

Assurance Argument

Wichita State University Campus of Applied Sciences & Technology

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References

Academic Programs

*Referenced in evidence

Applied Technologies

- ACR Climate & Energy: 3A
- AFV Alternative Fuels: 1A, 1B*, 1C, 3A*, 3B*, 3D, 5B, 5C
- CCP Construction: 1A, 1B, 2B, 3A, 3B, 5A, 5B, 5C
- CLD Cloud Computing: 1A, 4C, 5B, 5C
- INF Information Technology: 1A, 3A, 3B, 3C, 4A*, 4C
- TAS Automotive: 1A, 1B*, 1C, 2B, 3A, 3B, 3C, 3D, 4A, 5B

Aviation

- AER Aerospace Manufacturing: 1A, 3A, 5C
- AMT Aviation Maintenance: 1A, 2B, 3A, 3C, 4A, 4B, 5A, 5C
- AVT Avionics: 1C
- CFT Composites: 3A
- NDT Non-Destructive Testing: 3B
- PLT Professional Pilot: 1A, 2B*, 2D, 3A*, 4A, 4C
- TFF Tooling & Fixture Fabrication: 1B, 2B
- UAS Unmanned Aircraft: 3A*

Manufacturing

- ACP Aerospace Coatings & Paint: 1A*, 1C, 2B
- CWG Welding: 2B, 3B*, 3C, 4B, 4C*, 5B
- IND Industrial Automation: 1A*, 1B*, 1C, 3D, 5B
- MCD Architectural Design: 5B
- MCD Engineering Design: 2B*
- MMG Machining: 1A*, 1B, 2B, 3A, 3D, 4A, 5C
- MNF Manufacturing: 2B, 5C
- ROB Robotics: 1B, 2B*, 3A, 5C

Health Sciences

- CNA Certified Nurse Aide: 2B, 3B*, 4A, 4B*
- EMS Emergency Medical Services: 3A, 3B, 4A*, 4C, 5A, 5C
- PCT Patient Care Technician: 3B, 4C
- SGT Surgical Technology: 1A, 1C, 2B, 2D, 3A, 3B, 3D, 4A, 5B
- VET Veterinary Nursing: 1A, 2B, 3A, 3B, 4A, 5C

Nursing

- PNR Practical Nurse: 1C, 2B, 3A, 3B, 3D, 4A, 4B, 4C, 5A, 5C
- ADN Registered Nurse: 1A, 1C, 2B*, 3A, 3D, 4A

Professional Studies

- ACC Accounting: 1A, 2B, 3D
- CRJ Criminal Justice: 2B, 2D, 3B, 3C, 5B
- CUL Culinary Arts: 1B, 2B, 3A, 3B, 3D
- DMK Digital Marketing: 2B, 3B, 5C
- INT Interior Design: 2B, 3A, 3B*, 4A*
- LGM Logistics & Supply Chain: 3B*, 4A*

General Education Disciplines: 3B, 4A, 4B, 4C

- ALH Allied Health: 4B, 5C
- ENG English: 3B, 3D
- HUMN Humanities: 2D, 3B
- MTH Mathematics: 4B*, 4C, 5C
- SCIE Sciences: 4C
- SLSC Social Sciences: 3A*, 4A*, 4B*

MRW Mike Rowe Works: 1A, 1C, 2B, 3A

Shocker Pathway: 3A, 4A, 4C

Student Success

*Referenced in evidence

Advising

- Academic Advising: 3C, 3D, 4A
- Community Navigators: 1A, 1B, 2B, 5B, 5C
- Student Success Coach: 1A*
- Financial Aid: 3C

High School

- Advisors/Recruiters: 1A*, 3D
- College Advantage: 1A
- College Access: 1B
- Dual/Concurrent Credit: 1A, 1B, 3A, 3C, 4A, 5B, 5C
- Future Maker: 1C, 2B
- Future Ready Centers: 1A, 2B, 3D, 5B, 5C
- Shocker Academy: 1A, 3A, 5B, 5C

Learning Services

- Career Services: 3D, 4A
- Library: 2A, 2E, 3B, 3D, 4A
- Testing: 3D
- Tutoring: 3C, 3D, 4A

Student Organizations

- Business Club: 1C*
- E-Sports: 1C, 2D
- HALO: 1C, 2B, 2D, 3B, 4B
- PAC: 1A, 1C, 2B, 4B, 5A
- SCNAVTA: 1C, 2B, 2D, 4B
- SkillsUSA: 2B, 2D
- Xi Iota: 2D, 3B

Student Services

- Basic Needs/Food Pantry: 1A, 3D, 4C, 5C
- CAPS: 1A, 5C
- SASS: 1A, 3D, 4A
- TRIO: 1A, 1B*, 1C, 3B, 4A
- Veteran Student Center: 3D
- IT Help Desk: 3D, 4A

Job Descriptions

- President: 1B
- Advisor, Academic: 3C*
- Advisor, High School Academy: 1A*
- Coordinator, Shocker Career Accelerator Workforce: 4A
- Director, Academic Transitions: 3A, 3C, 4A
- Director, Accessibility: 1C, 3C, 5A
- Director, Assessment & Accreditation: 3B, 3C, 4A, 4B, 5C
- Director, Basic Needs: 1A*
- Director, Disability Services: 3D, 5A
- Director, Inclusion, Diversity, & Equity: 1A, 1C*, 3B, 3D
- Director, Shocker Transfer Accelerator: 5A
- Director, Student Engagement: 1C, 3D
- Manager, Teaching & Learning Center: 3C
- Specialist, Talent Acquisition & Retention: 3C, 5A
- Student Success Coaches: 1A, 3D
- Vice President, Aviation & Manufacturing: 2A
- Vice President, Finance & Administration: 2A
- Vice President, General Education & Applied Technologies: 2A
- Vice President, Health Sciences & Grant Management: 2A
- Vice President, People & Culture: 2A, 2B, 5B
- Vice President, Student Success: 2A

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.

1.A.1 Development of the Mission

The mission of Wichita State University Campus of Applied Sciences and Technology (WSU Tech) is to provide quality higher education and leadership in workforce training that supports economic development for a global economy. The mission guides the strategic planning process at the college and serves as a roadmap for establishing a vision and achieving it through well-defined milestones and performance indicators. WSU Tech's mission statement is clearly articulated throughout the institution and is readily available on its website and planning documents.

In 2020 the college engaged the services of Wichita State University's Public Policy and Management Center (PPMC) to conduct a review and revision of its strategic plan, with a focus on creating goals and strategies to guide the institution. The process emphasized inclusivity and engaged various campus and external stakeholders, including faculty, staff, and students from all WSU Tech campuses, the President's Student Advisory Council (PAC), WSU Tech Industry Advisory Teams, Wichita area K-12 stakeholders, Kansas Board of Regents (KBOR), community groups, and industry leaders. The initial strategic plan was for a three-year period; however, the plan was extended into AY24 due to its continued relevance and effectiveness.

The strategic planning process included a review of the college's mission, vision, and values. The overall mission statement remained the same; however, the vision statement was updated to reflect the college's aspirations to be one of the nation's most innovative and impactful two-year colleges. The process coincided with a college-wide initiative to update the college's values. The 3-C (Culture, Care, Concern) Task Force was formed with representation from across the college to create a defined, well-communicated vision of the desired WSU Tech culture and develop a plan to infuse this culture into the day-to-day work of the college. The group identified six values that provide the campus community a clear understanding of WSU Tech culture. Each value is accompanied by action statements for further definition and clarity.

The values-based culture document has been integrated into the fabric of the institution. The college values are emphasized during the hiring and onboarding processes. All prospective employees receive the values

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 document and in the interview process are asked which value they consider the most important and why. A video discussing each value is used during new employee on-boarding. To ensure continued focus, the employee recognition program rewards employees who exemplify the values.

Three guiding principles were added to the mission, vision, and values statements to guide the college's decision-making processes:

- Provide our students an opportunity for a better life through education and training.
- Provide a highly educated and trained workforce for our community to be globally competitive.
- Ask ourselves as we make decisions, is it in the best interest of our students, employees and community.

1.A.2 Strategic Priorities

The college's current strategic plan includes five strategic priorities, accompanied by goals and strategies that reinforce the mission and vision of WSU Tech.

1. *People and Culture – Recruit and retain a competitive talent advantage*

This priority focuses on attracting and retaining quality employees and building a culture of care and concern across the campus. A commitment to improving the diversity of faculty and staff and building cultural competency across the college supports the institution's emphasis on providing quality instruction and promoting student success. In January 2021 the college added a Director of Inclusion, Diversity, and Equity (IDE) in the People and Culture department. The director leads initiatives to build cultural competency across the college. To further support IDE efforts, a council was formed with representation from across the college. The council meets biweekly to identify opportunities for continued IDE growth.

2. *Student Success – Foster student success, create focused enrollment growth and ensure positive student experiences*

The mission and strategic priority of WSU Tech to advance economic development is centered on creating opportunities for students to access higher education. This is reflected in the college's open-access philosophy and evidenced by the college's dedication to providing accessible and affordable higher education opportunities. WSU Tech strives to minimize costs for its students, underscoring its commitment to fostering economic growth and social mobility. This commitment to accessible higher education is demonstrated by the college's investment in:

- Wichita Promise: a scholarship program designed to remove barriers, namely cost, that keep individuals from getting trained and securing employment. The program, which provides debt-free training in high demand career fields and a guaranteed job interview for participants, is entering its eighth year and has awarded nearly two million dollars in scholarships to more than a thousand students.
- Community Navigators: a program designed to increase access and educational attainment for neighborhoods and demographics that are traditionally underserved by higher education. The program partners with a local non-profit and local government entities to place full-time staff in neighborhood community centers. The positions conduct outreach within the neighborhood to provide support for accessing higher education, including FAFSA completion.

3. *Community Partnerships – Develop transformational partnerships to meet community workforce needs*

WSU Tech's focus on driving economic development by helping to build a skilled workforce for the region's businesses and industries is evident through its strong partnerships with local and regional industry leaders.

The Koch Accounting Apprenticeship program, the college's partnership with local employer Koch Industries, offers a fast track to a career in accounting. The accelerated 18-month program provides foundational coursework offered through WSU Tech and hands-on paid applied learning experiences with Koch Industries. Upon completion, students are eligible for full-time accounting and tax positions at Koch. The program is expanding to other Koch locations, including Georgia-Pacific in Atlanta, Georgia. The program demonstrates the college's commitment to provide innovative and collaborative solutions to workforce challenges as well as accessible, relevant, and affordable higher education to students.

The college partners with the National Institute for Aviation Research (NIAR) WERX program to offer earn and learn opportunities for students studying Aviation Maintenance Technology. The Get to WERX program offers full-time paid employment with NIAR WERX while progressing through WSU Tech's Aviation Maintenance Technology program and simultaneously earning credits towards the Bachelor of Applied Science in Organizational Leadership and Learning at Wichita State University (WSU). The college partnered with the Greater Wichita Partnership to offer relocation incentives to bring students to Wichita to participate in the program.

4. *Continuous Improvement – Improve internal efficiencies to assist student learning and customer experiences*

At WSU Tech continuous improvement is a strategic priority. The college has focused attention and resources toward creating efficiencies that improve service to students, employees, and industry stakeholders, including:

- Developing Power BI dashboards to track strategic plan activities and provide meaningful data for more effective decision making.
- Working with consultants to complete upgrades and identify better ways to use the college's ERP system, Banner, with key processes improved in the Registrar's Office, Enrollment/Registration, and the Business Office.
- Developing and launching PerformYard, an automated employee/supervisor performance management system.
- Implementing AwardSpring and Fundly, scholarship and donor management solutions within the foundation to improve the experience for students and donors.
- Integrating Continuous Quality Improvement (CQI) tools into the assessment process to better connect those efforts to the strategic plan and subsequently updating the three-year program review process and the annual Outcome Assessment Plan.
- Reviewing policies and procedures to improve the student experience, including streamlining the grade appeal process.

5. *Financial Sustainability – Ensure financial sustainability*

While the college has been fortunate to sustain a strong financial position through the COVID-19 pandemic, ensuring ongoing financial stability remains a strategic priority. The college approaches this priority by establishing a financial sustainability model, identifying and implementing new financial resources, and strategically focusing on remaining affordable by:

- Maintaining strategic reserve funds.

- Establishing an innovation fund to support initiatives such as “Shock Tank,” an internal competition which encourages employees to create bold solutions to complex challenges facing our students, employees, organization, or community with the winning proposal implemented through the innovation fund.
- Providing seed money for new programs from a dedicated program development fund.
- Leveraging relationships with industry to provide equipment for programs.
- Dedicating resources to build the infrastructure for the college to expand non-credit and badging courses as an additional source of revenue.
- Growing the WSU Tech foundation through new sources of funding, with a focus on student need-based funding.
- Utilizing scholarship opportunities to alleviate financial barriers for students.
- Developing and implementing wraparound services, such as the Food Pantry, Basic Needs Centers, and CAPS Counseling and Prevention Services to help remove barriers to enrollment and completion.

1.A.3 Nature and Scope of Offerings

The college’s mission, vision, values, guiding principles and strategic plan identify and support the college’s primary mission as a two-year open-access institution that prepares individuals for gainful employment in technical and professional fields while also supporting the economic development of the Wichita community. The mission statement reflects the college’s major stakeholders, including students, businesses, and industry, and demonstrates a commitment to the region’s economy. The college’s guiding principles demonstrate a commitment to students, employees and the community and serve as a lens through which decisions can be filtered.

The college has a strong focus on technical education as evidenced by a wide range of industry-focused programs in aviation, manufacturing, healthcare, applied technologies, and professional studies. The college offers a full complement of general education courses that round out a student’s education as they pursue an associate of applied science degree and/or transfer opportunities to earn a bachelor’s degree. The college strives to offer students an opportunity to stack their credentials as they progress through a program, which creates career pathways with multiple entry and exit points. Students can earn a certificate of completion, technical certificate, and an associate of applied science degree while having the opportunity to work while earning each additional credential.

1.A.3 Student Population

The college serves a broad population of students, with a student body more diverse than Sedgwick County, its home county. The diversity reflects the college’s efforts to promote access to all citizens at every stage of their career. Programs for high school students include a robust dual/concurrent enrollment program, partnering with 32 area high schools to offer transferable general education courses and career and technical education courses. The program serves over 3,000 students each year. The college recently partnered with Wichita Public Schools to open two Future Ready Centers, one for aviation/manufacturing and one for healthcare. The centers serve as hubs for training the future workforce, inspiring youth to explore local career fields, and building a talent pipeline for industry and community partners. The college recently partnered with Maize Public Schools and Wichita State University to create the Shocker Academy, a program designed to reduce costs for high school students taking college classes, with the goal of completing an associate degree during their high school career. Both examples reflect the college’s mission to expand access to students by reducing barriers to entry and making higher education affordable.

The college serves a large population of adult non-traditional students with over half of postsecondary students older than 25. Some students come to the college through a longstanding partnership with Goodwill Industries of Kansas to offer GED and ESL classes through the NexStep Alliance. NexStep students can take college-level courses and pursue industry-recognized credentials while working toward their GED through the Accelerating Opportunity - Kansas grant, which provides funding for adult education students pursuing technical training.

1.A 3 Workforce Development

WSU Tech is dedicated to constructing a competent workforce that contributes to the growth of businesses and industries within the region. The institution has established strategic alliances with industry partners to align its curriculum with the latest industry trends and to foster the development of students' soft skills. The college partners with the mikeroweWORKS (MRW) Foundation, Koch Industries, and the Charles Koch Foundation to offer a work ethic certification based on the MRW Foundation's curriculum. The curriculum focuses on the importance of workplace skills including work ethic, personal responsibility, delayed gratification, and a positive attitude, and the certification is industry recognized

1.A.4 Academic Programs

WSU Tech's mission is to provide quality higher education in workforce training that supports economic development. The college demonstrates this mission by providing relevant academic programs that teach skills valued by industry. The college seeks input from industry stakeholders to ensure program quality and relevance. Each program at WSU Tech has an Industry Advocate Team (IAT) made up of industry partners that meet at least twice a year to identify emerging or unmet industry needs. The college uses this feedback to determine necessary adjustments to training, curriculum, course and program design, equipment and technology.

New programs, program changes, and course revisions follow an internal approval process to ensure alignment with KBOR and Higher Learning Commission (HLC) requirements and to consider the impact to students. Other indicators of quality include a program review process that examines course success rates, placement rates, and pass rates on industry recognized certifications or licenses. Course quality reviews are conducted based on identified WSU Tech course standards. Certain programs, such as Surgical Technology, Veterinary Nursing, Nursing, Automotive Service, and Aviation Maintenance, have external accreditation processes or governmental agencies that provide an additional layer of review to ensure program quality.

New academic programs are continuously added to meet local economic needs. The Associate Degree Nursing (ADN) program was recently added to better meet the workforce needs of the local healthcare industry. The program meets an increased post-pandemic demand for Registered Nurses and provides an opportunity for graduates from the college's Practical Nursing program to bridge to the ADN program.

A new professional pilot program prepares students for careers in the aviation industry. Students can earn an Associate of Applied Science degree in Professional Pilot as well as become eligible to sit for five ratings from the Federal Aviation Administration. The program fills a need for the projected long-term demand for pilots and provides a complement to the college's already robust aviation maintenance and aerospace manufacturing programs.

The college strives to remain relevant and current in response to changing technologies. Responding to an increased need for information technology, professionals in the Wichita area prompted an expansion of the college's computer science program into Cloud Computing and Cyber Security. The Automotive department

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 has expanded to include a degree option in Alternative Fuel Vehicle Maintenance to better support emerging technologies in the transportation industry.

1.A.4 Student Support Services

As an open-admission institution, WSU Tech strives to support the needs of both traditional and nontraditional students. The college offers flexible scheduling, virtual advising and tutoring, and virtual connections to on-campus and off-campus services. The college's TRiO Student Support Services supports first-generation and low-income students as well as students with disabilities. Wraparound services include food pantries at each campus, access to mental health counseling, case-management services from dedicated student success coaches, and disability support services. The college recently received a grant to open UThrive Centers at the main campus and two additional locations. The centers will provide students convenient access to services and proactively connect students with internal and external services that can help them persist towards graduation.

Scholarship programs like Wichita Promise and Future You demonstrate the college's commitment to affordability. The college holds an annual event, National CTE Signing Day, to celebrate students who are committing to career and technical education at WSU Tech after high school. Students who sign a letter of intent to pursue higher education receive a \$1,000 signing day scholarship.

The college invests resources to increase college admissions in the region by helping students file the Free Application for Federal Student Aid (FAFSA). The College Advantage program, embedded with several local secondary education partners, provides on-site support for students to complete the FAFSA and navigate any barriers that arise. The program, entering its fifth year, has seen success in raising FAFSA completion rates among partner schools and was instrumental in mitigating the significant drops in FAFSA completion that occurred during the COVID-19 pandemic.

1.A.5 Articulation of Mission

WSU Tech has prioritized disseminating its mission, vision, and values statements through multiple channels, including the college website and catalog. The mission documents and strategic priorities are emphasized to employees and ingrained into day-to-day activities of the college. Introduction to the college's values begins in the interview phase with prospective employees. The values-based culture documents are distributed to candidates, and a standard question regarding alignment with the values is included in all interviews. To ensure that new employees fully understand and align with these principles, the mission documents are presented during the new employee academy, which is held twice annually. All full-time employee evaluations include an assessment on the employee's alignment with the values. The mission, vision and values are reinforced in other department and collegewide events, such as Teaching Academy and the college's version of convocation, What's Happening Around Here (WHAH).

The mission, vision, and values play a central role in the college's strategic planning process and are included in its strategic planning documents. Regular discussion of the strategic priorities occurs in Leadership Team meetings and Board meetings, as well as during all college events.

Sources

- 0017 3-C Task Force Presentation
- 0018 Agenda - Advisory Board Meeting 8-20-20 - Strat Plan Presentation

- 0019 08-20-20 Board Minutes - Strategic Plan Approval
- 0020 Advisory Board Meeting 8-20-20 - Strat Plan Presentation
- 0021 FY23 Strategic Plan Performance Metrics
- 0023 Interview Questionnaire
- 0023 Interview Questionnaire(2)
- 0024 Leadership Team Discussion of Threats and Opportunities
- 0025 WSU Tech Mission Vision Values Website
- 0026 Values Based Culture Survey Results
- 0027 WSU Tech Focus Group Highlights
- 0028 WSU Tech Strategic Plan
- 0029 WSU Tech Strategic Planning Timeline
- 0043 Accelerating Opportunities in Kansas
- 0044 Course Schedule - Shocker Academy Fall 2023
- 0045 Employability Skills _ WSU Tech
- 0046 ESL Classes_NexStep Alliance
- 0047 Fall Demographic Summary
- 0048 Foley Internship
- 0049 FRC Healthcare Flyer
- 0050 FRC Manufacturing Flyer
- 0051 GED Classes _ NexStep Alliance
- 0052 High School Academy Advisor Job Description
- 0053 Historical Enrollment - High School
- 0054 Jumpstart _ WSU Tech
- 0055 KBOR Policy Manual
- 0056 Maize Shocker Academy Presentation
- 0057 Mission Vision Values Website
- 0058 NexStep Alliance Website
- 0059 On Ramps and Off Ramps
- 0060 Our Partners _ NexStep Alliance
- 0061 SWEAT Pledge
- 0062 Shocker Academy Email
- 0063 Shocker Academy Open House Flyer
- 0064 Shocker Academy Overview
- 0065 Student Engagement Pathway Model
- 0066 Transferable General Education Courses _ WSU Tech
- 0067 WSU Tech Launches Cloud Computing Program
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- 0900 Academy Program Agenda
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- 0902 Mike Rowe Work Ethics
- 0944 Organizational Leadership and Learning
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- 0984 Fundly Contract

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.

1.B.1 Commitment to Community

WSU Tech's mission and strategic actions clearly demonstrate a commitment to providing high-quality higher education and serving as a positive force in the community. The mission statement articulates a commitment to fostering economic development within a global economy.

The college's guiding principles guide the strategic planning process and demonstrate the institution's unwavering commitment to the public good. The college is not simply an educational institution but a community partner, dedicated to building a better future for all its stakeholders. The college's commitment to these guiding principles is demonstrated by:

- Collaboration with Empower, Sedgwick County, and the City of Wichita to launch the Community Navigator program, which invests resources in a neighborhood traditionally underserved by higher education. Early indicators reflect an increase in college attendance in that neighborhood, and the program has expanded to another traditionally underserved neighborhood.
- Partnership with 32 high schools across the state to offer dual/concurrent credit through the JumpStart program, which offers transferable general education courses and career and technical education courses to students while they are in high school. Many of the career and technical education courses are offered through the statewide Excel in CTE initiative, which provides technical education to high school students at no cost.
- Advanced work-based learning opportunities provided through partnerships with Foley Equipment and CONCO Construction.
- The development and launch of programs in Culinary Arts and Hospitality and Events Management, which are designed to prepare students with little to no industry experience for positions in the food and hospitality industries. To support the program, the college opened the National Institute for Culinary and Hospitality Education (NICHE). The downtown location provides a presence in the city core and supports community efforts to revitalize the area.
- Partnership with a local nonprofit, Envision, to design a culinary program to meet the career goals of people who are blind or visually impaired. The program offers courses that will teach students how to plan and prepare meals as well as operate kitchen equipment. The goal is to help students live more independently and lead healthier and more sustainable lifestyles. The program provides a first-of-its-kind opportunity for people who are blind or visually impaired to receive training in culinary arts.

1.B.2 Guiding Purpose

WSU Tech is a public not-for-profit college that receives appropriated funding from the State of Kansas and Sedgwick County, as well as a state grant to support the NCAT campus. As a state-supported technical college, WSU Tech operates as a KBOR-governed campus under the direction of the WSU President. The college does not have investors nor does its mission necessitate generating financial returns for a parent organization or any external interest.

1.B.3 Responsiveness to Constituencies

WSU Tech is committed to delivering quality technical education to its students, providing a highly qualified workforce for regional business and industry, and facilitating workforce and economic development in the area. While the college does not have investors or parent organizations, WSU Tech recognizes that it is accountable to the Wichita community, students, business and industry, and taxpayers and strives to be good stewards of the resources entrusted to it to carry out the educational mission.

