Capital of the World.

Informed by several constituencies including students, staff, faculty, and administration, the Board of Trustees and WSU Tech President review and approve the final budget in June of each year. Staff characterized the budget process as inclusive, transparent, and organized, and noted having had candid conversations with leadership about the realities posed by economic conditions, grant funding, enrollment, and alignment with the greater institutional strategy. To illustrate the inclusivity of the budget process, WSU Tech employs a voting process which proves helpful when prioritizing multiple budget requests.

Relative to monitoring, financial statements are prepared monthly and shared with the Board of Trustees and Leadership Team on a bi-monthly schedule. The Board of Trustees also has a standing Finance Committee that meets separate from the full board meetings to review and discuss financial matters and any pertinent variances. At a more micro level, program margin analysis reports are produced and distributed quarterly to academic vice presidents, deans, and other budget managers. The program analysis provides program specific financial data atop enrollment data which aids in understanding financial performance and facilitates real-time operational adjustments.

Instructional functions represent 35-40% of the operational budget, while academic support and student services represent 25-30% of the operational budget.

WSU Tech invested $70,000 between 2021-22 in a collaborative teaching and learning environment known as CoLab. This collaborative space aims to provide faculty and students access to innovative technologies, facilitating the creation of engaging instructional content and student assignments. Leveraging on the success of the CoLab, and thanks to a FY24 Perkins Reserve Grant, WSU Tech is expanding the collaborative teaching and learning environment by investing in a $58,000 technology upgrade.

Building off the success of the HyFlex learning spaces that were created during the pandemic, the college is investing Perkins Reserve Grant funding to establish a second space at their South location.

The only technical college in the state invited to partner in the newly formed Biomedical Campus in downtown Wichita, WSU Tech will join Wichita State University and the University of Kansas in combining WSU's College of Health Professions and Speech-Language-Hearing Clinic, WSU Tech's health care program, and Wichita campuses of KU School of Medicine and KU School of Pharmacy into one location. WSU President Dr. Rick Muma stated that the center will revolutionize the way health care professionals are educated thanks to the three institution's combined power around AI simulations and state-of-the-art labs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Mission-driven to provide quality higher education and leadership in workforce training for economic development, WSU Tech demonstrates this commitment through their evolving partnership with the Maize School District. Offering dual/concurrent general education courses since 2014, the partnership has expanded to include aviation programming, and most recently, animal science programming. In AY24, the Shocker Academy was created in response to Maize School District's request for an expansion of dual/concurrent credit general education offerings. In this expanded model, Maize students have the potential to earn up to 15 general education credits in a single semester.

WSU Tech is home to the National Center for Aviation Training (NCAT). This center facilitates the development of a skilled aviation manufacturing workforce. NCAT was built by Sedgwick County in 2010 and features 220,000 square feet of training labs and classrooms. The facility leverages the research capabilities and expertise of WSU's National Institute for Aviation Research (NIAR) and the aviation and advanced manufacturing programs housed at WSU Tech. This partnership fast tracks NIAR's research equipment, technology, and methods into WSU Tech's technical training programs and courses.

In addition to KBOR's Performance Agreement, third party licensing and certification, and student survey results, the Program Review process was cited as the widest-reaching initiative that is moving the college toward creating systemic linkages between budgeting and planning. The Director of Assessment and Accreditation offered that tying budgeting to planning can be challenging and went on to offer that the Semester Snapshots are working to reinforce these efforts.

Programs and courses that have more intentionally linked budgeting to planning include Practical Nursing, technical math, Alternative Fuel Vehicle Maintenance, AMT, and EMT. These programs and

courses serve as early adopters and exemplars across the institution.

WSU Tech's three-year Strategic Plan references KBOR's 10-year agenda via the KBOR Performance Agreement indicators, and aligns strategies and initiatives, when possible. While a few months into 2024, the 2021-2023 strategic plan remains in place with an anticipated update or new plan slated for completion in late summer 2024. WSU Tech has retained WSU's Public Policy and Management Center (PPMC) to facilitate the planning process to include internal and external stakeholders.

The Shock Tank competition was cited as one way the college incorporates diverse perspectives in the planning process and is intended to spur innovation. The Shock Tank competition was inspired by "Shark Tank," which encourages employees to present innovative and bold solutions to complex challenges facing students, employees, the institution, or community. Shock Tank embodies several components that link to mission, vision, goals, planning, budgeting, and assessment as illustrated in these Shock Tank guidelines:

- Does it align with the WSU Tech strategic plan?
- Is it innovative and forward-thinking?
- Is it student success and retention driven?
- Does it offer improvement to these 3 main groups: our students, our employees & organization & our community?
- Will it be financially feasible, and do you have the ability to show detail on cost?
- Does it benefit the college as a whole?
- Are you able to lead implementation and provide follow-up?
- Are you able to identify the champions and stakeholders?
- Can you identify what possible challenges there are and how to overcome them?
- After the initial 2 years of funding can you show how it can fund itself beyond that?

Last year's winning proposal, the TechConnect Initiative, aims to enhance the college's outreach to high school populations and boost enrollment in targeted areas, particularly among low-income and first-generation students.

As evidenced by War Room meetings and the Strategic Enrollment Management Team's detailed data analyses of high- and low-performing programs, the institution has structures in place to monitor and adjust to fluctuations. The Future Ready Centers serve as evidence of WSU Tech's anticipation of building the workforce pipeline while students are still in high school. The Future Ready Centers are a Wichita Public School and WSU Tech partnership that provide students with hands-on training and mentoring from industry experts while attending high school. Students enroll in two courses at a time and attend every other day. Students can choose from healthcare or manufacturing program offerings.

Anticipating a decline in the K-12 pipeline, WSU Tech is expanding their programming and outreach beyond the traditional high school population to students in elementary and middle school.

Based on industry, financial, environmental, and enrollment shifts, evidence was provided relative to the closure of the Dental Assistant program, the addition of the Licensed Mental Health Technician, and the "not yet" decision on a Cardiac Sonography program. Dental Assisting revealed a 5-year pro forma that did not support sustainability and lacked a suitable partnership.

The Licensed Mental Health Technician program had previously been proposed, but data did not support investment in this program. Recently there has been a shift in the landscape with data identifying a need for this program. A decision has been made to fast-track this program development with an anticipated launch of fall 2024.

Members of the Board, community, and Leadership Team cited examples of how the greater Wichita region is positioning itself to be a global leader in healthcare and aviation. As was stated by a member of the Board of Trustees, “Pretty much every single plane in the world has a part made in Wichita.” Providing aviation research and education for the future workforce is significant enough to warrant the Presidents of both WSU and WSU Tech to attend the London and Paris Airshows. Their role at these airshows is to serve on a team of Wichita leaders who are working to attract more aviation business to the region.

As reflected in US Census data, the region’s Hispanic population has increased from 8 percent in 2000 to 15 percent in 2020. In fall 2023, 26 percent of the college’s enrollment identified as Hispanic/Latino, up from 21.4 percent in fall 2021. In response to this growing demographic, the college created Community Navigator positions that provide academic, and community supports in undeserved neighborhoods, and at college-wide cultural events.

Reflective of the speed in which business and industry moves, WSU Tech has implemented 11 new programs since 2019. The institution has the ability to move quickly as evidenced by the speed in which the Licensed Mental Health Technician program is being implemented, which is less than eight months from initial launch to deployment (January 2024 to fall 2024).

Holistic student support structures, such as the Community Navigator program, Shock Tank Competition, WSU Tech Food Pantry, WSU Tech Liaison, Tutoring, and Counseling and Psychological Services serve as further evidence of the college’s ability to support students beyond the classroom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

WSU Tech's mission is to provide quality higher education and leadership in workforce training that supports economic development for a global economy. The vision is to be one of the nation's most innovative and impactful two-year colleges. The institution's full complement of leaders to include the Kansas Board of Regents (KBOR), Industry Advisory Boards, WSU President, WSU Tech President, and President's Leadership Team demonstrated contributions to fulfill the institutional mission.