1.B.3 Responsiveness to Industry

Every WSU Tech program is supported by an IAT consisting of industry experts who gather biannually to identify emerging or unmet industry requirements. Based on the feedback received, the institution evaluates the relevance of its training, makes necessary adjustments to its curriculum, and designs courses and programs accordingly. The IAT provides recommendations on equipment and technology necessary to keep up with industry standards. Recent examples of the college's responsiveness to this feedback include:

- Curriculum changes to the Robotics and Machining programs to better align with the ongoing manufacturing revolution, Industry 4.0, and incorporation of new electronic and mechanical systems to provide students experience with the digitization of manufacturing and the Internet of Things.
- Expansion of the college's construction science program into civil and commercial applications based on needs expressed by industry partners.
- Development and launch of the culinary and hospitality program under the guidance of local industry partners.
- Collaboration with Textron Aviation to develop and offer tooling and fixture fabrication courses in an apprenticeship format and with Textron and Spirit AeroSystems to offer specific cohorts in Machining and Electronics/Avionics.

1.B.3 Support for High School Students

WSU Tech is involved in several initiatives that foster relationships with its secondary education partners. These include offering dual/concurrent credit courses in general education, participating in the statewide Excel in CTE initiative to promote technical education, and collaborating with the NC3 National Career and Technical Education Signing Day to encourage high school students to pursue career and technical training.

The college has invested resources into scholarships such as the Future You and National Signing Day scholarships and has increased support in the high schools through additional College Access advisors, FAFSA assistance through the College Advantage program, and the Community Navigator program.

1.B.3 Community Engagement

The President of WSU Tech, along with other institutional leaders, actively participates in various local, regional, and state-level organizations to gather feedback on community needs and provide input on addressing them. The college collaborates with organizations such as the Wichita Regional Chamber of Commerce, the Greater Wichita Partnership, and the Talent Roadmap to support regional economic growth by attracting, retaining, and developing talent within the region and improving the quality of life. Often these organizations include WSU Tech initiatives within their planning and legislative priorities.

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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.

1.C.1

WSU Tech encourages curricular and cocurricular activities by offering a diverse range of educational opportunities, both in the classroom and out. WSU Tech is committed to preparing students for workplace success through high quality instruction, an emphasis on workplace readiness, and creating opportunities to connect their classroom experience to industry and community.

The current strategic plan contains priorities to enhance the academic experience and advance applied learning opportunities for students to gain valuable workplace skills. These priorities directly support the mission to provide a highly educated and trained workforce for our community to remain globally competitive. The college strives to offer rigorous, cutting-edge programs that are relevant and current to industry needs, by:

- Improving the program review process, including the addition of Semester Snapshot report.
- Rebuilding and improving the Industry Advocate Teams, beginning with the Automotive Technology program, utilizing the BILT model.
- Implementing four faculty commitments designed to improve the faculty-to-student connection and improve student retention.
- Continuously improving faculty in-service day through an increased focus on instructional strategies, engaging content, and assessment practices.
- Implementing the Mike Rowe Work Ethics Certification across the curriculum to help students develop work habits and attitudes to excel in the workplace.
- Integrating industry-recognized credentials into the curriculum.

1.C.1 Applied Learning

The college offers multiple types of applied learning opportunities for students to apply classroom knowledge to real-life situations, including clinicals, earn and learn models, and apprenticeships. Some are required while others are electives. Clinicals provide short-term learning experiences that appear on a student's transcript and may lead to permanent employment. Healthcare students, including practical nursing, associate degree nursing, and surgical technology students, complete clinical rotations as part of their programs.

Earn and learn models allow students to apply what they learn in class to a paid, permanent position in a related field. The college partners with Textron Aviation to offer earn and learn opportunities in Avionics, Machining Technology, and Tooling and Fixture Fabrication with plans to expand to the Aerospace Coatings and Paint program. WSU Tech, WSU, and NIAR have collaborated to offer "Get to WERX", an earn and learn program that offers full-time, paid employment with NIAR WERX while progressing through WSU Tech's Aviation

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Maintenance Technology program and simultaneously earning credits towards the Bachelor of Applied Science degree in Organizational Leadership and Learning at Wichita State University.

Registered apprenticeships offer a work-based learning model that leads to state certifications and requires two to four years of classroom and on-the-job training in a related field. WSU Tech currently offers a registered apprenticeship program in Industrial Automation that combines classwork with real-world experience to achieve an industry-recognized credential. The program combines one week of class per month with on-the-job training and mentorship for the remainder of the month.

1.C.1 Cocurricular Activities

Cocurricular activities at WSU Tech are defined as voluntary learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. The college has developed outcomes to further define cocurricular activities:

1. Health & Wellness - The student will engage in wellness activities that support physical, mental, and/or emotional health.
2. Culture & Identity - The student will understand and appreciate cultural and human differences while establishing their own uniqueness and set of personal values.
3. Leadership & Engagement - The student will work effectively with others and contribute to a common cause as either a member or leader of a team.
4. Campus & Community - The student will participate in local events, thus gaining an appreciation for campus/community enrichment through action.
5. Career & Lifelong Learning - The student will seek out opportunities for personal and/or professional development and understand the importance of continual growth.

The college has worked to promote and support the establishment of student-led clubs and organizations. Students can participate in the WSU Tech chapter of the National Association of Veterinary Technicians in America (SCNAVTA). SCNAVTA provides career networking and leadership skill development for veterinary nursing students to advance their knowledge of the industry and career options. The Hispanic American Leadership Organization (HALO) offers students various opportunities to enhance their service to fellow students by developing leadership skills, recognizing student achievements, promoting traditions, acting as a support system, and representing the Hispanic community and the Latino student body at WSU Tech.

The WSU Tech Video Game club gives students an opportunity to enjoy video games in both a casual and competitive environment. The varsity E-sports program allows students to compete in intercollegiate competitions. The program is meaningful for student development and helps students foster teamwork, critical thinking, time management, and problem-solving in the same way athletic sports develop these skills.

The college's previous strategic plan, Vision 2020, contained a strategic priority to improve the student experience. To support this priority, WSU Tech invested resources to create the position of Director of Student Engagement. The Director's focus aligns with Strategy 1 of the new 2021-2023 Strategic Plan's Student Success section, which aims to "identify and implement solutions mitigating barriers to student success." In accordance with this strategy, the Director collaborated with faculty and staff on creating and providing workshops aimed at supporting students struggling with time management, writing, stress management, and other issues. The Director has forged community partnerships and built relationships with WSU to offer joint events and expand opportunities for both student groups.

Over the past five years, the college has invested time and resources in planning, budgeting, and implementing student engagement activities. The student engagement department has collaborated with stakeholders across

the campus and in the community to provide cocurricular/extra-curricular experiences like Finish Strong during finals week, financial literacy lunch and learns, an MLK Day Lunch and Keynote Speaker, self-defense classes, community service days, LatinX Fest, home-buying workshops, and voter registration drives. Academic Success Week, held twice a year, provides students the opportunity to expand their knowledge, connect with peers and achieve success. Workshop topics include inter-cultural awareness, mindfulness, second-semester success, building credit and more, all of which are aimed at facilitating student success.

The TRIO Student Support Services program offers cocurricular activities for professional communication, mental wellness, preparing to transfer, and setting SMART goals. Cultural enrichment activities include Black History Museum tours and the TRIO Women and Nonbinary group meetings, and volunteer opportunities include Adopt a Highway cleanup and working with the Kansas Food Bank.

In 2019 the college established the PAC, a group of students who meet throughout the academic year to discuss new initiatives and emergent issues, and to provide advice and feedback to the president on student concerns. PAC students grow professionally through civic engagement. In 2020, the PAC met with the Wichita Area Metropolitan Planning Organization (WAMPO) to discuss what elements of personal and public transportation would best serve Wichita and the surrounding region.

1.C.2 Inclusive and Equitable Treatment of Diverse Populations.

WSU Tech's processes and activities demonstrate inclusive and equitable treatment of diverse populations as evidenced by its values-based culture statements, specifically Same Team: One Role, One Goal: Unite and People First: Treat everyone consistently with compassion, respect, and kindness.

To uphold this value, WSU Tech offers a diverse range of educational opportunities to students with a focus on broadening access and serving underserved populations. The college also participates in outreach programs to educate students about the significance and benefits of a multicultural society.

The strategic planning process supports inclusive and equitable treatment of diverse populations and includes goals to improve the diversity of faculty and staff through intentional hiring strategies and to create an inclusive work environment through inclusion initiatives, wellness, engagement, and recognition efforts. The strategic planning process also includes strategies to recruit underrepresented populations. A task force was formed to help the college recruit and retain more Hispanic/Latino students with a goal to become a designated Hispanic Serving Institution. The college's data processes include dashboards focused on retention and graduation data that has been disaggregated by race/ethnicity to better inform our retention efforts.

The college works collaboratively across its various departments to ensure that services, academic programs, cocurricular activities, and extracurricular events cater to the diverse student body. This commitment to diversity is a fundamental aspect of WSU Tech's mission to provide an inclusive and welcoming environment for all students.

The college is committed to continuous efforts to improve access and opportunity for traditionally underserved populations. The FutureMaker Mobile Learning Lab introduces middle school, high school, and GED-seeking students to careers in science, technology, engineering, and math. The lab, which features a mobile trailer with the latest technology to showcase careers and technical fields of study, can be driven directly to a school or community event. Since 2017 the FutureMaker team has visited 83 schools, reaching over 17,000 students that reside in zip codes identified as underserved by their poverty levels.

The college also holds an annual Girls Rock Science summer camp that exposes third through eighth grade girls to science, technology, engineering, art, and math (STEAM) career fields and local women working in STEAM

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 industries. The college has partnered with Wichita Public Schools to offer summer STEAM camps for middle school students, introducing students from across the district to innovations such as drones, virtual welding, and cyber security.

Opportunities for people on parole or probation are provided through the NexStep Unlocked program, a partnership with Goodwill Industries of Kansas and the Kansas Department of Corrections. The program provides opportunities for these populations to work on their GED while also working toward a technical certification from WSU Tech. The program is free to students and gives those who are preparing to leave the justice system the chance to build skills that lead to a meaningful wage. The program, entering its third year, has served over 40 students through six cohorts with a completion rate over 80%.

The college further demonstrates its commitment to inclusive and equitable treatment of diverse populations through the investment in a Director of IDE. This position was hired as part of the People and Culture department with the understanding that it would eventually shift to Student Services. The initial priority was to raise awareness among faculty and staff of the needs of diverse cultures and strategies for inclusion. Since joining the college in January 2021, the director has been spearheading initiatives across the institution, while also working on strategies to attract and retain qualified staff members who reflect the cultural diversity of the WSU Tech student body and the wider community. One initiative engaged over 90 employees across the college, including the Leadership Team, to complete the Intercultural Development Inventory (IDI), a cross-cultural assessment of intercultural competence used to achieve diversity and inclusion goals and outcomes. The IDI process helps to assess individual and organizational capability to shift cultural perspectives and appropriately adapt behaviors to cultural differences and commonalities. The college also conducted a survey to gather feedback on the overall climate and support for IDE efforts.

In fall 2023, the Director of IDE was moved to Student Services after a shifting focus from faculty and staff to students. While IDE continues to be emphasized at training and in-services, efforts have expanded to further embed IDE principles into the culture of the college. Ongoing events and workshops include lunch and learns with the American Indian Council, LGBTQ+ professional development, LatinX and Hispanic Heritage month activities in collaboration with the student engagement department, and Veteran recognition ceremonies.

1.C.3 Engaging Students in Institutional Activities

To foster an inclusive and collaborative learning environment and to provide leadership development opportunities for students, WSU Tech engages the PAC to offer valuable insights and feedback on new initiatives and emergent issues at the college. PAC members participate in institutional-wide activities, such as presenting to the WSU Tech Advisory Board and providing feedback to the cross-institutional 3-C Task Force. The 3-C Task Force was responsible for evaluating the college's culture, defining the necessary cultural aspects for success in the 21st century, and reviewing and revising the institution's vision and values statements.

The college president shares budget and proposed tuition and fees with the PAC, incorporating their perspectives before finalizing initiatives and presenting the budget to the WSU Tech Advisory Board (BOT). The PAC provided valuable feedback during the transition to remote learning during the Covid-19 pandemic and provided input on proposed updates to learning modalities. This collaborative approach demonstrates WSU Tech's commitment to involving all stakeholders in important decisions and ensuring the success of the institution in achieving its goals.

1.C.3 Valuing Diversity

The college also engages faculty, staff, and administration in all-campus events that support inclusive and equitable treatment of diverse populations, including guest speakers during the college's annual in-service day that focused on planning and implementing an IDE initiative that explores how leadership intersects with diversity and inclusion. All college personnel were trained to recognize, report, and prevent sexual harassment. Faculty and staff participation in multicultural activities is encouraged and supported. The college has organized an annual community service day on Martin Luther King Day and established a policy that provides full-time employees up to eight hours of PTO annually to volunteer at a non-profit, K-12 school, or a college-sponsored event that benefits the community.

The college fosters respect among faculty and staff by soliciting their input into college initiatives and programs. The 3-C Task Force was formed to use design thinking processes to focus on continued development and building culture, care and concern as attributes of WSU Tech employees. The cross-functional nature of the group demonstrates the college's commitment to inclusion and respect for viewpoints from across the college. Similarly, the college created two separate work groups under the umbrella of Same Team: One Role One Goal and People First to focus on enrollment and retention initiatives. These groups were intentionally inclusive and included individuals from across the college to garner diverse perspectives.

1.C.3 Accessibility

A clear example of the college's commitment to inclusiveness is the campus-wide focus on accessibility. The accessibility initiative was driven by the imperative to offer an inclusive educational experience to all students irrespective of any obstacles that might hinder their academic success. The college invested resources into Blackboard Ally software, which enabled instructors to view the accessibility score of Blackboard content, and in a director position fully focused on accessibility. The Instructional Technologies and Academic Services (ITAS) department facilitated monthly training sessions to educate instructors on how to create more accessible material. The initiative spread to other areas of the college, including student services and marketing, to make sure content is accessible. Annual events like "Fix Your Content Day" and public recognition of achievements have further embedded a commitment to accessibility into the college culture.

The college has worked to become a leader in accessibility among higher education institutions and conducts an annual accessibility summer camp. The mission of the camp is to provide accessibility training that empowers attendees to create quality, accessible learning environments and remove barriers for all individuals who have the desire to learn. The camp began in 2018 and area colleges were invited to attend. In 2020 the conference was moved online and expanded exponentially, with 385 attendees from across the globe. The conference has continued to be an online event and has grown in registration each year. Unduplicated attendance has grown 1012% since the first camp, with the largest attendance of 912 in 2022.

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- 0223 FutureMaker FY23 End of the Year Report
- 0224 FutureMaker Lab Underserved Schools and Events
- 0225 Girls Rock Science Camp _ WSU Tech
- 0226 Hispanic Heritage Month
- 0227 Home -- FutureMaker Lab
- 0228 HSI Committee
- 0229 IDI _ Leadership Team
- 0230 IDI Email
- 0231 IPEDS Graduation Rates Demographics
- 0232 LGBTQ+ History Month
- 0233 Lunch and Learn
- 0234 NexStep Unlocked - NexStep Alliance
- 0235 November_Events_Veterans Day
- 0236 People and Culture - WSU Tech Strategic Plan
- 0237 Student Success - WSU Tech Strategic Plan
- 0238 Unlocked Stats
- 0239 USD 259 partners with WSU Tech tobring STEM summer camp to students
- 0240 01.06.2023 WHAH Agenda - Sexual Harassment
- 0241 01.08.2021 WHAH Agenda - DEI Guest Speaker
- 0242 Policy 2-72 Volunteer Service Leave
- 0243 3C Task Force Presentation
- 0244 12 16 21 Board Agenda
- 0245 Accessibility.org Mission
- 0246 Accessibility Summer Camp _ Accessibility ICT
- 0247 1C3Accessibility Summer Camp Growth Numbers
- 0248 Accessibility Training
- 0249 Ally Numbers
- 0250 ASC 2023 Recap
- 0251 Fix Your Content 2021 Flyer
- 0252 FYCD Email
- 0253 Innovation Cafe Accessibility Pages
- 0254 Martin Luther King Day of Service
- 0255 PAC Agenda April 2023
- 0256 PAC Agenda February 2023 - Learning Modalities
- 0257 People First Work Group
- 0258 Same Team One Role One Goal Work Group
- 0259 Sexual Harassment WHAH Jan 2023
- 0260 Unconscious Bias EE In-Service Presentation
- 0261 WSU Tech Policy Accessibility
- 0264 Values Based Culture
- 0416 WSU Tech Program of Study Flyer
- 0498 3-C Task Force Membership Email
- 0503 Assessment -- Co-Curricular Learning
- 0512 Student Success - WSU Tech Strategic Plan
- 0513 Textron Cohorts
- 0584 Strategic Enrollment Management Team Purpose membership meeting schedule
- 0677 In-service Fall 2023 Agenda
- 0677 In-service Fall 2023 Agenda
- 0817 FY23_WSU Tech Strategic Plan Performance Metrics - Industry Credentials
- 0820 Standards of Apprenticeship Maintenance Electrician

- 09 13 18 BOT Agenda - Instructional Technologist Approval
- 0903 Mike Rowe Works - Programs
- 0921 AY22-FA23 In-Service

1.S - Criterion 1 - Summary

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

Summary

WSU Tech fulfills Criterion 1 through a solid strategic plan created with guidance from a variety of internal and external sources. The mission statements and strategic plan have guided the college to a clear focus on the core principles of providing highest quality education for our community and serving as an engine of economic development to the region. The affiliation with WSU continues to bring new opportunities to demonstrate these core principles.

While WSU Tech appears to have met Criterion 1, the dynamic nature of the business climate and the student body presents ongoing challenges. The college must remain nimble and reactive to its constituents by working with community and business leaders to identify emerging needs and by creating mechanisms to assist students as they transition from education to industry. The college must also continue to promote collaboration with different student and community groups to improve service and options. Combining this focus with the foundation of the mission would likely lead to a more diverse student body and potential workforce in the future.

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.

2.A.1 The institution develops and the governing body adopts the mission.

WSU Tech develops and the governing board adopts the mission. WSU Tech is governed by Kansas Board of Regents (KBOR) through the president of Wichita State University (WSU). KBOR consists of nine members who are appointed to staggered four-year terms by the Kansas governor. KBOR pursues measurable continued improvements in the quality and effectiveness of WSU Tech.

The WSU Tech Industry Advisory Board (BOT) is the advisory board for the college and possesses all the powers of a corporate body for the purpose of exercising rights and privileges necessary for the management and administration of WSU Tech. The BOT seeks to preserve and enhance the college by operating legally, responsibly, and honestly.

The mission statement and all related documents, including the vision, values, guiding principles, and strategic plan, were developed by both internal and external stakeholders. These documents were reviewed with the BOT in October 2019. The timeline for their utilization has been extended to encompass AY24 since the strategic goals are still relevant and effective.

2.A.2 College policies and procedures

The college administration's integrity standards are defined by compliance with the WSU Tech Policies and Procedures manual, which is kept current and accessible online. The manual is intended to define policy-initiating authorities and to develop a standard for policy format, approval, and dissemination processes. The manual includes all policies and procedures of the institution and is consistent with KBOR policies. The WSU Tech president, vice presidents, Faculty Senate, and leadership sub-committees are designated as the policy-initiating authorities. Policies require review and approval by the president prior to implementation and inclusion in the manual.

The WSU president in consultation with the BOT hires, evaluates, and terminates the WSU Tech president, who is the only full time WSU Tech staff member employed by the university. The president of WSU Tech selects the Leadership Team (senior cabinet), which meets regularly to discuss current and future issues, directives, and plans that align with the strategic plan.

2.A.2 Financial Integrity

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

The BOT Finance Committee, in accordance with state and federal laws and regulations, selects a firm to annually audit the funds and accounts of the college and its foundation as of the fiscal year ending June 30. The findings of the independent audits (2015-2023) are used to evaluate the effectiveness of financial policies and procedures and to ensure that the financial practices of the organization are carried out with integrity. The findings are shared with the BOT and the president of WSU.

WSU Tech also engages in an annual budgeting process with input from stakeholders across the college, including faculty, students and staff. The budget is approved annually by the BOT and the WSU President. The college uses internal budgeting controls to ensure operational integrity regarding financial matters.

The college employs purchasing policies and procedures with respect to bidding, service agreements, employee travel, and office-related purchases. Business office policies and procedures uphold the financial integrity of the college. Federal financial funds, including financial aid and grant funds, are administered in compliance with all federal requirements.

The college provides transparency regarding revenue and expense information through regular reports to the WSU Tech BOT Finance Committee and the President's Report to all stakeholders. The Finance Committee meets to review WSU Tech financial statements, capital projects, and major projects or contracts being considered. The committee also reviews the annual budget and makes recommendations to the full board. At each BOT meeting the Vice President of Finance & Administration provides a fiscal update. The President's Report provides an overview of key initiatives being considered, projects completed, industry shifts that might impact the college and how it serves industry, and other work that might require BOT review or approval.

2.A.2 Academic Integrity

Vice Presidents for Aviation & Manufacturing, General Education & Applied Technologies, and Health Sciences oversee all academic programs and policies and are responsible for ensuring they are fair, ethical, and communicated appropriately to all stakeholders.

The college takes seriously its commitment to inclusion, diversity and equity (IDE). Every WSU Tech syllabus includes statements surrounding college inclusiveness and diversity expectations.

Academic policies are available to the public through the college's website and catalog, to students in every course shell of the learning management system, and to faculty and staff through the college's portal and website. Specific academic policies are communicated in the course syllabi.

WSU Tech has an Academic Code of Conduct that directly addresses academic honesty and integrity. Included are expectations of classroom behavior, program requirements, attendance, and classroom and laboratory safety. The Academic Code of Conduct helps faculty enforce behavior and workplace-based expectations. In some

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 cases, such as classroom behavior or safety violations, disciplinary actions are referred to the Vice President, Student Success and are processed under the Student Code of Conduct policy.

Students are expected to maintain satisfactory academic progress toward a credential or degree to receive federal financial aid. The Satisfactory Academic Progress Appeals Committee is responsible for reviewing appeals from students who have failed to meet these standards. The committee consists of five voting members from various departments throughout the college. If an appeal is approved, the committee may set specific terms for the reinstatement of financial aid, which may include registering for a limited number of credit hours, creating an academic plan, attending student success workshops, or participating in a mentoring program. The overall goal of the committee is to guide students on a path to a successful college journey.

WSU Tech students are protected under the Federal Education Rights and Privacy Act (FERPA). FERPA information is available to students on the website and through annual notifications from the Registrar's Office. The Student Grievance Policy communicates how to file a grievance against the college, and accessible links are provided on the website. For online students living outside of Kansas, the college website includes accessible links to the KBOR grievance process as part of the college's participation in (SARA) State Authorization Reciprocity Agreement.

New Hire Orientation includes a review of FERPA responsibilities for every employee in addition to other Policies and Procedures, and all orientation attendees sign a policy acknowledgement form. To maintain focus on the policy, all employees participate in annual FERPA training.

WSU Tech is committed to upholding copyright laws, ethical standards, and intellectual property rights. The institution actively seeks permissions for copyrighted materials and abides by fair use guidelines for educational and research purposes. The college promotes the ethical utilization of scholarly resources, emphasizes proper attribution, and underscores the importance of information technology ethics through its Network Services Acceptable Use Policy. Faculty and staff are trained on copyright law and acceptable use policies and are expected to adhere to copyright guidelines per college policy. The library provides citation support and ethical resource guidance and complies with American Library Association and Teach Act guidelines for copyright compliance. Faculty utilize SafeAssign for plagiarism checks on student assignments.

2.A.2 Integrity with personnel

The college operates with integrity with respect to its employees and adopts policies and processes designed to promote fair and ethical conduct in faculty, staff, and administrators. The Vice President, People & Culture is responsible for overseeing all personnel functions. The BOT and the president of WSU Tech approve personnel additions.

The college's dedication to maintaining integrity in human resource functions is strengthened by its ongoing commitment to IDE. Faculty and staff receive IDE training tailored to their respective roles. Sessions on IDE in the classroom are included in faculty in-service, and the People & Culture department offers a range of IDE activities open to all members of the community. Many policies are in place to support IDE efforts.