KBOR's governance, purpose, and strategy enables the institution to fulfill its mission by creating cascading goals and strategies that serve to strengthen Kansas families, businesses, and the state's economic prosperity. The WSU Tech Industry Advisory Board is a group of strategically selected industry experts who leverage their professional skillsets and backgrounds, business connections, governmental affiliations, and personal networks as a way to move the college forward. The presidents of WSU and WSU Tech meet frequently, serve on one another's boards, collaborate, and share resources. Advancing the aviation and healthcare sectors is one way the two leaders are combining the strength of their two respective institutions to build a stronger education and workforce ecosystem. The cross-institutional Leadership Team (LT) ensures all strata of the institution has voice on initiatives that span across the entire institution. This LT characterized their work as highly collaborative and reiterated that their mission and vision is clear and ever-present in their work. Given the fast-paced growth trajectory, strategic planning should include smart, longitudinal growth that gives consideration to initiative fatigue and institutional capacity.

WSU Tech's funding sources to include Tuition and Fees, Excel in CTE Funding, Postsecondary Aid, Grants, Contributions, and Other Revenue, have positioned the college for continued growth in programming, physical plant remodels, and expansion. Over the years, careful financial stewardship and growth have moved the institution to one of strong reserves with an increase in CFI. Facilities infrastructure supports growth in programs (NICHE-downtown Wichita Culinary programming and Health Sciences-Old Town to WSU South), partnerships (Future Ready Center and Shocker Academy), and the community (Community Navigator positions in community centers / extended outreach).

Ten-year enrollment increases, and continued program expansion have facilitated future planning for the next phase of construction and remodeling to include moving Health Sciences to the new Biomedical location downtown. As a way to meet workforce needs, grow enrollment, and diversify revenue, the college has expanded short-term aviation program training by offering competency-based education, which is a popular model for working adults. The institution is to be commended on a forward-thinking diversification of revenue mindset which is evident in the way the college is planning for demographic shifts and industry demands.

Systemic, institution-wide continuous quality efforts are strong in pockets of the institution. Through structures such as the Business Partner, Budget Planning, Program Review, and Semester Snapshots, these practices should be expanded across the institution in a consistent manner.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- Wichita_State_University_Campus_of_Applied_Sciences_and_Technology_Federal_Compliance_12.19.23

Rationale

Federal Compliance Rationale Template
Effective September 1, 2023–August 31, 2024

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Policy and procedures for assignment of credit hours exist and are consistent. The policy defines the minimum number of minutes per 15-week semester for lecture (50 minutes [1 hour] per week), laboratory (75 minutes [1.5 hours] per week), and other types of learning – including on-the-job training, internships, practicums, studio work, and clinical experiences (180 minutes [3.6 hours] per week).

Course outlines were provided for seven courses. All meet or exceed the minimum number of minutes required according to the policy.

There is a brief description of the process for verification of length of academic period and compliance with credit hour requirements in the Federal Compliance Filing Form submitted by the institution. Note that some courses meet for portions of a semester, while meeting or exceeding the minimum number of minutes per policy.

Tuition and fees are not mentioned in the Federal Compliance Filing Form, but were easily found on the institution's website at this address:
https://wsutech.edu/admissions/tuition-and-fees/.

Fees for items such as uniforms, testing, and proctored exams are disclosed to students in an itemized bill upon registration and prior to registration during recruiting events.

WSU Tech is currently working on a revision to their tuition model. They looked at 11 different models of how tuition is handled across the nation and used this information to create a new model best suited for them, with a goal being that it would be simple and transparent for students. This model will take the highs and lows out semester costs, spreading fees across the program. The new model will involve a tier system where each program will fit into one of the tiers. Students will pay per course, rather than per credit hour. The per course rate will include all fees except costs for textbooks, tools, testing fees for certifications, and flight fees (aviation program). These additional fees will be listed separately on an invoice. The new model will be effective fall 2024.

The institution maintains program-specific tuition rates, which are listed here: https://wsutech.edu/wp-content/uploads/tuition-costs/Tuition-by-Program.pdf.

The institution's refund policy can be found on the institution's website at this address: https://wsutech.edu/about/consumer-information/refund-policy-and-requirements-for-withdrawal/.

2. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Policies and procedures for handling student complaints appear to be transparent and easily accessible.

The institution's website includes a page on Academic Student Concerns: https://wsutech.edu/student-complaints/.