College employees are expected to follow certain policies and processes to enhance WSU Tech's integrity. To ensure compliance, transparency, and adherence to ethical policies and practices, all employees are required to complete a set of acknowledgements and disclosures recognizing and affirming compliance with college policies. Employees complete educational trainings as assurances to students and communities that public stewardships are conducted with integrity. These trainings include legal issues, preventing discrimination, information security and privacy, and compliance with FERPA and Americans with Disabilities Act (ADA). All employees are trained in the ethical practice of time reporting and approval.

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At WSU Tech, the Vice President, People & Culture puts policy into process by providing knowledge and services that help the college attract, develop and retain a talented, diverse workforce as well as ensure efficient, ethical, and transparent hiring processes. New employees are provided the training, support materials, and knowledge to fulfill their duties fairly and ethically.

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

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

2.A.2 Auxiliary functions

Staff involved with all internal and contracted auxiliary functions operate with integrity standards that fit their role. Outsourced auxiliary services are required to follow the WSU Tech approval processes.

Sources

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- 0331 Academic Policies
- 0332 Copyright Laws and Acceptable Use
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- 0337 Student Code of Conduct
- 0338 Student Grievance Policy and Procedure
- 0339 Syllabus including IDE statements - inclusiveness
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- 0349 Purchasing Policy

- 0351 Vice Presidents report to the BOT on Fiscal Update
- 0352 Annual Goal (20 hours professional development)
- 0353 Personnel Additions Approved at Board Meeting(2)
- 0356 Policies specifically addressing relevant process related to Integrity
- 0357 VP People and Culture
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- 0687 National Alliance for Partnerships in Equity workshop agenda
- 0759 Budget Planning Process Overview
- 0777 IDE Activities
- 0852 Professional Development Budget FY22-FY24
- 0862 Budget Approval
- 0888 Copyright policy and training
- 0889 Faculty and Employee portal pages -- academic policies
- 0890 KBOR Members
- 0891 SARA link on the WSU Tech website
- 0892 SARA State Authorization Reciprocity Agreement
- 0893 SGT 101 Intro to Surgical Technology Syllabus

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.

2.B.1

WSU Tech ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. The college accomplishes this through a variety of face-to-face, print and electronic venues.

2.B.1 Academic Programs

WSU Tech's college catalog serves as the primary and official vehicle for communicating academic policies, academic program information and course information to students and stakeholders. The catalog includes admission policies and procedures, testing and placement policies, and federal financial aid policies, as well as requirements for admission to specific programs.

WSU Tech's website provides all degree requirements and associated costs for all programs. The Programs of Study tab links to a curriculum guide and checklist that outline the requirements and academic information related to each program of study and degree pathway.

The college provides information about specific programs in flyers, news articles, social media posts, and advertisements. To ensure accurate delivery of all information, WSU Tech Student Services team members are trained and knowledgeable about the programs of study.

2.B.1 Faculty and Staff

WSU Tech's Vice President, People & Culture maintains the master list of faculty credentials and qualifications. Faculty credentials and staff contact information are available to students and the public online on the Contact page.

2.B.1 Costs to students

Cost information is accessible to students and the general public on the website. The Admissions tab provides access to program costs, the college's net price calculator, and the Paying for College page. Individual program checklists provide information on program locations, admission requirements, college division, program title, total credit hours required and total costs. Students who inquire about WSU Tech programs in person are provided the same program checklists. In compliance with U.S. Department of Education (DOE) regulations, website information includes the costs of tuition and fees, books, supplies and other program-specific

2.B.1 Governance and Accreditation

As an affiliated entity of WSU, WSU Tech is governed by KBOR, reporting through the president of WSU. The BOT operates as an advisory board for the president of WSU Tech as established through bylaws. It comprises fifteen appointed members with voting authority and meets bimonthly to review and approve financial reports, strategic planning metrics, hiring of personnel and a presidential report. Board information is available on the website, including bylaws, bimonthly meeting agendas, and minutes.

WSU Tech's accreditation status and contact information for HLC are noted on the college's website as well as program-level accreditation information for WSU Tech's programs requiring third-party accreditation (e.g., Veterinary Nursing, Automotive Technology). WSU Tech has formal transfer articulation agreements with state colleges and universities.

The college recognizes the continual need to update information that is accessible via the internet. WSU Tech uses social media marketing campaigns to promote the college by driving online visitors to WSU Tech's website as a trusted source for accurate, up-to-date and necessary information.

WSU Tech ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. The college accomplishes this through a variety of face-to-face, print and electronic venues.

2.B.2

WSU Tech ensures evidence is available to support claims regarding its contributions to the educational experience through community engagement, experiential learning, and economic development. WSU Tech's mission to provide quality higher education and leadership in workforce training that supports economic development for a global economy is achieved through its curricula. Programs of study are designed to balance practical, hands-on technical skills, general education coursework, and valuable soft skills to foster successful and well-rounded learners. WSU Tech reinforces this approach through cocurricular programs and activities that complement academic programs and enhance the educational experience for students.

2.B.2 Community Engagement and Economic Development

The college is aware of the stigma often attached to technical education and works to change this mindset through community engagement activities. The college engages prospective students early and often with hands-on experiences designed to highlight high-demand and high-wage technical career fields. WSU Tech hosts numerous on-campus events, such as Manufacturing Day, Girls Rock Science summer camp and Wichita Public Schools summer camps, to expose high school and middle school students to technical careers. The Future Maker Mobile Learning lab travels free of charge to high schools and middle schools across the state providing students with hands-on access to the most advanced manufacturing technologies, including robotics and drones. National Career and Technical Education Signing Day is an annual event in which WSU Tech honors students entering a technical field and emphasizes the importance of their technical career choices. Participating students receive a scholarship.

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WSU Tech's focus on ensuring programs of study are relevant and current speaks to the college's commitment to economic development. Academic leaders collaborate with industry advocates and community leaders to assess the job market, identify new program opportunities, and evaluate curriculum and equipment upgrades to better align graduates with the labor market. In response to the U.S. manufacturing sector's transition to Industry 4.0 skills, including Smart Factories, automation, and the industrial Internet of Things, WSU Tech collaborated with industry partners and Wichita Public Schools to launch a Manufacturing Technology program. This program is in the first ever Future Ready Center, offering high school students concurrent credit opportunities.

Following a post-COVID-19 assessment of the local machining sector, academic leaders in the Manufacturing Division initiated a comprehensive overhaul of the Machining program. This revamp, supported by industry advocates, encompassed substantial curriculum updates and investment of over \$1.7 million in new equipment to align the program with current industry trends.

To ensure the relevance of curriculum and enhance graduates' employability, students earn industry-recognized credentials as part of their coursework. Digital Marketing students earn Google and LinkedIn certifications, culinary students attain ServSafe Manager Certification, and Welding students test for American Welding Society SMAW D1.1 and GMAW D1.1 certifications. National Coalition of Certification Centers (NC3) certifications have become integral to WSU Tech's programs, with the college leading the nation in total certifications earned among participating institutions. WSU Tech's commitment to NC3 certification is exemplified by the annual hosting of a Train the Trainer event. This event serves as a platform for educators from across the country to learn from NC3 master trainers, including a distinguished member of WSU Tech's faculty. The WSU Tech President currently serves as the Chairwoman on the NC3 Board of Directors.

The Mike Rowe Work Ethic curriculum is an integral part of the student's educational experience at WSU Tech. This program was implemented as part of a continuous improvement process for teaching work ethic and is designed to help students keep a job once they are employed. The curriculum, which is integrated into most of the technical programs, articulates the SWEAT pledge focused on the four pillars of success: work ethic, personal responsibility, delayed gratification, and a positive attitude. WSU Tech has partnered with the mikeroweWORKS (MRW) Foundation to provide the curriculum to secondary and post-secondary institutions around the United States. This partnership highlights the commitment to industry partners and the community to provide work-ready graduates.

2.B.2 Cocurricular Programs and Experiential Learning

WSU Tech cocurricular programs and activities complement the college's academic programs and enhance the educational experience of students. Students in the Interior Design program participate as student judges in the Wichita Area Builders Association biannual Parade of Homes while Construction Science students volunteer with Habitat for Humanity using their skills to build low-income housing. Students in the Veterinary Nursing program provide vaccines and pet care education at Woofstock. Aviation Maintenance students compete in Aerospace Maintenance Council's Aerospace Maintenance Competition to test their skills and gain access to potential employers. Students in the Criminal Justice program participate in Law Day with local law enforcement and Skills USA. WSU Tech has a long history of participation in Skills USA. Over the past three years, 45 WSU Tech students earned gold medals at the SkillsUSA Kansas state competition, making them eligible to compete in the SkillsUSA national competition. In 2023 ten students representing six programs participated in the national competition. The key qualities of the WSU Tech mission and the SkillsUSA mission stand in close alliance through shared focus and desired outcomes.

The President's Advisory Council (PAC) and other student organizations allow students to participate in the operations of the college and gain valuable skills. PAC members participated in the development of the college values as members of the 3-Cs Task Force. Students from all college locations participated with the rest of the

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college community to create the current strategic plan, including its goals and strategies. PAC members meet monthly with the WSU President to discuss issues relevant to the student experience, including input in the budgeting process. PAC members participated in the process to update the college's modalities, which will roll out in AY24. In organizations such as Vet Tech Club and Hispanic American Leadership Organization (HALO) students take on leadership roles in preparation for the workforce. Students also participate in IAT meetings to engage with local industry and provide the student perspective in the development and transition of the college's programs.

Cocurricular events that engage the entire WSU Tech community include the LatinX Festival, IDE Dive in sessions, and Listen and Learn sessions designed to provide opportunity for informed discussion on IDE issues. In addition to cocurricular activities, WSU Tech attends community functions to engage with specific geographic areas (Open Streets). At these events Community Resource Navigators provide bilingual workshops on workforce and education opportunities. They also provide support to complete the FAFSA, enroll in classes, explore various majors, transfer credits, and collaborate with other community partners to provide resources beyond education.

Many programs at WSU Tech offer students the opportunity to apply what they learn in the classroom through experiential/applied learning experience. These opportunities reinforce technical skills and provide students an enriched learning environment through hands-on interaction with teams, supervisors, customers, and general workplace culture. In health care programs such as Surgical Technology, Practical Nurse, and Certified Nurse Aide (CNA), applied learning is integrated into the curriculum through clinical rotations. In AY23 WSU Tech students engaged in 520 applied learning experiences through clinical rotations. Accounting students participate in the KOCH Accounting Apprenticeship, allowing them to work alongside KOCH employees while pursuing their degree with the opportunity for full-time employment upon graduation. Apprenticeship opportunities are available that allow students the opportunity to work a portion of their workday/week and attend class at WSU Tech for the other portion. Students enrolled in Get to WERX are in class two days a week and work at NIAR for three days a week, while students in the Foley Internship program are at work a portion of each day and in class for the remainder of the day. WSU Tech partners with Textron Aviation to provide employees the opportunity to complete their degree in Tooling and Fixture Fabrication while applying what they learn on the job at Textron. After two successful cohorts in which 33 students completed the course work, Textron and WSU Tech created a second opportunity for students in the Aerospace Coatings and Paint program.

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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.

2.C.1 Governance Structure

WSU Tech is governed by KBOR through WSU as a result of the affiliation that was approved by the Higher Learning Commission (HLC) in November 2017. Established in 1925 by the Kansas Legislature, KBOR is composed of nine members appointed by the governor with the advice and consent of the Kansas Senate. Board members serve overlapping terms of four years; no more than five members may be identified with the same political party. KBOR is assisted by a professional staff and is guided by recommendations from the chief executive officers of regents universities.

KBOR governs and coordinates certain activities of the entire public higher education system, including WSU Tech and other member institutions, regarding:

- Determining roles, reviewing missions and approving performance agreements.
- Developing a comprehensive plan for coordinating program and course offerings and locations, including transfer and articulation procedures.
- Developing a unified budget for state funding of member institutions, distributing state and federal funds, and requiring accountability for use of those funds.
- Representing state universities and the regents system before the governor and legislature.
- Collecting, aggregating and reporting information documenting effectiveness of each institution in meeting its mission and goals.

KBOR has authority to control state universities and to supervise their operation and management.

The BOT is the advisory board for the college and has the powers of a corporate body for the purpose of exercising rights and privileges necessary for the management and administration of WSU Tech.

The BOT's vision, mission and institutional values reflect principles intended to sustain an academic institution and inform its measure for improvements. All advisory board policies, regularly scheduled deliberations, and outcomes are reflections of these principles. The BOT reviews program changes, budgets, strategic plans, and tuition changes; addresses enrollment issues; and evaluates the president. The WSU Tech President facilitates a new board member orientation for all new members of the BOT.

2.C.2 Commitment to WSU Tech

The deliberations of the governing body, KBOR, and the advisory board, BOT, reflect priorities to preserve and enhance the institution. KBOR relies on a broad range of committees and councils to provide and disseminate important information and policy changes. Committees focus on such issues as board governance, academic affairs, fiscal affairs, audits and retirement plans. Councils include the Council of Presidents and System Council of Presidents and the Councils of Business Officers, Chief Academic Officers, Chief Student Affairs Officers, Faculty Senate Presidents and Government Relations Officers. Committees/councils are composed of KBOR members and institution officers, faculty, students, and community members. Both internal and external constituencies are well represented during all elements of deliberations.

The BOT reviews finances, approves program development and new employees, and engages in the protection of employee and student rights. BOT policies delineate the rights, responsibilities, employment conditions, compensation, hiring practices, and grievance policies for employees. The policies also refer to students' rights and responsibilities in the Student Code of Conduct and the Academic Code of Conduct. Publicly documented policies and procedures provide individual protection and contribute to the preservation of the institution.

2.C.3. Consideration of Constituencies

KBOR and BOT review the reasonable and relevant interests of the college's internal and external stakeholders during decision-making deliberations. KBOR's meetings are public, and notice is given in accordance with the Kansas Open Meetings Act (KSA 75-4317 through 75-4320a). KBOR may go into closed executive session only by a motion to recess an open meeting. KBOR committees plus public comment procedures ensure internal and external input during deliberations.

KBOR meets regularly from September through June. In July, members meet for a workshop to review appropriations requests for the upcoming state budget and appropriation process. Minutes for KBOR meetings are publicly available online. Public meetings, minutes and agendas foster enhanced communication and feedback to continually improve the institution.

KBOR membership is carefully defined to ensure that all internal, external, and political constituencies have a voice during decision-making deliberations. Members' votes are public, and secret ballots are not allowed.

In accordance with the Kansas Open Meeting Act, BOT meetings are public and held on a bimonthly basis. Minutes are available on the college's website. Executive session is by motion to recess an open meeting. Members' votes are public, and secret ballots are not allowed.

2.C.4 Preservation of Independence

KBOR acknowledges that integrity, accountability and openness of financial relationships and other relevant interests are essential to responsible and credible administration of the state of Kansas system of higher education. A process for disclosing and considering potential conflicts and managing actual conflicts enhances transparency and confidence in KBOR actions. Documentation of recent disclosures can be found in meeting minutes.

The BOT is open to the voice of all constituents but is an independent body, not subject to undue influence by special interests, donors, political affiliations, or other parties. The obligation to operate independently is clearly delineated in board policy, which serves to remind board members about upholding the principles of accountability, public stewardship, ethics, civility, and conflict of interest.

2.C.5 Delegation of Responsibility

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

In its desire to work closely with institutions under its aegis and foster strong, mutually supportive relationships between state institutions, KBOR delegates numerous committees and councils. State councils provide a mechanism through which cooperation and coordination among KBOR institutions are achieved.

The WSU Tech Policies and Procedures Manual defines the roles of faculty and faculty governance. WSU Tech faculty members have specific responsibilities with respect to academic rules, regulations and programs of the institution; campus governance; and faculty governance.

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

Sources

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- 0007 WSU Tech BOT (Advisory Board) Bylaws 2018 09 11 - Final
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- 0359 Affiliation with Wichita State University
- 0597 WSU Tech BOT Minutes 8.17.2023
- 0601 BOT Bylaws
- 0602 Student Code of Conduct
- 0603 Academic Code of Conduct
- 0604 Internal and External Constituencies
- 0605 KBOR Committees
- 0606 Kansas Open Meeting Act
- 0607 KBOR Meetings Agendas and Minutes
- 0609 WSU Tech Advisory Board Public Meetings and Minutes
- 0610 WSU Tech Bylaws
- 0611 KBOR Mission
- 0612 Specific Responsibilities - Faculty Policy
- 0890 KBOR Members
- 0946 BOT Board Meeting Notice
- 0949 KBOR Policy Manual
- 0950 WSU Tech Board Orientation

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.

2.D.1

The college demonstrates commitment to the protection of fundamental rights of academic freedom and freedom of expression through numerous outlets. Policies and procedures guide all members of the academic community in the regulation of conduct appropriate for an academic institution. Members of the college community are obligated to assume individual responsibility for their personal freedoms and obligations while fostering a learning atmosphere that prepares students for business and industry employment. Understanding controversial issues that may arise in business and industry is part of the learning and job-preparation process.

2.D.1 Academic Freedom and Student Rights

The college seeks to create and maintain a climate in which instructors are free to teach and students are free to learn. The Academic Freedom policy encourages a climate conducive to open inquiry and responsible discussion. The Academic Code of Conduct, the Student Code of Conduct, and the Academic Freedom policy protect students while exposing them to experiences they may encounter in their professions. Education requires that students and faculty be able to freely express themselves and learn to consider different perspectives to pursue truth in teaching and learning.

Included in the Student Code of Conduct is a Student Bill of Rights to ensure that students can discuss controversial issues, have academic freedom to express themselves, and learn about issues they may be confronted with in their chosen professions.

2.D.1 Ethics and human relations

WSU Tech recognizes the importance of fostering professional ethics and citizenship for all students as demonstrated in the Criminal Justice, Professional Pilot and Surgical Technology program courses. These courses are intended to create an open environment in which students are encouraged to identify personal, moral and ethical beliefs, and consider how these may impact their employment in their chosen career fields.

In the General Education department, the Ethics course provides students with practical approaches to recognizing, understanding, and solving ethical problems. Basic concepts of applied ethical theories in moral philosophy and reasoning are examined using critical thinking and responsible decision-making skills.

Students enjoy the same freedoms of speech, peaceful assembly, and right of petition that all citizens enjoy. As members of the academic community and representatives of the college, students assume the obligations inherent in those roles. WSU Tech's Academic Code of Conduct and Student Code of Conduct are available on the college portal (myWSUTech) for students and staff and on WSU Tech's website. Students are responsible for being familiar with WSU Tech policies.

WSU Tech recognizes that students have the right to associate with any group or organization regardless of political or philosophical objectives, assuming the group or organization does not discriminate or interfere with the rights of others. Students may organize for a stated purpose that has official recognition from the college.

Affiliation with an extramural organization does not disqualify a student organization from institutional recognition or from the use of college facilities, although reasonable provisions may be made to safeguard the autonomy of a campus organization from domination by outside groups. WSU Tech has five recognized campus organizations — SkillsUSA, Vet Tech Club, Hispanic American Leadership Organization, Video Game Club, and Alpha Sigma Lambda Honor Society — that help build camaraderie and expose students to social and professional activities associated with business and industry.

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

Sources

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- 0183 Esports Tryouts and Club
- 0370 Criminal Justice Skills USA data 2022
- 0379 Hispanic American Leadership Organization (HALO) Facebook Group
- 0399 SkillsUSA award information for 2023
- 0417 WSU Vet Tech Club
- 0613 Non-Discrimination Non-Harassment Sexual Assault Policy
- 0614 Academic Freedom Reference Student Bill of Rights
- 0615 WSU Tech Student Code of Conduct
- 0616 WSU Tech Academic Code of Conduct
- 0617 Academic Freedom Policy
- 0618 Alpha Sigma Lambda Chapter Listing
- 0619 MyWSUTech Student Portal
- 0620 Course Syllabus Professional Responsibility Criminal Justice
- 0621 Course Syllabus Professional Responsibility PHL 110 Ethics
- 0622 Course Syllabus Professional Responsibility Professional Pilot Aviation Safety
- 0623 Course Syllabus Professional Responsibility Introduction to Surgical Technology
- 0624 WSU Tech External Website

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.

2.E.1 Research and Scholarly Practice

WSU Tech's mission is to provide relevant workforce training; therefore, the college is not considered a bona fide research institution. Although faculty, staff, and students at the college engage in research and scholarly practice, those practices are not included in evaluation processes. Most research is performed as a course or individual project to pursue additional education or to keep current on new developments within disciplines. WSU Tech has working relationships with other educational organizations with missions that include research, such as the National Institute for Aviation Research, which shares laboratory space at the NCAT campus. These partnerships allow WSU Tech to focus on workforce development while the other organizations conduct research in state-of-the-art laboratories.

2.E.2. & 2.E.3 Integrity of Research and Scholarly Practice

College policies, procedures, and processes support faculty and students in scholarly practice. WSU Tech operationalizes scholarly practice as a non-research college through training on plagiarism, citations, use of library resources, and online research. Faculty and staff also provide information regarding academic integrity and honesty policies in student program handbooks, the catalog and the Student Code of Conduct. People and Culture maintains all current policies on myWSUTech and ensures that they are accessible to all WSU Tech employees. Students can access all academic and student policies through myWSUTech. Policies are publicly accessible on the WSU Tech website.

WSU Tech provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. All students are provided guidance on the appropriate use of information technology through the Network Services Acceptable Use Policy. Information Literacy is one of the college's four student learning outcomes, and students are trained and assessed using methods specific to their chosen field of study.

Citation assistance is available on the library's myWSUTech page through links to Citation Machine, EasyBib and Citefast. The librarian provides in-class presentations and resources to instruct students on the ethical use of information resources, including how to use databases, cite sources, and avoid plagiarism. These resources are available on the website. The library follows guidelines of the American Library Association and the Teach Act to utilize copyrighted information for classroom use.

Many courses at WSU Tech utilize the college's Packback platform for writing assignments. This software uses AI to provide feedback during the writing process and includes plagiarism protections. WSU Tech faculty use SafeAssign, a software program that checks written student assignments for plagiarism.

2.E.4 Academic Honesty and Integrity

WSU Tech provides students guidance in the ethics of research and use of information resources. The Academic Code of Conduct directly addresses academic honesty and integrity. The Faculty Handbook provides guidance to faculty regarding student issues. Faculty are responsible for academic integrity and are provided a range of discipline options for violations of academic integrity. Faculty must notify their deans of any violations of academic integrity. Students have the right to appeal any disciplinary actions taken to the appropriate vice president of academic affairs. Guidance regarding appeals and grievances is outlined in the policy. Also included in the Academic Code of Conduct are definitions and expectations of classroom behavior, program requirements, attendance, and classroom and laboratory safety. In cases such as classroom behavior or safety violations, disciplinary actions are referred to the Vice President, Student Services and are processed under the Student Code of Conduct. Information on the student suspension policy can be found in the Student Code of Conduct.

Sources

- 0008 Policies and Procedures on WSUTECHedu
- 0025 WSU Tech Mission Vision Values Website
- 0330 Academic Code of Conduct
- 0333 Network Services Acceptable Use Policy for Students Faculty Staff and Visitors
- 0335 Safe Assign
- 0602 Student Code of Conduct
- 0603 Academic Code of Conduct
- 0619 MyWSUTech Student Portal
- 0625 NCAT
- 0626 NIAR - National Institute for Aviation Research
- 0627 American Library Association and the TEACH Act
- 0628 Information Literacy
- 0629 Library - Instruction to students on ethical use of resources
- 0630 Program Student Handbook
- 0632 Student Learning Outcomes
- 0633 WSU Tech Library -- Citation Builders
- 0634 Faculty Handbook - Policy
- 0704 Trained and Assessed specific to chosen field of study

2.S - Criterion 2 - Summary

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

Summary

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

While the governance structure of WSU Tech is unique, the affiliation with WSU has enhanced the integrity of both institutions through shared resources and innovative approaches to meet the needs of community stakeholders.

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).

3.A.1 Program Structure

WSU Tech courses and programs are current and require levels of student performance appropriate to the awarded credential, as demonstrated by their relevance to current workforce demands. The college offers certificate and degree programs to support employment needs of business and industry, and the level of performance for each is appropriate to the certificate or degree awarded. The college offers 9 certificates of completion (COC), 45 technical certificates (TC), and 35 associate of applied science (AAS) degrees. COCs comprise one-15 credit hours, TCs 16-58 credit hours, and AAS degrees 60-92 credit hours.

KBOR policy mandates a limit of 68 credit hours for an AAS; however, exceptions are made due to accreditation requirements or special circumstances. WSU Tech's Interior Design program exceeds the maximum as required by their certifying organization (Council for Interior Design Qualification). The Aviation Maintenance Technology program is a special circumstances program, as the current credit limit of 92 resulted from an agreement between the Federal Aviation Administration (FAA), KBOR and WSU Tech.

In fall 2022, WSU Tech was approved by the Higher Learning Commission (HLC) to facilitate its first Competency-Based Education (CBE) program, the 18-credit Sheetmetal Assembly Technical Certificate in Aerospace Manufacturing Technology (AER). The 21-credit Composite Fabrication technical certificate followed in spring 2023. The CBE model aligns with industry standards and offers students the flexibility to expedite or extend course timelines. During the development phase, a team of faculty and program leaders reviewed courses and sequences to identify necessary curriculum adjustments. In AER Sheetmetal, two six- and seven- credit courses were restructured into one-, two-, and three-credit courses to enhance competency management and tracking. No credit hour restructuring was required in the Composite Technology program. Support mechanisms like pacing guides were incorporated into course content to ensure compliance with WSU Tech course standards and CBE requirements.

Most WSU Tech programs have stackable curricula with multiple exit points to provide students job opportunities while they work on the next credential. The more training students receive, the more opportunities

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they have for job advancement. These exit points and respective levels of performance are guided by industry input and workforce demands.

WSU Tech programs are aligned with similar programs of higher education throughout the state based on guidelines established by KBOR. This ensures that coursework will be accepted for the same program at any KBOR institution. KBOR's alignment of general education courses ensures that the general education component of certificates and degrees will transfer seamlessly. In fall 2024, KBOR will implement a required system known as the Seven Bucket Framework providing a common core of transferable general education courses across the state. As a technical college, WSU Tech is exempt; however, the college has elected to adopt the Seven Bucket Framework to ensure full transferability of general education courses in the Career and Technical Education (CTE) programs.

3.A.1 Program Guided by Industry

CTE programs have an industry advocate team (IAT) with industry employers and subject matter experts who meet twice a year. The goal of the IAT is to provide feedback on program curriculum, equipment, quality of training, student readiness for employment, and competencies to ensure currency and relevancy. This feedback is used to gauge the success of the program and to initiate industry-driven change. Due to a sustained shortage of healthcare professionals in the Wichita community and nationwide, WSU Tech's president initiated a meeting with various community leaders to address the pressing needs and particularly the shortage of Registered Nurses (RNs). The Chief Nursing Officer of Ascension Hospital emphasized the urgent need for more RN staff, a sentiment echoed by other healthcare providers present at the meeting. College leaders convened an IAT meeting to address the concerns. WSU Tech's Associate Dean of Nursing facilitated the meeting, presenting program requirements while providing the opportunity for input from all members. The committee and faculty discussed program outcomes and alignment with KBOR and Kansas State Board of Nursing (KSBN) standards. The IAT approved the ADN program and contributed to its design and implementation. This collaborative effort between industry and education exemplifies productive working relationships, benefiting the Wichita community and the broader region. Similar collaborations led to the revision of the Machining Technology program and rebranding of the Veterinary Nursing program. WSU Tech relies on IAT input for the development of quality graduates and successful employees.

Many WSU Tech CTE programs are transitioning to the Business and Industry Leadership Team (BILT) model for industry input. This model emphasizes co-leadership and validation of required skills. Programs transitioning to the model include Automotive Technology, Climate and Energy Control, Construction Science and Information Systems. WSU Tech expects this model to provide even greater alignment between what is taught in the classrooms/labs and the needs of local business and industry.

3.A.1 External Accountability

Many programs have additional oversight from federal, state, or program accrediting agencies. The Aviation Maintenance Technician program is certified by the Federal Aviation Administration (FAA) and is closely monitored by the Flight Safety District Office. The program is inspected at least twice annually to ensure that the facilities, faculty and documentation meet or exceed the federal guidelines as prescribed in the FAA Regulation CFR 14 Part 147. The curriculum is aligned with the Airman Certification Standard.

WSU Tech's Automotive Technology, Surgical Technology and Veterinary Nursing programs are fully accredited. The ADN and PNR programs follow curriculum and guidelines prescribed by KSBN, and Construction Science adheres to the curriculum requirements of National Center for Construction Education & Research.

Many programs offer students a third-party industry credential to validate the attainment and mastery of skills. Student performance on certification and licensure exams is monitored and reviewed to identify potential areas for instructional focus, and the number of credentials is reported annually to KBOR as a performance indicator for the college. In AY22, WSU Tech students earned 7,796 third-party industry-recognized credentials, including 5,268 NC3 certifications. NC3 certifications provide students and their employers with relevant and critical skills for today's advanced manufacturing and aviation workplaces.

WSU Tech provides a pathway for students pursuing liberal arts education. The Shocker Pathway, a partnership between WSU Tech and WSU, awards students an AA from WSU upon completion of approximately 50 credit hours of general education courses at WSU Tech and an additional 15 credit hours at WSU. Students can continue to a WSU bachelor's degree in the program of their choice. Plans of study are maintained for each WSU program to guide Shocker Pathway students in the selection of courses for any specific major.

Shocker Pathway is integral to the college's goal to be the number one source of transfer students to WSU. To facilitate the transition and deepen the relationship between institutions, WSU Tech and WSU collaborate on a variety of initiatives including Shocker Academy, Applied Learning, general education transferability, and 2 + 2 agreements. The Organizational Leadership and Learning 2+2 agreement allows WSU Tech students to transfer 45 credits to WSU and obtain additional credit through applied learning opportunities.

3.A.2 Articulation and Differentiation of Learning Goals

Program learning outcomes are appropriate for undergraduate programs and are differentiated between certificate and degree programs. In most programs, all COC courses are contained in the technical certificate, and all technical certificate courses are contained in the associate degree. Each level builds upon the skills of the previous level, and learning goals are articulated for each credential. This stackable curriculum provides multiple exit points to allow students the flexibility of working in the career field while earning the next credential and advancing career opportunities.

The certificates and degrees are further differentiated by the general education credits included in the curriculum. A COC is designed for job entry and typically includes few if any general education credits. Many TCs include basic math and workplace skills, and associate degrees include a minimum of 15 hours of general education courses in communication, math, humanities, social science, and science. The additional hours are designed to improve the employability of the student through further development of communication, information literacy, and problem-solving skills.

All program goals and learning outcomes are housed in the Worldwide Instructional Design System (WIDS), a program inventory system in which curriculum and program assessment are managed. The Instructional and Academic Support Team (ITAS) maintains WIDS and guides the process for new program development and curriculum revision. This centralized approach provides consistent and reliable details on courses and programs that can be virtually accessed at any time. Each program has identified institutional student learning outcomes and program learning outcomes that are outlined in its assessment plan. All students, including concurrent and CBE, are expected to develop communication, problem solving, information literacy, and workplace skills, and to demonstrate these skills across the curriculum. Students in technical programs are assessed on both a skills-based and knowledge-based assessment to determine competency toward program learning outcomes while students in general education disciplines participate in knowledge-based assessment.

Students demonstrate written or oral communication skills through a variety of course assignments and tasks incorporating industry-specific concepts and knowledge. Healthcare students may develop written communication skills through charting patient records while automotive students prepare customer estimates and invoices. Oral communication skills are practiced in contextual settings, such as an emergency medical

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technician relaying vital statistics for a transfer patient to an attending nurse. Students engage in active listening by following verbal instructions for projects and activities.

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

Information literacy activities enable students to recognize when information is needed and to effectively locate, evaluate, and use the information. Students in Automotive Technology use computers and Shop Key Pro software to diagnose mechanical issues and guide the repair process. The software provides procedures for diagnosing problems and specifications that a technician should find when diagnosing and repairing: “XYZ sensor should read between 2 and 5 ohms of resistance” or “This bolt needs torqued to 5 ft lbs.”

Employability skills are an integral part of the academic experience at WSU Tech. All students in technical programs are assessed on their ability to apply workplace skills in the classrooms, labs, clinical and internship sites. In 2019 WSU Tech implemented the mikeroweWORKS (MRW) Work Ethic Certification into CTE programs; 571 students have successfully completed the program.

3.A.3 Quality and Consistency through Infrastructure

WSU Tech's program quality and learning goals are consistent across all modes of delivery and locations. Traditional, hybrid and online courses are offered at the main campus, four additional locations and instructional sites and 32 high schools. With the expansion of hybrid instruction, the incorporation of virtual delivery platforms, and the integration of HyFlex-equipped classrooms, a cross-functional academic team was created to develop an updated set of modalities. Following a review process that involved constituencies from across the college, a set of seven modalities was adopted, scheduled to commence in AY25.

The college has implemented tools and processes to achieve and maintain consistent quality and learning outcomes at every location and through every modality. The WSU Tech Course Standard, based on the Online Learning Consortium rubric, establishes the quality benchmark that all courses are expected to meet or exceed. Every course has a course standard housed in WIDs that identifies course-level outcomes. WSU Tech faculty function as subject matter experts to develop course-level outcomes that are the same regardless of location, modality or delivery method. The Kansas Core Outcomes Group (KCOG) determines transferable general education course outcomes. KBOR-aligned programs include course-level outcomes determined during the alignment process. Course outcomes are included in course syllabi approved each semester by the academic dean and the Director of Academic Transitions.

WSU Tech complies with the Kansas Challenge to Secondary School Students Act, as defined in KSA 72-3220 through 72-3224, which outlines definitions for different enrollment types, encompassing both dual credit and concurrent enrollment. The terms *dual credit*, *concurrent*, and *high school* are used interchangeably throughout the college to describe the high school population segment.

The college has developed master courses to uphold the quality of course content and ensure consistency of delivery, particularly in areas of high enrollment with a substantial adjunct faculty presence. Courses are designed to encompass all essential and required components while maintaining enough flexibility to ensure the academic freedom of each instructor. As the demand for master courses exceeded the capacity of the instructional design team, the college provided resources to outsource multiple course development/redesign

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 projects. WSU Tech instructional designers were project managers for each course design, ensuring the courses met the outcomes and WSU Tech Course Standards. PNR, ADN, Robotics, and Culinary are among the programs that have benefited from this investment of resources.

The WSU Tech standard syllabus template and the learning management system (LMS) are additional tools for ensuring quality and consistency. Templates updated each year based on faculty and Academic Leadership Team (ALT) input are delivered to faculty via Simple Syllabus. The Simple Syllabus software ensures all syllabi have the required common elements: course outcomes, description, and credit hours. All syllabi undergo a multi-level review/approval process ending with the dean before going live in the LMS. Each course has a course shell in the LMS, and all instructors must include in the course shell, at a minimum, the course syllabus, attendance, and grades.

3.A.3 Quality and Consistency through Professional Development

Faculty development, provided through the Teaching and Learning Center (TLC), is essential to program quality and consistency of learning outcomes. The faculty Professional Development Requirements policy mandates that all new faculty participate in a series of trainings, including Foundations of Instructional Practice (PRD 101), which introduces faculty to required learning outcomes and master courses. Faculty teaching hybrid/online or CBE program courses must complete specialized training. The High School Partnerships and Community Outreach team provides professional development opportunities for dual credit/concurrent instructors

The college offers faculty in-services at the onset of both fall and spring semesters. These events provide faculty with vital information for the upcoming semester and facilitate departmental interactions, relationship building, and sharing best practices in areas like inclusion, diversity and equity (IDE), instructional technologies, and teaching strategies.

3.A.3 Quality and Consistency through COVID

While the COVID-19 pandemic posed substantial challenges, the college implemented several strategies to maintain quality and consistency. All college courses moved to the online format in spring 2020, and summer 2020 enrollment was limited to ensure students enrolled in the spring 2020 could complete lab and skills assessments, clinicals and other accreditation requirements. Several programs, including Aviation Maintenance Technology (AMT), Veterinary Nursing, and Machining Technology, maintained a hybrid schedule even after the college campus/location reopened. Throughout the pandemic, the college provided faculty professional development resources focused on hybrid and online instruction, including Hybrid Teaching and Learning (AY20) and Creating Engaging Content (AY21 AY22).

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- 1182 Urinary Catheter Placement and Removal Case Study
- 1183 Vet Tech to Vet Nursing IAT Minutes
- 1221 Fall 2023 INF113 Introduction to Programming_syllabus
- 1223 LMS course shell feed file

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.

3.B.1 Student Learning Outcomes

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. WSU Tech articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. (At WSU Tech, "student learning outcomes" is used instead of "general education outcomes" and will be used throughout this section.) Student learning outcomes (SLOs) combined with cocurricular experiences ensure students are well rounded and work ready.

WSU Tech officially adopted four SLOs in fall 2015 to prepare students for 21st century academic and workplace environments. Each of the four SLOs is supported with competency-based skills and applications that are integrated into technical and general education at the program and course levels. The competencies allow for objective and relevant evaluation of the attainment in each course, each program, and at the college-wide level of student outcomes: communication (oral and written), problem solving, information literacy, and workplace skills.

Common rubrics are used to ensure a consistent framework for assessing student SLO progress. In AY22 the Assessment Committee completed a review of rubrics which resulted in realignment of performance levels. The Director of Assessment works with faculty to identify the appropriate placement of SLOs in CTE programs and general education courses and ensures rubrics are deployed effectively via the learning management system for consistent data collection.

Examples of how the SLOs have been incorporated into curriculum include:

- Problem Solving - Ultrasonic Testing Method Level I (NDT 112): In this course faculty apply the problem-solving rubric to ultrasonic lab activities.
- Communication - Windows Doors & Stairs (CCP 120): In this course faculty apply the common SLO rubric to assess students' ability to effectively communicate about a construction topic via a written essay.
- Information Literacy - Composition (ENG 101): In this course faculty use the persuasion essay to assess students' information literacy skills using the common rubric.

- Workplace Skills - Phlebotomy and Laboratory Procedures (PCT 110): In this course faculty apply the common rubric as a summative assessment at the end of the course. Faculty provide an excellent list of interventions to address workplace skills issues.

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

- Health-care students have skills checkoffs and clinical rotations that provide hands-on training and simulations of workplace scenarios. Students perform simulated clinical procedures such as drawing blood, inserting a catheter, performing a patient interview, transferring a patient, performing an EKG, and placing sutures. Students practice with each other, faculty, and actual patients, and instructors provide feedback on the skills.
- Culinary students are required to complete at least one Bistro Practicum. Students rotate through diverse roles, managing all aspects of the Envision Bistro. This hands-on experience enhances culinary skills, fosters teamwork, and provides insights into real-world restaurant operations. Students may choose to complete additional practicum courses as elective credit.
- Automotive Technology students are provided internship opportunities at Foley Equipment. The Foley internship program is set up for students to work three days a week and attend classes two days a week. The earn to learn model reflects the mission of WSU Tech and supports immediate application of concepts learned in class.

3.B.1 Cocurricular Learning

Student learning assessment has expanded beyond the classroom to include cocurricular learning activities. A Cocurricular Assessment Team was formed and tasked with defining “cocurricular” for the institution, creating outcomes, identifying pilot projects, and establishing a structure for measuring student success. Cocurricular learning at WSU Tech is "voluntary student learning experiences outside the classroom in which students can apply newly acquired skills and/or develop a new skill set that will prepare them for their chosen career path" with outcomes related to:

- Health & Wellness
- Culture & Identity
- Leadership & Engagement
- Campus & Community
- Career & Lifelong learning

The cocurricular leader aligns the cocurricular outcomes and institutional SLOs to the designated activities and develops learning outcomes specific to the student experience. The Culture and Identity outcome is addressed in the Academic Success Clinics held each semester on diversity-related topics and in the Hispanic American Leadership Organization (HALO) community engagement activities. The Director of Assessment is currently working with HALO leaders to identify a diversity project for spring 2024. SLO rubrics are utilized to evaluate successful proficiency as appropriate.

3.B.2 General Education Program

WSU Tech’s philosophy of general education outlines the skills that are core outcomes for every student: 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. All technical and general education courses

address the CATE components in a way relevant to the course or occupation. The CATE components are on all course syllabi and are available to students through the LMS course shell. The CATE components encompass real-world concepts that are directly applicable to the job and are deemed necessary to education by industry advocates. WSU Tech's philosophy of general education appears in every course syllabus: "All courses at Wichita State University Campus of Applied Sciences and Technology (WSU Tech) aim to prepare students to perform in a 21st century academic and work environment. Students will regularly engage in activities, assignments and assessments that offer them the opportunity to build and refine general education skills relevant to their academic future and/or career development plan. These skills are specifically centered on communication, analysis, technology and expertise."

WSU Tech is committed to offering general education courses that provide students with knowledge and skills that will prepare them for global success in their selected field. The general education department offers a wide range of courses in five disciplines. WSU Tech's general education courses are included in all degree programs with varying credit requirements based on the credential level. COCs prioritize technical skills and often exclude general education. TCs include 9-12 general education credits, while an AAS degree encompasses 15+ general education credits. This approach builds general education competencies in alignment with the development of technical skills. In the Non-Destructive Testing (NDT) program, the Ultrasonic Technician COC is completely skills based and has no general education component. The TC includes these courses supplemented with Computer Applications and a math elective with the goal of enhancing the student's computer literacy and problem-solving skills. The AAS degree adds composition, social science and communication courses, which enhance the student's ability to communicate effectively and analyze information. The AAS degree would prepare a student for professional growth beyond an entry level position as well as provide a pathway into a transfer institution.

WSU Tech complies with KBOR policies to ensure seamless transfer to all KBOR institutions, with 582 transfer applications and 295 students generating 31,406 transferable general education credit hours in AY23.

3.B.3 Recognizing and Celebrating Diversity

The recognition of human and cultural diversity is an essential component of WSU Tech's mission. The values-based culture at WSU Tech embodies the value of Same Team: One Role, One Goal: Unite and includes diverse perspectives to achieve the mission. The value of diversity is reinforced throughout the college and in the classroom.

The Director of IDE leads initiatives and strives to attract and retain diverse staff. The director engages employees in activities like the Intercultural Development Inventory (IDI) assessment and conducts surveys to support IDE efforts while organizing events and workshops to embed IDE principles into the college's culture, such as lunch and learns, LGBTQ+ professional development, and recognition ceremonies.

Every WSU Tech syllabus includes statements on inclusiveness and diversity expectations, which set the tone for the student experience and create a classroom culture of inclusion. In Veterinary Nursing, discussions revolve around the diverse backgrounds of participants, including students, faculty, staff, and clients. A common understanding prevails despite their differences—a common regard for animals. This sentiment takes center stage in discussions on client treatment. The program fosters students' understanding of the diverse backgrounds of "pet parents" and their universal affection for pets, highlighting the unifying force of the human-animal bond that brings individuals together despite their differences.

IDE efforts have been built into many program level outcomes and are assessed through classwork as well as summative assessments. Criminal Justice program outcomes include "possess an ethical foundation for policing modern society." Activities aligned to this outcome occur in both Professional Responsibility in Law

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Enforcement (CRJ 140) and Policing Diverse Cultures (CRJ 155). In CRJ 140 students engage in weekly ethical dilemma assignments, where they respond to multiple scenarios and describe the potential consequences of their choices. In CRJ 155 students focus on increasing cultural awareness, understanding cultural norms, and exploring the historical backgrounds of different nationalities. They utilize the text Multicultural Law Enforcement to study various cultures, ethnic groups, genders, and races. The course includes activities to enhance diversity within law enforcement and the measures being taken to promote it. Additional examples can be found in the Humanities department, Surgical Technology program, and the Automotive Technology program.

The college provides resources to facilitate the development of cultural diversity in the WSU Tech community. Faculty have participated in numerous training courses designed to increase awareness of IDE issues and promote inclusivity. The 2022 in-service included IDE sessions facilitated by the Director of IDE. Fifty-five academic employees completed the IDI training initiated across the college. In fall 2023 all faculty attended an in-service event facilitated by the National Alliance for Partnerships in Equity. This session on Micro Messaging to Reach Every Student was designed to provide faculty with strategies they could apply immediately to make their classrooms more inclusive learning spaces. The WSU Tech chapter of Alpha Sigma Lambda National Honor Society (XI Iota) recognizes the academic achievements of nontraditional learners. The college's TRIO program supports well over the grant-required minimum of 67% of First Gen and Low-Income participants; in AY22 91% met these criteria and in AY23 94%.

Outside the academic setting, the college provides a wealth of opportunities for students, faculty and staff to celebrate diversity, including Martin Luther King Observance Week activities, Veterans' Day Ceremony, and Entrees of Inclusion, a session to raise awareness of diversity in food preferences and dietary restrictions.

3.B.4 Scholarship and Discovery of Knowledge

WSU Tech is primarily a teaching institution, so research is not contractually required of faculty; however, faculty and students have contributed to the advancement of knowledge. In 2022 two Veterinary Nursing faculty published articles in industry journals. Courtney Gulick, RVT, authored "How to Advocate for Yourself as a Vet Tech," published in the Journal of the Association of Veterinary Technology Educators (JAVTE). Maranda Carter, RVT, authored "10 Tips to Rock Your Externship," published in the National Association of Veterinary Technicians in America journal (NAVTA). Maranda Carter's article, "Chicken History and Husbandry," is scheduled for publication on LaFeber.com this fall. The Veterinary Nursing program director, Amanda Hackerott, RVT, is a featured speaker at national veterinary conferences, including a presentation at the North American Veterinary Community (NAVC) Hive Conference on "How to Elevate Veterinary Assistants to Certify or Transition to Licensure."

Accessibility Summer Camp is an annual conference hosted by WSU Tech. The event provides an opportunity for faculty and students to engage with colleagues from all over the world to learn best practices in accessible teaching and learning. ITAS department members, many of whom also teach for the college, facilitate the conference and present sessions. WSU Tech students attend the conference and participate in the student panels.

In 2023 Wichita State University (WSU), in partnership with the WSU Tech Information Technology program, established a Cisco Network Academy Support Center to service network academics for the south-central Kansas region. WSU Tech faculty, in partnership with the WSU department of Industry Engagement and Applied Learning, are collaborating on the development of an innovative curriculum package for Cisco, IoT Smart Manufacturing, designed to bridge the skills gap between Informational Technology Operational Technology technicians. WSU Tech and WSU are the only Cisco education partner to offer this type of training in the United States.

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Partnerships with neighboring colleges provide students additional learning opportunities. In 2021 and 2022, Cowley College Paramedic program participated in WSU Tech's Mass Casualty/ Scenario Day activities, an event that uses moulage and staging of incidents to prepare students for real-world patient care situations. Skills such as patient care reporting from one level provider to another, prioritizing patient care and acuity, as well as delegation and assignment of tasks are vital to working in a prehospital emergency team. This event supports the mission of career readiness within programs.

In AY22 WSU Tech students participated in a cocurricular interdisciplinary simulation with other colleges (WSU, KU Medical Center, Cowley College) to promote communication and understanding of other disciplines. Careers represented were medical physician, physician assistant, physical therapist, nurse, EMT/paramedic, and police officer. Students experienced a high-fidelity, low-risk multi-casualty incident with injuries needing varying degrees of critical care. Students worked together to triage patients, develop goals, and execute their plan while completing skills within their scope of practice.

ShockStarter is an applied learning lab housed on the Innovation Campus at Wichita State University. WSU Tech and WSU students apply to work for ShockStarter and, if hired, will use learned skills in areas such as digital marketing and web site design to support internal projects, small businesses, agencies, and freelancers. Students are paid and expected to work 20 hours per week. Two WSU Tech students recently accepted extended offers of employment.

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- 0219 Climate Survey
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- 1137 WSU Tech Syllabus
- 1139 Veterans Day Flagpole Ceremony
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- 1185 Scenario Day
- 1186 Cocurricular Outcome Summary
- 1187 CRJ 155 Policing Diverse Cultures
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- 1189 Director IDE Focus and Recap Academics
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- 1202 Skills Check Off PNR 121
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- 1205 VET 105 Business Diversity and Equity Quiz
- 1206 WSU Tech Philosophy of General Education
- 1207 XI IOTA and IDE

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.

3.C.1 Diversity of Faculty and Staff

WSU Tech strives to ensure that the overall composition of its faculty and staff reflects human diversity. The fall 2023 student body includes 48% minority students with 26% of students identifying as Hispanic/Latino and 11% as Black/African American, reflecting greater diversity than the demographic makeup of Sedgwick County. First generation students comprise 61%, and 51% are female. The largest proportion of students belong to the under 18 and 18-24 age groups, with an average age of 24.

The demographic composition of faculty and staff reflects a shift in diversity with 15.1% identified as minority in 2019 compared with 21.2% in 2023. Females comprise 50.37% of faculty with some working in programs considered nontraditional for females, such as Welding and Aviation Maintenance. Faculty are almost evenly split among age groups.

Improving diversity of staff and faculty to ensure all voices and ideas are represented in decision making is Strategy 1 of Goal 1 in the 2020 Strategic Plan. To support this goal, a new position, Talent Acquisition and Retention Specialist, was created in August 2021. This position focuses on attracting, engaging, and retaining talent while assisting hiring managers with effective and unbiased interviewing techniques.

3.C.2 Numbers and Continuity of Faculty

WSU Tech employs 103 full-time faculty, 306 adjunct faculty, and 183 concurrent faculty to carry out both classroom and non-classroom roles, including oversight of curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff. The number of faculty has increased significantly since 2019 in response to enrollment growth. The faculty turnover rate has increased as well. In most cases, faculty report job offers in their field of expertise as the reason for leaving. In the current economic climate, jobs requiring skilled labor are plentiful and higher paying, but the pool of applicants is shallow.

The Faculty Standards Policy (5-16) indicates that faculty are responsible for oversight of curriculum, student performance, and assessment of student learning in their discipline or program as outlined in their job description and faculty expectations. Academic Department Leadership (ADL) consists of program directors and department chairs and meets three times a year. These academic leaders are provided release time from the classroom to carry out the administrative tasks for their programs, including third-party accreditation, program review, classroom observations, course scheduling, and textbook selection.

The Faculty Senate convenes monthly, primarily focusing on their role in curriculum management, which involves reviewing new programs and significant program changes that necessitate approval from KBOR. Curriculum is housed in the college's repository, WIDS. Faculty work with ITAS to ensure the information is accurate and includes course outcomes/competencies. WIDS is also utilized to capture program and course revisions.

Faculty are responsible for all assessment activities, including formal institutional assessment. Each academic department has a representative on the Assessment Committee whose role is to collaborate with faculty and Director of Assessment & Accreditation to identify areas of improvement in the curriculum, implement interventions and ensure all members of the instructional team administer the identified assessment activities. WIDS serves as the centralized repository for all program assessment data.

3.C.3 Instructor Qualifications

All instructors employed by WSU Tech are appropriately qualified, including dual/concurrent credit faculty. The Faculty Qualifications Policy requires that faculty teaching general education courses have a master's degree in their discipline or subfield. In lieu of a master's degree in discipline, any master's degree with at least 18 graduate credit hours in discipline will suffice. Dual/Concurrent credit general education faculty adhere to the same policy; however, faculty without the appropriate number of graduate credits can submit a plan of study for meeting the minimum criteria before September 2025. Currently, 13 dual/concurrent credit faculty members are on plans of study. Career and technical education (CTE) faculty are required to have earned a bachelor's degree in their discipline or subfield. In lieu of a bachelor's degree, faculty may have an associate degree and 1000 hours of work experience in their field or 4000 hours of work experience in their field. Some programs have additional industry specific requirements. Automotive Service Excellence (ASE) accreditation guidelines stipulate that faculty must be ASE certified at a minimum in the core area relative to the course they teach. In accordance with Certification and Licensing policy, employees must provide evidence of required licensing and the college will pay for any associated costs and fees for re-certification. Dual/concurrent credit CTE faculty adhere to same faculty qualifications policy.

Unofficial copies of transcripts are often used in the recruiting phase to screen for appropriate qualifications. People & Culture request official copies of transcripts and other required documents through the hiring process and are the repository for all employees' documented qualifications, including faculty.

3.C.4 Evaluation of Instructors

Instructors are evaluated regularly in accordance with established institutional processes for the purpose of providing feedback and guidance. In AY22, members of ALT working with a team of faculty revised the evaluation form. They also collaborated with IT to utilize the college's electronic forms and workflow software (e-trieve) to simplify the form completion and sign-off process. New faculty with no teaching experience are observed by their dean or vice president and a peer once per semester for the first two years of teaching. The first observation should be completed within the first six weeks of the semester. In the third year of teaching, observations occur at least once in the academic year. Faculty with four or more years of experience are

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observed at least every two years. This process applies to all faculty regardless of their status, teaching modality or location.

3.C.5 Faculty Development

The college supports professional development for instructors to ensure they are current in their disciplines and adept in their teaching roles. All full-time employees are required to participate in a minimum of 20 hours of professional development each year. In addition to the annual all-college in-service each September, full-time and adjunct faculty participate in professional development activities every August and January. Teaching Academy, facilitated by the Manager of the Center for Teaching and Learning, is required for new full-time faculty. Training is offered prior to the beginning of each semester and monthly throughout the first year on a variety of topics.

Adjunct faculty are encouraged to attend fall and spring in-service activities but are required to attend at least one. Professional development opportunities provided through ITAS are open to adjunct faculty as well.

Concurrent faculty are required to attend at least one in-service per year. The High School Partnerships and Community Outreach team holds in-service activities specifically for dual/concurrent faculty prior to the fall semester each year with content specific professional development opportunities in the summer. Guest speakers from the college share their expertise. In fall 2023 the Director of Assessment and Accreditation, Director of Accessibility, College Access team, High School Advising team, and ITAS instructional designers presented information. Concurrent faculty who attend orientation/in-service can earn professional development in their home district.

New faculty hired from industry without previous teaching experience are encouraged to participate in additional professional development. KBOR funds this training through the Carl Perkins grant each year in partnership with the Kansas Council for Workforce Education (KCWE). Training is offered in the summer and shortly after the fall semester begins each year to support faculty transitioning from industry to the classroom. In AY23 six WSU Tech faculty participated in the events. KCWE also provides drive-in workshops throughout the year to support new and veteran faculty. For the past two years, ITAS has sponsored a drive-in workshop for KCWE on Augmented and Virtual Reality.

Faculty developing or assigned to teach a CBE course are required to complete CBE Orientation for Instructors. This course covers the differences between CBE and traditional modalities, including policies and procedures specific to CBE and features in the LMS to support CBE learners.

WSU Tech utilizes a significant portion of annual Carl Perkins grant funding to provide opportunities for faculty, department leadership, and support staff to attend national conferences and other professional development/training. The Culinary department chair attended Center for the Advancement of Foodservice Education (CAFÉ) conference last spring and IT faculty annually attend CompTIA training to remain current in industry standards and trends. This funding is also used for faculty to attend National Coalition of Certification Centers (NC3) train-the-trainer events. NC3 partners with industry to provide curriculum and certifications to assist educational institutions with providing the most up-to-date knowledge and competencies to prepare students for jobs in industry.

The Teaching & Learning Center (TLC) is housed within the ITAS department. The ITAS team provides ongoing professional development opportunities in house through the Innovation Café, open labs, technology integration, and CoLab. One opportunity focuses on Creating Engaging Content. In AY22 the college provided synchronous and asynchronous coaching sessions with a consultant, Chad Littlefield, to enhance the instructional content across all disciplines. To monitor faculty participation and improvement of instructional

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materials, all faculty were required to document their course revisions as part of the annual evaluation process. The Innovation Café continues to support faculty in their efforts to create and utilize engaging content in their classrooms. Resources are available for refreshers or to train new faculty, including faculty testimonials and examples of how faculty have modified their curricula.

Several training opportunities have focused on inclusion, diversity and equity (IDE). The accessibility policy outlines WSU Tech's commitment to make all websites, web-based applications, LMS, and instructional materials accessible to students who have disabilities or barriers to learning. The three-year accessibility plan and associated required annual training ensure faculty are equipped with the skills necessary to comply. WSU Tech also hosts an annual Accessibility Summer Camp for additional professional development. In 2022 ADL developed Intercultural Development Plans after completing the Intercultural Development Inventory. In Fall 2023 all faculty participated in equity workshops presented by the National Alliance for Partnerships in Equity (NAPE).

3.C.6 Instructor Accessibility

The communication section of the faculty expectations document addresses faculty availability for student inquiry. WSU Tech faculty communicate office hours to students in the syllabus and are expected to maintain the stated hours. Faculty are expected to respond to student-initiated contact within 24-48 hours using the LMS, Navigate, and other systems.

Timely and regular feedback, grading expectations, and interaction with students are also addressed in the WSU Tech Course Standards. This checklist was created based on the Online Learning Consortium (OLC) quality standard and adopted by the Hybrid/Online committee with membership from faculty, academic leadership, and ITAS. These same concepts are addressed in the Four Commitments, four commitments for faculty and four commitments for students, which were implemented in the spring of 2023. The Four Commitments are included in all syllabi as of fall 2023, and the enrollment agreement signed by students during the advising process outlines the student commitments.

3.C.7 Student Support Staff Qualifications and Development

Student support services staff are appropriately qualified, trained and supported in their professional development. Tutors are required to have at least a bachelor degree or an associate degree with relevant experience. Financial aid and academic advising staff are required to have earned an associate degree at a minimum; a bachelor's degree is preferred. Financial Aid Specialists attend monthly webinars from the National Association of Student Financial Aid Administration as well as state, regional, and national conferences through the Department of Education. New student services staff are trained through a variety of opportunities, including shadowing experienced staff, participating in mock appointments, and completing training modules in the LMS. Student services has regular team meetings to discuss changes and train on new software or program offerings.

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- 1213 Professional Development for Adjunct Faculty

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).

3.D.1 Supporting Student Needs

WSU Tech provides student support services suited to the needs of the students. Through the Department of Education Basic Needs for Postsecondary Students Program grant, dedicated space has been remodeled at NCAT, City Center and WSU South for a UThrive Student Resource Center. Success coaches work closely with faculty to identify at-risk students and provide on-site and community resources to help students succeed, such as food pantry, mentoring, or referrals to tutoring or counseling. Faculty communicate with success coaches through the Navigate platform by submitting an alert that triggers a touch point with the student. High school students are supported by the High School Partnerships and Community Outreach team. This team includes recruiters and advisors who work specifically with high school students and their counselors to address their unique needs.

The Ready to Learn initiative aims to prepare students for the first day of class with their financial aid or payment in place and their books and tools in hand. Advisors check the student's financial aid status each time they visit the advisor's office and help direct the student as needed to the financial aid office or their myWSUTech account. The advising office also reaches out to students who do not have payment in place via email, text message, or phone to remind them that they have outstanding requirements or need to see the business office to set up a payment plan.

Learner Services include Career Services, Testing, and Tutoring. Students are provided career coaching as well as resume and interview workshops through Career Services. Placement testing and certification exams for industry-recognized credentials are available through the Testing Center, and the Tutoring Hub offers test preparation in addition to tutoring in general education courses.

Academic Success Clinics are optional cocurricular seminars aimed at supporting students in school, career, and life management, with topics ranging from citation styles to financial literacy. These clinics are hosted through the library and usually offered virtually to encourage attendance. The library is physically located at WSU South; however, digital resources are available for students to access from anywhere. The librarian also offers pop-up library events at other WSU Tech locations to assist with program specific projects.

In summer 2022 WSU Tech's Board of Trustees approved the Innovation Fund, leading to the formation of a cross-functional team tasked with improving student enrollment and retention. A sub-group of the larger team (Retention Team) focused on addressing the need for a comprehensive student orientation and master student program, aiming to enhance student engagement and success. The Director of IDE is responsible for the creation and implementation of this program along with other programs and events that enhance multicultural

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retention and recruitment. This position works in tandem with the Director of Student Engagement to develop, expand, and manage student life activities and support student organizations.

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

3.D.2 Preparing Students for Academic Success

WSU Tech is committed to providing comprehensive learning support and preparation tailored to meet the unique academic needs of its students. A key aspect of this commitment involves guiding students towards courses and programs that align with their individual preparedness. Program specific advisors provide invaluable guidance to students, considering their specific needs and goals. When a student is undecided on a career path, advisors share additional resources with them, including assessments and occupational outlook data that may be helpful in their decision.

One crucial aspect of this guidance is evaluating the level of writing or math skills necessary for success in various programs and courses. Multiple measures are used to determine a student's placement in general education and some CTE programs, such as ACT or SAT score, Accuplacer, EdReady, or high school math grade. EdReady is a math placement tool that identifies gaps in the student's knowledge and creates individualized study paths to increase skills prior to enrolling. The Tutoring Hub provides test preparation for students who need to refresh their skills prior to taking placement tests.

Students enrolling in English courses who need additional support are encouraged to enroll in Composition Lab concurrently with Composition I. Rather than forcing students to enroll in developmental courses that do not count toward degree requirements, the college offers this course to provide students additional time and resources to increase their likelihood of success. However, for students who require remediation, Pacer English provides a refresher on grammar and reading skills with individualized, self-paced lessons.

New Student Orientation is currently in development; however, some program orientations are currently available to ensure students are aware of the resources available to them. The Machining program integrates orientation topics such as campus policies, academic integrity, LMS training, UThrive, and career services throughout the semester. The Automotive Technology program shares an orientation video at the beginning of each semester that overviews shop safety and expectations.

3.D.3 Supporting Students with Expert Advising

Adult students, whether first-time freshmen or returning learners, meet with an admission representative to explore program options. After a program is selected, they meet with the advisor assigned to that specific program to enroll.

Advisors at WSU Tech play a vital role in providing students guidance and support throughout their academic journey. Advisors focus on specific programs and develop a deep understanding of the requirements and intricacies of those programs. They often attend IAT meetings to learn directly from industry what skills and attitudes they seek in employees. This expertise empowers them to effectively communicate program expectations to students and assist them in aligning their academic goals with their career aspirations.

Collaboration is key for advisors as they work closely with faculty and deans to ensure students receive the necessary information and resources to excel in their chosen program and industry. By meeting with faculty and attending industry advocate (IAT) meetings, advisors are equipped to provide valuable insights regarding the skills, knowledge, and experiences required for success in their fields.

As advisors engage with individual students, they accumulate knowledge and experience that enables them to assist future students in avoiding missteps and pitfalls that may arise during the program or when transitioning into the career field. By identifying common challenges and providing proactive guidance, advisors serve as valuable navigators, helping students overcome potential obstacles and make well-informed choices that align with their long-term goals.

3.D.4 Resources and Infrastructure for Effective Teaching and Learning

WSU Tech ensures students and instructors have access to a comprehensive infrastructure that supports effective teaching and learning. By providing current technology, state-of-the-art labs, clinical practice sites, and applied learning, the institution prepares students for successful careers in their chosen fields.

Most textbooks are available digitally through BibliU, which ensures access to course materials on day one. The fee for BibliU is assessed at registration, allowing students to easily apply financial aid.

Year-long scheduling, implemented in fall 2022, provides students access to enroll in coursework for the entire academic year. This allows students to plan their class schedule well in advance, making it easier to work and arrange childcare.

The college maintains up-to-date computer labs, high-speed internet access, and digital resources. A large investment in HyFlex classrooms and CoLab enhances hybrid and online courses by providing faculty with the technology and training to implement multiple classroom modalities effectively. Curriculum is housed in the LMS to allow easier student access to materials. Microsoft 365 is provided to students free of charge to ensure they have the appropriate software to be successful. IT provides laptop rentals and hot spots for students who cannot afford their own. IT support, including troubleshooting hardware, software and network issues, is provided to students through the Student IT Helpdesk. The ITAS team provides training and assistance to help faculty implement and utilize technology.

Hands-on experience is crucial in career and technical education. WSU Tech offers well-equipped labs where students can apply their theoretical knowledge through practical skills relevant to their area of study. Health Sciences moved from the Old Town location to the South location in Fall 2023. The new space includes state-of-the-art Surgical Tech labs and simulation hospitals. USD 259 partnered with WSU Tech to create two Future Ready Centers for students interested in Healthcare or Aviation and Manufacturing. Both facilities include well-equipped lab spaces in addition to traditional classrooms.

In fall 2023 the Culinary program moved to the National Center for Culinary and Hospitality Education (NICHE) in a renovated space in downtown Wichita. NICHE includes 5 kitchen laboratories, 2 traditional classrooms, an event center, and the Envision Bistro. The Bistro is open for lunch and operated by students with oversight from the on-staff Chef de Cuisine.

WSU Tech's main campus (National Center for Aviation Training) includes state of the art labs dedicated to aviation and advanced manufacturing. These labs are supported by an annual allocation from the State of Kansas as well as other significant resources to ensure they are cutting edge. Utilizing a 1.7-million-dollar grant from the Kansas Department of Commerce, the Machining lab was renovated to modernize the program around five-axis machines and robotic material handling.

The physical library is located at the WSU South location; however, many resources are available electronically. The librarian hosts pop-up events at all locations with materials pertinent to programs housed there. Aviation maintains their own library at NCAT for student reference and in compliance with FAA regulations. NICHE also has a library space for their growing collection of Culinary-specific content. The library also offers short-term rental of Chromebooks to assist students with emergency situations.

WSU Tech strives to provide all students with an applied learning experience. Students enrolled in nursing programs participate in clinical experiences. The agreements for clinical sites are reviewed regularly to ensure students are receiving appropriate teaching opportunities and oversight. Several technical programs have adjusted course schedules to create earn and learn opportunities. Industrial Automation students meet on campus two days per week for lecture and lab and work in industry the remaining three days of the week. Many of these students are registered apprentices at Spirit AeroSystems. An accounting apprenticeship with Koch Industries and an automotive earn and learn with Foley Equipment also provide experiential learning opportunities for students.

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3.S - Criterion 3 - Summary

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

Summary

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

Providing high quality education has challenges. Maintaining accreditation from third-party and/or governmental agencies can require extensive resources and processes that limit certain efficiencies. Many CTE faculty come from industry with no education experience, so additional training resources are required. Faculty turnover continues to be a challenge because of enticements to return to industry. As the number of dual credit faculty increases, ensuring that they are properly qualified, following course curriculum and outcomes, and integrated into assessment activities requires additional resources. Monitoring progress of dual credit faculty on a plan of study will be increasingly important as the 2025 deadline approaches.

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.

4.A.1 Program Review Process

The Director of Assessment facilitates the three-year program review process at WSU Tech under the purview of the Vice President of Instructional and Academic support. Continuous improvement is important not only for programs but also for the program review process to ensure quality, relevance, and responsiveness to industry. The most recent program review revisions were introduced in AY24, including embedded checkpoint conversations with the academic dean and vice president and culminating in a SWOT showcase. Integrating the bi-annual Semester Snapshot report in AY23 enhanced the efficiency of documenting program achievements while serving as a reflective instrument facilitating Continuous Quality Improvement (CQI). These Snapshot reports are collected every semester, stored within the Worldwide Instructional Design System (WIDS), and integrated into the subsequent program review report.

Additional modifications to the process include:

- AY23 - additional curriculum mapping and IDE prompts
- AY23 - utilization of familiar platforms to aid in the writing and evidence-collection process
- AY22 - course review and program review cycle alignment to allow for future course structure, curriculum, and instructional improvements directly related to program review analysis and goals; prompts were organized into five categories
- AY21 - additional syllabi prompt

- AY20 - additional assessment and budgeting prompt
- AY19 - additional accessibility prompt

Resources and support are provided to program directors, department chairs, and faculty throughout the program review cycle, including the online Innovation Café and learning management system (LMS). Assessment is a topic at every faculty in-service, featuring training specific to data and informed decision-making. At the spring 2023 in-service, workshops specific to CQI data sets and tools proved valuable to program directors and faculty participating in the AY23 program review process. The Director of Assessment provides dedicated office hours for drop-in meetings, regular communications and reminders, and initial feedback for each narrative segment. After reviewing the narrative and supporting evidence, a program review team consisting of the academic vice president, the Vice President of Instructional and Academic Support, the program dean, and the Director of Assessment meets with program leadership and faculty to provide feedback, ask clarifying questions, discuss the analysis, finalize goals for the next cycle, identify resources needed, and determine next steps.

Most recently, the Applied Technologies and Aviation programs completed a program review spanning the academic years 2020-2022. In AY22, the Manufacturing programs and General Education disciplines completed a program review for 2019-2021. In AY21, the Health Sciences, Nursing, and Professional Studies programs completed a program review, including the years 2018-2020, and are currently working on their 2021-2023 review.

One of the Practical Nurse (PNR) program goals outlined in the AY18-AY20 program review addresses the need to revise course exams to reflect changes associated with the National Council Licensure Examination (NCLEX) in fall 2021. The Kansas State Board of Nursing (KSBN) increased the threshold for passing the exam from 75% to 80%, which the PNR program identified as a threat during the SWOT analysis. The projected implementation of the Next Generation NCLEX in 2022 contributed to the urgency of modifying instructional practices to ensure student success. Faculty efforts to address the threat included implementing KeithRN strategies, updating test questions, and redesigning didactic courses. In 2022, 83.84% of practical nursing students passed the NCLEX on the first attempt, above the national average of 79.93%. PNR faculty found they could make incremental and impactful changes by analyzing student learning data.

4.A.2 Evaluation of Credits

Credit for prior learning and transfer from other institutions falls under the purview of the Registrar's Office. Prior learning credit, per the Credit for Prior Learning Policy, can be granted through various methods, such as military credit, credit by examination, standardized tests, articulated credit, or prior learning assessment that encompasses industry or professional training programs and on-the-job learning. Students must submit a portfolio to apply for prior learning credit, which the relevant faculty and dean will assess. Students can earn a maximum of 15 credit hours through prior learning credit. However, students receiving prior learning credit for a Federal Aviation Administration (FAA) Airframe or Powerplant license for the Aviation Maintenance Technology program, as well as any special cases approved by the academic vice president, are exempt from the 15-credit-hour maximum.

4.A.3 Transfer and Articulation

The Registrar's Office and the appropriate faculty or dean collaborate to review and evaluate transfer credit requests. To transfer credit for coursework from an accredited institution, documented work experience, or military training that fulfills course requirements for an Associate of Applied Science (AAS) degree or technical certificate program, WSU Tech requires official transcripts, employment information, and military records from

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each institution. Students who transfer to a Kansas public university from WSU Tech are eligible for reverse transfer, which facilitates completion of their WSU Tech degree with credits earned after transferring to another institution.

WSU Tech has established articulation and transfer of credit agreements with several colleges, including Engineering Technology, Business Administration 2+2, Bachelor of Applied Science, and Shocker Pathway programs with Wichita State University (WSU).

WSU Tech supports and participates in the Kansas Board of Regents (KBOR) statewide seamless transfer program for general education courses and the KBOR technical program alignment project. Over 100 general education courses are part of the seamless systemwide transfer system, and WSU Tech offers 59 of these courses to both adult and high school students. Faculty from the 32 Kansas public institutions meet each year to develop and update learning outcomes for systemwide transfer courses as part of the Kansas Core Outcomes Group (KCOG) conference. Any Kansas public institution offering an equivalent course must accept these transfer courses. Additionally, technical faculty participate in the KBOR technical program alignment project, in which postsecondary technical program faculty from the state work together to ensure technical courses are transferable, degree exit points meet industry needs, nationally recognized credentials are integrated into the programs, and program length is aligned. WSU Tech offers 11 aligned programs.

4.A.4 Curriculum Revision

WSU Tech has established protocols to effectively handle curriculum modifications, whether from state-level changes in requirements or evolving local industry demands. Updates to courses and programming occur as part of an annual curriculum revision process. The process begins with faculty working with their industry advocate team to identify needed modifications to learning outcomes, courses, and prerequisites, then follows an internal process involving a series of milestone approvals within WIDS. The exceptions are transferable general education and Career Technical Education (CTE) aligned courses in which KBOR mandates outcomes and updates are made in WIDS.

4.A.4 Program Rigor

WSU Tech communicates rigor and expectations for student learning by utilizing a standardized college-wide syllabus template that outlines the course description, course outcomes, and the college's Plan to EduCATE. In AY23, to support the strategic plan goal of "ensuring WSU Tech students have a quality academic experience to prepare for a more prosperous future," the general education department added faculty and student commitments to the syllabi. These commitments recognize every student's potential for success while acknowledging their value to future employers. The college adopted the commitments in AY24, adding the statements to the college's syllabus template.

Accredited programs, such as surgical technology or automotive technology, have elevated course rigor due to the need to meet licensure exam pass rates and/or required learning outcomes set by accrediting bodies. When applicable, new programs at WSU Tech begin the accreditation process at the development stage. Working with business and industry representatives, faculty and administrators identify the appropriate accreditation and ensure that the curriculum meets the requirements. Once the program comes online, program leadership works to ensure the program obtains accreditation promptly.

4.A.4 Learning Resources

WSU Tech provides all students access to various in-person and virtual learning resources to help them succeed. Library and tutoring learning resources have virtual options with an in-person option at the WSU South location. Library resources are present online, both in the LMS and myWSUTech student portal. The college also provides NetTutor, a 24/7 online tutoring service that offers effective as-needed tutoring in various topics, including general education disciplines and technical areas such as information technology. The Student Accessibility and Support Services department provides a variety of accommodations for students with learning, psychological, or physical disabilities. TRIO student support services and in-person coaching are available at the WSU South location; however, all eligible students can utilize these services regardless of academic program location. Technology support for all WSU Tech students includes a Help Desk, a Student Laptop Loan service, on-site computer and printing resources, and enhanced WIFI hot spots at all WSU Tech facilities available 24/7.

Several programs conduct orientation sessions to acquaint students with various college resources while introducing them to program-specific resources and industry expectations. The Health Sciences and Nursing programs have conducted orientations for several semesters, while the Machining Technology and Aviation Maintenance Technology programs introduced orientation sessions in AY23. Machining faculty collaborated with Student Services on a grant-related equity action plan incorporating student orientation and mentoring components. The orientation front-loaded college resource information, with the success coach disseminating additional information throughout the semester and the faculty pairing students with industry mentors. Aviation Maintenance faculty collaborate with Textron Aviation representatives to provide resources, support, and insights into the aviation industry, including co-teaching, guest lectures, tours, job shadowing, and mock interviews. Launching in AY25 is On Deck at Tech, a college-wide new student orientation and first-year experience incorporating student resources, student engagement opportunities, and cocurricular learning experiences.

4.A.4 Faculty Qualifications

All WSU Tech faculty, including dual/concurrent instructors, must meet the minimum qualifications determined by HLC and outlined in the college's Faculty Qualifications Policy. Faculty must possess industrial certifications or demonstrate substantial experience in the respective field. To ensure consistency and transparency in faculty qualifications, requirements, and expectations, the Academic Leadership Team (ALT) recently reviewed and updated the Faculty Qualifications Policy and the Faculty Expectations document. Credential information is available to students and the public on the WSU Tech website.

4.A.4 Ensuring Consistency in Dual/Concurrent Credit Courses

WSU Tech ensures that its programming for high school students has learning outcomes and levels of achievement that are equivalent to its higher education curriculum. The process of onboarding a local school district or high school involves a Dual Credit Cooperative Agreement and/or Articulation agreement, which outlines curriculum requirements, rigor expectations, assessment of learning outcomes, learning space requirements, and high school faculty qualifications. The Director of Academic Transitions provides all high school instructors with the course learning outcomes through the course standard report and introduces faculty to the appropriate department chair or program director upon hiring. During new faculty orientation and in-service meetings, the Director of Academic Transitions reviews the expectations and the college process of assessing institutional and program learning outcomes and then closely monitors assessment data collection in dual/concurrent credit courses.

4.A.5 Program Accreditation

WSU Tech maintains specialized accreditations, licenses, and certifications for its programs as appropriate to its educational purposes. The new program development process identifies applicable accreditation opportunities and ensures that program learning outcomes and courses align with the accrediting body's requirements. The Registered Nurse program obtained Kansas Board of Nursing approval in 2021, launched in the fall of 2022, and has obtained pre-accreditation candidacy status from the Accreditation Commission for Education in Nursing (ACEN).

Other program accreditations include:

- Automotive Technology- Automotive Service Excellence (ASE)
- Surgical Technology- Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- Veterinary Technician - American Veterinary Medical Association (AVMA)

Several healthcare programs have state board oversight, licensure, or certification, while Aviation Maintenance and Professional Pilot programs have external oversight from the FAA.

4.A.6 Success of Graduates

WSU Tech programs are responsive to business and industry needs and labor market projections that indicate high-wage, high-demand jobs for current students and graduates. Identifying industry workforce needs is required in the new program development process, and WSU Tech enrollment trends in high-wage, high-demand jobs are tracked in the college's performance agreements. The Career Services team collaborates with Institutional Effectiveness, Advising, and program faculty to collect alumni employment and continuing education information. Graduates self-report information such as wages/salary, certifications, career support, and their interest in continuing their education at WSU Tech or another institution. All students and alumni have access to support services, including current job listings, resume writing assistance, and guidance for pursuing a bachelor's degree at WSU.

Graduate success is reflected in program summative measures, such as pass rates on national industry certification or licensure exams. In 2022, 83.84% of practical nurse students passed the NCLEX for the first time, above the national average of 79.93%. The most recent quarterly report indicates a 91.51% first-time pass rate for 2023. The Veterinary Nursing program experienced similar success in AY21 when 100% of students passed the Veterinary Technician National Exam (VTNE). The National Coalition of Certification Centers (NC3) issued 5,268 certifications to WSU Tech students in AY22. Industry-recognized NC3 certifications provide students with relevant and critical skills for today's advanced manufacturing and aviation workplaces.

Collecting feedback directly from industry partners is another avenue for gathering information regarding full-time graduate employment and student internship and apprenticeship programs. Industry input is acquired through regular Industry Advocate Team (IAT) meetings in addition to regular interactions between employers and the college's Shocker Career Accelerator Workforce Coordinator, a member of the Career Services team.

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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.

4.B.1 Institutional Assessment Plan

WSU Tech has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. The college's institutional assessment plan supports two strategic plan components: Student Success and Continuous Improvement. The Assessment Committee and Director of Assessment identify the goals of the plan and provide academic leadership, faculty, and staff guidance and support to implement processes effectively throughout the assessment cycle.

With the onset of cocurricular assessment in AY22, the Assessment Committee incorporated goals applicable to curricular and cocurricular assessment into the institutional assessment plan. As cocurricular assessment grows, additional resources and support are needed throughout the assessment cycle and associated processes. Recruiting a cocurricular representative for the Assessment Committee has been challenging; thus, the Director of Assessment provides individualized guidance through one-on-one meetings, including planning, data analysis, immediate feedback, and potential suggestions for improvement.

All programs and general education disciplines have defined learning outcomes at the program/discipline level which are outlined in the Program Outcome Summary report in the WIDS repository. Reviewing outcomes and outcome alignments is a process that lacked continuity in the past. In AY21 new data visualization software was implemented and, to ensure that data generated would be accurate and meaningful, learning outcome alignments were reviewed for all programs.

In AY23 the Program Review process added a requirement to review the Program Assigned Outcomes Matrix in WIDS to verify that the institutional student learning outcomes (SLOs) and program/discipline learning outcomes are accurately aligned to courses. This review will occur every three years or when changes occur in outcomes, programming, or assessed student learning activities. A Course Linked Outcomes Matrix depicts the alignment of the program/discipline outcomes to the course outcomes. This more detailed process is still in development, with program/discipline faculty completing matrices only for courses identified on the Outcome Assessment Plan (OAP). As the college transitions to a new LMS, outcome and assessment tools will be explored by the Assessment Committee and new best practices will emerge.

During the planning phase of the curricular assessment cycle, faculty identify student learning experiences and assessment tools for measuring student achievement of the institutional, program, and course learning outcomes. All SLOs are assessed yearly in courses specified in the annual OAP across all technical programs and general education disciplines, including programs offered as competency based (CBE) and dual/concurrent courses.

All four SLOs are measured using college-wide common rubrics with a program data collection plan outlined within the OAP. In the short-term health program, Certified Nurse Aide (CNA) students are asked to create a

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video presentation demonstrating their knowledge of a CNA skill. Faculty use the college's oral communication rubric to assess the presentation, aligning with program and course outcomes that directly address communication. Acquiring this skill can be particularly advantageous for dual/concurrent CNA students as it enhances their prospects when entering the workforce or seeking further qualifications in nursing. By incorporating high-level and engaging learning activities, such as replicating real-world scenarios, students can see the relevance of their skills and exhibit greater confidence, increasing the number of students meeting the communication standard.

In addition to the SLOs, technical faculty use the OAP to identify at least one knowledge-based and one skills-based assessment for measuring the understanding of specific program and course learning outcomes. Similarly, general education faculty embed common knowledge-based assessments in select courses to assess proficiency in targeted discipline and course learning outcomes.

The Cocurricular Assessment Team determined that using the same planning and reporting structure as academic programming is necessary for consistency across the college, including an annual OAP and analysis. Leaders of cocurricular learning experiences identify cocurricular outcomes, institutional SLOs, learning experience outcomes, and data collection methods. The leaders and students involved in the President's Advisory Council, Academic Success Week, and Aerospace Maintenance Competition participated in the initial pilot of cocurricular assessment in Spring 2022. Veterinary Nursing students and leaders began participating in cocurricular assessment in AY23, focusing on their community engagement projects. Cocurricular assessment expansion plans include the addition of the Hispanic American Leadership Organization (HALO) in AY24, with other student groups, organizations, or cocurricular experiences participating each subsequent year.

4.B.2 Improving Student Learning through Assessment

WSU Tech uses information gained from assessment to improve student learning. As faculty and staff increasingly evolve in their data analysis processes and understand how to use data to make informed curricular, instructional, and cocurricular decisions, the college has shifted its assessment plan focus from educating faculty about the assessment process to adopting a more action-oriented approach for all faculty and staff involved in institutional assessment work. Best practices in interventions were discussed during the fall 2021 in-service and again in fall 2022. Individual departments and faculty were recognized for their well-planned strategies to impact and improve student learning; however, the Assessment Committee indicated that faculty still struggled with identifying appropriate curricular data-informed actions, prompting a revisit of interventions in spring 2023 through a continuous quality improvement approach.

During the analysis phase of the assessment cycle, faculty and their colleagues review and analyze assessment data with guidance from the Assessment Committee and the OAP analysis guide and determine appropriate interventions to improve future student learning experiences. The Welding program noted their students struggled with the Information Literacy SLO activity in AY21. In AY22 the program faculty involved the librarian more actively in learning activities, which yielded a jump in the percentage of students who met the success standard from 53% in AY21 to 89.5% in AY22. The Allied Health discipline has improved knowledge-based assessment activities, notably in the Principles of Nutrition course. After implementing a scaffolding approach to the final project, faculty reported that 84% of students met the success standard in AY21 and 90.2% in AY23 compared to 70.5% in AY19.

The analysis phase for cocurricular assessment follows a process like that of curricular programming. The cocurricular leaders collect data following the plan outlined in the OAP, conduct annual data analysis, and identify improvements for the following year, all documented on the OAP analysis report. In AY22 the President's Advisory Council (PAC) students completed a self-reflection leadership post-survey, and the leader

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evaluated each student utilizing an expectations rubric. Both data sets indicated a need for additional leadership enrichment opportunities; therefore, chair and secretary positions were added to the council the following year.

The Practical Nurse Department (PNR) does an exceptional job of collaborating, sharing, analyzing data, and implementing instructional strategies based on data from the previous academic year. Based on the AY21 OAP analysis, their AY22 OAP outlines a clear plan that spans the entire assessment cycle from beginning to end, including strategies and learning activities that assess the SLOs and the skills-based and knowledge-based program-level assessments. In summer 2023, the PNR faculty convened to review AY23 student learning data and plan for the upcoming academic year. The Director of Assessment and the Assistant Dean of Nursing facilitated the analysis and planning session. Similarly, the Aviation Maintenance Technology (AMT) faculty met to analyze AY23 data and plan. Recent AMT curriculum revisions provided an opportunity for change; thus, the faculty determined it was time to realign the assessment activities to other AMT courses.

In AY21 WSU Tech moved the Blackboard LMS to a cloud-computing infrastructure, which enabled the integration of EAC Visual Data and allowed for the aggregation of student learning data visually, resulting in a more user-friendly data experience for faculty and eliminating the need for manual, time-consuming calculations that previously limited and impacted the analysis. With the data available in various formats, faculty are able to analyze summary reports that include item analysis for tests or individual rubric criteria. Faculty can then identify strengths and weaknesses in student learning and implement targeted instructional strategies more effectively. The newly adopted Canvas learning management system is incompatible with the current EAC data visualization tool. As a result, the Assessment Committee, ITAS, and the Institutional Effectiveness team are exploring other options for visualizing student learning data, including Power BI, a tool already utilized by the college for various interactive dashboards.

In AY20 and AY21, the Assessment Committee conducted a peer review process, serving as the feedback mechanism for the program OAP analysis reports. Assessment committee members reviewed and discussed OAP analyses, asked clarifying questions, and used a rubric to provide structured feedback. However, the Assessment Committee suggested moving away from the peer review process since most felt uncomfortable assessing their colleagues' work. Moreover, the Director of Assessment, who holds a master's degree in Curriculum and Instruction, has formal education training, whereas the committee members have specialized industry-specific degrees and credentials. Accordingly, in AY22 the Director of Assessment utilized the committee's redesigned feedback rubric to generate data visualizations that the committee used to identify collective strengths and weaknesses, which provided actionable items for the following year.

4.B.3 Guiding Principles of Assessment

WSU Tech's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members. The current Institutional Assessment Plan, implemented in AY23, serves as the roadmap for academic leadership, the Assessment Committee, and the Director of Assessment as they continue to guide and support faculty and staff through the annual assessment cycle. Communicate, Engage, Evolve, Celebrate, and Action are the five guiding principles that provide the foundation for all assessment processes and practices.

Communicate - Regularly share assessment information with all to ensure transparency in assessment activities and outcomes. Through diverse communication methods and tools, assessment information is made transparent and accessible to various audiences, including leadership, faculty, and staff. Assessment communications occur through monthly assessment committee meetings, bi-weekly academic leadership meetings, divisional and in-service presentations, email communications, the LMS, WIDS, and the Innovation Cafe Assessment website.

Engage - Include more faculty and staff in all aspects of assessment, both curricular and cocurricular, to promote engagement, exemplify relevance, and provide a comprehensive representation of the data and resulting action. In AY22, 94% of programs collected data for at least one assessment activity. The ideal scenario is to collect data from all sections for all learning activities identified in all program OAP plans; therefore, there is still room for growth in data collection efforts. The programs that comprise the 6% have planned and aligned outcomes and began data collection in AY23. Assessment of cocurricular learning launched in AY22 with three projects, all of which continued data collection the following year.

Evolve - Provide differentiated professional development opportunities to allow faculty and staff to grow in their understanding of curricular and cocurricular assessment. As faculty and staff progress in their assessment journey, professional development must be flexible and responsive to the needs of all assessment leaders. Every year, new full-time, adjunct, and dual/concurrent credit faculty are made aware of the college's assessment culture and informed of the assessment practices endorsed by the college. In-service meetings are the primary vehicle for professional development; however, other mechanisms exist to complement in-services, such as New Teacher Academy, dual/concurrent training sessions, department-level assessment workshops, and online assessment resources on the Innovation Café. Additionally, Assessment Committee members participate in two national conferences: the Association for the Assessment of Learning in Higher Education (AALHE) and the Assessment Institute hosted by Indiana University-Purdue University Indianapolis (IUPUI).

Celebrate - Recognize innovative and dedicated individuals, programs, disciplines, or departments actively participating in the assessment cycle. Showcase the work being done to improve the student learning experience inside and outside the classroom. Program Review of the Year has been in place for several years, yet recognition specific to assessment is relatively new in comparison. In AY23 the Assessment Committee began formally recognizing during in-service gatherings individuals and programs who demonstrate dedication to professional development and data collection. The ALT recently proposed the implementation of a SWOT Showcase as the culminating event for the Program Review process beginning in AY24. The Assessment Committee continues to explore other methods to more consistently and frequently acknowledge excellence in the assessment of student learning.

Action - Support and guide faculty in identifying, collecting, and analyzing assessment data to aid in informed decision-making that focuses on improving student learning. The reflective Plan-Do-Check-Act model resonates with assessment leaders as a useful cyclical framework for CQI in student learning. During the AY23 spring in-service, faculty reviewed the components of the assessment cycle and discussed various data sets with academic leadership. In small group conversations facilitated by the ALT, the Executive Director of Institutional Effectiveness, and the Director of Assessment, faculty examined data relevant to their programs, collaborated with their colleagues and leadership, and conceptualized strategies for improving the student learning experience. Plan-do-check-act has proven to be a valuable and effective model for utilizing assessment data to improve student learning.

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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.)

4.C.1 Establishing and Monitoring Goals for Student Retention, Persistence and Completion

WSU Tech has defined goals for student retention, persistence and completion that are ambitious, attainable, and appropriate to its mission, student population and educational offerings. The WSU Tech strategic plan, which is driven by the college mission, provides a comprehensive framework of goals at the institutional level. Student Success and Continuous Improvement goals speak directly to student retention, persistence, and completion. The college goals align with those reflected in KBOR's strategic agenda (Building a Future) and the KBOR Performance Agreement. Three of the six goals outlined on the performance agreement explicitly address completion, including the number of degrees/certificates overall, the number of graduates in high-wage high-demand occupations, and the percentage of high school students successfully completing a course. A common Program Review process applied to all general education disciplines and technical programs facilitates goal setting at the program level.

Goals for retention, persistence, and completion are established and monitored at various levels throughout the college. The Strategic Enrollment Management (SEM) committee, a cross-functional group including Student Services, Academics, Finance, Institutional Effectiveness, and Marketing meets monthly to discuss a broad range of topics including the review of progress in retention, persistence, and completion. In August 2020, the SEM committee reviewed key performance indicators, including conversion rates for CTE high school students to WSU Tech adult students and transfers of WSU Tech students to WSU. During this meeting, SEM members discussed Intermediate Algebra, a developmental course, as a required course in AAS degree programs. This discussion sparked the development of an elective math block, which included Intermediate Algebra and College Algebra as options. By 2021, the math elective block was integrated across most of the programs. In August 2023, the committee reviewed the impact of new KBOR general education framework on AAS programs at WSU Tech and how to adapt to that framework. In October 2023, the committee discussed how Anatomy & Physiology (BIO 150) impacts the success of healthcare programs. The committee reviewed current and historical pass rates, data from other institutions, and the effects of changing program prerequisites on healthcare students in the enrollment pipeline.

The Leadership Team (LT) reviews retention, persistence, and completion goals through its overall strategic plan review process. This quarterly review results in a detailed matrix that includes overall health indicators for each goal and supporting strategies. The Institutional Research (IR) department then uses the matrix

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information to populate the Strategic Plan Overview dashboards found on the college's intranet site. A summary of progress toward goals is reported to the BOT bi-annually.

In AY23 the college achieved the college wide goals for retention, persistence, and completion rates. Fall to spring retention rate (73.1%) for first time first-year students exceeded the goal (65.6%) while completion numbers for unduplicated graduates (3266) also exceeded the goal (3107). Strategic priorities for AY24 include numerous retention, persistence, and completion goals with the most notable being a commitment to a 5% increase in persistence, retention, completion, and graduation by the end of FY26. In support of this institutional goal, Academic Leadership committed to a three-year goal of a 5% increase in course level retention rates. This goal is supported by faculty retention initiatives incorporated into performance evaluations.

Retention, persistence, and completion goals are integrated across all levels of the college through the Gatekeeper Goals found in all employees' performance reviews. The purpose of the college-wide goal is to bring into focus the role every faculty and staff member has in the success of students. Annual salary increases are dependent upon the college meeting a three-year rolling average of the Gatekeeper Goals. The college has met these goals for the past five years.

4.C.1 Aligning Goals for Student Success

With a clear commitment to student success, the institution's goals for retention, persistence, and completion align with the needs of its diverse student populations. After an in-depth review of retention and completion rates among underrepresented minority students, the college pursued and obtained a Department of Education Basic Needs for Postsecondary Students Program grant, commonly referred to as Basic Needs Grant. The goal of the grant is to increase student access to community resources and promote program retention and completion. The grant funded the implementation of UThrive centers at the main campus and two additional locations where student success coaches and peer navigators provide students access to food and community support services. Three of the four expected outcomes of the grant are specific to the improvement of retention and completion rates among this group of students.

WSU Tech has established goals for student retention, persistence and completion that are tailored to the specific educational programs it offers. WSU Tech's Shocker Pathway program aims to facilitate a seamless journey for students from WSU Tech to WSU. Building upon this foundational program, the college adopted a retention strategy to be the top source of transfer students to WSU. To realize this objective, WSU Tech introduced the Shocker Accelerator program, a collaborative effort with WSU designed to inform students about transfer opportunities and provide essential support services to ensure a smooth transition. Key activities within this initiative include:

- Hiring dedicated Directors at both WSU Tech and WSU in spring 2022.
- Maintaining a presence at student-facing events at both institutions.
- Streamlining the transfer process for student success.

The results of these efforts were evident within the first year, with a 131% increase in the number of WSU Tech students successfully transferring to WSU.

The General Education department's commitment to student retention, persistence and completion goals is evident in its recent transition to a predominantly 8-week scheduling model. In this model, students are enrolled in two or three general education courses every eight weeks instead of four to six courses for a 16-week semester. The goal is for more students to successfully complete while ensuring every day in each course is meaningful. The department implemented Odessa College's completion model in fall 2023 after faculty and

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staff were introduced to it at the fall 2022 High Impact Strategies conference. The early data on the project is promising, showing increases in the productive grade rate and course retention rates.

CTE programs are also committed to student retention, persistence, and completion as evidenced by the detailed plans at the program level designed to improve student retention. Listed below are samples of the goals from different programs across the curriculum. These goals are part of the faculty performance evaluations.

- Pilot Program: List and describe (without name or defining details) six instances where you provided one on one discussion or consultation to students who you identified as struggling. Provide outcomes if available.
- Patient Care Technology: Student Retention is a primary focus of the college for FY24 and beyond. The PCT Department will create and implement a weekly student check-in assignment to connect with students and gauge retention and student engagement. These weekly check-ins will help PCT instructors with early interventions while also giving students a safe space to ask questions or reach out for help on content. Feedback on the content they are struggling with can also help us cover it differently in the future.
- Cloud Computing: A new student orientation specifically for new CLD students will be created. This orientation will provide students with the physical tools they need for their courses, as well as introduce them to practical training (Blackboard, Navigate, Email) and personally introduce them to people in the college that provide support services: Student Services, Financial Aid, Student Accessibility, and Student Success. Engagement will be maintained throughout the semester through weekly student check ins.

4.C.2 Collecting, Analyzing and Using Data

WSU Tech collects and analyzes information on student retention, persistence and completion of its programs. Over the past four years, the development and deployment of Power BI dashboards have expanded significantly. In AY19 the college deployed the Enrollment Comparison Report and Course Success Rates dashboard. Since then, the college has developed dashboards which provide detailed information on admission applications, retention/completion, strategic plan metrics, and historical enrollment projects for budgeting. The dashboards, which are accessible to all college community members upon their initial login to the college systems, track student success data from admissions through retention, persistence, completion, and placement. Through the program review process, data is reported and reviewed annually at the program level. Goals guided by KBOR's Building a Future set long range targets tied to WSU Tech's required performance agreements.

The data is provided by Institutional Effectiveness and updated at the fall and spring census enrollment dates each semester, with historical data available to provide perspective. The most referenced dashboards are:

- Course Success Rates including Productive Grade, Within Term Retention Rate and Course Completion rates.
- Completion rates overall and by program and award level (TC and AAS)
- Retention /Completion Dashboard
 - Overall Retention/Completion Trends
 - Overall Retention/Completion Tables
 - Retention/completion rates overall for student populations and subpopulations
 - Retention/completion rates First Generation Students
 - First time in Program – Within Term
 - First time in Program – Within Program Detailed Trends
- 150 Graduation Rate
- Degrees and Certificates Awarded

- Unduplicated Graduates

The college tracks the reenrollment/award completion status of students who join a cohort by beginning their studies at a fall/spring census point. This tracking occurs at that next term's census date, as well as the one-year, two-year, and three-year census points in time. The Strategic Plan Student Success dashboard specifically identifies a graduation rate within 150% of the expected time frame to complete the program. The same data points are reported and analyzed annually through the program review process. An example of data driving program decisions is the closing of the Dental Assistant program in summer 2022. A persistent downward trend in the retention of full cohorts, a significant drop in course success trends, and the cost of maintaining a Commission on Dental Accreditation (CODA) program resulted in the decision to close the program. In Information Systems Technology, leadership reviewed course success trends data and student feedback to identify curriculum gaps that were contributing to poor course and program completion. Students moving from CompTIA A+ (INF 110) struggled in Network+ Part I (INF 115) with productive grade rates dropping from 77% in fall 2019 to 74.1 % in fall 2020. Network Essentials (INF 112) was created as an introductory course and rolled out in summer 2021, resulting in positive increases (100%) in grade rates for Network+ Part I.

4.C.3

WSU Tech uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. The data-driven approach and ongoing efforts to improve program design, curriculum design and course delivery reflect the college's commitment to improving retention, persistence and completion.

4.C.3 Improving Program Completion

Retention and completion data, when combined with other student success metrics, contribute to the understanding of potential barriers to program completion. A review of the Emergency Medical Services-EMT program data from AY20-22 indicated healthy enrollments but challenging completion rates. Further investigation by SEM team members identified one contributing factor impeding program completion was the requirement of courses for the degree that were not required to take the state EMS certification exam. Students were exiting the program for employment without taking those courses. The courses were phased out of the degree plan over two years with the expectation of increased program completion.

4.C.3 Course Success Trends

The college analyzes student success measures, especially individual course success metrics. These metrics are included on key performance indicator dashboards (Course Success Trends), discussed at SEM, and provided to academic leaders during the program review process. Program leaders analyze the information and design strategies to improve student success.

- A review of Course Success Trends in the Practical Nurse (PNR) program identified the need to redesign the core didactic nursing courses. The redesign focused on evaluating content items and creating a consistent delivery experience across the curriculum, resulting in an overall improvement in PNR's Course Success Trends and contributing to increases in the NCLEX first-time pass rate in AY 22.
- Anatomy & Physiology (BIO 150), a gateway course for most of the college's health science programs, has persistent challenges in retention, persistence, and completion. The leadership within the Health Sciences, Practical Nurse, and General Education departments consistently examine data from Course

Success Trends, focusing on evaluating the impact of various instructional strategies in BIO 150 on course trend data. They also delve into the correlation between productive grade rates in BIO 150 and success in health science programs. Efforts to improve success include the introduction of the Foundations of College Success orientation course in spring 2019, the decision to discontinue the online modality in AY20, and a comprehensive curriculum overhaul in spring 2020 led by a team of faculty and instructional designers; however, these rates remain stubbornly low. SEM, faculty, and academic leaders continue to meet regularly to review data and evaluate options.

- An assessment of Beginning Algebra course success data revealed that the productive grade rates were consistently around the 70th percentile. After a review of the course content and instructional materials, faculty determined that transitioning to a courseware solution capable of providing practice problems as well as effectively measuring student learning and progress toward their goals would create a more robust learning environment and have a beneficial impact on grades. As a result, the department integrated new software in summer 2023. The data is limited but positive, with only 14 students in the sample but 100% achieving a passing score.

4.C.3 Retention Initiatives

The college regularly engages in initiatives designed to improve retention.

- **Improving Engagement:** Starting in summer 2020 and continuing through fall 2022, the college invested in faculty development to enhance student engagement in their coursework. This initiative initially focused on improving hybrid course content and delivery skills. Subsequently, the college partnered with Chad Littlefield of We and Me Inc. to provide ongoing professional development opportunities centered on creating and delivering engaging content. The project was expanded to include the expectation that all courses implement engaging creative content regardless of modality. All full-time faculty were required to complete the Creating Engaging Content assignment as part of their performance evaluation. The inclusion of the Creating Engaging Content concepts in professional development offerings and on the Innovation Café website provides for sustainability of the project.
- **Digital Textbooks:** The initiative's goal was twofold: to ensure access to textbooks and courseware by the first day of class for all students and to do it at a lower cost. The college has entered its second full year of offering students first-day access to digital textbooks and courseware through the LMS. The college provides 90% of all materials in this manner. During the pilot year (AY22) and the first full year (AY23) the college committed to provide access to e-texts and courseware at no cost to students. In AY24 the college offers this access at a reduced cost, averaging 40% less than the cost at traditional bookstores. The next step in the initiative is to utilize analytics to identify the materials' access rate at the course and student levels. The goal is to use the information to encourage student usage of the material, which will positively impact course retention and productive grade rates. This phase will roll out in fall 2023.

In summer 2022, the BOT approved the creation of an Innovation fund. The next step was the development of a cross-functional team challenged to explore ways to use the fund to enhance student enrollment and retention. This team split into two groups:

1. Shock Tank focused on gathering innovative ideas from the college community to improve enrollment and retention, with the winning idea receiving the funding to expand outreach in underserved communities.
2. The Retention Team identified the lack of an effective college-wide student orientation/master student program as a significant retention challenge. The Retention Team developed a gamification model, with the goal of fostering inclusivity and belonging. The student orientation and accompanying master student programs will roll out in fall 2024.

4.C.4 Processes and Methodologies

WSU Tech's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. The college's practice of defining cohorts of students at standard enrollment points (census dates) and monitoring their outcomes to the 150 percent point is consistent with how data is reported to the National Center for Education Statistics (NCES) for the Integrated Postsecondary Education System (IPEDS). However, focusing on either first-year students or all first-time entering students fails to encompass a significant portion of WSU Tech's student population, particularly adults seeking to update their skills or change careers after attending college. As a result, the evaluation of program level retention, persistence, and completion encompasses all students, regardless of their classification as first-year students, transfer students, or continuing students.

Detailed dashboards are available to deans and faculty to examine program level data. Similarly, Course Success Trends dashboard provides Productive Grade Rate, Within-Term Retention Rate, and Course Completion Rate by instructional method and aggregated by adult and high school learners. Professional development opportunities are provided at faculty and all college in-service events to help deans and faculty understand and apply the various dashboards.

New LMS Engagement and Student Retention Risk dashboards, designed to provide real-time data on student grades and course attendance, are being implemented in AY24. The dashboards offer invaluable data on student persistence at the course and individual student level. Protocols on how advisors and career coaches will utilize the data to provide just-in-time student interventions are currently under development.

WSU Tech collects and analyzes retention, persistence, and completion data for specific student groups tied to college initiatives. In alignment with the KBOR performance agreement for AY20-22 and the strategic plan, WSU Tech monitors high school completion rates. The institution monitored high school student success in the Information System (INF) courses through the fall of 2017, 2018, and 2019. The data indicated that the challenges to program completion identified for adult students in the program held true for high school students as well. Following research and feedback gathered from student surveys and advising sessions, a collaborative team comprising faculty, advisors, and deans identified a correlation between program pacing, course flow, productive grade rates, and retention. To address these findings the INF program extended the initial course by a week and introduced a new course, INF 112 Network Essentials. Plans are underway to develop additional dashboards featuring real-time data for additional specific student groups, such as KOCH Accounting Apprenticeship, NIAR WERX, TRIO, Wichita Promise, and Kansas Promise.

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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.

Summary

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

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

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

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

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

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.

5.A.1 Shared Governance with Internal Constituencies

Through planning, policies and procedures, the college engages its internal constituents (board, administration, faculty, staff and students) in shared governance. WSU Tech is governed by the Kansas Board of Regents (KBOR) through the President of Wichita State University (WSU). The WSU President appoints with the recommendation of the WSU Tech President local business and industry leaders who are well versed in workforce and economic trends and conditions to the WSU Tech Industry Advisory Board (BOT), thereby reflecting the college's mission to support workforce training and economic development. The BOT provides oversight through regularly scheduled meetings occurring every other month. Members of the public are invited to speak at board meetings, and regularly scheduled updates are provided on financial health, student growth, new academic programs, and personnel changes that require approval. The board also has a standing finance committee that reviews WSU Tech financial statements and decisions as warranted by policy. Through attending meetings and occasionally representing WSU Tech at events, the BOT fulfills its advisory responsibilities and enables the WSU President to best fulfill legal and fiduciary responsibilities.

The Leadership Team (LT) functions as the executive leadership entity, convening frequently (multiple times per week) to evaluate vital initiatives, address challenges, and synchronize endeavors to pursue WSU Tech's strategic goals. Selected by the President of WSU Tech, LT comprises representatives from constituencies across the college, including Academics, Student Success, Finance and Administration, Strategic Communications, Foundation, and People and Culture. These members actively shape the College's planning, policies, and procedures, adhering to the principles of shared governance.

The Faculty Senate comprises faculty from every division, and the primary role is to undertake faculty issues, including the review of curriculum. Faculty Senate leadership meets with the academic vice presidents, enhancing the collaborative relationship between Academic Leadership and Faculty Senate.

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Staff members at WSU Tech participate in shared governance in a myriad of methods. Based on their role at the college, staff members participate in groups such as Strategic Enrollment Management Team, People First, Same Team, Academic Leadership Team, and Student Services Leadership Team. Each of these groups contributes to forming policy and procedures in different ways.

Students are represented in the college's shared governance through the President's Advisory Council (PAC). The group's 12 members serve an academic year term. Meeting regularly with the WSU Tech President, the PAC provides input on a variety of issues across the college, including annual review of the budget and admissions/enrollment processes. This group also provides input on initiatives such as modality and portal change.

5.A.1 Shared Governance in Action

As evidenced by the following examples, the College is committed to shared governance, fostering collaborative efforts for the benefit of all stakeholders.

- **Yearlong Scheduling:** An example of staff and faculty impacting both policy and procedure is shown in the recent change to yearlong scheduling. The yearlong scheduling project began in 2019 and culminated with the first full-year schedule available to students in AY22. The goal for the project was to provide students with a clear path to program completion and to reduce the number of schedule changes throughout the year. With the Dean of Academic Services serving as the facilitator, a cross-functional committee made up of representatives from registrar's office, financial aid, business office, advising and enrollment, finance, faculty, deans, and program directors met regularly to map out the issues. Discussions included diverse topics such as the impact on student billing statements, ability to complete in a timely manner, budget requirements, and ability to provide accurate schedules a year in advance. Options, challenges, and obstacles were reviewed and at least once the implementation was slowed down to accommodate the needs of various departments. However, students now enroll in April for all the courses they will take for the upcoming academic year, thereby providing a clear path to completion.
- **WSU Transferability:** WSU Tech and WSU personnel meet on a regular basis to discuss and improve processes and procedures for students transferring from WSU Tech to WSU. In 2022 each college added a director position to lead a shared department whose primary aims are a smooth transfer for students between the two institutions and increasing the overall number of students transferring from WSU Tech to WSU. The directors facilitate collaborations between Admissions, Strategic Communications, Academics, and Financial Aid departments of the two institutions to identify and mitigate obstacles in the transfer process. The shared efforts have resulted in process improvements, including a streamlined admissions process, a more efficient process for sending transcripts between the two institutions, and a cohesive marketing and branding strategy.
- **Annual Budget Process:** The annual budget process is another example of shared governance. The budget process begins in late fall to early spring with the evaluation of enrollment capacity and trends. This involves staff and leadership in Academics, Finance, and Institutional Effectiveness and culminates with a recommendation of tuition and fees to the BOT at the February meeting. The next step in the process focuses on expenditures; multiple levels of the college participate in discussing priorities, incremental budget changes, and budget targets. Review and recommendations of incremental budget changes is performed by various staff teams, PAC, LT, People First, LEAD and BOT. Each of the groups attends a budget review meeting where a description of the incremental budget adds are explained. Then participants go through an exercise of prioritizing each project and voting on what is most important to the college strategic priorities and what they would approve to be added to the budget. The votes from each meeting are tallied and reviewed by the LT and considered in final decisions of what project(s) are approved to be added to the budget.

5.A.2 Using Data to Make Decisions

WSU Tech's administration uses data to reach informed decisions in the best interest of the college constituents. Data plays a key part in how WSU Tech makes decisions to ensure guiding principles are met and the mission is fulfilled. The college recognizes that data-driven decision-making is essential for maintaining transparency, accountability, and efficiency.

Student application numbers and corresponding website data were analyzed to provide leading indicators of future enrollment trends. By closely examining these data sets, WSU Tech staff gained insights into prospective students' behaviors and preferences. Armed with this predictive information, student support staff were able to take proactive measures to effectively respond to the information. Conversely, when enrollment projections indicated potential declines, staff could implement targeted recruitment and retention strategies, such as outreach campaigns or enhanced support services, to address any challenges and maintain enrollment levels. This data-driven approach allowed WSU Tech not only to respond to changing enrollment dynamics but also to stay ahead of the curve by strategically aligning resources and support with anticipated student needs, ensuring the institution's continued success in fulfilling its mission.

Data from this process drove the following processes and initiatives:

- In spring 2022 application levels were monitored for the Practical Nurse (PNR) program and used to track qualified candidates and address potential needs to help get them through the process.
- Appointment numbers year to year are reviewed to determine the best timing of enrollment events.
- Data on at-risk students and appointments is being used to determine advisor assignments in FY24.
- Outreach campaigns have been initiated in response to data trends.

Financial indicators, as generated by the program margin analysis report, play a pivotal role in assessing the fiscal health of educational programs and in evaluating the structure of tuition and fees for each area. These indicators serve as metrics to gauge the economic sustainability and efficiency of programs, ensuring that resources are allocated effectively to support academic objectives. They are published by the Finance Department quarterly to allow program faculty and leadership the ability to examine factors like program revenue, expenditure patterns, and cost-to-benefit ratios in a financial statement view as well as a snapshot data point. The college then uses these indicators in combination with non-financial factors to make informed decisions about program viability and financial stability.

WSU Tech demonstrates its dedication to data-driven decision-making through the ongoing collaboration between Institutional Effectiveness (IE) and Strategic Enrollment Management (SEM) to develop and expand the college's Power BI dashboards. This collaboration led to the introduction of retention and completion dashboards in AY22. Subsequently, reports and data sources were enhanced to address student challenges. The IE department took the lead in spearheading a pilot project to launch a real-time dashboard for faculty and staff, analyzing data such as time on task, attendance, and grades to facilitate timely intervention for struggling students. These data-driven solutions highlight WSU Tech's commitment to supporting students in achieving their educational goals.

Accessibility of data was useful in the examination of low completion rates for the technical certificate in Emergency Management Services (EMS). The data indicated that many students were completing the primary technical courses but not all the program requirements. A cross-divisional group met to analyze the data and adjust the curriculum to encourage more completers. In fall 2023 the SEM team embarked on a project to explore retention and completion data for programs with low retention/completion rates along with programs that have historically high retention/completion rates. While still early in the process, the team has uncovered issues that present a barrier to completion and are working to implement strategies to help students overcome those barriers.

5.A.3 Collaborative Structures

WSU Tech administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policies and processes through effective collaborative structures. Academic requirements, policy and processes are reviewed and revised through multiple collaborative structures. Faculty Senate meets monthly to evaluate new programs, review academic policies, and prepare communication with college administration. Academic Leadership Team (ALT), made up of academic vice presidents, deans, assistant deans, faculty and directors from different academic departments, such as accessibility, assessment, and instructional technology, also participate in review of policies and set academic requirements. Both the Faculty Senate and the ALT are integral to maintaining the academic quality and integrity of the college. The collaboration of these stakeholders ensures that academic requirements, policies, and processes are not only reviewed and revised but also effectively communicated and implemented, contributing to the overall success of the college community. This collaborative process has produced positive results.

- **Curriculum Alignment:** Faculty at WSU Tech work with KBOR to provide input for KBOR Program Alignment and Kansas Core Outcomes Project. Construction Science faculty recently spearheaded a realignment initiative for construction programs driven by industry feedback calling for increased emphasis on the need for greater commercial and civil construction. The initiative included best practice reviews, site visits with leading 4-year institutions, and the development of a grant to support a concrete lab and curriculum in emerging 3D construction techniques. This initiative also included working with the major curriculum provider, National Center for Construction Education and Research (NCCER), to ensure planned curriculum updates reflected the realigned curriculum. KBOR approved the realignment proposal for fall 2025, mandating that all construction programs in the state adopt the updated NCCER curriculum and integrate a three-credit concrete course into their programs.
- **Instructional Technology:** As the college's contract with Blackboard neared its conclusion, the Dean of Instructional & Academic Support (ITAS) established a learning management system (LMS) selection committee. During AY23, this team made up of faculty, staff, students and academic leaders reviewed the options and ultimately recommended the college transition to Canvas. WSU Tech is currently in the implementation and training phase with the first classes to be offered in spring 2024 and full implementation by summer 2024.
- **Program Review:** Program Review and learning outcomes assessment are two academic processes in which program leadership and faculty effectively collaborate to ensure students receive a quality educational experience. In AY23 Aviation Maintenance Technology (AMT) faculty contributed to the documentation and evidence-gathering process facilitated by the Assistant Dean of Aviation, culminating in a unique collaborative analysis approach in which they compared the program's strengths, weaknesses, opportunities, and threats to that of an airplane, thus providing the foundation for solid SMART goal statements for the next cycle.
- **Assessment Committee:** The WSU Tech Assessment Committee, composed of faculty representing all academic divisions and chaired by the Director of Assessment, oversees the systematic assessment of student learning and assists faculty in related continuous quality improvement processes. The academic vice presidents and a high school partnerships team representative serve as ex-officio members, providing additional expertise and guidance regarding institutional assessment planning and protocols. As with all faculty groups, AMT faculty collaborate annually in planning the assessment of learning outcomes, including analyzing data and evaluating the effectiveness of interventions. During a recent data-dive planning group session facilitated by the Director of Assessment, the Aviation Assessment Committee representative, and the Dean of Aviation, the AMT faculty determined that significant modifications to the program's Outcome Assessment Plan (OAP) were needed for AY24 due to substantial programming changes.
- **Accessibility Committee:** The Accessibility Committee at WSU Tech fosters collaboration across the institution to develop and implement accessibility policies and strategies. Guided by its mission to provide accessible learning opportunities, the committee is comprised of the Director of Accessibility,

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faculty, academic leaders, IT professionals, and the Director of Disability Services. Together, they review the curriculum, recommend improvements, lead training, mentor faculty, ensure compliance, and report on progress. With cooperation across academic departments and service units, the Accessibility Committee takes a systematic approach to evaluating and enhancing accessibility through ongoing training, vendor relations, course design, and disability accommodations. This cross-functional effort reflects a shared commitment to reach students of all abilities.

- **President's Advisory Council:** In 2019, the institution established the PAC, a significant step towards promoting student engagement and enhancing communications between students and the college administration. This council consists of twelve students representing diverse academic programs within the college. They convene monthly for meetings with the President, and these sessions serve as a valuable platform for addressing various topics and ensuring that the administration remains well informed about the thoughts, engagement, and opinions of the student body. When necessary, review of policies or procedures is included in the meeting agendas.

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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.

5.B.1 Staff and Infrastructure

WSU Tech has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered. WSU Tech's strategic plan (Recruit and Retain a Competitive Talent Advantage) speaks directly to the value placed on recruiting and retaining a qualified and diverse workforce. The Vice President, People & Culture is responsible for the hiring processes and, along with hiring managers throughout the college, ensures the selection and hiring of a diverse and qualified workforce. Currently, WSU Tech employs 103 full time faculty, 203 staff, 306 adjunct faculty, and 183 dual/concurrent credit faculty, in addition to a variety of part time staff and student workers collaboratively maintaining teaching and learning activities for over 5,700 students. WSU Tech maintains a faculty/ student ratio of 16:1.

Staff budgeting is crucial to WSU Tech's financial planning, considering key factors for effective resource allocation. Aligned with strategic initiatives, the institution recognizes the impact of staffing on its growth and success. WSU Tech ensures fiscal responsibility by accounting for contractual obligations, including salaries and benefits. Enrollment trends play a pivotal role, with proactive adjustments to the staffing budget based on analyzed data and forecasted trends to meet evolving student population requirements.

5.B.1 Hiring Process

To ensure the presence of highly qualified and trained staff, the college employs a comprehensive hiring process focused on selecting candidates with the appropriate qualifications who reflect the college's values-based culture. This process includes detailed job descriptions, required interview questions, and a strategic approach to reaching the widest possible candidate pool. To facilitate this process, the college allocated resources for a new position (Talent and Acquisition) in People & Culture department.

Upon joining the organization, new employees participate in role-based training. All new employees participate in new hire orientation while additional training, such as Teaching Academy and Banner Training, are position specific. All full-time employees are required to complete 20 hours of professional development each year with the college providing many in-house training events, including supervisory training and the LEAD program, which focuses on nurturing new leaders within the college and is facilitated by the WSU Tech President. Annually the college allocates over \$500,000 in financial resources for employee professional development. WSU Tech also facilitates lifelong learning by providing tuition waivers for employees.

5.B.1 Financial Stability

Regarding the college's financial infrastructure, WSU Tech's resource base supports educational programs and initiatives, enhancing educational quality. Key indicators, such as the noteworthy Composite Financial Indicator score of 8.76 (up from 7.79 in 2019), highlight the institution's strong financial sustainability. Notably, WSU Tech exhibited resilience during the pandemic, sustaining adult enrollment while growing high school enrollments, showcasing the adaptability and effectiveness of its educational approach in challenging times. This resilience ensures ongoing investment in educational offerings and the maintenance of high standards. The institution's resource base strength is demonstrated by the successful transition to a competency-based education model for short-term aviation programs, showcasing its ability to meet industry demands and align educational offerings with the workforce's needs.

The college has displayed a strong commitment to maintaining financial stability and establishing reserves, which directly aligns with the college's strategic priorities. These reserves are intended not only to safeguard against potential revenue disruptions but also to enable investments in novel programs and endeavors that align with the college's mission and objectives. Recent instances of such investments include the NICHE location and the Future Ready Centers, exemplifying the college's pursuit of forward-looking opportunities and endeavors with a future-oriented perspective.

In alignment with strategic priorities, the WSU Tech Foundation has expanded over the last several years and serves as an additional resource to support the college goals and outcomes. The WSU Tech Foundation has increased donations from \$523,849 in 2018 to \$1,217,452 in 2022, an increase of more than 230%. That growth can be attributed to an increased focus on fundraising for student-centric programs, including scholarships and new endowments. One tangible example is the growth in number of scholarships awarded. In FY23, the Foundation awarded \$255,000 in scholarships to 234 students, compared to \$104,740 in scholarships to 85 students in FY22.

5.B.1 Facilities

WSU Tech is committed to providing robust and adaptable physical infrastructure to support its educational programming. The main campus located at the National Center for Aviation Training (NCAT) encompasses 230,000 square feet divided between instructional space for manufacturing and aviation programs and spaces for the college's administration and a portion of student support services. Supported by the state grant, this facility includes cutting edge laboratories emulating the aviation and advanced manufacturing technologies associated with regional industries. Additionally, the college operates in four locations and one instructional site comprising an additional 494,500 square feet of instructional space throughout the metropolitan Wichita area. The college strives to ensure these facilities have the most up-to-date equipment and technologies. WSU South includes a cutting-edge hospital simulation lab, CSI lab, and HyFlex classroom while City Center includes a concrete lab and state-of-the-art automotive labs. Collaboration with community partners has resulted in non-instructional sites, such as Evergreen Community Center dedicated to providing community outreach services.

The college's facilities footprint has been adjusted to build on program and community synergies with the intent of promoting quality student experiences now and for the future.

5.B.1 Facilities Investment for Program Growth:

- **AY22:** Addition of NICHE location in downtown Wichita, totaling 60,000 square feet (15,000 sq. ft. educational space, 45,000 sq. ft. restaurant, event, and library space)
- **AY23:** Relocation of Health Sciences programs from Old Town to WSU South

Facilities Investments Fostering Local Partnerships:

- **FY22:** Vacating B building at City Center for USD 259's use during East High School remodel; to be returned in FY 24
- **FY22:** Future Ready Center, Aviation & Manufacturing; 45,000 sq. ft. USD 259 campus in partnership with WSU Tech
- **FY23:** Future Ready Center, Healthcare; addition of 16,000 sq. ft. at WSU South in partnership with USD 259
- **FY23:** Partnership with WSU in the Shocker Academy at the WSU West instructional site

Facilities Investments Demonstrating Community Commitment:

- **FY 22:** Implementation of Community Navigator positions in community centers for extended outreach

5.B.1 Technology

WSU Tech provides a robust technology infrastructure ensuring students, faculty and staff have necessary resources to effectively work, learn and teach. The newly established IT Governance committee provides for the long-term planning of the college's IT strategy while the Innovate Tech committee provides for academic input into technology structures specific to teaching and learning. Daily operations of the infrastructure are handled by the Information Technology (IT) department, including oversight of the Banner information system, upkeep of college computer classrooms and labs, and maintaining a remote system that can be accessed off campus by faculty and staff through the internet. Instructional Technology and Academic Services (ITAS) manages the learning management system (Blackboard/Canvas) where all online and hybrid courses are located. ITAS also provides technology support for numerous add-ons to the LMS, including Simple Syllabus, Genius (noncredit portal), Class for Zoom, and the assessment data visualization software (EAC).

During the COVID-19 pandemic, WSU Tech strategically focused on investments in technology, in both infrastructure and classroom enhancements, to guarantee security, dependable connectivity, and adaptability in the learning environments. With the utilization of Higher Education Emergency and Relief (HEER) funds, WSU Tech committed resources to bolster backup recovery systems and enhance Wi-Fi connectivity across all facilities. The college acquired devices and hotspots to ensure students had the necessary tools for seamless remote learning. WSU Tech has since committed resources to establish HyFlex classrooms at the South, City Center, and NCAT facilities, all aimed at supporting digital delivery modalities. The institution is continuing to expand this investment with a second HyFlex space and upgrading the CoLab learning area at WSU South.

5.B.2 Realistic Goals

The goals incorporated into the mission and any related statements are realistic considering WSU Tech's organization, resources and opportunities. The mission statement of WSU Tech fosters educational and career preparedness by employing qualified instructors with relevant experience and offering programs aligned with workforce needs. The college's core goals within its mission are to provide quality higher education and leadership in workforce development. The college drives the development of today's workforce by delivering high-quality credit and noncredit courses and programs designed to meet the needs of specific customers. While its mission underscores what the college considers important, the strategic plan, supported by the annual planning cycle, provides the road map for how the mission will be carried out. This intentional cascading of goals ensures that every facet of the college, from academic programs to support services, is aligned with the overarching mission and strategic direction. It is a dynamic process that involves continuous communication, assessment, and adaptation, driving the institution towards its intended outcomes while fostering a culture of shared responsibility and accountability.

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

- 89 associate of applied science (AAS) degrees, technical certificates, and certificates of completion.
- an opportunity to complete general education courses that transfer to four-year institutions.
- leadership in workforce development achieved through the technical programs offered and through credit and noncredit training opportunities.

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

5.B.3 Budgeting and Monitoring Finances

WSU Tech has a well-developed process in place for budgeting and for monitoring its finances. The college prepares an overall budget for the upcoming fiscal year that is reviewed and approved by the BOT and WSU President. This annual process spans multiple months of the fiscal year and includes various internal constituencies with final approval by the governing body in June. Constituencies are involved in both revenue setting and cost control measures.

Operating revenues, which include tuition, fees and other instructional-related sources of funds, are determined in collaboration with, where applicable, Institutional Effectiveness, Student Success, academic vice presidents, deans, and any others reviewing credit hour and FTE trends by program. The departments use this data to assist with forecasting anticipated growth or loss of credit hours. This data is then reviewed as part of a total budget impact with Leadership Team to determine potential areas of rate change. Changes in tuition and fee rates are presented to the BOT and WSU President for final approval. Non-credit and other instructional-related funds are evaluated on a billings/margin level within each respective area and approved through the full budget approval by the BOT and WSU President.

During the budget development cycle, budget initiatives are reviewed and voted on by internal constituent groups representing leadership, faculty, students and staff. Standard incremental items reviewed by these groups include personnel headcount increases, contractual increases, discretionary expenditure increases of \$10,000 or greater, and other significant budget changes.

The Budget Office consolidates the results from the above efforts and reviews final budget targets with the Leadership Team. The proposal is then presented to the WSU Tech Advisory Board (BOT) and WSU President for final approval in June for the following fiscal year.

Financial statements are prepared monthly and shared with the BOT and Leadership Team bi-monthly. The financial reports include a comparison to the prior year and a comparison to budget. This promotes an in-depth analysis of the financial performance against prior years as well as what was planned for the current year. Significant variances are discussed during presentations with the BOT and/or Finance Committee. In addition to the standard financial statements, program margin analysis reports are provided on a quarterly basis to academic vice presidents, deans and other designated budget owners. The program analysis provides program specific financial data next to basic enrollment data to aid in understanding micro level financial performance.

5.B.4 Allocation of Funds

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Instructional functions of the college consistently make up over 35-40% of the operational budget. This includes hiring, retaining and training qualified faculty; implementing updated program equipment; and purchasing classroom supplies. By investing in these areas, the college promotes an environment where students receive a well-rounded education that meets the highest standards.

Academic Support and Student Services comprise 25%-30% of the operational budget. This encompasses services such as libraries, student engagement, tutoring centers, academic advising, resource assistance, scholarships, and classroom technology. These services empower students with the tools and support necessary for their academic success. A well-funded academic support system bolsters student retention and graduation rates, contributing to the overall vitality of the college.

Specific examples of how WSU Tech invests in these academic support systems spans the gambit of learning spaces, instructional software and technologies, and contractual services. Between 2021 and 2022, the college allocated \$70,000 to establish and sustain a collaborative teaching and learning environment known as the CoLab. The CoLab provides faculty and students access to innovative technologies, facilitating the creation of engaging instructional content and student assignments. With funds from the FY24 Perkins Reserve Grant, the CoLab is currently undergoing a \$58,000 technology upgrade. In response to the COVID-19 pandemic, the college made substantial investments in setting up three HyFlex learning spaces—one at the main campus and one each at the WSU South and City Center locations. Recognizing the enduring value of offering instructional flexibility for students, the college sought and received a Perkins Reserve Grant to establish a second space at WSU South.

The college makes significant investments in software and services to enhance learning experiences and student support services. Packback, an instructional AI software that empowers student curiosity while developing their writing skills, is embedded in courses across the curriculum. Articulate is utilized by the ITAS department to create effective and engaging instructional content. Similarly, the college invested in Canusia, Slate and the Blackboard Call Center to provide effective enrollment, communication and financial services for students throughout their educational experience with WSU Tech.

WSU Tech dedicates resources to faculty positions to uphold a robust faculty-to-student ratio that aligns with the college's educational objectives. The institution also allocates funds for faculty training, which encourages ongoing learning and skill enhancement among faculty.

5.B.4 Foundation Support

Beyond the monetary contributions from the college, WSU Tech's educational programs benefit from the support of the WSU Tech Foundation. The foundation is dedicated to its mission to support, assist, and promote the interest and welfare of WSU Tech and its programs and activities. The foundation's efforts in expanding endowment contributions are indicative of a forward-looking strategy and a steadfast commitment to maintaining robust programs that endure for generations to come. A recent gift from Blue Cross and Blue Shield of Kansas exemplifies this effort. Blue Cross and Blue Shield of Kansas has pledged a gift of \$600,000 to support the Healthcare Future Ready Center (FRC). The gift will be placed in an endowed fund and the interest earned will be used to cover the cost of the Principles of Nutrition course within the FRC.

From 2020 to 2023, WSU Tech obtained \$18 million in Higher Education Emergency Relief Funding. Out of this total, \$8.3 million was disbursed directly to 7,704 students as financial aid or to cancel outstanding debts. An extra \$300,000 was earmarked for providing laptops or tablets to students. Multiple laboratories were updated by leveraging these funds, including the addition of a virtual welding equipment, upgrades to the Industrial Automation lab, as well as upgrades to the Architectural Design Technology lab. More than \$6 million was designated for enhancing and facilitating distance learning, encompassing technology infrastructure

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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.

5.C.1 Allocating Resources to Affiliations

WSU Tech allocates its resources in alignment with its mission and priorities. The college consistently aligns its strategic priorities and resource allocations with its mission to provide quality higher education and leadership in workforce training for economic development. The partnership between WSU Tech and the Maize School District exemplifies the college's dedication to this alignment. WSU, WSU Tech and Maize High School have worked together since 2014 to provide dual/concurrent general education courses. The collaboration expanded in AY19 to include the Tango Flight Airplane Build program at the Maize Career Academy, which provides students the opportunity to build a functioning aircraft from the ground up. Students in this dual/concurrent credit program earn a Fundamentals of Aviation Technology technical certificate from WSU Tech while learning entry level skills required to work in the aviation industry. Faculty from the college's AMT program teach the courses, and the college provides aircraft engines, curriculum, specialized tooling, NC3 certifications, and additional support as needed. Building on the success of this initiative, Maize officials approached WSU Tech in AY20 to explore the development of an Animal Science Pathway focused on Veterinary Science. This effort resulted in the establishment of a Veterinary Assistant Certificate of Completion. The program taught at Maize High by the WSU Tech Vet Nursing program director, allows students to apply earned credits toward a veterinary nursing degree at WSU Tech or enter the workforce as Veterinary Assistants. In addition to faculty, the college provides laboratory equipment and supplies. The partnership expanded further AY24 when the Shocker Academy was created in response to the Maize school district's request for an expansion of dual/concurrent credit general education offerings. In this model, WSU Tech and WSU provide general education offerings at WSU West in a block schedule at a reduced rate. WSU Tech courses are taught by the college's faculty utilizing the college's instructional resources. Students have the potential to earn up to 15 general education credits in a single semester, providing a head start to higher education upon graduation.

5.C.2 Linking Budget to Planning

WSU Tech links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Since the 2019 assurance visit, WSU Tech has utilized the assessment process and assessment results to make better informed decisions that provide linkages with various levels of planning. Program/department level planning includes the expansion of the assessment section of Program Review to include the linkage of assessment results to planning and budget. This addition provides better planning tools to assist faculty with integrating assessment results into their program planning analysis and/or three-year program

Wichita State University Campus of Applied Sciences & Technology - Assurance Argument - 12/20/2023 plans. In AY21 the Practical Nurse department in their program review document identified collaborative work between PNR faculty, the Math department, tutoring, and the Grants department to focus on improving dosage calculations. In AY22 the Allied Health department utilized Program Review to discuss improvements made in Nutrition, specifically identifying budgetary requests to make course enhancements.

WSU Tech utilizes Carl Perkins funding to fund a variety of projects specifically linked to the analysis provided by program faculty or teams of faculty. One example is the continued examination of technical math course results in comparison to persistence and success data. Institutional dollars were leveraged to investigate and develop a plan to implement a new method for preparing and teaching development/technical math.

Equipment purchases are also directly related to assessment results. The Alternative Fuel Vehicle Maintenance program in AY21 identified and measured on-car brake lathe usage as the skill-based outcome. Analysis indicated low scores and lack of participation in the exercise. Faculty recommended additional demonstration time and did not have the necessary equipment to perform the demonstration. Perkins dollars were utilized in AY22 to purchase a Snap-on Brake Lathe to perform the demonstration that faculty identified as the intervention. Furthermore, faculty attended online NC3 train the trainer instruction to certify on the brake lathe.

This same process has been applied to initiate and fund projects utilizing additional grant dollars or other alternative sources. In AY19 the AMT program faculty identified the inspection of hydraulic and pneumatic power systems as the knowledge outcome for the program. Findings showed that a substantial number of students struggled to meet the standards, and the analysis recommended implementation of a software program to describe and simulate hydraulic power systems in commercial aircraft. In response, the college utilized state grant dollars and a partnership with Airbus to create a virtual lab space to focus on all systems and components of the A320 commercial jet, including all hydraulic and pneumatic systems.

Other examples of budgeting to support student success include the following:

- In AY22 students in the EMT program did not meet the goal for pass rate of the knowledge-based assessment. Faculty recommended that test preparation software be implemented in every section of the course. Program funding was then adjusted to provide access to the test prep program.
- AY22 AMT Program Review SWOT analysis identified the requirement to align the curriculum to the new Airman Certification Standards as an opportunity and recognized that it would require new equipment, which was indicated as a goal for AY23. The equipment is part of the AY23 state funding request.

Incorporating assessment results into planning also occurs at the college level within the 2019-2023 strategic plan. In support of the Continuous Improvement strategy, the college identified specific ways to improve quality for students by increasing efficiency in work processes. In Academics, revisions to the program review process and utilizing the EAC Data Visualization tool were specifically identified as process improvements directly related to student learning assessment. Also, from 2019 to 2022, the college strategically shifted institutional assessment from an additional duty under the Dean of ITAS to a dedicated director role within the ALT. The assessment role moved from an added responsibility in an existing position to a part-time Coordinator of Assessment and then evolved to the current Director of Assessment position as the result of a budget initiative. The director reports to a vice president, serves on the ALT, and actively engages in expanded Leadership Team meetings, including the annual planning retreat.

Data-driven decision making that ties in assessment results across the college is also being utilized in the college's KBOR Performance Agreement. This document and its outcomes are the college's linkage to KBOR's strategic plan, and the metrics are used for further planning and state funding.

In addition to direct assessment and student success goals, the college continues to examine ways to include indirect measures of assessment, such as results from student licensing and certification opportunities, feedback from applied learning partners, and student survey results, in the assessment, planning, and budgeting processes.

5.C.3 Planning Includes Internal and External Constituent Groups

WSU Tech's planning process encompasses the institution as a whole and considers the perspective of internal and external constituent groups. WSU Tech administration reviews the KBOR 10-year strategic agenda to ensure the college's strategic plan aligns with the state document. When possible, parts of the WSU Tech strategic plan are directly linked to KBOR's 10-year agenda via the KBOR Performance Agreement indicators. In 2019 WSU Tech developed a three-year strategic plan for 2021-2023. This process engaged all levels of the college as well as industry partners and other community stakeholders. An outside organization, Public Policy and Management Center (PPMC), was engaged to facilitate stakeholder meetings, synthesize feedback into key takeaways, and assist in developing the three-year plan. PPMC included the stakeholder meetings and input in their proposal and timeline documents.

The budget planning cycle serves as an illustration of how the college involves the entire institution, considering the viewpoints of both internal and external constituent groups. External perspectives and input are integrated through the BOT. Within the institution, this process features participation from the President, academic and other leadership groups, multiple internal teams and committees, faculty and students, all engaging in discussions and contributing to the decision-making process regarding the allocation of resources for the forthcoming fiscal year.

The Shock Tank competition is another example of the college's commitment to incorporating diverse perspectives in the institutional planning process. Employees from across the college contributed inventive ideas to address gaps and tackle challenges. The competition featured a judging panel composed of members from the Same Team committee, followed by the Leadership Team, and ultimately a panel of community leaders. The winning proposal, the TechConnect Initiative, is set to enhance the college's outreach to high school populations and simultaneously boost enrollment in targeted areas, particularly among low-income and first-generation students.

At a program level, IATs contribute expertise to curriculum content. Changes to the Robotics program exemplify this interaction, as the curriculum underwent a total revision in AY21 to include Internet of Things (IoT) classes, illustrating the correlation between Industrial Internet of Things (IIoT) concepts and SMART manufacturing. The updated curriculum exposes students to IoT networking, cybersecurity, and various IIoT methodologies. In the final capstone project, students integrate IIoT and Robotics into a workcell, applying their skills to real-world scenarios and preparing for the challenges of SMART manufacturing.

Students play a role in the planning process at WSU Tech. The AY19 Noel Levitz survey pinpointed instructional challenges, including the quality of online instruction and timely faculty feedback. This student input, combined with the challenges of adapting technical programs to online, hybrid, and HyFlex modalities as part of the college's response to the Covid-19 pandemic, and continuing student expectations for instructional delivery options led to several initiatives in the Academic Division. These initiatives involved providing faculty professional development through Creating Engaging Content, utilizing the WSU Tech Course standard across the curriculum, and outlining Faculty Expectations.

External constituencies are also represented by college staff members who are actively engaged at various levels in community and professional organizations. Their involvement in local school boards, state level councils, and industry groups serve as an additional source of external input that contributes to the college's planning efforts.

5.C.4 Consideration of Fluctuations in Revenue and Enrollment

WSU Tech planning is based on sound understanding of its current capacity, including fluctuations in the college's sources of revenue and enrollment. Monitoring enrollment growth and areas of expansion is a priority for the college and is specifically addressed in the strategic plan as Student Success Goal 2 strategy 5, "Increase program agility to meet changing industry needs" and Financial Sustainability Goal 2 strategy 1, "Identify new sources of revenue through grants, innovative programs, and partnerships." The development of the Manufacturing Technology (MNF) program at the Aviation and Manufacturing Future Ready Center exemplifies the college commitment to this priority.

In fall 2020, amid ongoing COVID-19 challenges in the manufacturing sector, the Wichita Manufacturing Association and college leadership began discussions to address manufacturing's short- and long-term workforce needs. An environmental scan of the region confirmed earlier conversations that the sector had a growing demand for employees with Industry 4.0 skills (Smart Factories, Automation, IIoT) but also a consistent and concrete need for an entry level workforce. With solid industry support, the college leveraged its long-standing relationship with community partners to create a program development plan, which provided for a consistent student pipeline, state-of-the-art facilities, and new revenue streams for staffing, equipment and curriculum development. The plan also ensured graduates would have foundational manufacturing skills and multiple pathways to obtain Industry 4.0 Skills sets. The college's partnership with USD 259 and Goodwill Industries NexStep program provided the student pipeline, including traditional high school students and adult special populations from NexStep. Both partners also provided state-of-the-art facilities at NexStep and Future Ready Center. Revenue to support the project was provided by yet another partner, the City of Wichita, which provided a \$1.7 million AARPA grant to fund the project. To date 189 students have participated in the program. Without a solid understanding of its current capacity and the ability to leverage local relationships, WSU Tech would not have been able to create and sustain this program.

In addition to large-scale program development projects, the college has a variety of mechanisms to ensure regular monitoring and planning. This includes leadership team enrollment updates each Monday morning, followed by "War Room" meetings designed to scrutinize the latest enrollment data, specifically concentrating on immediate actions to address gaps and make adjustments. A noted decline in Machining program enrollment as compared to historical data resulted in an increased marketing focus on Machining technology, the newly renovated lab, and additional scholarships. The SEM team leverages enrollment and retention data to guide long-term planning efforts, focusing on strategies to support the college's sustained growth and success. The SEM team is currently engaged in detailed data analyses related to high-performing and low-performing programs. The goal is to identify actionable steps to encourage growth and retention.

Financial statements are reviewed by a variety of people at different frequencies throughout the year. Monthly reviews by the finance team ensure that pacing of revenue sources aligns with budget planning. Financial statements are reviewed with the BOT and BOT Finance Committee every other month. These reviews include discussions regarding enrollment status and the impact on revenue projections. On a quarterly basis, program analysis data is provided to Academics so they can analyze both revenue and expenditure pace compared to budget planning.

5.C.5 Planning for External Factors

WSU Tech's planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support. Many avenues are considered when examining what external factors such as technological advancements will have on the college's ability to provide quality education. Many of WSU Tech's instructional laboratories boast cutting edge technologies, including those that simulate the workplace, to enhance the learning experience. Identified through the college's collaborations with

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industry stakeholders, the technologies are regularly integrated in the technical programs. In summer of AY23, a \$1.7 million renovation updated the machining lab with advanced 5-Axis machines. The sheet metal lanes designed to emulate the aircraft manufacturing facility experience were added to the Aerospace Manufacturing laboratory. The building of the Healthcare Future Ready Center at the WSU South location included a toileting lab to emulate proper transfer procedures. A concrete lab was added in AY23 to the Construction laboratory to support the program's transition to civil and commercial construction.

The college's planning takes into consideration ongoing and projected demographic shifts, the two most prevalent being the Hispanic/Latino student population and the dual/concurrent high school population. According to the US Census, between 2000 and 2020 the Hispanic/Latino population in Sedgwick County grew from 8% to over 15%. In support of this growth and the college's strategic plan (Student Success Goal 1 Strategy 1) the college is working toward becoming a Hispanic Serving Institution. In AY22 the college created a task force dedicated to this project. As of fall 2023, 26% of the college's enrollment identifies as Hispanic/Latino, up from 21.4% in fall 2021. Strategies implemented to support the Hispanic/Latino population and encourage additional growth include the creation of Community Navigator positions dedicated to providing academic and community support structures in underserved neighborhoods and college-wide cultural events, such as LatinX Festival.

Also the college is aware of the expected decline in the K-12 demographic, which could impact the college dual/concurrent credit program. Currently 2723 high school students are enrolled at WSU Tech from 30+ schools. This equates to slightly less than half of the college student body. Over the past four years, the college has engaged in a number of strategies designed to address the potential demographic shift. First and foremost is the deepening of the college relationship with USD 259 with the establishment of two Future Ready Centers designed to meet the region's critical labor market demands in Healthcare, Aviation and Manufacturing. The development and expansion of the High School Partnerships and Community Outreach team have provided structures and the ability to engage with more high schools across the region, growing the number of partner schools from 11 in the fall of 2013 to 32 high school partners in the fall of 2023.

WSU Tech is acutely aware of the impact of globalization on the college and the overall WSU Tech community. The 2019 grounding of the 737 Max exemplifies the college's ability to pivot as needed and prepare for the future. In spring 2019, a series of global aircraft accidents resulted in the worldwide grounding of the 737 Max aircraft. Wichita is the home of Spirit AeroSystems, which produces the fuselage for the 737 Max, and WSU Tech is a provider of entry-level sheet metal technicians working on those fuselages. Once the 737 Max was grounded, Spirit AeroSystems halted production, leading to substantial layoffs. In response, the college suspended the sheet metal program and created the UpSkill/Reskills program, designed to equip unemployed aviation workers with enhanced skills, preparing them for eventual return to employment. Throughout the economic downturn, which was exacerbated by the Covid-19 pandemic, WSU Tech collaborated with Spirit AeroSystems and other local aviation manufacturers to prepare the program for the return to work. One of the adjustments made during this period was to update the lab with Spirit Lanes designed to mirror the aviation manufacturing plant experience. This lab redesign laid the foundation for the program's shift in AY23 to a Competency-Based Education (CBE) delivery model.

5.C.6 Systematic Improvement of Operations and Student Outcomes

WSU Tech implements its plans to systematically improve its operations and student outcomes. Embedded in the strategic plan, Continuous Improvement is a key component in the college's ability to fulfill its mission.

The college continues to expand its offerings and develop new programs in fulfillment of its mission to support the economic development of the region and thereby improve student outcomes. Since 2019 the college has implemented 11 new programs, all developed in conjunction with business and industry. The college ensures

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that all programs provide students the opportunity to obtain industry-recognized credentials, such as the Google Ads Certification in the Digital Marketing program and NC3 certifications that are embedded across the aviation and manufacturing programs.

In tandem with program expansion, the college has significantly expanded its student support structures designed to ensure that students from all backgrounds are successful in their field of study. The creation of Community Navigator program and its expansion through the Shock Tank competition, and the establishment of the WSU Tech Food Pantry and WSU Tech Liaison, Counseling and Psychological Services which has evolved into the UThrive centers funded by the Basic Needs Grant, are excellent examples of positive continuous improvement designed to improve the student experience.

Grant projects help fund the continuous improvements that impact college programs, personnel, students, and the community. WSU Tech has made strategic investments to construct a grant-seeking infrastructure, which includes the outsourcing of a grant-writing team, support for research, and the development of grant management systems. These investments have proven successful, allowing WSU Tech to secure funding for various projects, from program curriculum initiatives to facility expansions.

Yet another positive success that exemplifies the college's ability to support goals and outcomes is the expansion of the WSU Tech Foundation. In FY24 the foundation received two major gifts furthering the reach and support the foundation provides to the college resource base to improve operations and student outcomes. Blue Cross and Blue Shield of Kansas has pledged a gift of \$600,000 to support the FRC and The Gene Haas Foundation has pledged a gift of \$1 million to support the CNC Machining program.

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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.

Summary

WSU Tech is a dynamic institution that recognizes the need for continuous change and prepares for it. With the guidance of the mission documents and strategic plan, along with the energy and expertise of its faculty, staff, and administrators, the college has adapted to consistent increases in student enrollment and responded to the emerging needs of industry. The initiatives and resources that have supported this growth exemplify WSU Tech's ability to fulfill the expectations of Criterion 5.

Many of these initiatives would not be possible without the support of internal and external constituents. Beginning with industry and community involvement, continuing with board oversight, utilizing planning and vision from college administration, and culminating in the hard work and dedication from faculty and staff, the initiatives have required extensive communication and planning for effective implementation. The college's ability to remain nimble and responsive is rooted in its financial solvency and successful efforts to engage additional revenue streams.

Significant growth and change do not occur without challenges. Reacting to local business needs requires the college to respond quickly and adjust as necessary to accommodate a timely solution. External factors like unemployment and population growth can have an unexpected and urgent impact on planning. Also, integrating high school students and dual/concurrent credit faculty brings a unique set of issues to plan for and respond to.