This includes procedures for academic and non-instructional concerns. The Academic Code of Contact also includes this information: https://wsutech.edu/wp-content/uploads/Policies_Procedures/Chapter%205%20-%20Academic/5-01%20Academic%20Code%20of%20Conduct%20Revised.pdf

The Code of Conduct appears in the Policies and Procedures section of the institution's online catalog: https://wsutech.edu/admissions/college-catalog/policies-and-procedures/).

These policies and procedures effectively allow student complaints to be received, tracked, and handled in a timely manner.

Students learn of the process for filing a complaint during orientation. Success Coaches guide students through the process.

3. **PUBLICATION OF TRANSFER POLICIES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The Kansas Board of Regents provides the transfer policy for all institutions in that system (including WSU Tech). That policy is found here:
https://www.kansasregents.org/transfer_articulation.

Additional transfer policies are available on the institution's website at this address:
https://wsutech.edu/admissions/transferability/.

This page includes criteria for transfer of credit and addresses (on a case-by-case basis) credit transfer from institutions not accredited by regional accreditation commissions.

The Credit for Prior Learning policy is found at this address:
https://wsutech.edu/wp-content/uploads/Policies_Procedures/Chapter%205%20-%20Academic/5-27-Credit-for-Prior-Learning-Policy.pdf.

The form that students use to request Credit for Prior Learning is found at this address:
https://wsutech.edu/wp-content/uploads/Forms/Request_for_Prior_Learning_Form.pdf.

A list of institutions with articulation agreements is included on the same webpage referenced above:
https://wsutech.edu/admissions/transferability/.

Program-specific articulation agreements are linked from the same webpage referenced above:
https://wsutech.edu/admissions/transferability/.

4. **PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

The institution does not meet HLC's requirements.

Rationale:

The institution does have students enrolled in distance learning.

Verification of student identity is addressed in the Federal Compliance Filing Form submitted by the institution. Students are issued a username and password for accessing the online learning platform, and *"some distance courses at WSU Tech require students to take proctored assessments."*

There are no additional fees related to proctored assessments on campus, but there *"students who choose to take proctored exams offsite may incur a fee. Students are made aware of the potential charge on the course syllabus."* Additional fees are disclosed to students upon registration.

Reasonable efforts to protect student privacy in the verification process are addressed in the Federal Compliance Filing Form submitted by the institution.

5. **PROTECTION OF STUDENT PRIVACY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Policies and procedures to ensure privacy and security of student data are available in these two documents:
https://wsutech.edu/wp-content/uploads/Policies_Procedures/Chapter%203%20-%20Students/3-18%20FERPA.pdf
https://wsutech.edu/wp-content/uploads/Policies_Procedures/Chapter%203%20-%20Students/FERPA%20Notification.pdf

These documents are linked in the online college catalog (click on Student Services, then Registrar's Office). The catalog is available at this address:
https://wsutech.edu/admissions/college-catalog/.

These documents are also linked from a Consumer Information page on the website, available at this address:
https://wsutech.edu/about/consumer-information/.

Training to ensure adherence to such procedures is addressed in the Federal Compliance Filing Form submitted by the institution.

6. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The website includes a Consumer Information page that links to data related to student achievement. This addresses the broad variety of student populations and programs. The first link in this section goes directly to the National Center for Education Statistics page for the institution.

The Consumer Information page is available at this address:
https://wsutech.edu/about/consumer-information/.

Retention, completion, and employment data are included.

No student populations appear to be excluded.

7. **STANDING WITH STATE AND OTHER ACCREDITORS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Information about the institution's relationship with accreditors is available at this address: https://wsutech.edu/about/accreditation/.

Programmatic accreditations include:

- Automotive Technology: accredited by the Automotive Service Excellence Education Foundation (ASE).
- Surgical Technology: accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- Veterinary Technology: accredited by the American Veterinary Medical Association (AVMA)
- Nursing: listed as "Candidate" status Nov 2023-Nov 2025 by the Accreditation Commission for Education in Nursing (ACEN). Initial site visit scheduled for October 8-10, 2024.

The Federal Compliance Filing Form includes a list of programmatic accreditations, and approval/affiliation.

8. **RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Practices related to recruiting, admissions, and financial aid are described in the Federal Compliance Filing Form submitted by the institution. Three documents related to this area are included in the appendix to the Federal Compliance Filing Form:

- Values-Based Culture (which serves as a Code of Conduct)
- General FERPA Overview
- The Legalities of Disability Services in Post-Secondary Education

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following

item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)**:**

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

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

Review Summary

Conclusion

The review team would like to thank WSU Tech for their gracious hospitality. We would also like to summarize WSU Tech's opportunities for improvement as well as their strengths.

The following are opportunities for improvement:

1. Since the previous Monitoring Report regarding cocurricular activities and cocurricular assessment, progress has been made with the hiring of a Director of Student Engagement. However, despite the formation of several clubs and hosting events, students are generally unaware of these opportunities. WSU Tech has an opportunity to find ways to better engage students in cocurricular events. Cocurricular assessment has also progressed with the formation of a Cocurricular Assessment Team. There is a process for cocurricular assessment and it is occurring on a regular basis. However, there is an opportunity to include more areas of the college in this process, such as Career Services and the Library. While the concerns in the Monitoring Report have been addressed, cocurricular activities and assessment are still in their infancy. The next review team should expect advances in these areas.

2. Continuity of assessment practices across all faculty, from full-time to adjunct and dual enrollment.

3. Succession planning at all levels of leadership. Evidence from the on-site visit confirmed the value of the current leadership and direct relations among key stakeholders within the area and state. While this represents a significant strength of the institution, it also presents a future challenge. Succession planning that provides long-term development of strategic goals, relationships, and partnerships would be advised.

Regarding the Assurance Argument, the review team suggests that WSU Tech be more selective in the evidence it provides. The volume of evidence was well above the norm and not always meaningful, resulting in a great deal of extra time spent reviewing information that didn't necessarily verify or provide supportive evidence. Examples of such evidence include committee rosters and job postings. As a team of diligent peer reviewers who carefully examined all evidence, we suggest that for the next Assurance Argument that WSU Tech be mindful of the type and quality of evidence it provides.

The team would like to recognize the following strengths of the institution:

1. A focused mission and vision that drives the institution and guides decision making. WSU Tech has an extraordinary ability to "get to yes" when ideas and proposals align with their mission and vision.

2. A climate of respect among colleagues and students. The priority of "People & Culture" is woven throughout the institution as a result of the behaviors and actions of the President and Leadership Team. Additionally, since the previous Monitoring Report related to diversity, equity, and inclusion, WSU Tech has made significant strides in this area. However, improvements in this area need careful and continuous attention to be sustainable.

3. A strong partnership exists between WSU Tech and area business and industry. This relationship is strengthened by alignment of interests among WSU, WSU Tech, regional economic development entities, and government entities. The effect of this coordinated regional response to economic development opportunities appear to have contributed to statewide development of a health care investment in downtown Wichita, national investments in manufacturing and maintenance of aircraft, and reported international investments as a result of visits made by WSU/WSU Tech leadership.

The review team finds that all five Criteria for Accreditation are met and recommends that the institution be eligible to choose between the Standard and Open Pathways.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

No Interim Monitoring Recommended.

INTERNAL

Higher Learning Commission

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Wichita State University Campus of Applied Sciences and Technology, Kansas

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description: Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 02/26/2024 - 02/27/2024

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014
Year of Next Reaffirmation of Accreditation: 2023 - 2024

☐ No Change
✓ Recommended Change: 2033-2034

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

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

✓ No Change
☐ Recommended Change:

Competency-Based Education:

Approval for credit-based competency-based education is limited to Aviation Sheetmetal Assembly, Composite Fabrication certificates.

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

☐ No Change
✓ Recommended Change: Eligible to choose pathway

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	35	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:

Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	54	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Grove Campus, 301 South Grove, Wichita, Kansas 67211 United States

Wichita State University South (WSU South), 3821 E. Harry, Wichita, Kansas 67218 United States

Future Ready Center, 1435 North Waco, Wichita, Kansas 67203 United States

WSU Tech National Institute for Culinary and Hospitality Education, 124 S. Broadway, Wichita, Kansas 67202 United States

✓ No Change
☐ Recommended Change: