

**Assurance Argument**  
Washburn University of Topeka -  
KS

8/20/2019

## 1 - Mission

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

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

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

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

## Argument

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### 1.A.1

The [Mission Statement](#) of Washburn University:

"Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community."

Since the beginning of the current review period (FY2008), Washburn has engaged in two rounds of strategic planning.

#### WASHBURN: 150 FORWARD PLANNING PROCESS

Washburn's current Mission Statement, Vision Statement, Core Values, and the "Washburn: 150 Forward" Strategic Plan were developed as a [package](#) through a collaborative, committee-based process, [initiated](#) by the Washburn Board of Regents (WBOR) in January 2009. The university has a robust culture of shared governance with a history of strong partnerships with external constituencies, so wide participation in this process was emphasized.

In January 2009, the WBOR Chair announced Washburn would undertake a strategic planning initiative, and the WBOR created an Executive Strategic Planning Council. The Council [met](#) in February 2009, and established a 50-member Strategic Planning Committee representing students, faculty, staff, administrators, alumni, and civic leaders. The Council also launched a

Strategic Planning Initiative web page on the university website to communicate progress and activities, as well as drafts of project documents.

The Strategic Planning Committee identified the opportunities and challenges for Washburn by gathering information from various constituent groups. The Strategic Planning Committee operated with five subcommittees:

- Academic Programs
- Asset Development and Stewardship
- Enrollment Management
- Learning Environment
- Student Life

The subcommittee [charge](#) was to "think the unthinkable" and challenge Washburn to develop a new, pervasive culture of strategic thinking, planning, actions, assessment, and accountability, marked by innovation, visionary initiatives, aggressive resource development, and widespread connectivity to Washburn's constituents.

Four subcommittees (Academic Programs, Asset Development, Enrollment Management, and Learning Environment) held 14 [open forums](#) collectively with students, faculty, and staff during August 2016 to solicit input. The Student Life subcommittee held 11 focus groups with students, faculty, and staff, and administered 1,400 surveys to collect pertinent [information](#).

On September 24, 2010, an open forum was held, with each subcommittee chair summarizing their findings. Following the September 24 open forum, each subcommittee drafted a white paper which was posted to the Strategic Planning website on October 16 for one week for review and comment. After considering the [feedback](#), subcommittees finalized their papers. The final [white papers](#) were posted on the Strategic Planning website and presented to the Strategic Planning Committee on November 9.

The Strategic Planning Council used the white papers as the basis for the draft strategic plan, which was [presented](#) to the WBOR on December 4. Following this initial draft, four subsequent drafts were prepared with input received from the Regents and the broader community at each step. The final "Washburn: 150 Forward" strategic plan was [adopted](#) by the Regents in April 2010.

## VISION 2022 PLANNING PROCESS

Washburn's current Strategic Plan, "Vision 2022," was initiated by WBOR in fall 2012. This [process](#) began during the end of the time frame (expiring in April 2015) of the Washburn 150 Forward Strategic Plan. The Strategic Planning Committee operated with six subcommittees:

- Academic Programs
- Enrollment Management
- Physical Plant/Facilities
- Economic Development

- Student Services
- Technology

The Mission Statement, Vision Statement, and Core Values were reaffirmed and individual committees met with additional university community members to gain input and understanding. Based on these meetings, each committee prepared a white paper outlining its recommendations. These white papers were shared with the entire Vision 2022 working group to review and identify emergent themes to create a draft version of Vision 2022. This draft was then shared with the entire campus at two Town Hall meetings in early fall 2013.

In fall 2013, the WBOR [approved](#) the [Vision 2022 Statement](#). The Vision 2022 Statement included the existing Mission Statement, Vision Statement, and Core Values, and also identified five sets of goals, relating to Academic Excellence, Educational Opportunities, Community Connections, Living/Learning/Working Environment, and Fiscal Stewardship. The Vision 2022 Statement also identified strategies to meet those goals.

The [Vision 2022 Strategic Plan](#), which identifies specific activities and metrics for creating and evaluating the strategic goals laid out in the Vision 2022 Statement, was [presented](#) to the WBOR on April 24, 2015. An [update](#) on the status of progress towards the goals was presented to the WBOR on June 16, 2016.

Preparatory work has begun on the next strategic plan since many of the identified Vision 2022 goals have been accomplished. In fall 2018 WBOR reaffirmed the mission, added a seventh core value--[inclusion](#), and approved the [strategic theme framework](#).

### 1.A.2

Academic programs at Washburn University are offered on two campuses by six academic units. On the main campus are the [College of Arts and Sciences](#), the [School of Applied Studies](#), the [School of Business](#), the [School of Law](#), and the [School of Nursing](#). [Washburn Institute of Technology](#) is located on the technical campus. The [programs](#) offered by these units offer a variety of academic credentials, including technical certificates, associate's degrees, bachelor's degrees, master's degrees, and doctoral degrees. At each level, students are provided the opportunity to develop and realize their intellectual, academic, and professional potential. According to the 2017 National Survey for Student Engagement (NSSE) [results](#), 80% of [first-year students](#) rated the item regarding support to succeed academically at 6 or 7 (1=poor, 7=excellent) and 81% rated the item regarding support for their overall well-being at 6 or 7. 70% of [senior students](#) rated the academic support item at 6 or 7 and 68% rated the item regarding support for their well-being at 6 or 7.

Each [academic unit](#) and academic program at Washburn supports the mission of the university, and has a mission statement which aligns with the university mission. During [Program Review](#), each program [articulates](#) how its mission aligns with and supports the mission of the university.

The General Education [requirements](#) at Washburn University are designed to provide students with a grounding in liberal arts and sciences and shaping "productive and responsible citizens" through a broad education in a range of disciplines.

Offices which offer student support services have mission statements (for example, [Career Services](#), [Student One Stop](#), [Admissions](#), and [Financial Aid](#)) which align with the university mission. These are evaluated every five years during [program review](#).

Washburn has an open enrollment policy and is dedicated to providing educational access to a diversity of learners. The Admissions Office has a [recruitment plan](#) to attract diverse student populations. Because students who attend Washburn enter with a wide range of college preparedness, Washburn has strategies to challenge advanced students, while providing resources for less prepared students.

The following are examples of support services provided to students in general as additional services to assist underprepared students in realizing their academic potential.

#### General Support

1. [Center for Student Success and Retention](#): Supports the successful transition of students into and through their first two years of studies and potentially beyond.
2. [First Year Experience Program](#): Supports the academic, social and personal transitions of all first-year students.
3. [Tutoring and Writing Center](#): Provides centralized tutoring on the Washburn campus.

#### Support for Underprepared/Struggling Students

1. [Passport for Success](#): Proactive advising program designed to ensure academic success for students admitted by exception to regular admission standards.
2. [Students Taking Academic Responsibility](#): Program designed to help students return to Academic Good Standing.
3. [Ichabod Ignite](#): Program assisting first-time direct-from-high-school (FTFT) students, who do not meet Washburn's regular or exception undergraduate admissions criteria, to pursue a postsecondary education.
4. [Ichabod Success Institute](#): 5-week residential program assisting FTFT students from underrepresented groups prepare for college.

For students who desire challenges to fully realize their academic potential, standard academic programs can be enhanced in a variety of ways.

1. [University Honors Program](#): Provides opportunities for highly motivated students to enrich their educational experience. These exclusive opportunities create a more in-depth learning environment and foster a better educational experience.
2. [Leadership Institute](#): Provides the education, experience, and empowerment for students to understand, practice, and refine their leadership talents and skills.

3. [Washburn Transformational Experience](#): Provides students with curricular and co-curricular opportunities and experiences in leadership, community service, international education, and scholarly endeavors.
4. [Learning in the Community \(LinC\)](#): Promotes opportunities for students, faculty, and staff to engage in meaningful curricular and co-curricular experiences that enhance academic learning while improving the community.
5. [International Programs](#): Offers programs and services in international students/scholars admissions and advising, study abroad opportunities, intensive English classes, international support for faculty, and campus-wide and community international programming.

Faculty are supported in their scholarly endeavors through [internal research grants](#) (FY18 - 16 awarded) and in their teaching through the [Center for Teaching Excellence and Learning](#) (FY18 - 1300 participants). These efforts help reinforce Washburn's commitment to "excellence in teaching, scholarly work" and in turn provide faculty with additional abilities to create "quality academic and professional programs."

The university High Impact Community Engagement Practices (HICEP) and LinC initiatives support the institution's mission to "develop and engage in relationships to enhance educational experiences and our community." Since the HICEP program was fully implemented in FY15, between 159 and 198 students have participated each [academic year](#) and between 144 and 275 students have participated in [LinC community programs](#) since FY10.

Washburn's enrollment profile reflects its geographic focus on the Midwest. In [fall 2017](#), 88% of first-time, degree/certificate-seeking undergraduates on the main campus were from Kansas.

Because Washburn's student population is drawn largely from Kansas, student race/ethnicity demographics on the [main](#) and [technical](#) campuses show patterns similar to those seen in the [state's population](#), and to those seen in [other](#) Kansas public higher education institutions.

### 1.A.3

University-wide planning priorities are defined by several documents, including the Vision 2022 Strategic Plan and the Campus Master Plan. Details are in Component 5.C.

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Argument

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#### 1.B.1

In alignment with the Mission Statement, the institution has defined the following [Vision Statement](#):

"Washburn University is a premier public Midwest regional teaching institution recognized as a community leader in providing a superior student-centered, teaching-focused learning experience, preparing graduates for success in their chosen profession and stimulating economic vitality."

The institution has also adopted Core Values:

- Integrity
- Excellence
- Inclusion (2018)
- Accountability
- Respect
- Collaboration
- Innovation

Washburn defines its [goals and objectives](#) in the Vision 2022 Strategic Plan in the context of the [vision, mission, and core values](#).

These guiding principles are articulated in several publicly accessible publications, web pages, and documents.

1. The Mission, Vision, and Core Values main campus [web page](#) lists these elements and provides a link to download the Vision 2022 Strategic Plan. The Tech mission and core values are listed on the [tech web page](#).

2. The [Undergraduate](#) and [Graduate](#) Catalogs list Washburn's Mission Statement, Vision Statement, and Core Values, and the [Washburn Tech Catalog](#) lists the adapted statements for the technical campus.
3. A "[master syllabus](#)" is included with every course syllabus and contains Washburn's Mission Statement. This ensures that the mission is made publicly available to all students.
4. Unit and Departmental mission statements are found on each entity's [web page](#), and in university [catalogs](#), as appropriate.

According to the 2017 Higher Education Research Institute (HERI) [Faculty Survey](#) completed by 256 during spring 2017, 75% of respondents reported being very/extremely familiar with the mission of the main or tech campus, and 65% reported that their institutional site is meeting its mission very/extremely well.

### 1.B.2

The current mission statement was [adopted](#) by the Washburn Board of Regents (WBOR) in 2010, reaffirmed in fall 2013 with the [approval](#) of the Strategic Plan [Vision 2022](#) (and again in fall 2018 with the approval of the [strategic plan framework](#)). Specific activities for achieving the strategic goals were laid out in a document [presented](#) to the WBOR in spring 2015, and a report on the status of these goals was [presented](#) to the WBOR in June 2016.

In order to ensure mission statements are current at the unit level, each [academic](#), [co-curricular](#), and [administrative](#) department periodically undergoes a review of all aspects of its programs. As part of this review, departments are asked to review their unit-level mission statements, and indicate how they align with the university's mission. Academic departments are also asked to describe the relevancy of their academic programs, faculty involvement in scholarly endeavors, and departmental service to the university and the community.

Washburn University's Strategic Plan is an articulation of the institution's emphasis on various parts of Washburn's mission:

1. The Key Goals associated with the *Academic Excellence* strategic theme elucidate Washburn's commitment to "excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction."
2. The Key Goals associated with the *Educational Opportunities* strategic theme describe how Washburn provides opportunities for students to "realize their intellectual, academic, and professional potential."
3. The Key Goals associated with the *Community Connections* strategic theme indicate how Washburn develops and engages in "relationships to enhance educational experiences and our community."
4. The Key Goals associated with the *Living/Learning/Working Environment* and *Fiscal Stewardship* strategic themes indicate how Washburn creates and sustains a campus environment which supports the overall university mission.

The Mission Statements and strategic goals of all Academic Units articulate the varied emphasis on instruction, scholarship, and service appropriate for each area and [support](#) the mission, vision, and core values of the institution.

### 1.B.3.

As indicated in the [Vision and Mission statements](#), Washburn strives to provide a "student-centered, teaching-focused learning experience" to prepare graduates for success in their chosen professions and recognizes its place as a regional institution in the Midwest. In support of the mission documents, academic programs focus on [certificates](#) at the technical campus; and [associate and baccalaureate degrees](#), targeted [masters degrees, and two doctoral programs](#) (juris doctor and nurse practitioner) at the main campus. All of this information is publicly available in catalogs and on the [website](#).

As a municipal university, Washburn maintains an [open enrollment policy](#) and is dedicated to [community engagement](#).

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## 1.C - Core Component 1.C

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

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

### Argument

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#### 1.C.1

"Respect for Diversity" is identified as a [core value](#) in the mission documents. As stated by the university [Academic Diversity and Inclusion](#) committee, "Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals." The value of diversity is integrated into the Washburn experience on many levels, including [curriculum](#), [events](#), faculty and staff [training](#) and [hiring](#), and in the [student body](#) itself. For both first-year and senior students completing the [2017 National Survey of Student Engagement](#) (NSSE), a higher mean was attained regarding discussions with diverse others (40.2 and 40.1 respectively) than comparison groups (Plains Public - 38.7 and 38.8 respectively).

Because Washburn is an urban institution, students are drawn from a diverse population. As stated in the [Enrollment Report](#), the University's average undergraduate student age is 23 and many students [live off-campus](#), resulting in a non-traditional population that enhances campus diversity.

In recognition of the importance of diversity at the institution, in FY2017 the Multicultural Affairs and Student Services Offices were reconfigured into the [Office of University Diversity and Inclusion](#). The unification of these two offices provides the opportunity to be more intentional in the programming in various aspects of campus diversity. The mission of this newly configured office is to provide leadership and support to campus and the community to address issues, policies, and potential barriers to creating a welcoming and respectful working and learning environment. The Office of University Diversity and Inclusion advises and supports several multicultural student organizations; sponsors, co-sponsors, and supports academic, social, cultural, and career-oriented activities and experiences [throughout the year](#); and collaborates with the campus and local community to host a variety of cultural activities. The unit helps to increase access and presence for people with disabilities on campus and provides support to military students.

According to the 2017 Higher Education Research Institute (HERI) [Faculty Survey](#):

1. 17% agree strongly/somewhat that there is a lot of campus racial conflict at Washburn (smaller percentage than comparison groups - 18% and 20%);

2. 66% believe developing a sense of community among students and faculty is a highest/high priority at Washburn;
3. Only 2% very often/often have witnessed discrimination;
4. 73% agree/strongly agree Washburn has a long-standing commitment to diversity and 68% agree/strongly agree Washburn has strategic diversity goals and plans.

However, only 45% of faculty believe Washburn has a highest/high priority promoting racial and ethnic diversity in the faculty and administration, and 32% are dissatisfied/very dissatisfied regarding the representation of racial/ethnic minority faculty.

Efforts are made to recruit [diverse faculty](#); however, these efforts have not been as successful as the institution desires. Washburn continues to use a wide variety of mechanisms including [advertisement locations](#), search committee [training](#), and [advertisement language](#) to attract more diverse pools of potential applicants; however, the institution struggles to be competitive in salary and location for diverse candidates.

## 1.C.2

### CURRICULAR AND CO-CURRICULAR ACTIVITIES

Students are exposed to diversity at many levels throughout the curriculum. Diversity is highlighted in [WU 101: The Washburn Experience](#), a course taken by most entering freshman students. Most students expand on what is learned in WU 101 in [general education courses](#) which address the "Global Citizenship, Ethics, and Diversity" (SLO-GED) University [Student Learning Outcome](#) (USLO) as well as [major courses](#). Furthermore, there are opportunities for studying abroad through the [Office of International Programs](#) (average 181 [students/year](#)) and the [International Education Washburn Transformational Experience](#) (WTE) program (average 92 [students/year](#)). Also, many co-curricular [service-learning activities](#) expose students to diverse groups.

### CAMPUS EVENTS

Washburn University supports a variety of activities which either serve as informal educational opportunities about diversity, or serve diverse populations in the community.

1. The Office of International Programs offers several "[International Brown Bag](#)" lectures each semester. These presentations, usually delivered by faculty, focus on international research and travel.
2. Each semester, the [Women's and Gender Studies Program](#) sponsors several [Gender Brown Bag](#) presentations. Gender Brown Bags provide opportunities for faculty, staff, students, and community members to gather over lunchtime and talk about issues pertaining to gender.
3. The annual [Hermanitas Conference](#), for young Hispanic females, is held on the Washburn campus through partnership with the Latina leadership organization Mana de Topeka.

4. At Washburn's annual [Women in Science Day](#), around 250 middle school-aged girls come to the Washburn campus to participate in a day full of science-related activities, to encourage the girls to pursue careers in STEM disciplines.
5. The "DiversiTea" [events](#) sponsored by the Diversity Initiative committee were created to fulfill their commitment to "respect, embrace, enhance and celebrate diversity."

## FACULTY AND STAFF TRAINING

One of the main sources of professional development on campus is the Center for Teaching Excellence and Learning (C-TEL). C-TEL, the Quality Initiative project implemented at Washburn, is built on four pillars, one of which is diversity. C-TEL offers several [diversity-related programs](#) each semester, including workshops, Teaching Matters Learning Circles, and webinars.

Student Life plays an important role in educating students, faculty, and staff about diversity issues. This includes formalized programming, such as the [Ally Safe Zone training program](#) to increase understanding and awareness of lesbian, gay, bisexual, transgendered, and queer/questioning (LGBTQ) issues.

Washburn encourages and promotes international travel by faculty through the [International Travel Fund](#) and the summer [Sweet Sabbatical](#) program.

## STUDENT BODY

Washburn works to recruit, retain, and graduate a diverse student body.

The Admissions Office has improved processes designed to increase access by minority students.

1. An [application fee waiver](#) is available to students needing financial assistance, decreasing the financial burden of applying to Washburn University. First-generation and minority students apply for this waiver.
2. A [race/ethnicity question](#) is on application so the Admissions Office can identify students of color and provide resources specifically dedicated to minorities.
3. Dialogs about [creating additional recruitment programming](#) are ongoing between the Admissions Office and the Director of Diversity and Inclusion.

The Financial Aid Office has assisted with improving the recruitment and retention of minority students.

1. Available scholarships geared toward minorities are [posted](#) on the Financial Aid blog and the scholarship board.
2. The office participates in a [Spanish Financial Aid Night](#) for the local Topeka public schools. The presentation is given in Spanish and Washburn representatives are available to assist families in completing the FAFSA.
3. The Financial Aid Office [partners](#) with the Ichabod Success Institute which is directed toward underrepresented groups. The Office works with the students and their families to



complete the FAFSA, collecting any necessary financial aid paperwork, and presents financial literacy information to them while in the program.

Office of International Programs (OIP) serves a large number of diverse students at Washburn, benefitting both international students as well as students from the United States. In fall 2007, there were 131 [international students](#) from 42 countries and the number peaked at 345 from 38 countries in fall 2015. OIP has increased its recruiting efforts from diverse countries to weather the subsequent downturn in international students.

Student organizations play an important role in educating students about diversity issues and providing supportive environments for growth. Registered student organizations that address diversity issues include:

- [Hispanic American Leadership Organization](#)
- [Queers & Allies](#)
- [WU Military Veterans](#)
- [Washburn Black Student Union](#)

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## 1.D - Core Component 1.D

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

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

### Argument

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#### 1.D.1

As stated in the [university mission](#), Washburn develops and engages "in relationships to enhance educational experiences and our community." In keeping with this mission, Washburn University recognizes its responsibility as a municipal, public university to provide high-quality higher education to all interested students; to educate a diverse student body to be responsible citizens; to provide a well-educated work force to serve the needs of state and local community organizations; and to be an educational resource for the residents of the city of Topeka and surrounding areas.

The members of [WBOR](#) are members of the community with a strong commitment to the well-being of not only the university but also Topeka, surrounding communities, the region, and the state.

Washburn University is an open-enrollment university and current [admission criteria](#) for incoming freshmen, [approved](#) by the WBOR starting in fall 2012, provide for three levels of admission, based on a combination of ACT scores and high school GPA.

Students needing extra support to succeed at the university have access to many support services through the [Center for Student Success and Retention](#), including [developmental advising](#), the [tutoring center](#), the [Passport for Success](#) program, the [Ichabod Success Institute](#), and the [Ichabod Ignite](#) program.

At the technical campus, Washburn Institute of Technology programs provide high school, adult, and business/industry students with the opportunity to develop skills and knowledge in technical fields. Students graduating from these programs become skilled workers needed locally in advanced manufacturing, business, design technology, electronic technology, computer/networking technology, drafting/graphics technology, health care, hospitality/human services, and transportation. Students can receive extra support through the [Advantage Center](#).

Many programs, both at the main campus and the technical campus, have [advisory boards](#) made up of specialists in the field and community members. These [advisory boards](#) help Washburn meet community needs, verify curricula are relevant, and assure Washburn graduates have the knowledge, skills, and abilities to be productive members of their professions and communities.

Over the past ten years, Washburn has developed many new programs in response to community, statewide, regional, national, and international needs:

- [Doctorate of Nursing Practice](#) (DNP)
- [Post-Master's Psychiatric Mental Health Nurse Practitioner](#) (PMHNP) Certificate
- [Master of Accountancy](#) (MAcc) (CPA)
- [Master of Arts, Communication and Leadership](#)
- [Master of Arts, Human Services with emphasis in Addictions Counseling](#)
- [Forensics](#) programs
- [BBA Entrepreneurship and Innovation concentration](#)
- [LL.M.](#) (Master of Laws)
- [Master of Studies in Law](#)

Some academic programs have grown based on identified community needs.

- Associate of Arts or Associate of Science [programs](#) are available to Washburn Institute of Technology students in cooperation with School of Applied Studies.
- The School of Law secured a [grant](#) to support student externships in rural communities with the express purpose of repopulating rural Kansas counties with attorneys.

In support of its core value of serving as an educational resource for the community, Washburn has also created opportunities for various sectors of the population to participate in academic classes with significant tuition reductions or tuition waivers. Kansas residents who are over 60 can take advantage of Washburn's academic offerings through the [over-60 audit program](#) on a space-available basis free of charge. The institution provides [tuition waivers](#) for children who have been in the state foster care system. In addition, Washburn offers dual credit educational programs for high school students. The Washburn [Concurrent Enrollment Partnership](#) (CEP) offers selected courses for these students at a reduced rate at public school sites.

### 1.D.2

Washburn is a [municipal institution](#), public not for profit, and does not serve any investors or parent organization. The Kansas Board of Regents (KBOR) governs the six state educational institutions; however, KBOR also coordinates Washburn University, community colleges, and technical colleges and institutes to reduce program duplication and increase course transferability among the public postsecondary institutions in the state. Although [coordinated by KBOR](#) and subject to many KBOR policies for operation, the Washburn Board of Regents retains its responsibilities for governance of the university provided for in the [municipal university legislative statutes](#).

### 1.D.3

One of the five strategic goals in Washburn's [Vision 2022 Statement](#) centers on Community Connections.

In support of this core value, the university works with business and industry, health care providers, government, social agencies, civic organizations, and public schools providing service to and engagement with the greater Topeka community in a variety of ways. Through [volunteer efforts](#) in service organizations and professional support of area businesses, Washburn students, faculty, and staff enhance the community.

Washburn University has a unique position as a municipal institution. A significant component of the character of a municipal institution is engagement with the community. The campus is informally engaged with the community through lectures, poetry and fiction readings, theater performances, concerts, and sporting events. Formally, Washburn engages with the community through a [planning process](#) reinforcing engagement and service, through [support structures](#), and through [co-curricular and curricular programs](#) engaged with external constituents.

Many of the programs with community links, such as [KTWU](#), the [Sunflower Music Festival](#), and [Learning in the Community](#) (LinC), receive at least partial support annually from Washburn's general fund. As such, these programs are a part of the annual budgeting process for new and sustaining funds, reflecting the institution's ongoing commitment to these initiatives.

Washburn encourages the myriad of community activities occurring at the institution. The university website provides constituent communities with [information](#) about these events and has created an [office](#) to serve as a single point of access to both internal and external constituencies. Although the entire campus is available to the community, White Concert Hall, Mulvane Art Museum, Crane Observatory, Mabee Library, Bradbury Thompson Alumni Center, and Memorial Union are particularly important [venues used](#) extensively by the public.

Washburn University was chosen by the Corporation for National and Community Service to be included in the President's 2015 Higher Education Community Service Honor Roll. This Honor Roll "[recognizes](#) institutions of higher education that support exemplary community service programs and raise the visibility of effective practices in campus community partnerships."

The Office of Student Activities and Greek Life (SAGL, to be known as the Office of Student Involvement and Development starting in Fall 2018) offers students and members of the university community opportunities to build friendships and rewarding experiences through [co-curricular involvement](#) in student organizations. Some of these experiences provide an opportunity for Washburn students to engage and create partnerships in the Topeka and surrounding communities.

In 1998, the Leadership Institute was created to attract quality students with a desire to develop leadership abilities while attending Washburn. During the ensuing years the institute has expanded in both academic and [co-curricular programming](#). The following co-curricular programs enrich the participating students' educational experience.

1. [Leadership Challenge Event](#): A one-of-a-kind competition designed and run by Leadership Institute students to bring high school and collegiate students together to develop their leadership skills. The event integrates community members as volunteers and sponsors.
2. [Leadership Labs](#): Each lab includes an introduction to a community organization, travel to the site, a tour of facilities, and an overview of the leadership model employed as presented by the leaders of the lab.
3. [High School Leadership Academy](#): In June 2018, 26 Shawnee County high school students were mentored by 11 Washburn University students in the second annual week-long leadership development experience dealing with various sectors of the Topeka/Shawnee County community. Students explored an adaptive issue important to them, and proposed how they might provide effective leadership to address the issue.

The School of Law is actively engaged in supporting the community, the region, and the world.

1. Through an agreement with the Kansas Farm Bureau, the School is hosting the [Washburn Agricultural Law and Tax Report](#) and providing information and continuing education on agricultural issues and agricultural tax.
2. Washburn Law is a co-sponsor of the national [Institute for Law Teaching and Learning](#), devoted to effective law school teaching.
3. Law students have the opportunity to participate in several [law clinics](#) which typically [assist](#) over 100 economically disadvantaged people in the community annually.
4. The tax faculty member and students provide low-income residents [tax return assistance](#).
5. Through subawards from USAID, the School of Law's "[Georgia Project](#)" has provided assistance to lawyers and educators in the Republic of Georgia by conducting workshops on course development and more.

The School of Nursing creates a positive presence in the region through health screenings and preventative health and provides inter-professional students and faculty an opportunity to engage with the [community](#) and develop team skills working together.

LinC is the student-run component of the community service office for the Washburn main campus. LinC matches students, faculty, and staff with [volunteer opportunities](#) in the community. The LinC Bonner Scholar Program benefits students and community by providing [opportunities for learning](#) in the community. Forty students annually [participate](#) in this program.

Over the past five years LinC has partnered with the Center for Teaching Excellence and Learning (C-TEL) in implementing the [High Impact Community Engagement Practices](#) (HICEPs) initiative to expand awareness of how both the faculty and the community can work together to solve community problems and enhance the [learning experience](#) of students. This work has resulted in the development of at least 15 [HICEP courses](#) since 2012.

LinC has also collaborated with the university's Financial Aid Office to increase the number of community-based work study awards. For the 2015-2016 academic year, approximately 28% of Washburn's federal work study (\$107,729/\$387,704) was used toward community service. In 2010-11, 62 [students participated](#), while in 2016-17, 66 participated.

The [Psychological Services Clinic](#) is a treatment, research, and training clinic for students seeking an advanced degree (MA) in psychology. The clinic is committed to providing outstanding mental health care to members of the Washburn, Topeka, and surrounding communities. The number of [unique clients](#) seen each academic year ranged from a low of 21 (FY2010) to a high of 99 (FY2018).

Since fall 2013, Washburn Tech has sponsored a [Toys for Tots Build Day](#). During this event, Washburn Tech students, technical instructors, and staff join hundreds of area Boy Scouts, Washburn University students, and local volunteers to build toys for children in need during the holiday season. Since its inception, volunteers have made and distributed over 3,000 toys including step stools, beat box drums, and hobby horses.

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## 1.S - Criterion 1 - Summary

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

### Summary

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Washburn University involved regents, administrators, faculty, staff, and community stakeholders in the two strategic planning processes completed during the past ten years and in the one just beginning. These planning processes resulted in an update of the university mission and core values and the establishment of five strategic themes: academic excellence, educational opportunities, community connections, living/learning/working environment, and fiscal stewardship. The mission and core values are articulated publicly in the university web site, university catalogs, and annual reports. Academic programs support the university mission.

Washburn is dedicated to providing open access to higher education and has created student support services and academic programming along with updated policies to assist underprepared through highly prepared students in attaining their academic goals. Faculty are supported in their scholarly endeavors and in their teaching through internal research grants and programming offered by C-TEL. These efforts help reinforce Washburn's commitment to excellence in teaching and scholarly work. As one of the core values of the institution, diversity is embraced at Washburn University through curricular offerings, co-curricular activities, campus events, and recruitment and support of first-generation and minority students.

Washburn recognizes its responsibility as a municipal public university to be an educational resource for residents of the city of Topeka and the surrounding area and has developed academic programs based on identified local, regional, and national needs. Washburn Institute of Technology programs provide opportunities to develop skills and knowledge in technical fields. The university supports the myriad of community activities occurring at institutional venues. Students are encouraged to provide service to the community through student organizations, Greek life, and Learning in the Community (LinC). Washburn University is viewed as a valued community partner by its stakeholders.

Efforts are made to recruit diverse faculty; however, these efforts have not been as successful as the institution desires. Washburn continues to use a wide variety of mechanisms to attract diverse pools of potential applicants.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

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

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

#### Argument

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Integrity is one of Washburn University's [core values](#). All members of the Washburn Board of Regents (WBOR), administration, faculty, and staff are expected to act in an honest, fair, and ethical manner, and to create a culture of trust evident in all University activities and decision making. Reflecting this value, Washburn University has established ethical policies and processes, which can be found in the WBOR [Bylaws](#), the [Faculty Handbook](#), the [Student Handbook](#), and the [Washburn University Policies, Regulations, and Procedures Manual \(WUPRPM\)](#).

##### 2.A.1.

###### FINANCIAL INTEGRITY

As [specified](#) in the WBOR Bylaws, the WBOR arranges for [annual financial audits](#). The audit report is [reviewed](#) and [approved](#) by the WBOR and made public, along with audited financial statements, on the Finance Office [web page](#). Since the last HLC review in 2008, there have been no adverse financial statement findings.

A separate [financial audit](#) and [content report](#) are performed annually for [KTWU](#), the public television station operated by Washburn University, with no adverse findings. The resulting report is filed with the Corporation for Public Broadcasting (CPB), to ensure that KTWU operations meet the requirements specified by CPB.

The [Washburn University Foundation Board of Trustees](#) is [responsible](#) for the implementation of the strategic mission of the foundation to develop and invest private support for the benefit of Washburn University and for the oversight and establishment of policies to carry the foundation into the future.

##### 2.A.2.

###### ACADEMIC INTEGRITY

Information regarding the Family Educational Rights and Privacy Act (FERPA) is [provided](#) to new faculty during the [University Policies sessions](#) at the new faculty orientation, and to other employees during the [new employee orientation](#). Adjunct instructors in the various academic units receive similar information ([CAS Adjunct Faculty Guidebook](#), [SAS adjunct manual](#)). The university has recognized that experienced faculty may not have received sufficient information regarding FERPA. Therefore, in FY2019 completion of an on-line FERPA module will be required of existing faculty at the same time they complete their retraining module for sexual harassment and discrimination. The University Registrar's Office sends an [email](#) to students, faculty, and staff each semester listing the FERPA provisions, including the address to send complaints about noncompliance. The FERPA policy is included in the [undergraduate](#), [graduate](#), and [tech](#) catalogs and in the [on-line Policies section](#) for law school students.

A grade appeal procedure is available for main campus students not in the School of Law who believe a grade awarded by an instructor is based upon reasons other than academic performance. The grade appeal procedure appears in several publications in print and on-line, including the [undergraduate](#) and [graduate](#) catalogs, the [Faculty Handbook](#), and the [registration information guide](#). The School of Law and Washburn Tech have created similar grade appeal processes for their students. The School of Law process is included in the [Faculty Handbook](#) and appears on its [website](#). The Washburn Tech campus process is included in the [Student Handbook](#) and the [Tech Instructor Handbook](#). A [summary](#) of the grade appeal resolutions (excluding law and tech) is maintained by the office of the Vice President for Academic Affairs. The School of Law maintains a [similar summary](#). A review of these appeals demonstrates a timely response to all requests and no pattern of misbehavior. While there is a formal procedure for contesting a grade, no formal procedure exists for student complaints regarding other academic issues (e.g., complaints about faculty, ability to enroll in required classes). Such issues are currently distributed to the relevant unit through the Office of Student Life on a case-by-case basis. Students are directed to contact the Office of Student Life about such issues on the [university website](#), and in the [undergraduate](#) and [graduate](#) catalogs.

The Office of Student Life developed a [student conduct code](#) in conjunction with student government representatives as [directed by the WBOR](#) to delineate student behavioral expectations on the college campus and the process for conduct code violations. Washburn faculty developed an [academic impropriety policy](#) to articulate student academic conduct expectations. The complete policies are available [on-line](#), and links to these policies are referenced in the [master syllabus](#), the [student handbook](#), and in the [undergraduate](#) and [graduate](#) catalogs.

The School of Law faculty have developed an Honor Code for their students which encompasses both academic and behavioral conduct. The Honor Code, which is posted [on-line](#), is discussed during orientation week with entering students who must sign a statement that they have read the code, understand the code, know whom to contact with questions, and have attended the orientation presentation.

An Intellectual Property Policy has not yet been implemented; however, university counsel is finalizing a draft Intellectual Property Policy that will be submitted for review by faculty in FY19.

### 2.A.3.

#### PERSONNEL

All employees are [required](#) to complete an on-line training program on preventing sexual harassment and discrimination. This training program must be successfully (80 percent correct) completed upon hire and every three years thereafter. By completing this on-line training, all employees of Washburn are made aware of what constitutes sexual harassment and discrimination and how to file a complaint.

The required one-day [new faculty orientation](#) includes a review of university policies which covers the areas of sexual harassment/violence/non-discrimination and Clery Act/campus security. Subsequent required orientation sessions are held the first year to provide additional information germane to new faculty. Staff also participate in an [orientation](#) in which they receive this policy information. The University Behavioral Assessment Team responds to [concerns](#) regarding troubling/disruptive/threatening campus behavior.

A [faculty grievance procedure](#) is available to resolve disputes concerning the terms and conditions of faculty employment and has not been used in recent history. A [similar procedure](#) has been developed for resolving staff disputes. From [2010 through 2017](#), 20 staff grievances were filed and were typically resolved within an average of 8 weeks.

The promotion and tenure guidelines for each academic unit are listed in the [Faculty Handbook](#). In the College of Arts and Sciences, each department has developed promotion and tenure [guidelines](#) which expand the general guidelines listed in the Faculty Handbook. The Center for Teaching Excellence and Learning annually hosts a [promotion and tenure workshop](#) which provides an overview of the general guidelines followed by breakout sessions for the various academic units to cover unit-related guidelines and criteria. In the FY2017 Higher Education Research Institute (HERI) [faculty survey](#), 79% of faculty somewhat/strongly agree the criteria for advancement and promotion decisions are clear.

### 2.A.4.

#### AUXILIARY

Residential Living is ethical and responsible in its conduct as it relates to residents, student staff, and professional staff members. Access to a [Staff Manual](#) is provided to all Professional Staff members. The [Resident Assistant Manual](#) and other support resources are provided to RAs. Residents on campus are held accountable to the signed [Housing Agreement](#), [Residential Living Handbook](#), and [University Student Conduct Code](#). Residents who request and are approved for a Service Animal or an Emotional Assistance Animal work through Student Services to obtain approval and then are held accountable by the signed [Agreements](#). All students who reside on campus are encouraged to complete a [Roommate Agreement](#). The Roommate Bill of Rights and Responsibilities is provided on the agreement and also in the Residential Living Handbook.

All Chartwells food service management personnel are required to attend webinars on [business ethics](#), [fair treatment](#), and [preventing workplace violence](#) policies. Each associate is provided human resource policies and procedures during orientation. Management is also required to hold daily meetings and periodically review human resource policies and procedures.

Student staff in the Memorial Union are trained on the [student employment handbook](#). They also receive a week of training in the fall semester which includes customer service and EEOC policies. New hires after the fall training receive individual training from the Director on relevant policies. The Ichabod Shop (Bookstore) in the Memorial Union requires employees to sign an [expectations form](#) upon hire for customer service (e.g., dress code, conduct, etc.). A refund policy is provided to customers who purchase items and is included on their [website](#).

The Purchasing Department uses a standard [process](#) for vetting and recommending all major contracts based on submitted [RFPs](#) including vending and banking services within the Memorial Union. The recommended vendor and contract amount are submitted for [approval](#) to WBOR.

#### **2.A.5.**

#### **FAIR AND ETHICAL POLICIES**

Washburn is committed to a [policy](#) of equal educational and employment opportunity without regard to race, color, religion, age, national origin, ancestry, disability, sex, sexual identity, gender identity, genetic information, veteran status, or marital or parental status. Responsibility for the monitoring and implementing policy is delegated to the [Equal Opportunity](#) Director (EOD); however, all employees share in the specific activities necessary to achieve these goals.

There is a [procedure](#) for making complaints of discrimination and/or harassment. The EOD [reviews all the complaints and inquiries](#) each year to determine if a pattern exists and if complaints were [resolved](#) in a timely fashion. Most years, this review reveals no pattern in the complaints and inquiries and timely resolution; complaints reported and inquiries made tend to be distinct and unique, and are addressed on a case-by-case basis. However, in 2016, the EOD noted an upward trend toward discrimination and stalking complaints. To address this trend, in FY2017 the EOD and Human Resources began providing "Respectful Workplace" and "Recognizing Bias" [trainings](#), with the goal of reducing the number of discrimination complaints by training employees on conflict resolution skills to resolve complaints at the inquiry stage. During FY2017 and FY2018, over 2,500 people received [training](#) in sexual harassment/violence, safety/substance abuse, ADA, and discrimination.

Every four years, an accessibility committee meets to revise Washburn's [transition plan](#) for the Americans with Disabilities Act (ADA). This committee includes faculty, staff, students, and the ADA Coordinator. In addition, an [accessibility website](#) is maintained on the university's website, and comments are sent directly to the ADA Coordinator for information or action if required. Examples of accessibility issues addressed include [adding wheelchair accessibility](#) to restrooms at Washburn Tech and developing a [strategy](#) to improve response time to out-of-service elevator equipment. One of the major ADA issues on campus is lack of accessibility in Carnegie, where

options are limited due to its historical significance. The university is currently exploring [options](#) to address this issue.

Members of the WBOR strive to educate themselves about current "best practices" in higher education. Most years, a [majority of the WBOR attend](#) the Association of Governing Boards' (AGB) Annual Conference on Trusteeship.

University employees and WBOR members are bound by conflict-of-interest policies which were [approved](#) by WBOR in the process of approving the entire WUPRPM. These policies are stated in the [WUPRPM](#), the [Faculty Handbook](#), and the [WBOR Conflict of Interest Policy](#). All administrators, faculty with supervisory roles, and [WBOR members](#) are required to submit annual verification of their compliance with the policy.

As a result of such initiatives, faculty reported the following in the 2017 [HERI Faculty Survey](#):

- 90% "somewhat/strongly" agreed that Washburn has standard reporting procedures for incidents of harassment/discrimination, and
- 85% "somewhat/strongly" agreed that LGBTQ faculty are treated fairly here; 84% that faculty of color are treated fairly; 85% that women faculty are treated fairly.

Moreover, few faculty reported encounters "often/very often" with discriminatory behaviors:

- 5% have assisted a student with a problem about discrimination;
- 4% have counseled a student who had been sexually assaulted;
- 2% have reported an incident of discrimination to a campus authority;
- 2% have reported an incident of sexual harassment to a campus authority;
- 2% have been discriminated against or excluded from activities because of their race/ethnicity or gender;
- 1% have been discriminated against or excluded from activities because of their sexual orientation;
- 2% have been discriminated against or excluded from activities because of their other identity;
- 2% have heard insensitive or disparaging racial remarks or comments about LGBTQ individuals; and
- 4% have heard insensitive or disparaging remarks about women.

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## 2.B - Core Component 2.B

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

### Argument

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Information about Washburn University's programs, requirements, faculty and staff, costs to students, and accreditation relationships is available to students and the public primarily through the University's website.

#### 2.B.1.

##### PROGRAMS AND REQUIREMENTS

All programs offered by Washburn University are listed on the University [website](#) and in the relevant [catalogs](#).

The general requirements for each type of undergraduate degree are clearly and completely described in the [Washburn University Undergraduate Catalog](#).

Requirements for specific undergraduate, graduate, and technical programs are listed individually in the relevant print and on-line catalogs, as well as on each department or academic unit's [web page](#).

Some departments further elucidate requirements and expectations in student handbooks. Examples include:

- [Respiratory Therapy Program Student Handbook](#) in Allied Health
- [Undergraduate Student Handbook](#) in Education
- [Student Handbook](#) in Music
- [Graduate Student Handbook](#) in Nursing

#### 2.B.2.

##### FACULTY AND STAFF

The Office of Strategic Analysis and Reporting (SAR) maintains a [web page](#) with information about [instructional faculty](#) and overall [employee](#) demographics and the number of [FTE Faculty by School/College and Department](#). Also included on this page is an [analysis](#) of faculty salaries.

Information about the qualifications and professional activities of [specific faculty members](#) can be found on the university [main campus](#) and [technical campus](#) websites. Faculty at the main

campus are also listed along with their home department and academic credentials at the end of the [undergraduate](#) and [graduate](#) catalogs.

### **2.B.3.**

#### **COSTS TO STUDENTS**

The current tuition and fees schedule for programs at the main campus is [posted](#) on the university website and in [admissions print materials](#), in the [Registration Information Guide](#) provided by the Course Scheduling Office, and is provided externally to [College Navigator](#) and to KBOR to post in Washburn's [data book](#) on its website. Main campus tuition and fee information is found on multiple university web pages, including [Admissions](#), [Financial Aid](#), [Student One Stop](#), and the [Business Office](#). The Director of Financial Aid updates and posts the [cost of attendance](#), including estimates of necessary student expenses beyond tuition and fees, once WBOR sets the tuition and fees schedule. For the technical campus, one web page lists the tuition and fees for [all programs](#), and [another page](#) provides links to program-specific expenses. Students on both campuses are informed in a timely manner about changes in tuition, fees, and related policies via email and the university website. Also, upper administration makes an effort to [inform](#) the Washburn Student Government Association about proposed tuition increases.

Available scholarship opportunities are published annually on the university [website](#), and informational [handouts](#) are provided at various orientation events.

Washburn provides an on-line [net price calculator](#), which allows prospective undergraduate students to calculate yearly costs given the number of anticipated credit hours, housing plans, and expected financial aid.

The tuition refund policy is clearly communicated to students on the university business office [website](#); in the [undergraduate](#), [graduate](#), and [Washburn Tech](#) catalogs; and in the on-line tech [handbook](#) discussed with students during New Student Orientation. The address of the business office web page is included in the [syllabus](#) of every course, and students can find individual course refund deadlines through the MyWashburn [portal](#).

### **2.B.4.**

#### **CONTROL**

The responsibilities of the WBOR are laid out in the WBOR [Bylaws](#). As required by the [Kansas Open Records Act](#), all regular meetings of the WBOR are open to the public. Meeting dates, times, and locations are [posted](#) on the university website at the beginning of each academic year. Meeting [minutes](#) and [agendas](#) are also posted on-line. Anyone, including media, who has requested to receive notice of meetings is emailed a link to the agenda when posted. The availability of the WBOR's deliberations allows the Washburn community and external constituents to confirm that the WBOR is fulfilling its responsibilities.

Washburn is one of the public institutions of higher education in Kansas and is [coordinated](#) by the Kansas Board of Regents (KBOR). This relationship is [indicated](#) on the WBOR web page. Although coordinated by KBOR, the WBOR retains its responsibilities for governance of the university provided for in the municipal university [statutes](#).

## **2.B.5.**

### ACCREDITATION

Washburn is transparent to its constituents and the general public regarding its accreditation relationships, both as an institution and in specific programs. Washburn's HLC accreditation is prominently displayed in the university catalogs ([undergraduate](#), [graduate](#), [tech](#)) and on the university website ([main](#), [tech](#)). Specific program accreditations are also listed in the university catalogs ([undergraduate](#), [graduate](#), [tech](#)) and on the university website, on a single [page](#) for programs offered at the main campus, and on individual pages for programs offered at the technical campus ([example](#)).

## **2.B.6.**

### MARKETING MATERIALS

Washburn University regularly revises admissions marketing and recruitment materials to provide accurate and timely information to prospective students. Academic program content is reviewed by the Executive Director of Enrollment Management and the Director of Strategic Marketing and Communication, along with members of the academic departments, on a [quarterly basis](#). Campus information is provided to prospective students via various marketing materials ("[Initial Visit](#)" [brochure](#), [Transfer brochure](#), [Financial Aid and Scholarships brochure](#), [Residential Living brochure](#), [Admission Toolkit](#)).

Keeping academic program information updates current has been a challenge. To address this challenge, the Office of Strategic Marketing and Communication was created in July 2017. The new Director created an extensive [manual](#) with written instructions and detailed processes for the review of all printed, web, and social media material which was distributed campus-wide in spring 2018.

Law School admissions [materials](#) are handled separately by that academic unit. Materials are reviewed each summer at the start of the new recruiting cycle and periodically throughout the year. All materials are reviewed by the Director of Admissions and the director of Marketing Communications. Faculty and staff review sections related to their specific area.

At [Washburn Tech](#), the Marketing Director and the Assistant Director of Admissions meet quarterly to review materials ([Fast Facts handout](#), [Viewbook brochure](#), [program sheets](#)), review social media, and review local advertising. They then meet with the admissions team and the Student Services Advising team to review plans for the next quarter and initiate changes. These changes are communicated to curriculum supervisors.

## 2.B.7.

### EFFORTS TO MAINTAIN AND IMPROVE TRANSPARENCY

To enhance communication with students, the public, and other stakeholders, the university website has recently been restructured, and a process has been put in place to maintain it. The following groups are involved in this maintenance process:

The [University Marketing Committee](#), with oversight provided by the Executive Staff, provides overall leadership, strategy, policy, and direction to Washburn University's websites and is responsible for communicating with the leadership of key constituent groups.

The [Web Operations Group](#) discusses and makes operational changes to websites and systems integrated within the websites.

The [Communications Working Group](#) brings together members of the Washburn community who are responsible for communications, including social media, for potential cross-promotion of events.

All departmental web pages are required to maintain consistency on the Washburn website. Each department [uses](#) a web advisor or appoints a Campus Content Manager (CCM) who is trained on the content management system (CMS) as well as accessibility issues.

Automated functions of the CMS are used to assist in maintaining ADA compliance. Web staff use SiteImprove, a tool that scans web pages checking for compliance errors and [providing detailed fix explanations](#).

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## 2.C - Core Component 2.C

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

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

### Argument

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#### 2.C.1

Washburn University is a municipal university, created and existing under state law. [Kansas statutes](#) give the institution's governing board the management and control of the municipal university. The [primary duties and expectations](#) of the Washburn Board of Regents (WBOR) are to hire and evaluate the president, provide financial stewardship, manage university property, oversee the academic enterprise, establish policies for governance of the university, and serve as liaisons with the community. New WBOR members learn their responsibilities as well as the mission, vision, and core values of the university, and their responsibility in preserving them, in a [New Board Member Orientation](#).

The deliberations of the WBOR are recorded in the meeting [minutes](#), which demonstrate the WBOR works to preserve and enhance the institution. Examples include the following:

1. [Initiation](#) of strategic planning cycles, [monitoring](#) of the processes, and [approval](#) of end results;
2. Approval of [new degree offerings](#);
3. Exploration and support of [capital improvement projects](#) designed to promote growth and well-being of the university;
4. Institution of a concerted effort to [reduce the gap](#) between Washburn faculty salaries and national faculty salary averages as reported by CUPA;
5. Review of [audited financial reports](#) annually.

The WBOR instituted market adjustments over multiple years for faculty identified to be farthest from salary equity targets.

The [agendas](#) for the meetings of the WBOR are established by the board secretary, in consultation with the president, the special assistant to the president, and the board chair.

Washburn is one of the public institutions of higher education in Kansas and is [coordinated](#) by the Kansas Board of Regents (KBOR) along with the community and technical colleges in the state. This coordination reduces duplication and increases course transferability among the state public postsecondary institutions. KBOR also oversees an annual operating grant that Washburn receives from the State of Kansas. Although coordinated by KBOR with some required reporting responsibilities, the WBOR retains its responsibilities for governance of the university provided for in the [municipal university statutes](#).

### 2.C.2

The Faculty Senate President and Vice President attend WBOR meetings (at least one of the two must attend) and [report](#) to the Faculty Senate regarding decisions which affect faculty interests. A representative of the [Washburn Student Government Association](#) (WSGA) and the chair of the Staff Council are encouraged to attend, although not required. The University [President's Report](#) to the WBOR includes updates on Washburn University and Washburn Tech initiatives. Various academic and campus-wide initiatives are presented as [informational items](#) throughout the course of each year to ensure that Board members are aware of major campus activities and events.

The University President meets with the [chair](#) of the Staff Council one week before each Staff Council meeting and meets with the WSGA president and vice president and two representatives of the Faculty Senate on a regular basis throughout the academic year. The President also meets with the [Alumni Board](#) and the Washburn University Foundation Board of Trustees to provide them with a report on campus activities.

Major initiatives like the [Campus Master Plan](#), [Vision 2022 Strategic Plan](#), and HLC [Quality Initiative](#), include significant opportunities for faculty, staff, student, and community members to comment and contribute before they are ultimately approved by the WBOR.

### 2.C.3

Washburn's governing board is made up of nine members, whose biographies are available [on-line](#). These biographies reflect relevant personal involvement to allow for public awareness and transparency. Their [appointment](#) by the city, the county, and the state as required by [statute](#) ensure that the interests of all of these constituency groups are maintained.

[Conflict of Interest](#) and standards of professional conduct policies are outlined in official documents. These [policies](#) apply to regents who act on behalf of the university. Each Board member annually submits a completed [Conflict of Interest Disclosure Statement](#) to the Vice President for Administration and Treasurer disclosing any relationships or financial interest which might give rise to a conflict or a perceived conflict involving the university.

[Bylaws](#) are in place to guide action of the WBOR including:

- Determination of required revenue for authorized expenditures,
- Budget approval,
- Authorization of university expenditures,
- Oversight of an annual financial audit,
- Consideration of legal matters,
- Oversight of buildings, grounds, and equipment, and
- Approval and oversight of new building construction and existing building renovations.

The WBOR operates in compliance with the [Kansas Open Records Act](#) to assure transparency.

#### 2.C.4

As mandated by the [WBOR Bylaws](#), the governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

WBOR Bylaws clearly define and differentiate the role and responsibilities of these individuals:

- [Board of Regents](#)
- [President](#)
- [Treasurer \(Vice President for Administration and Treasurer\)](#)
- [Vice President for Academic Affairs](#)
- [Deans](#)
- [Faculty](#)

The WBOR [role](#) in developing policy relating to academic and personnel matters includes retirement, tenure, regular faculty and administrative appointments, conferring of honorary degrees and awards, and granting of degrees.

Curriculum modifications and proposed academic policies are approved by the faculty in the relevant discipline and submitted through the academic unit's [governance process](#).

University matters, including establishment of new programs and academic policies, or issues affecting more than one of the Major Academic Units, are submitted to the relevant faculty senate subcommittee for review and recommendation to the Faculty Senate. The [Faculty Senate](#) as an elected body represents the faculty community regarding such changes and provides approval as appropriate. Some items are subsequently submitted to the General Faculty and/or the WBOR for additional approval.

The [General Faculty](#) (President, Vice Presidents, Deans, Librarians, tenure-track Faculty, and Lecturers on full-time annual contract) has authority to recommend actions on academic matters including:

- Changes in graduation requirements
- New degrees
- New majors or academic programs
- Elimination of existing degrees or major programs

- Creation of new academic departments
- General faculty governance

In essence, all academic policies and curricular decisions begin with the faculty and are referred through Faculty Senate and the General Faculty to the WBOR, who ultimately deliberate and render decisions.

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## 2.D - Core Component 2.D

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

### Argument

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#### 2.D.1

##### Relevant Policies

The Washburn Board of Regents (WBOR) Bylaws contain the university's "[Policy on Academic Freedom](#)." A "[Statement on Academic Freedom](#)," which is based on this policy, is found in the Faculty Handbook. Both documents indicate faculty are entitled to academic freedom in research and publication, and in choosing subjects to discuss in classes.

The [Student Conduct Code](#) and the [Academic Impropriety Policy](#) state that students are expected to conduct themselves in a manner that promotes learning and preserves academic freedom for all and provide explicit rules of academic and behavioral conduct.

One of the duties of the Faculty Senate [listed](#) in the Faculty Handbook is to promote and maintain academic freedom.

#### 2.D.2.

##### Support of Student Learning and Academic Freedom

The campus newspaper, the [Washburn Review](#), and a full-color glossy magazine, [Bod Magazine](#), are created by students. Students are free to choose topics and present their findings. The director of Student Media serves as a resource and offers training, regular critiques, and general advice.

Speakers are frequently invited to campus. Many of these speakers have viewpoints different from those of students or other campus members, including:

- [Student Activities and Greek Life speakers](#)
- [Gender Brown Bags](#)

There are also campus events related to current issues, which serve to educate and enhance campus conversations, including:

- [Debate Watch](#)
- [Phi Alpha Theta History Events](#)
- [Theatre Productions](#)
- [Lecture Series - Economics/Free Enterprise](#)



Each year, a potentially controversial, thought-provoking book is chosen to be read and discussed by the university community, as part of the [iREAD](#) program. The primary targets of this program are students enrolled in WU 101, who are required to read it.

Washburn's policies and support of faculty and student freedom of academic expression have resulted in no grievances or student complaints being lodged to administration.

Faculty express that diverse values and beliefs are respected on campus. According to the 2017 Higher Education Research Institute (HERI) [Faculty Survey](#), 93% "somewhat/strongly" agree that faculty respect each other at Washburn and 76% are "satisfied/very satisfied" there is tolerance of different faculty opinions and beliefs. In addition, 91% "somewhat/strongly" agree that their service is valued and 94% that their teaching is valued.

The [2013 Diversity Initiative Climate Survey](#) administered to students, faculty, and staff on the main and technical campuses reported the university is respectful (92% Main/94% Tech "Strongly Agree/ Agree"), the campuses provide programs for faculty, staff, administrators, and students to learn about different groups of people (86% Main/72% Tech "Strongly Agree/Agree"), and clubs, activities, and organizations reflect an appreciation for different groups of people (83% Main/75% Tech "Strongly Agree/Agree").

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## 2.E - Core Component 2.E

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

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

### Argument

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#### 2.E.1

Washburn University has detailed policies and procedures in place to address ethical conduct in research. These policies and procedures are [developed](#) and approved by the Washburn Board of Regents (WBOR) and implemented, administered, and monitored by the administration, the [Institutional Review Board](#) (IRB), and the [Institutional Animal Care and Use Committee](#) (IACUC).

The IRB reviews and enforces the federal protocols associated with projects involving human subjects. Research [proposals](#) must follow the guidelines indicated on the [IRB web page](#). Researchers must complete six [on-line IRB modules](#) covering different aspects of conducting ethical and socially responsible research. IRB training is required for receipt of any ([small](#), [major](#)) internal research grant. All modules are required if human subjects are involved; otherwise, one module is required. [From 2012-13 through 2016-17](#), the IRB reviewed 397 research proposals, approved 377 research proposals, returned 11 for revision prior to approval, and rejected 9 proposals because of potential harm to human subjects. As the number of faculty and student research projects has increased, [General Faculty](#) doubled the membership of the IRB review committee.

Policies for appropriate care and use of animals in research are [described](#) in a Faculty Handbook Appendix. Any researcher at Washburn who wishes to perform experiments involving non-human, non-embryonic vertebrates must submit a protocol to the chair of the IACUC for approval before proceeding. Currently (11/14/2018) one project is being conducted on campus involving non-human, non-embryonic vertebrates ([turtles](#)). Since the last HLC site visit, there was only one other behavioral study ([fish](#)). Proper procedures were followed for these studies.

Policies regarding the ethical and socially responsible acquisition and dissemination of knowledge are provided to all new faculty during the required [new faculty orientation](#) each year.

The VPAA is responsible for implementing and enforcing the explicit policies approved by the general faculty and the WBOR which relate to the integrity and practice of research. The vice president for student life works closely with the VPAA to make certain students understand the

[student conduct code](#) and the [academic impropriety policy](#) as they relate to the responsible acquisition and application of knowledge. Links to both of these conduct codes appear in the main-campus [Student Handbook](#), and the student conduct code appears in the technical campus [Student Handbook](#). Both of these are updated and distributed annually.

Washburn departments provide instruction in the safe handling and proper use of all chemicals and equipment. The Hazardous Waste Coordinator monitors hazardous waste storage and coordinates efficient/safe hazardous waste disposal according to state/federal regulations. As required by law, the Chemical Hygiene Officer has developed a [Chemical Hygiene Plan](#). Physical copies of the Safety Data Sheets (SDS) for the chemicals stored are [kept on-site](#) and retrieved electronically from a service. Students and staff receive orientation and training for hygiene in the classroom.

## 2.E.2

The following policies provide guidance to students regarding the ethical use of information resources.

- An [Academic Impropriety Policy](#), which specifically discusses plagiarism, is in place and widely disseminated through a master syllabus addition included on all [syllabi](#).
- A statement of position on the ethical use of technology and electronic resources is articulated by ITS and included in the [Acceptable Use Policy](#) that students must accept prior to logging in to the Washburn computer system.

One of the [learning outcomes](#) for WU 101 (First Year Experience-required of most incoming freshmen) is that students will "Practice academic honesty and exhibit ethical conduct," and "Ethics and Values" is one of the [topic areas](#) covered.

The [Board of Student Media](#) is made up of faculty (Mass Media, Senate representative), staff (SAGL director), and non-Mass Media students. Board members establish general policies for student publications and guide students in ethical media practices.

Each academic discipline is responsible for ensuring that standards for academic conduct and ethics are relayed to students majoring in that discipline. Most academic programs have included a [discussion of professional ethics](#) in major courses. The accredited professional programs make certain their students are aware of the [code of ethics](#) espoused by their respective professions.

## 2.E.3

Washburn University's position on integrity in research and scholarly practice is reflected in the [Statement on Professional Ethics](#) in the Faculty Handbook. This statement has been adopted by the General faculty, and includes a list of obligations for ethical scholarship.

The Faculty Handbook includes a [Policy Concerning Scholarly Misconduct](#), which applies to all faculty employed by Washburn University, and to any students assisting them. This policy specifies that Washburn complies with all federal laws and regulations and seeks to preserve the

integrity of research undertaken. Sanctions for violation of this policy are described in great detail.

The Faculty Handbook includes an [Academic Impropriety Policy](#), which applies to students. This policy identifies behaviors considered to constitute academic dishonesty and the actions that may be taken if academic dishonesty occurs. It is enforced by individual faculty members who may use their discretion in taking action and/or referring cases of academic impropriety to the Associate Vice President for Student Life for [adjudication](#) via the [Student Conduct Code](#) by using the [Academic Impropriety Reporting Form](#).

Students at Washburn's main campus are made aware of the Academic Impropriety Policy through multiple channels. The link to the Academic Impropriety Policy is given in the [Student Handbook](#), the [master syllabus](#), and in the [undergraduate](#) and [graduate](#) catalogs.

On the main campus, the Associate Vice President for Student Life (AVPSL) is the university official responsible for implementing the [Student Conduct Code](#). The AVPSL or his/her designee provides due process for students by following the proper steps related to the initiation, investigation, and [disposition of complaints](#) against a student as outlined in the Student Conduct Code. Any person may initiate a complaint against a student for an alleged violation of the Student Conduct Code. Complaints are submitted in writing to the AVPSL, although residence hall [incident reports](#) may be submitted to the Director of Residential Living. [Incident reports](#) filed with the university police are forwarded to the AVPSL for review and processing. Upon receipt of a complaint, the Director of Residential Living or the AVPSL, as applicable, notifies the accused student in writing that he/she may have committed a violation of the Student Conduct Code. Appropriate follow-up occurs as [described](#) in the Student Conduct Code.

On the technical campus, the Associate Director of Student Services is the official responsible for enforcing the Student Conduct Code. During [orientation](#) every student is shown the website and the code is reviewed. Students then sign off that Tech has informed them of the code of conduct. If students do not come to orientation a representative from Tech Student Services meets with them. About 95% of Tech students come to the orientation. Complaints involving a Washburn Institute of Technology student are submitted in writing to the Associate Director of Student Services.

In addition to the policies listed above, students of the Washburn School of Law are expected to abide by the School's Honor Code, which is available on the School [website](#).

The following logs provide evidence that Academic Impropriety Policies at the main campus, the tech campus, and the School of Law are enforced.

- [Log](#) of Academic Impropriety Cases handled by the AVPSL. A [review](#) of the log indicates a range from a high of 26 one semester to a low of 7 (excluding summer) with an average of 8 cases of plagiarism and 5 of cheating per semester.
- [Log](#) of Honor Code Cases handled by the SOL. A [review](#) of the log indicates a range from a high of five one semester to a low of one with an average of less than one case of

plagiarism, falsifying information, cheating, and classroom/campus behavior reported each semester.

- [Log](#) of Academic Impropriety Cases handled by Washburn Tech during FY2017 (first academic year these cases were tracked). One case of plagiarism and one of cheating were [reported](#).

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## 2.S - Criterion 2 - Summary

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

### Summary

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Integrity is one of Washburn's core values. In support of this value, the university has established and follows the policies and processes which appear in the By-Laws, the Faculty Handbook, and the University Policies and Procedures Manual.

All programs and graduation requirements are listed on the university website and in relevant catalogs. Faculty members at the main campus are listed along with their academic credentials in undergraduate and graduate catalogs. The most current tuition and fees for programs on both the main and technical campuses are posted on their websites and provided externally to College Navigator and to Kansas Board of Regents to post in Washburn's data book. The tuition refund policy is clearly communicated on the university website, in relevant catalogs, and in the student handbooks.

Keeping academic program information updates current has been a challenge which is being addressed through the creation of the Office of Strategic Marketing and Communication. A manual outlining review processes was completed fall 2018 to assist departments.

As a municipal university, Washburn University is governed by a nine-member board of regents with appointments by the state governor, the county commission, and the city mayor. Washburn is also one of the state public institutions and is coordinated by the Kansas Board of Regents. This coordination reduces program duplication and increases course transferability among public state institutions. As mandated by the By-Laws, the Washburn Board of Regents delegates day-to-day operations of the university to administrators and faculty members.

Detailed policies and procedures are in place to address ethical conduct in research. The Faculty Handbook includes a policy on faculty scholarly misconduct while students are bound by the academic impropriety policy and student conduct code made available to them in the student handbooks, on-line, and in relevant catalogs.

An Intellectual Property Policy has not yet been implemented; however, university counsel is finalizing draft Intellectual Property Policy that will be submitted for review by faculty in FY19.

### Sources

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*There are no sources.*

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

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

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

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

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

### Argument

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#### 3.A.1

Internally, at the main campus, currency and rigor are upheld by a well-defined [process](#) for making curriculum changes. The [process](#) begins with academic departments identifying necessary [new programs](#) or program changes, and generating a proposal. The proposal is then submitted to each of the following governing entities for approval in turn, as appropriate:

- Academic unit's curriculum approval process
- Faculty Senate Academic Affairs Committee for consideration and recommendation for approval (significant program changes, new programs, program deletions)
- Faculty Senate
- General Faculty
- Washburn Board of Regents (WBOR)
- Kansas Board of Regents (KBOR) (proposed new master level or higher programs)

This curricular currency and rigor are also upheld by a [system of regular program reviews](#), where one of the primary goals is to improve the quality of programs by assessing strengths and challenges.

Currency and rigor are upheld at the tech campus through its [curriculum change process](#) and [scheduled program reviews](#). Necessary program changes or new programs are proposed by the department and submitted for approval by these entities:

- Program Advisory Board
- Curriculum Committee
- Associate Dean of Instruction
- Dean of Washburn Tech
- Vice President for Academic Affairs (VPAA)
- WBOR
- Technical Education Authority (KBOR)
- KBOR

In both cases, curriculum changes are reviewed at multiple levels during the approval process to ensure changes enhance the identified learning outcomes.

Many programs at both campuses are accredited ([main](#), [technical](#)) by external agencies, which require that programs be both current and at an appropriate level of instruction. Additionally, many programs have [advisory boards](#), which enable the people supervising those programs to be aware of [current trends](#) in the relevant field. Both program accreditation and advisory board participation provide academic programs with external feedback and evaluation by their peers and by industry representatives.

Of the students completing the [FY2017 graduating student survey](#) when they applied for graduation, 92% rated the quality of their Washburn education as good (39.1%) or very good (53.6%).

### 3.A.2

All academic and technical programs offered by Washburn have Program Student Learning Outcomes (PSLOs). These PSLOs are listed in the relevant catalog ([undergraduate](#), [graduate](#)), and on the [website](#) of the offering department for programs offered on the main campus. For programs offered at the technical campus, PSLOs are indicated on program [information sheets](#), which are posted on-line. PSLOs for programs offered on the main campus must be [reviewed](#) by the [University Assessment Committee](#); PSLOs for [programs](#) offered on the technical campus must be reviewed by Washburn Tech's [Assessment Committee](#).

Graduate programs at Washburn have PSLOs that are [clearly differentiated](#) from PSLOs defined for undergraduate learning. Dual listed [undergraduate/graduate](#) courses have more rigorous expectations regarding the level of student learning and course assignments. Furthermore, [accreditation](#) of graduate programs by external organizations if available assures that Washburn's programs are consistent with national standards for graduate education.

### 3.A.3

Washburn takes steps to ensure that program quality and learning goals are consistent across all modes of delivery and locations. The [Academic Program Review guide](#) requires departments to discuss how they assure learning goals for their courses are addressed and assessed consistently across on-campus and on-line courses. The information provided is evaluated by the Program Review Committee to ensure program consistency. In the [Five-Year General Education Review](#), departments are required to compare for each USLO course objective the number of students assessed and the percentage meeting the course objective threshold in both seated and on-line courses. Additionally, university-wide program assessment plans and reports assure that students are meeting their programs' learning goals and that programs revise outcomes, assessment activities, and needed resources as necessary.

The [curriculum approval process](#) includes a thorough review which verifies that learning outcomes will be met regardless of mode of delivery.

The process for assessing PSLOs and USLOs is consistent across sections, even when some sections are offered in different ways. [Annual reports](#) for PSLOs provide aggregate data regardless of the mode of instruction. [Five-year reports for USLOs](#) provide analysis of disaggregated data, including face-to-face and on-line instruction as well as dual credit courses. Results are reviewed by department chairs and faculty prior to submission, allowing reflection on the attainment of the specific USLO within the report, regardless of mode of instruction.

The university provides support for faculty developing and teaching on-line classes. The Center for Teaching Excellence and Learning (C-TEL) created "Quality On-line Course Initiative" (2016) and "Managing an Active On-line Course" (2017) [training programs](#). Faculty members are encouraged to participate in these programs by means of a stipend. Since their inception, 52 and 24 faculty [participants](#) respectively have completed these programs. Faculty members may also request that their on-line courses be [reviewed](#) by faculty peers through [C-TEL](#). (Prior to the development of C-TEL, this voluntary review was done via the [Quality Matters review form](#).) An [ADA initiative](#) was launched in 2013 to ensure ADA compliance. While the university has made progress in training initiatives for on-line course development and validating quality of instruction in academic units with [extensive on-line programs](#), this remains an area of concern because not all academic units have a standardized university process to ensure the quality of on-line instruction. Review of new courses prior to initiation is highly encouraged but not mandatory. The academic units are in the process of establishing on-line course policies to ensure quality, consistency, and rigor as [recommended](#) by an ad hoc committee.

Concurrent Enrollment Partnership (CEP) classes, which are offered for college credit, are required to [mirror](#) learning outcomes of on-campus versions of the class. Instructors use a master syllabus approved by program faculty at Washburn, utilize approved textbooks, and use assessments which are [reviewed](#) by CEP Program Academic Liaisons. An [annual report](#) to KBOR regarding dual credit courses offered through Washburn University provides additional external oversight of the currency and rigor of these courses.

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## 3.B - Core Component 3.B

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

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

## Argument

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### 3.B.1

Washburn University's general education requirements are [designed](#) to provide students with a grounding in liberal arts and sciences, and to shape an informed, capable citizenry through a broad education in a range of disciplines. Students complete courses from three distribution areas: Natural Sciences/Mathematics, Social Sciences, and Humanities. To be approved as a general education course, the course must identify one [University Student Learning Outcome](#) (USLO) to emphasize. By ensuring students complete coursework from a wide array of disciplines in three [general education distribution areas](#) focused on transferable skills, students can "develop and ... realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens."

Because the main Washburn campus offers primarily baccalaureate degrees with a few targeted associate, master, and doctoral degrees, implementation of the new general education program has been crafted and focused on assessment of USLO achievement of baccalaureate students. Work has begun on the implementation of recently approved university student learning outcomes for graduate programs. Determination of USLO assessment for associate programs has not yet begun. Washburn Tech does not offer degrees, so it does not have identified campus-wide student learning outcomes; each academic program has its own unique [program learning outcomes](#).



### 3.B.2

The General Education Statement was crafted by faculty who contributed to a [wiki](#) (created fall 2009). Numerous General Education Statements were considered by the General Education Task Force who ultimately adopted a statement which was approved by the [faculty](#) and the Washburn [Board of Regents](#) (WBOR) that focused on introducing students to these principles:

- Ways of knowing
- Integrative knowledge
- Appreciation of historical context
- Common themes of human experience
- Social responsibility
- Analytical reasoning
- Civic engagement
- Development of practical skills and reflective habits of mind

The [Statement](#) further explains that the general education program is designed to provide students "with a grounding in liberal arts and sciences and shaping an informed, capable citizenry through a broad education in a range of disciplines" to ensure they "are equipped with the knowledge and skills necessary to engage with our rapidly-changing world over their lifetimes."

The main campus' Statement on General Education, the Student Learning Outcomes, and the General Education Requirements are clearly articulated in the [undergraduate catalog](#) and [university website](#). Since the tech campus awards certificates, only program learning outcomes have been identified for each specific certificate awarded and are posted on the [program website](#).

The substantial faculty involvement in the creation of the general education mission statement and the USLOs resulted in 63% reporting in the 2017 Higher Education Research Institute (HERI) [Faculty Survey](#) they were very/extremely supportive of the USLOs and an additional 25% were mostly supportive.

### 3.B.3

All incoming full-time first-time freshmen are required to take the course [WU 101: First Year Experience](#). The primary skill emphasized in this course is information literacy; the ability of individuals to recognize when information is needed and the ability to locate, evaluate, and use effectively the information needed. The USLOs, which engage students in developing skills adaptable to changing environments, are emphasized in required [general education courses](#).

Every [academic program](#) requires capstone/portfolio projects, exhibitions, or internships that include the expectation of independent research and/or creative work where students collect, analyze, and communicate information and develop skills adaptable to changing environments. According to the [2017 NSSE high-impact practices indicator](#), 69% of Washburn seniors reported participating or planning to participate in a culminating senior experience, which was comparable to both the plains public comparison group and all seniors completing the NSSE

(both 71%). The faculty roundtable NSSE discussion focused on a concern that only 69% reporting participation in a culminating senior experience and resulted in a decision to ensure the [course descriptions](#) and syllabi for all capstone activities clearly identify them as the culminating experience for seniors.

### 3.B.4

Students are exposed to diversity at many levels throughout the curriculum. Diversity is highlighted in *WU 101: The Washburn Experience*, the course taken by most entering freshman students. This course includes an [assignment](#) about diversity and requires attendance at co-curricular activities that many times push students to interact with diverse populations on campus.

Most students will expand on what was learned in WU 101 in over 55 [general education courses](#) which address the "Global Citizenship, Ethics, and Diversity" USLO (SLO-GED). Many [courses](#) outside of the general education program and the recently implemented "[themester](#)" also expose students to the human and cultural diversity of the world in which they live.

Some programs offer minors or certificates in diversity-related studies:

- [Women's and Gender Studies Minor](#)
- [International Business Minor](#)
- [International and Comparative Law Certificate](#)
- [Latin American, Caribbean and Latino/a Studies Minor](#)
- [Civic Engagement Poverty Studies Minor](#)

Opportunities are available for students to study abroad through the [Office of International Programs](#), the [International Education Washburn Transformational Experience](#) (WTE) program, and some individual academic units ([CAS](#), [SAS](#), [SOBU](#), [SOL](#), [SON](#)).

The Office of International Programs provides [study abroad](#) opportunities through [faculty-led international courses](#) or through individualized international experiences. In FY2017, International Programs awarded \$159,076 in support of [student travel](#) and \$31,000 for international [faculty travel](#) (71% and 11% increases respectively over the past ten years). In addition, over the past eight years, the Modern Languages Department has [awarded](#) an average of \$31,100 annually for study abroad scholarships depending on the number of students wanting to pursue this academic opportunity. Over the past ten years 1,829 Washburn [students have traveled](#) internationally to between 21 and 37 countries each year and received travel scholarships averaging \$860 per student. The number of Washburn faculty traveling internationally has increased from 20 to 26. In addition, fourteen new [international exchange programs](#) have been created. The number of [students participating](#) in faculty-led programs has remained steady, with an average of 12 programs and 181 participants per year.

In addition to the International Education WTEs, the Exploring America WTEs can also provide students an opportunity to see and experience diverse groups within the United States. From [FY2009 to FY2019](#), an average of 33 students have taken advantage of this opportunity annually.

Monthly [brown bag lectures](#) are sponsored by the Office of International Programs. Lectures are typically presented by faculty and staff members who have received international travel funds and are open to all university constituents, as well as to the community at large. These informal presentations provide an additional venue for increasing global awareness.

### **3.B.5**

As indicated in Washburn's [Mission Statement](#), Washburn University is "committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction." Student and faculty scholarship and creative work take place within this context.

Faculty scholarship is promoted through [small](#) and [major](#) internal research grants awarded annually. During the [FY2015 through FY2018](#) academic years, an average of 14 faculty members were awarded grants from a pool between \$27,000 and \$46,000 annually to promote scholarly research. From FY15 through FY17 the number of [scholarly activities](#) increased in each academic unit except for the School of Law.

The university's support of student scholarship (e.g., [Apeiron](#), [WTE](#), [Debate](#), [K-INBRE](#)) provides opportunities for students to deepen their knowledge and apply that knowledge in a practical way. This ability to connect the classroom with the real world provides students with the chance to make connections that will assist them in becoming lifelong learners, a central focus of the university mission. These [applied learning opportunities](#) are abundant at Washburn, and the university strives to make certain every interested student can take advantage of them.

[Academic sabbaticals](#) allow faculty to focus on scholarly and creative work exclusively without the time-intensive responsibility of teaching for a semester. Between FY2009 and FY2018, eight to ten academic sabbaticals were awarded annually.

The Washburn University [Office of Sponsored Projects](#) provides resources and assistance to faculty, staff, and administrators to foster project ideas, locates external funding opportunities, strengthens grant writing and research skills, develops grant proposals, and assists with compliance. In FY2013, 29 applications were [submitted through the Office](#) by Washburn University and Washburn Institute of Technology staff. Nineteen applications were approved and more than \$2.5 million was awarded to Washburn from external sources. In FY2017, 44 applications were submitted with 22 awarded for approximately \$3.4 million.

Faculty scholarship is promoted through a rigorous [tenure and promotion process](#) that sets expectations for scholarly production consistent with the university mission. While academic production requirements vary among [academic units](#), unit-level tenure and promotion review [committees](#) and the [University Promotion and Tenure Standards Committee](#) assure that academic performance is [evaluated](#) consistently.

The Scholarly/Creative WTEs encourage intellectual inquiry and scholarly endeavors by students. Since the inception of the [WTE Program](#) in 2008, an average of 158 students per year

have been awarded an average of \$465 per student to facilitate their scholarly activities. From 2008 through 2018, 1,575 students completed scholarly and creative projects.

The School of Law promotes student research and scholarship in a number of ways, including in student seminar work, presentations to the Bar, encouragement to participate in national writing competitions, and participation in the [\*Washburn Law Journal\*](#). Students are invited to become members of the Journal based upon superior academic and writing abilities.

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## 3.C - Core Component 3.C

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

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

## Argument

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### 3.C.1

The university has made a significant investment in its full-time faculty on both campuses. Full-time [faculty members](#) teach a high percentage of lower-division, upper-division, and graduate classes. In 2017-2018, 23% of [Washburn's faculty FTE](#) on the main campus were part-time or adjunct and 8% of [Washburn Tech's faculty FTE](#) were part-time or adjunct.

At the main campus the goal is that no more than 30% of the credit hours taught are provided by adjunct instructors (four-year [overall average](#) 18.5%).

Washburn's mission statement clearly articulates the institution's commitment to high levels of student-faculty interaction. With a [15:1 student-faculty ratio](#), the university provides a student-centered, teaching-focused learning experience.

An annual analysis of full-time faculty shows the percentage (73%) of tenured or tenure-track faculty at Washburn's main campus is [comparable](#) to the majority of the Kansas regents' universities.

### 3.C.2

Qualifications of all faculty are consistent with the Assumed Practices established by the Higher Learning Commission. 81% of full-time instructional faculty on the main campus have the highest degree offered in their [field of study](#). Faculty who are not academically credentialed have been evaluated by department chairs and academic unit deans and approved by the Vice President for Academic Affairs (VPAA) to ensure that the alternative criteria for [tested field experience](#) has been met based on the [guidelines](#) identified in the Faculty Handbook.

The minimum qualification for faculty on the main campus is a master's degree in the discipline taught, or alternatively a master's degree in a related field with at least 18 hours of graduate work related to the course taught. Exceptions to the minimum academic credential requirement require special permission from the VPAA based on tested field experience. However, [dual credit course instructors](#) can currently be in the process of obtaining academic qualifications. As of June 2018, 62% of dual credit course instructors are fully academically qualified and 38% are on academic plans. Based on the plan identified in Washburn's [approved extension](#), course instructors who are not currently academically qualified are in the process of attaining academic qualifications. [Correspondence](#) with CEP partners in spring 2017 further outlines the plan for attaining the required qualifications. Progress is monitored by the College of Arts and Sciences, and instructors who fail to follow through on their academic plans will be removed as CEP instructors. Great credential acquisition progress has been made due to [participation](#) in a [KBOR-funded grant](#).

According to the Washburn Tech [instructor qualifications policy](#), “technical instructors who are teaching courses within a technical program that leads to a KBOR-recognized certificate must have a Bachelor's degree with 48 credits in the subject areas related to their teaching field or, alternatively, at least a high school diploma or equivalent, a valid industry-recognized credential (if available), and a minimum of 4,000 hours of work experience in the specific or related technical field.” In [FY2017](#), 29% of the technical instructors were academically qualified; 71% were qualified by tested field experience/technical credentials.

Maintaining highly qualified faculty is a challenge. Although the university is committed to having competitive salaries, some departments face challenges in hiring full-time faculty due to a [salary structure](#) below national means. In the [2017 HERI survey](#), 67% of faculty expressed dissatisfaction with their salary but were satisfied with their health (73%) and retirement (80%) benefits. The university has attempted to address some of these challenges as additional funds become available. From [FY2013 through FY2017](#), Washburn provided \$462,599 in academic equity adjustments and \$327,993 in non-academic equity adjustments above the percentage merit pool increase provided to deserving faculty through either unit-level allocations or new funds from identified equity pools.

### 3.C.3

According to the [Faculty Handbook](#), for [tenure and promotion](#) as well as for [salary increases](#), teaching, service, and scholarship are evaluated annually by academic units at the main campus. For all units, effective teaching is a necessary component for tenure and promotion and is evaluated on an ongoing basis. Completed student perception forms are required every semester throughout the university in all courses. Adjunct faculty are also evaluated using student



perception forms; in many departments they are additionally required to have their teaching evaluated by a peer or the chair of the department.

Each academic unit has chosen an instrument by which students evaluate their courses and the instructors of those courses every semester. The following are the instruments used.

- College of Arts and Sciences: "Student Instructional Report II" ([SIR II](#)); Some individual departments supplement the SIR II surveys with their own surveys (*e.g.* [Education](#)).
- School of Applied Studies: Face-to-face courses -- [Instrument](#) developed by the faculty within the School; On-line courses -- [Smart Evals](#).
- School of Business: "Student Instructional Report II" ([SIR II](#)).
- School of Law: [Instrument](#) developed by the faculty within the School.
- School of Nursing: ([Explorance Blue](#))
- Washburn Tech: [Instrument](#) developed by Washburn Tech.

Although the instrument used varies by academic unit, in all cases students are asked to evaluate the course and its instructor in categories including effectiveness, responsiveness, intellectual challenge, and organization. These evaluations are reviewed by the faculty member and department chair/dean of the academic unit.

Full-time faculty are evaluated every year through assessment of their [Annual Activity Reports](#) at the main Washburn campus. Department chairs or academic unit deans provide written comments on faculty performance in the areas of teaching, scholarship, and service, and faculty are typically evaluated with reference to the following:

- Student evaluations
- New course development and curriculum innovation
- Classroom observation
- WTEs/Independent Studies/Internships/Honors Contract supervision
- Measurable student success
- Research contributions
- Service to the unit/department, university, and community

As part of the tenure and promotion process on the main campus, the university has a formal [pre-tenure review](#) requiring faculty to complete a portfolio describing their accomplishments to date in teaching, service, and scholarship. These portfolios are reviewed by the department (in the College of Arts and Sciences and School of Applied Studies), the unit promotion and tenure committee, and the dean. This is an opportunity to identify strengths and challenges and to direct the faculty member to appropriate resources.

First-year faculty members on an annual contract are mentored in the classroom by the chair or a faculty member from the department in which they teach. They are evaluated on their teaching effectiveness, engagement with students, and current knowledge in the field. On-line courses may be reviewed either formally through the Quality On-line Course Initiative (QOCI) [process](#) or informally by [peer review](#) at the request of the instructor or relevant dean.

The [Washburn Tech Instructor Handbook](#) states that instructors will be evaluated through an [evaluation process](#) in which the instructor participates in "[self-assessment](#), reflection, [presentation of artifacts](#), and [classroom demonstration\(s\)](#)". Instructors who have been teaching at Washburn Tech for more than 3 years are evaluated every third year. New instructors are [evaluated](#) every year for the first 3 years. Students complete [perception surveys](#) on both full-time and adjunct instructors. Faculty who teach in programs requiring certifications and or licensure are expected to keep current in their own credentials.

### 3.C.4

Training and professional development opportunities are available to faculty when they begin at Washburn and continue throughout their tenure at the university. New faculty are required to attend a one-day [New Faculty Orientation](#) before the fall semester begins, as well as additional orientation sessions throughout their first year. During the orientation, new faculty participate in informational sessions regarding teaching, assessment, faculty governance, and the university's learning management system. New faculty are [assigned mentors](#) at the initial session. Throughout the academic year, events are organized where mentors can provide support to new faculty. There is also a central location on the Center for Teaching Excellence and Learning (C-TEL) [website](#) where new faculty can find various resources organized into relevant categories.

[C-TEL](#) promotes excellence and innovation in teaching in order to enhance student learning, and provides a plethora of [opportunities](#) for faculty professional development. Ongoing [training](#) for faculty occurs through C-TEL focused mainly on the [four pillars](#).

C-TEL provides a variety of [training incentives](#) to faculty for participating in professional development opportunities, including a modest stipend for adjunct faculty who participate in multi-day workshops. Stipends are also provided for [faculty teaching fellows](#) who assist the C-TEL director in providing programming for the various initiatives supported by the Center. Non-monetary incentives are available in the form of badges and certificates for participation as well as participation tracking reports which can be requested for inclusion in tenure and promotion petitions.

A diverse [Internal Grant Program](#) targets all major areas of faculty professional activity including: [Curriculum Development](#), [Assessment](#), [C-TEL Pedagogy](#), [Faculty Development](#), [Research](#), and [International Travel](#). These annually awarded funds support faculty as they grow in their teaching and scholarship. Funds have remained relatively stable even during years when university-wide budget cuts were required.

In addition to university-wide grants, individual academic units provide [funding](#) for conference attendance and presentations.

Washburn supports a traditional [academic sabbatical program](#) on the main campus. Faculty are eligible to apply once they have completed six years of full-time service at Washburn. This sabbatical leave program is designed to allow [faculty](#) the opportunity for research and study to enable them to enrich substantially their teaching effectiveness and/or engage in a substantial

scholarly project. Faculty receive full pay for approved semester-long academic sabbaticals and half pay for two-semester sabbaticals.

A unique [Sweet Sabbatical Program](#) complements Washburn's academic sabbatical program. The Sweet summer sabbatical program provides an opportunity for Washburn faculty and administrators to apply for funding to support projects outside Kansas (national and international). Sweet sabbatical [recipients](#) bring renewed energy and new insights to their teaching and scholarship. From 2009 through 2018, an average of \$91,400 for eleven participants has been spent annually.

Information Technology Services (ITS) offers generalized technology [training](#) and instructional technology support to faculty in all supported software and hardware. The majority of the training is in a self-help printable area linked from the ITS website. Face-to-face training sessions are offered at different times as needed in areas such as Desire to Learn (D2L) training for new faculty every fall, on-line education training (beginning of each semester), and Banner grades export training (end of each semester). The ITS instructional designer is available for one-on-one training as needed.

Although this program is currently being revised, for several years faculty and staff were provided with the opportunity to participate in [Leadership Washburn](#). Faculty who assume administrative roles are typically provided a mentor and specific leadership training (Example: [CAS Chair Handbook](#), [SAS Chair Handbook](#)).

An [Office of Sponsored Projects](#) is available to provide assistance to faculty in obtaining [external funding](#) for research or pedagogical projects.

Through the [Educational Assistance Program](#), Washburn employees can [enroll](#) in one class per semester at no cost to enhance their knowledge of a subject of interest to them.

The results of the 2017 Higher Education Research Institute (HERI) [Faculty Survey](#) support the assertion that faculty appreciate and take advantage of the professional development opportunities provided by Washburn:

- 74% participated in organized activities around enhancing pedagogy and student learning;
- 55% participated in professional development opportunities on funded workshops outside the institution focusing on teaching;
- 86% somewhat/strongly agreed that there is adequate support for faculty development; and
- 55% agreed/strongly agreed that Washburn provides sufficient Instructional Design support for on-line course instructors.

However, only 46% reported frequently/very frequently participating in professional development activities that focus on best practices in teaching and learning. C-TEL has developed a [plan](#) to encourage additional faculty to take advantage of these teaching and learning professional development activities.

Faculty expressed concern regarding support of adjunct instructors by responding they "agree/strongly agree":

1. Adjunct/part-time instructors at the institution have the resources necessary to teach (41%);
2. There is adequate communication between full-time faculty and adjunct/part-time instructors in their program (38%); and
3. Their department or program has an adequate orientation process for adjunct/part-time instructors regarding processes and procedures (23%).

In order to address the adjunct professional development concerns expressed, C-TEL has

1. Created C-TEL [Faculty Teaching Fellow](#) for Adjunct Initiatives to address adjunct instructional needs and improve communication regarding professional development opportunities;
2. Developed a [three-day](#) Adjunct Institute focused on the classroom environment, course design, and active learning (offered annually either on-line or face-to-face, 54 having participated as of [fall 2018](#));
3. Invited adjuncts to attend the annual [New Faculty Orientation](#) (with seven attending in 2017).

The [2017 HERI roundtable discussion](#) provided a recommendation to departmental chairs to review their adjunct support policies and implement strategies to improve areas of concern.

### 3.C.5

The [Faculty Handbook](#) outlines the responsibilities of all full-time and part-time faculty (including adjuncts) for holding office hours on the main Washburn campus. The Washburn Tech [Instructor Handbook](#) outlines the requirements for the technical program instructional day for all technical course instructors.

On the [2017 NSSE survey](#), first-year students ranked Washburn advisors above comparison institutions in terms of the number of times they met with their advisor and advisor availability; and ranked Washburn advisors equivalent to comparison institutions in terms of listening to students' concerns and questions, helping understand academic rules or policies, and informing students of important deadlines and academic support options. Senior students on the 2017 NSSE ranked Washburn advisors above comparison institutions in all categories of availability and support.

Faculty also perceive they are accessible to students, reporting in the 2017 [HERI survey](#) that they frequently

- Help undergraduate advisees plan their course of study (87%)
- Discuss career and post-graduate goals (74%)
- Discuss their academic performance (70%)
- Inform them of their academic support options (60%)

- Provide information on other academic opportunities (58%)

They reported as "somewhat/major" strengths:

- Providing constructive feedback to advisees (79%)
- Working with advisees on educational choices and strategies (66%)
- Exploring career options with advisees (53%)

### 3.C.6

Position descriptions form the foundation to ensure all staff are appropriately qualified:

- [Financial Aid Director](#)
- [Washburn Tech Financial Aid Officer](#)
- [Professional Academic Advisor](#)
- [Washburn Tech Career Navigator](#)
- [Campus Advocate](#)
- [Assistant Director Residential Living](#)
- [Residence Hall Coordinator](#)
- [Student Activities and Greek Life Director](#)

Student support services staff at the main campus are encouraged to participate in professional development activities to remain up to date regarding changes in regulations and best practices in their fields. Participation in professional development activities for student support staff is also encouraged at the tech campus. During [FY2017](#), several Tech staff attended or participated in national conferences, regional conferences, and webinars.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

## Argument

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### 3.D.1

Washburn developed strategies first using Ellucian Advise and now EAB's Student Success Collaborative (SSC) that assign students [individual risk indicators](#) that trigger corresponding success interventions based upon previous academic performance and other identified factors (e.g., first-generation status). SSC Campus distinguishes between residential, commuter and on-line students, so interventions can be tailored based on the student category.

The [Center for Student Success and Retention](#) (CSSR) facilitates students' abilities to meet their academic and intellectual potential by providing advising, tutoring, and first-year experience programming. Developmentally appropriate [advising](#) and an individual success intervention plan are provided for on-campus and on-line students deemed to be "at risk." Students admitted by exception to regular admissions standards are required to participate in the [Passport for Success](#) program. Students in this program work with an academic advisor to develop an academic plan based on educational and life goals. Retention rates for students in this program have increased from 31.7% for fall 2013 to 57.7% for fall 2016. Students placed on probation are required to complete the [Students Taking Academic Responsibility \(STAR\) Program](#) before they are eligible to enroll in their next semester. The STAR Program is a combination of workshops, on-line modules, and face-to-face or on-line meetings with a member of the Center for Student Success staff. Since its inception in fall 2015, [participation rates](#) have held steady around 65-80%, and the percentage of participants who have increased their GPA is 69%. The program has reduced [academic suspensions](#) from 125 in Spring 2014 to 7 in Spring 2018.

The [national award-winning](#) Ichabod Success Institute helps underrepresented first-time direct-from-high school students (including, but not limited to, low-income and first-generation students) successfully transition into Washburn University beginning with a 5-week residential program each July. The program consists of coursework, activities, and services across a student's first two years of study at Washburn University designed to put him/her on the path to college success. The [Institute](#) was established summer 2016. From the [first cohort](#) of 20 students in the Institute, all successfully completed their fall 2016 academic program; 19 of 20 were retained from fall 2016 to fall 2017 and 8 earned an associate degree spring 2018. CSSR projected, entering their third year that 9 of 20 students would remain enrolled. In fall 2018, 17 of 20 (85%) students are enrolled.

The [Ichabod Ignite](#) program was [approved](#) for implementation in fall 2017 to support first-time direct-from-high-school students who do not meet the stated admission requirements of Washburn University's regular or exception undergraduate admissions criteria. Of the first cohort of 39 students, 23 (59%) returned to Washburn University in Fall 2018. Two went to Washburn Tech for a combined retention rate of 64%.

Washburn recently renovated Morgan Hall to create a Welcome Center which has become a popular gathering place for students. The Center provides a "one-stop" location for students to take care of a range of school-related business. The [Student One Stop](#) creates a seamless organization of the Admissions, Business, Financial Aid and Registrar offices and provides assistance to all students regarding enrollment and registration, general financial aid, business office services, university admissions, and transcript services. In a [two-year period](#), the Student One Stop supported over 42,000 in-person visits and phone calls.

For current students, the [Financial Aid Office](#) offers financial literacy programming, an annual FAFSA filing workshop in the fall semester, and in-person advising on financial matters. Additionally, the Financial Aid Office sends [multiple communications](#) to registered students throughout the year. There are currently 4,822 students using financial aid at the university.

All Washburn students, faculty, and staff are eligible to visit [Student Health Services](#) free with a valid Washburn ID; however, fees are assessed for laboratory testing, X-rays, and immunizations. In most cases, no appointment is necessary. The clinic is staffed by state-licensed, nationally certified nurse practitioners. During FY2017, 5,155 [patient appointments](#) were handled by Student Health Services with the vast majority of the patients being students from the main campus.

[Counseling Services](#) provides short-term counseling for students delivered by staff who are licensed mental health practitioners in the State of Kansas. Crisis support, advocacy, and case management services are available as needed. If a student's needs cannot be provided for on campus (the student's level of need exceeds level of care available, it is impractical for the student to be on campus, etc.) providers actively work to coordinate service with appropriate mental health providers or agencies in the community. During the [2017-2018 academic year](#), Counseling Services provided 1,499 appointments and made 239 on-campus and 26 off-campus referrals. The current number of counselors employed by the university is below the International

Association of Counseling Services' [recommendations](#) while demand for service continues to increase. The university is working to address this need in a number of different ways.

- Staffing
  - Annual clinical intern placements have [expanded](#) from one half-time intern to two to three half-time interns. Additionally, student workers were hired to provide administrative assistance.
  - In FY2017, the Victims of Crime Act (VOCA) grant was secured to provide Victim Advocacy services on campus. The Victim Advocate was moved to University funding, retitled to [Campus Advocate](#), and housed in Counseling Services in October 2017.
  - The Center for Student Success added a [social worker](#) in FY2018 to work with on-campus and on-line students identified as high-risk.
- Outreach
  - The university collaborated with Missouri Partners in Prevention program to offer [Ask Listen Refer](#), online suicide prevention training which also provides information regarding campus and community resources.
  - Counseling Services maintains a [referral database](#) of community providers and agencies interested in accepting referrals and obtains updates from referral partners annually.
  - Student Life hopes to partner to expand substance abuse services for Washburn students by exploring practicum or internship opportunities with students studying substance abuse counseling at Washburn.

A grant received from the Office of Violence Against Women for Sexual Assault Prevention and Education was used to implement a [bystander intervention training program](#) for incoming students.

[Career Services](#) helps students identify and achieve their professional goals. The services offered include major exploration and career counseling as well as job search preparation and execution. Services are free to Washburn on-campus and [on-line](#) students and alumni. In [FY2018](#), Career Services held 735 unique student appointments and provided 131 career presentations to 3,790 attendees. For the class of 2016-2017, of those [reporting a new job](#) (not continuing with the same employer), 61.6% had used Career Services (265 out of 430 reporting "new" jobs and responding to the Career Services usage question). Over the last four class years, an average of 58% of those reporting new jobs have also reported using Career Services.

The [Office of University Diversity and Inclusion](#) provides and coordinates relevant services for veterans, students with disabilities, and non-traditional students. During FY2017, the Office [coordinated the benefits](#) for an average of 232 military students per semester. Between spring 2013 and spring 2017, the Office provided accommodation [services](#) for an average of 123 students per semester in 114 classes using 38 note-takers and administered an average of 374 testing accommodations. Information Technology Services assists in the effort to provide [accessibility accommodations](#).

The [Math Tutoring Center](#) provides free assistance to Washburn students in most lower-division math courses. Typically, between 800 and 1,000 [student tutoring sessions](#) are held in a given semester. On-line mathematics instructors may assist students through discussion boards, phone conversations, e-mail, and publisher-provided on-line tutoring.

The [Tutoring and Writing Center](#), which is part of the [CSSR](#), provides tutoring at Mabee Library in [multiple subjects](#). All services are also available to on-line students.

The Washburn Tech Learning Assistance Center, The Advantage Center, provides opportunities for under-prepared individuals to acquire skills to succeed in technical training programs and gain employment. The [Advantage Center](#) is designed to serve a variety of individuals. During the FY2017 academic year, the Advantage Center was [visited](#) over 4,200 times for assistance.

The Washburn Tech [Care Closet](#) provides short-term emergency assistance to Washburn Tech students and staff who are in crisis situations, with the hope that students will be able to complete their training and staff will be able to focus on carrying out their job responsibilities. In [FY2017](#) the Care Closet served 41 staff and students.

The Washburn Business Office administers an emergency student loan program for on-campus and on-line students to assist with potential short-term financial crises. From [FY2012 through FY2016](#) the Business Office annually on average loaned out \$16,000 in emergency loans to between 25 and 45 students.

### **3.D.2**

At the main campus, all first-year, direct-from-high school students are required to submit ACT or SAT scores. The [ACCUPLACER exam](#) is used to provide [recommendations](#) for Math and English courses; however, the Mathematics Department will soon implement diagnostic testing and [curricular reforms](#) to address specific weaknesses.

Prospective Washburn Tech students must take ACCUPLACER for program admission. Students are required to take the ACCUPLACER Arithmetic and ACCUPLACER Reading Comprehension and meet score requirements for their [chosen program](#). Washburn Tech [strictly enforces](#) ACCUPLACER policies.

The [First Year Experience \(FYE\) program](#) is designed to help students transition into college life. Many Washburn students are first-generation college students and the first-year experience focuses on pragmatic issues related to this transition and proactive advising of our new students.

Academic programs such as the [University Honors Program](#), [Leadership Institute](#), and [Learning in the Community \(LinC\)](#) provide highly motivated students an opportunity to enrich their education.

### **3.D.3**

[Academic Advising](#), a component of the CSSR, provides advising services to all exploratory students, at-risk students, and others as necessary. Advisors work [one-on-one](#) with each student to make sure they are aware of the different programs available and are on track and completing required courses. The office keeps [yearly statistics](#) for the number of students who meet in person with an advisor in their office, and in CY2017 this number was 3,653. The Academic Advising Office has developed [dedicated advisors](#) in numerous areas of specialty advising (e.g., athletes, non-degree seeking, students on probation). Targeted developmental advising for at-risk students assures that students are placed in classes appropriate to their skill level.

Many faculty members serve as academic advisors to students in their programs. Faculty are invited to attend an annual [academic advising workshop](#) conducted by professional academic advisors. An [Academic Advising Handbook](#) is maintained by Academic Advising and made available to all faculty so that they can provide consistent, current information. Students are required to participate in one-on-one advising sessions with their advisor each semester to obtain their registration PIN. This assures that students receive advice on how to remain on-track to degree completion.

Larger schools ([Nursing](#) and [Business](#)) with programs that are highly regimented employ specialized advisors to assure that students progress through their programs.

Washburn invested in Ellucian [Degree Works](#) and [EAB Student Success Collaborative](#) software, comprehensive academic advising, degree audit, and transfer articulation solutions to help students graduate on time. Phase 1 of Degree Works -- the degree audit module -- was implemented during the fall 2016 semester, followed by the student education planner module in spring 2017 and the transfer equivalency module in fall 2017. EAB SSC was implemented in fall 2018. It is too early to know whether these new products will assist with on-time graduation rates.

At Washburn Tech, Student Services staff members are available for [academic advising](#). The career navigators meet with all incoming students individually in their first semester at Washburn Tech (approximately 700 students each fall/300 each spring). They also meet with all students individually during their semester before graduation (approximately 600 students each semester.) In addition, advisors meet with all students collectively by program each semester for re-enrollment discussions and dissemination of pertinent program information.

### **3.D.4**

After the 2008 site visit, concerns were expressed and a progress report requested regarding library facilities and staffing not meeting the needs of members of the Washburn community. The institution is committed to its libraries as an integral part of the learning environment. The main university library, [Mabee Library](#), and two specialized libraries, [Carnegie Education Library](#) and the [law library](#), now not only provide the materials necessary for students to successfully navigate their educational path, but also provide an increasingly attractive location for individual and group study to occur as evidenced by these changes over the past ten years.

1. Mabee has used retirements and resignations to reconfigure job responsibilities and positions to better serve students:
  - o Increased number of librarians from 8 in [2010](#) to 11 in [2017](#), and
  - o Decreased number of library assistants from 10 to 2 during that time frame, but increased pooled account for student workers from \$61,404 to \$74,204.
2. The [CSSR](#) was incorporated into Mabee Library based on its revised vision and mission as an integral partner in Washburn's student-centered, teaching-focused community of learning.
3. Mabee Library has been transformed from a traditional library to a 21st century library which is a warm and inviting hub of activity promoting student learning and success. The students have responded to this welcoming learning environment as indicated by the increased annual [gate counts](#) from 2009 to 2017 (115,126 to 283,650).
4. From 2010 through 2018, Washburn [invested](#) over \$1.5 million in capital improvements, \$80,000 in specialized technology, and \$199,000 in furniture. As a result of these investments:
  - o Electronic classrooms increased from one to four,
  - o Available computers increased from 105 to 450, and
  - o Student group study rooms increased from three small rooms to flexible spaces throughout the library.
5. Supplies and Operating Expense funds have been reallocated to respond to the increasing reliance on electronic resources:
  - o Budgets for electronic journals, books, and databases subscriptions increased by \$252,588 from FY2010 to FY2017,
  - o Budgets for print books and library materials decreased by \$306,320, and
  - o [Access](#) to electronic journals and databases significantly increased since 2008.
6. The [Campus Master Plan](#) includes long-range goal of renovating and adding to the existing building.

Students are able to access library learning resources from both the main and tech campuses as well as through online and high school dual credit programs, since most learning resources are now electronic. Dual credit students and Tech students can access non-electronic resources in the same manner as main campus students by visiting the library on the main campus. Online students who cannot physically come to campus receive requested materials by mail.

The main campus has several buildings that house specialized academic venues which support students, faculty, and the community:

\*[Mulvane Art Museum](#): Accredited by the American Association of Museums, the Mulvane Art Museum houses a collection of approximately 4,000 objects from around the world. The Museum partners with academic units to create powerful learning experiences through [art exhibits](#) connected with academic learning, including

- [For All the World to See--Visual Culture and the Struggle for Civil Rights](#)
- [Drift & Drag](#)
- [Perspectives on Aging](#)

Collaborations between the Mulvane and academic units across campus have resulted in the presentation of student projects that utilize the museum's collection as a vehicle to explore contemporary social issues, geography, and history. In addition to working with college students, the museum's [education program](#) provides extensive [community outreach](#) to children throughout the region and provides in-house public lectures, family events, and community educational experiences.

\*[Andrew J. and Georgia Neese Gray Theatre](#): This theatre is an acoustically designed and fully equipped 330 seat theatre. (Average audience size varies from 100-200 for plays, 175-250 for musicals.) Four to six productions are mounted annually by the Theatre Department. The theatre operates as a production facility and also as a lab where students studying the various components of theatre production can practice technical and performance skills.

\*[Elliot Hill White Concert Hall](#): This 1200-seat hall is the main music performance facility on campus and one of the major venues in Topeka and northeast Kansas. In addition to many community programs, it is also the venue for community groups including the [Topeka Symphony Orchestra](#) and its [Youth Orchestras](#), the [Topeka Festival Singers](#), and the [Sunflower Music Festival](#). Between the programs offered by the Department of Music, Washburn University events, community events, and other occasional concerts, presentations, lectures, etc., it is estimated that White Concert Hall welcomes between 25,000-30,000 students, constituents and patrons annually.

\*[KBI Building/Forensic Laboratories](#): A new 100,000-square-foot facility which brings state-of-the-art forensic laboratories and equipment to campus with 12,000 square feet of co-work space set aside to support teaching and learning.

On the main Washburn campus there are many specialized labs in the vast majority of buildings including labs for fine arts, science, business, law, and health care. The tech campus includes five training centers and a healthcare simulation lab. All [specialized labs](#) on both campuses provide students with opportunities to utilize state-of-the-art equipment to hone their skills.

Technological improvements have enhanced the infrastructure of the learning environment. As of June 2017, 120 [mediated classrooms](#) support face-to-face instruction on the main campus and eight support instruction on the tech campus. The 575 wireless access points (505 at the main campus and 70 at the tech campus) allow faculty, students, and staff to work where and when they desire. On the main campus, sixteen dedicated [computer labs](#) are available for student use along with six portable computer carts which can convert any classroom into a computer lab. On the tech campus, five dedicated computer labs and 23 portable computer carts are available. In FY2013, the university adopted [Desire2Learn](#) as the campus learning management system serving both the main and tech campuses.

### 3.D.5

One of the five [University Student Learning Outcomes](#) (USLOs) is Information Literacy and Technology.

Because Washburn faculty value information literacy, they approved [IL 170](#): Research Strategies to become a “[wild card](#)” general education class, meaning it can be used to satisfy any of the three general education distribution groupings. It was their hope that this tactic would make the research strategies course an attractive option to students and increase the number of students completing the course.

[WU 101](#) is a university graduation requirement that emphasizes information literacy and technology.

The library responds to requests from faculty to give talks to their classes about information literacy. Through the Librarian Liaison program using the [Library Instruction Request Form](#), Mabee Librarians provide One-Shot instruction sessions within an instructor's classroom or in one of the electronic classrooms in Mabee. Often the instruction session is tailored for a specific assignment within the class. During calendar year 2017, 388 [instruction sessions](#) were held serving 5,732 students.

Washburn University offers an [Information Literacy minor](#) which involves several [courses](#) that address the effective use of research and information.

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## 3.E - Core Component 3.E

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

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

### Argument

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#### 3.E.1

One of the components of the [mission](#) of Washburn University is to enrich "the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential" and to "develop and engage in relationships to enhance educational experiences and our community."

The mission of [Student Life](#) is to educate students, engage the community, and enrich the Washburn experience. This mission supports the mission of the university and is pursued through educational programs, services, advocacy, and mentoring to maximize students' potential.

Washburn offers a rich variety of co-curricular activities and student engagement through student organizations. All categories of organizations on the main campus are registered with Student Activities & Greek Life (SAGL) changed to Office of Student Involvement and Development starting in Fall 2018. The various Student Life units, [University Diversity and Inclusion](#), [Residential Living](#), [SAGL](#), [Student Health Services](#), [Counseling Services](#), [Student Recreation and Wellness Center](#) (SRWC), and [Career Services](#), combine to take an interdisciplinary approach to enhancing the educational experience of Washburn students.

The Washburn Student Government Association ([WSGA](#)) is a representative student government, which encourages engagement and support for students and registered organizations and is funded by a portion of student activity fees. These fees help provide [student services](#) such as the Collegiate Readership Program, the WSGA Lecture Series, Success Week events, and the annual student planner/handbook. All registered student organizations are eligible to request funding for their group's activities from WSGA.

[SAGL](#) supports the Washburn community through the creation of co-curricular experiences that encourage collaboration and inclusivity to enhance student learning, through leadership development, and campus engagement. There are over 130 Student Organizations each year at the [main campus](#), and 4 at the [technical campus](#). All student organizations are [required](#) to have a faculty/staff advisor who helps mentor the organization. Between 27% and 37% of the FTE student population is connected to one or more [student organizations](#). WSGA [requires](#) student

organizations to perform community service to receive funds through the [allocation process](#) of the student activity fee.

The Campus Activities Board ([CAB](#)), funded by a portion of the activity fee, is the student organization responsible for planning, implementing, and providing university-wide student activities and events at the main campus. Membership is free and open to all university students. CAB regularly plans special programs, comedy nights, lectures, concerts, tournaments, and a variety of other [entertainment](#) for students.

Washburn is home to five fraternities and four sororities. The [Greek community](#) of Washburn provides a comprehensive educational and social learning experience for all of its members. Fraternity and sorority life has increased its membership from 5% to 13% over the past five years, and members of these Greek houses maintain a higher average GPA than the overall student GPA average, as shown in the [2017 fall grade report](#).

The [SRWC](#) strives to "provide awareness, education, opportunities, and support resulting in enduring healthy lifestyle habits." The SRWC building contains a gymnasium, fitness loft, indoor track, rock climbing wall, and meeting rooms. Co-curricular programs sponsored by the SRWC include group exercise classes, consultation opportunities, instructional programming, fitness competitions, and intramural sports. The SRWC has a [gate count](#) ranging from 85,000-99,000 patrons annually.

[Residential Living](#) provides the following opportunities for students:

1. Faculty-In-Residence (FIR) Program: Hosts programs for the on-campus population on topics such as Cultural Diversity, Self-Defense, and discussions on current events.
2. Campus/Community Events: Organizes campus-wide events to connect students with the university and the community.
3. RAs Programs: Partners with different departments, faculty, and staff to implement [programs](#) throughout the year. Examples include Self-Defense, and GLSEN (Gay, Lesbian, & Straight Education Network) Day of Silence.
4. [Learning Communities](#) (4): Each houses approximately 50 residents on their specific floor. Student interest in that area steers the community through various programs and opportunities for involvement.

Typically attendance varies from 10 to over 50 students.

Although university athletic programs are not considered co-curricular programs by definition, these programs contribute to the educational experience of students. In 2017-2018, approximately 275 students [participated](#) in men's sports and 145 in women's. Student athletes take advantage of the same resources as other students on campus, including academic tutoring sessions and departmental tutors; however, Athletics employs a select few student athletes each semester to serve as team tutors, and some coaches have developed policies requiring study hall hours or tutoring as well as periodic grade checks. These efforts have resulted in a large majority of the student athletes at Washburn being [academically successful](#) with overall cumulative GPA's of 3.11 (male) and 3.36 (female) in spring 2018.

Enrollment Management provides Welcome Week programming every fall for entering students. This programming is based on [learning objectives](#) which prepare students to transition to the university environment. A variety of events have been developed to assist with this transition. [Participation](#) in Welcome Week activities has increased over the past few years from 4,310 participants in 2014 to 6,135 in 2017.

Learning in the Community (LinC) oversees the community service WTE. Through multiple community service [co-curricular programs](#), students are engaged in serving the Washburn campus, the Topeka community, and international underserved populations.

The Leadership Institute oversees the [leadership WTE](#) where students serve in leadership roles in similar environments.

The Office of International Programs oversees the [international WTE](#) and provides co-curricular opportunities for international and local students to connect with one another.

- [International Club](#): This club connects international and American students through campus activities in order to help build and enrich the Washburn community. The average attendance at the 20 or so activities on the main campus ranges from 70 to 120. The Celebration of Cultures typically draws in around 300 each year and off-campus trips fill and are limited to 45 participants.
- [Presidential Ambassadors for International Students](#) (P.A.I.S.): Student ambassadors are selected to serve as presidential ambassadors for incoming international students to assist with their transition to the Washburn campus and the regional culture. Eighteen international and American students participated as presidential ambassadors in 2017.

Washburn Tech also sponsors co-curricular activities to enhance the educational experience of their students.

- [National Technical Honor Society](#).
- [Skills USA](#). In 2016, Washburn Tech had 27 [national qualifiers](#) with 13 students placing in the top 10 in the nation in their area.
- Washburn Tech Student Projects. During 2016-2017 the following are examples of their accomplishments:
  - Sponsored [Toys for Tots Build Day](#),
  - Participated in Washburn Tech Night at Winter Wonderland (fundraiser for organization supporting people with special needs),
  - Improved [bus stop](#) for student access to Tech campus, and
  - Collected donations and provided entertainment for annual car show to benefit the [Care Closet](#).
- [Recycled Rides](#): Students in Washburn Tech's auto collision and auto service technology programs work with licensed technicians to refurbish cars for families in need.

### 3.E.2

As stated in the main campus' [Mission Statement](#), Washburn University is committed to excellence in scholarly work and to the development of productive and responsible citizens. This commitment is reflected in significant support for scholarly work, international travel, leadership, and community engagement undertaken by students in co-curricular programs.

Washburn students have the opportunity to complete a [Scholarly/Creative WTE](#). To successfully complete a WTE, students [must give a presentation](#) about their project in a public forum. Since its inception through fall 2014, each semester Washburn hosts a "[Day of Transformation](#)," at which students from all the WTE areas can present their work. Since spring 2015, the spring Day of Transformation has been merged with the [Apeiron](#), which had traditionally focused exclusively on student research and scholarly endeavors. Since its inception in 2003, the number of student [participants](#) in Apeiron has varied from a low of 62 to a high of 146 and the number of presentations in [Day of Transformation](#) from a low of 26 to a high of 68.

Washburn is engaged in a multitude of activities based on community needs. While many of these activities are described in greater detail at this [link](#), the following are representative lists of Washburn's community connections.

#### Commitment to Community Engagement

- [School of Law Clinics](#). Represent low-income individuals on legal matters.
- [Sunflower Music Festival](#). Professional musicians gather to provide free concerts for the community.
- [Mulvane ArtLab](#). Free hands-on learning center attracts the community.
- [Crane Observatory and Spitz Planetarium](#). Open houses draw in the community.

#### Commitment to Economic Development

1. [Washburn University Kansas Small Business Development Center](#) assists start-up businesses.
2. Washburn University is a [Community Partner](#) of the Topeka Chamber of Commerce.
3. In 2011, Washburn University was the only 4-year university in the nation to receive a [TAACCCT](#) grant (\$19.9M) which was then followed by a second [TAACCCT](#) grant in 2014 (\$12M). TAACCCT grants target economic development through expanded workforce training, job placement, and employer engagement initiatives for Washburn students in high wage, high demand jobs in local communities. Washburn's TAACCCT programs collaborated with more than 150 [community businesses](#).
4. Washburn Tech has partnered with BNSF to offer a career program in [Locomotive Diesel Technology](#).
5. School of Business Entrepreneurship program's [pitch competition](#) encourages students to explore and express business ideas in a friendly and encouraging environment.
6. Students who have been accepted into a high-demand career program at Washburn Tech, as defined by the Kansas Department of Commerce, can apply for a [scholarship](#). This scholarship is [funded](#) by a donation from the Joint Economic Development Organization (JEDO) and GO Topeka.

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## 3.S - Criterion 3 - Summary

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

### Summary

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The curriculum and rigor of programs and courses are upheld by a well-defined curriculum change process and system of program reviews. Annual program assessment reports are required of all programs to assure clearly defined learning outcomes are in place and used to improve teaching and learning. During scheduled program reviews and five-year general education course reviews, departments provide evidence that learning goals and course content are consistent regardless of the mode of instruction.

The university has made a significant investment in full-time faculty and has successfully maintained a student/faculty ratio at or below 15:1 based on its mission to provide a superior student-centered, teaching-focused learning experience. Faculty are evaluated annually on the main campus; on the technical campus, instructors are evaluated annually for the first 3 years and then every third year.

Although faculty express dissatisfaction with their salary, they are satisfied with their health and retirement benefits. The university has attempted to address this challenge as additional funds become available.

The Center for Teaching Excellence and Learning provides professional development opportunities for both campuses. Several internal grant opportunities are available at the main campus to allow faculty to attend conferences, conduct research, and hone their pedagogical skills. While the university has made progress in training initiatives for on-line course development and validating quality of instruction, this remains an area of concern because course approval processes vary among the academic units. The units are aware of this area of concern and are establishing on-line course policies and methods to review the content for quality and appropriate rigor as recommended by an ad hoc committee.

Surveyed faculty report a lower percentage of participation in activities focused on teaching and learning and low adjunct participation. C-TEL has developed a plan to encourage more professional development in this area and has implemented adjunct-specific professional development.

The university provides support services offered by qualified staff to student populations ranging from underprepared to academically advanced, and the university has invested heavily in the teaching infrastructure including the library and specialized labs. In support of student learning, the university offers a rich variety of co-curricular activities through student organizations and academic units.

## **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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

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

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

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

### Argument

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#### 4.A.1

Washburn University's [Program Review process](#) is designed to support continuous quality improvement in all areas of the university. Each [academic](#), [co-curricular](#), and [administrative](#) department previously underwent a review of all aspects of its programs [every five years](#); however, the time between academic reviews was modified ([FY19](#)).

Each Program Review document is reviewed by the [Program Review Committee](#), whose composition and duties are articulated in the [Faculty Handbook](#). This process serves as the major vehicle for linking processes for assessment of student learning, evaluation of operations, planning, and budgeting.

As part of the program review process, areas of the university with administrative functions [evaluate the effectiveness](#) of their area. As staff in administrative units interact (both directly and indirectly) with students, they educate students and empower them to navigate their world more effectively. Administrative units are struggling with identifying student learning outcomes. The Assessment Coordinator is working with individual units on how to best identify and assess appropriate learning outcomes.

Academic program effectiveness is evaluated by regular assessment of [student learning](#) and other program activities. It is also reported and evaluated every five years through the program review process. Academic programs are asked to provide data and reflect on [student learning](#), [enrollment trends](#), [recruitment](#) and [retention](#), and [student success](#).

Unit-level program review drafts are evaluated by unit heads before submission to the program review committee. The department head, typically accompanied by the unit head, meets with the program review committee to discuss identified strengths, areas of concern, and proposed five-year goals. After the program review deliberations, department heads and their unit heads are provided with a [report of findings](#). Academic department heads and the unit head meet with the administrative unit head to discuss the findings and identify [relevant goals](#) on which to focus for the next five years as well as any resources required to accomplish those goals.

Washburn University's Program Review process is regularly evaluated and updated. The most recent significant [update](#) occurred at the end of the 2009-2010 academic year. The process was amended in [2012-2013](#) to align it with HLC Criteria and to maximize data-gathering potential for assessment and data-based decision making; it is currently under review again.

Programs at Washburn Institute of Technology undergo a similar [review](#) by their [Program Review Committee](#). ([Example](#))

#### **4.A.2**

The [Faculty Handbook](#) defines the value of a credit hour, using a definition consistent with the basic definition of a credit hour from the Council for Higher Education Accreditation (CHEA).

The credit hour definitions used to determine the credit awarded for standard courses are also used to determine the credit awarded for [experiential learning opportunities](#) that are completed for college credit, including all internships, independent studies, Learning in the Community (LinC) experiences, field schools, and Washburn Transformational Experiences (WTEs). These activities are vetted for academic content, rigor, and contact hours through a variety of committees. As an example, International WTEs are vetted for academic content, rigor, and contact hours by the [International Education Committee](#).

The University grants [credit for prior learning](#) through certain national and international examinations. The examinations recognized are the College Entrance Examination Board ([Advanced Placement](#) (AP) Examinations, the [International Baccalaureate Diploma Program](#) (IB), the [DANTES Subject Standardized Tests](#) (DSST), and the [College Level Examination Program](#) (CLEP)). Tables showing the amount and type of credit awarded for specific scores is

available to students on the university website, and in the [undergraduate catalog](#). The credit awarded by Washburn for [AP](#), [IB](#), [CLEP](#), and [DSST](#) is consistent with other institutions in Kansas as required by [legislation](#).

The University also grants credit for prior learning through [University Departmental Examinations](#). These examinations are administered on campus by individual academic departments.

[Credit is granted for military service](#) in accordance with the [recommendations](#) of the American Council on Education (ACE). ACE evaluates military transcripts and generates a Joint Services Transcript (JST), which indicates appropriate post-secondary equivalencies for colleges and universities. Non-graded, elective credit is awarded for items on the JST which do not duplicate anything already on the student's transcript.

#### 4.A.3

The Washburn transfer policy is [outlined](#) in the undergraduate catalog. Students and transcript analysts in the Registrars Office use an on-line [transfer guide](#) which lists frequently transferred courses. Courses listed in the transfer guide have been individually reviewed and vetted by department chairs in specific disciplines and, when appropriate, the General Education Committee. Grades are brought in with the courses, and the transfer grades count toward a student's overall GPA. The transfer equivalency component of Degree Works may be accessed from the Registrar's Office [webpage](#). This program allows students to load work from their current or previous institution as well as the program they are interested in pursuing at Washburn University.

In FY2014, the General Faculty and the Washburn Board of Regents [approved](#) a new general education transfer policy which recognized the professional integrity of all regionally accredited institutions and agreed to accept toward meeting the Washburn general education program requirements any course approved by the transferring institution as a general education course.

Washburn University participates in the Kansas Board of Regents (KBOR) [Kansas Core Outcomes Project](#), whose goal is to develop core outcomes and competencies for general education courses at the state's colleges and universities. Students may transfer in any general education courses which have been identified as [Kansas System-Wide Transfer courses](#) which is overseen by the KBOR [Transfer and Articulation Council](#).

#### 4.A.4

All departments/programs and academic units determine appropriate prerequisites for their courses. All changes to prerequisites are approved through a review process. In addition, rigor of courses and expectations for student learning are evaluated at various levels as new courses and changes to curriculum are evaluated in the [curriculum change approval process](#).

[Concurrent Enrollment Partnership](#) (CEP) classes, which are taken by high school students for college credit, are [required](#) by the Kansas Board of Regents (KBOR) to mirror on-campus

versions of the class. CEP instructors use a master syllabus developed by program faculty at Washburn (see [Washburn Math 116 syllabus](#), [CEP Math 116 syllabus](#)), utilize approved textbooks, and administer assessments and associated rubrics which are developed by the supervising department.

Each dual-credit course is assigned a faculty liaison, who is a full-time faculty member from the academic department offering the course. This faculty liaison provides orientation to dual-credit instructors and reviews syllabi, textbooks and materials for new courses. The liaison submits a [written annual report](#) on every dual-credit course, detailing syllabus quality, rigor and content of assignments and exams, adherence to learning outcomes, grading and rubrics, and instructional quality in comparison to an equivalent course offered on campus. In these [reports](#), liaisons document the observations made during required site visits and teaching observation. A liaison can, if deemed appropriate after review, recommend to the department chair the remediation or cancellation of a dual-credit course if quality standards are not being met. Faculty liaisons receive a stipend for their work related to dual-credit oversight.

Every five years, each CEP general education course is reviewed more thoroughly by Washburn as part of the five-year general education [review process](#) to assure compliance and quality considerations outlined by KBOR. KBOR provides external oversight of the CEP dual credit program through two required annual reports--[Instructor Qualifications](#) and [End-of-Year Summary](#).

### **Quality and Consistency of Access to Learning Resources**

All students enrolled at Washburn University are provided the same access to learning resources. Students on the main campus can learn about and access these resources through their MyWashburn account ([Student Academics tab](#), [Student Life tab](#)). Students on the technical campus can learn about and access these resources on Washburn Tech's [Campus Services web page](#). On-line and on-ground access to the Mabee library is provided for both residential and distance education students. Access to tutoring and career resources is also available to all students.

### **Quality and Consistency of Faculty Qualifications**

In the College of Arts and Sciences, each department [specifies the qualifications](#) that a faculty member must have to hold the position of Lecturer, Assistant Professor, Associate Professor, or Professor. In the [School of Applied Studies](#), the [School of Nursing](#), the [School of Business](#), and the [School of Law](#), the qualifications are determined by the dean in consultation with the faculty. At Washburn Tech, the [qualifications](#) are determined by the dean in consultation with the administrative team and faculty. The qualifications identified are consistent with the Assumed Practices established by the Higher Learning Commission.

The oversight of [dual-credit faculty credentials](#) is provided by the College of Arts and Sciences, since the vast majority of dual-credit faculty provide instruction in courses within that academic unit. Dual-credit course instructors can currently be in the process of obtaining academic qualifications based on the [extension](#) approved by HLC. Exceptions to the minimum academic

credential requirement require special permission from the vice president for academic affairs based on tested field experience.

At Washburn Tech, [technical instructors](#) must have at least a high school diploma or equivalent, a valid industry-recognized credential (if available), and a minimum of 4,000 hours of work experience in the specific or related technical field or alternatively they must have a bachelor's degree related to their teaching field.

#### 4.A.5

Washburn University has a variety of programs [accredited or approved](#) by their appropriate [accrediting bodies](#), including all programs requiring accreditation for licensure or employment purposes. Radiation Therapy began the process of obtaining accreditation in FY2017. Washburn programs which could be accredited but are not include Communication Studies and Theatre. These programs have evaluated the need for accreditation, assessed the potential benefits to students, and determined accreditation conferred no benefit to students in obtaining employment, grants, or admission to other programs, although this determination is regularly reconsidered.

#### 4.A.6

Washburn University evaluates the success of its graduates, both at the time of graduation and in subsequent years.

The success of graduates is first evaluated with the [Graduating Student Survey](#) upon their application for graduation. This survey gives students the opportunity to reflect upon their experience at Washburn University and to assess the immediate impact of their undergraduate education. Since spring 2013, the survey has been offered electronically to all seniors who have applied for graduation and asks students to describe the primary activity of their finalized or most likely plans following graduation. Students are also provided the chance to evaluate the quality of education they received at Washburn and to rate the extent of their preparedness in the [University Student Learning Outcome](#) (USLO) areas. The [results](#) are shared and used as part of University assessment and to improve the college experience for future students; however, at this point their positive responses appear to require minimal changes.

On behalf of the University, Career Services surveys all students awarded degrees from Washburn each semester concerning career status, next destination, salary, and certain other information about their Washburn experience and next steps. This "[Career Status Survey](#)" is given at the time of graduation. The [results](#) from this survey are posted on-line and shared with upper administration and academic deans. The most recent survey (2017) indicates that 90% of graduates who answered the survey have achieved their next destination (employed, continuing education, not employed by choice) when they graduate. Career Services uses survey information to update class presentations on campus.

Some departments and programs have exit and/or graduation [surveys or activities](#).



Washburn has administered the Higher Education Data Sharing Consortium (HEDS) [Alumni Survey](#) since 2014. This on-line survey emailed to graduates asks questions of 1-year, 5-year, and 10-year alumni about employment, wages, and how their education has served them. The [results](#) of the survey are posted on-line, and this information is used to guide decision making at the university. There is a concern regarding the declining response rates for the on-line survey (8.7% in 2014-2015 and 6.0% in 2015-2016). For 2013-2014, a total of 134 responses were submitted across the 1-year, 5-year, and 10-year alumni cohorts. The number of respondents increased during 2014-2015 with 263 responses, but substantially decreased to 97 in 2015-2016. Locating valid email addresses for alumni is one issue affecting response rates, as many emails with survey links are returned or never accessed. Methods for increasing response rates, such as requesting updated contact information when obtaining diplomas from the University Registrar and the use of different forms of social media (Facebook or LinkedIn) rather than email, are being explored. Work is also being done with the Alumni Association to refine the process for tracking Washburn graduates and ensuring current viable contact information. The survey is now being administered triennially.

Student achievements are tracked through the five-year program review cycle and [Annual Reporting](#). In the [Program Review Report](#), programs enumerate the current occupation/educational status (employed in field of study, employed in related field, employed in other area, graduate school, etc.) of students who have graduated from the program over the last five years. An [example response](#) is outlined in the Communication Studies program review. Individual programs and departments are also experiencing a decline in the response rates to their exit surveys. These surveys are not required; in order to gain more information from their graduates regarding the program/department and be able to track graduates as they progress through their careers, departments and programs are exploring other methods for administering these surveys (e.g., social media) and strategies for increasing response rates.

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## 4.B - Core Component 4.B

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

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

### Argument

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#### 4.B.1

Washburn articulates student learning outcomes (SLOs) at multiple levels. University SLOs articulate the general education outcomes for all students. These are assessed in university-wide testing and are incorporated into all approved general education courses. Each program also articulates and assesses program SLOs. The [Washburn University Assessment Guide](#) outlines the processes and responsibilities associated with each form of assessment utilized at the university.

#### *University General Education Student Learning Outcomes*

An intensive review of the General Education Program was undertaken beginning in 2008 and culminated in the [approval](#) of a revised general education program and implementation plan in April 2012 with five university student learning outcomes replacing the previous nine skills. These new USLOs are consistent with the Essential Learning Outcomes defined by the American Association of Colleges and Universities (AAC&U) in *College Learning for the New Global Century* (Report from the National Leadership Council for Liberal Education & America's Promise) and the AAC&U Value Rubrics. This consistency enables Washburn to meet its mission to "enrich the lives of students by providing opportunities for them to develop and realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens."

[USLOs](#) were identified and defined for all undergraduate students at Washburn, in the following categories:

1. Communication
2. Quantitative and Scientific Reasoning and Literacy
3. Information Literacy and Technology

4. Critical and Creative Thinking
5. Global Citizenship, Ethics, and Diversity

In order to achieve these new university student learning outcomes, the faculty adopted and the Washburn Board of Regents (WBOR) [approved](#) a [general education model](#) requiring each general education course to focus on one of the five university student learning outcomes. A course-embedded assessment [process](#) was developed to evaluate student achievement of the identified USLO in the general education course. Additionally, the Assessment Coordinator in coordination with the Associate Vice President for Academic Affairs developed a [three-year rotation](#) for summative assessment implementation.

While all courses offered at the university educate students in most, if not all, of the USLOs, general education courses are required to [specifically address](#) at least one of them. USLOs define broad areas of learning in which all students are expected to achieve target levels of achievement by the time they graduate from Washburn University.

Identification of common outcomes for graduate programs is in the beginning stages. Pilot testing began in spring 2018.

#### *Course-embedded outcomes*

After adoption of the new outcomes, all general education courses were required in 2012 to submit a [new course data sheet](#) for [review](#). Course-embedded USLO individual student ratings are [submitted](#) on-line by the course instructor every semester for all approved General Education courses, which are each associated with one of the five USLOs. Department chairs have access to produce semester and academic year [summary reports](#) for all [sections](#) and [courses](#) in their subject, and Deans have access to produce these reports for all courses in their specific college/school. Additionally, student summary score reports are produced annually and are made available to all faculty on the [assessment website](#). As more data is collected for the course-embedded USLOs, a five-year summary report will be created and made available to coincide with the five-year General Education course review cycle.

The [five-year results review cycle](#) was reinstated in 2013-14 under the direction of the [General Education Committee](#) after a one-year hiatus during the conversion to the new general education system. A [standardized review form](#) was developed along with a [rubric](#) to provide consistent [reporting and evaluation](#).

#### *University-wide Testing for USLOs*

In fall 2012, [faculty committees](#) were initiated to [research and recommend](#) standardized testing instruments for each of the identified USLOs. Standardized testing of targeted populations began in fall 2014 and has now entered the second cycle. Identified tests including the target population and the date of testing are shown [here](#).

#### *Program Assessment*

USLOs are supported by clearly articulated Program Student Learning Outcomes (PSLOs). PSLOs encompass discipline-specific learning and course objectives for particular courses. Each academic department, with the help of an Assessment Committee member, has developed PSLOs for its programs. These PSLOs are [communicated](#) to students and others in the appropriate [course catalogs](#).

The assessment of the achievement of the PSLOs is coordinated by the [University Assessment Committee](#). The [mission](#) of the Assessment Committee is to support excellence in teaching, scholarly work, and quality academic and professional programs through the collection, analysis, and dissemination of evidence of student learning. Assessment of student learning is facilitated by the Assessment Coordinator, who also sits as the chair of the University Assessment Committee. [Membership](#) of the committee includes representatives from each of the Academic Units, the Vice President for Student Life, the Washburn Student Government President, the Associate Vice President for Academic Affairs, and the Academic Effectiveness Analyst. Members of the committee set assessment goals for the university and work with [Departmental Assessment Liaisons](#), who are responsible for coordinating assessment activities within their departments.

Beginning in 2013, all academic programs are required to have a clearly stated [Assessment Plan](#) that articulates what, when, and how student learning is evaluated. Each assessment plan is evaluated using a standardized [rubric](#) at the [time of submission](#). Each plan includes (1) an Assessment Calendar that identifies the academic year in which specific PSLO are assessed; (2) an Assessment Method chart that identifies how each PSLO is assessed; and (3) an Alignment chart that shows required courses in the major and identifies which PSLO is assessed in which required course. An [Annual Assessment Report](#) is submitted for each academic program that contains assessment results as compared to thresholds identified in the plan, evaluation of results by faculty and stakeholders, anticipated changes to curriculum or assessment plans, and responses to previous comments by the assessment committee. These reports are formatted to allow up to six years of results to be visible for faculty for evaluation to determine trends and as an overall evaluation method utilized during the program review process. Each assessment report is [evaluated](#) using a standardized [rubric](#). All programs are required to submit [Annual Program Assessment Reports](#) which compel faculty to evaluate the quality of student learning in their program and address any problems that are made apparent by the assessment data.

All internships, independent studies, and [Transformational Experiences](#) that are completed for college credit are directed by a faculty member who [evaluates](#) student learning using outcomes-based assessment.

The [Office of Student Life](#) has developed a set of co-curricular [SLOs](#) and a preliminary implementation [plan](#) of a full assessment process focused on the student learning experience in college. These outcomes are derived from [Learning Reconsidered: A Campus-Wide Focus on the Student Experience](#) (NASPA/ACPA), the Council for Advancement of Standards in Higher Education (CAS), University Learning Outcomes Assessment (UniLOA), existing Student Life performance indicators, and the dimensions of wellness.

[Learning in the Community](#) (LinC), Washburn's Center for Community and Civic Engagement, promotes opportunities for Washburn students, faculty, and staff to engage in meaningful curricular and co-curricular experiences that enhance academic learning while improving the community. Academic programs assessed include the Civic Engagement-Poverty Studies minor and the Community Service track of the Washburn Transformational Experience (WTE) which has an option to obtain academic credit. Outside of these community and civic engagement programs that include class-based learning, [LinC assesses](#) two co-curricular programs, the LinC Bonner Scholars and Community Based Federal Work Study programs, which both require civic engagement and non-credit bearing seminars to connect student engagement to academic learning and reflection.

#### 4.B.2

Since the [selection and institution](#) of course-embedded assessments, along with the university-wide assessments, data collected has been [analyzed and reported](#) to individual program chairs, department chairs, Deans, and the Vice President of Academic Affairs (VPAA). The results of this reporting have been used to determine the effectiveness of curriculum at the course level as well as suitability of testing at the university-wide level and have led to significant conversations concerning student outcomes. Additionally, information is utilized during [five-year reviews](#) for general education courses as part of the evaluation of USLOs, curriculum, and assessment methods. Specific programs utilize [pass rates and scores](#) for licensure exams (2011-2017) to verify achievement of student learning outcomes tied to knowledge requirements for specific accrediting and licensure agencies.

In 2016, results of the university-wide testing and course-embedded testing were compiled and presented at the [Assessment Extravaganza](#) and across all divisions of the College of Arts and Sciences (CAS), as well as the Schools of Business, Nursing, and Applied Studies. Results were discussed in terms of testing instruments as well as comparison of Washburn students to peer institutions and national scores. Washburn's performance on critical thinking scored lower on testing than peer institutions. As a result, ongoing conversation on inclusion of critical thinking across the curriculum took place after the extravaganza with the College and each School. [Results of university-wide testing](#) are compiled yearly and are available through the [Assessment website](#). Campus-wide commitment to increasing the critical thinking of graduating seniors was demonstrated by the results of the [2017 ETS Proficiency Profile](#), in which critical thinking scores for seniors increased from 5% in 2014 to 7% in 2017; Washburn University was able to improve the Critical Thinking results for the institution, even as the percent proficient from the national sample decreased to 5%.

A Program Assessment Report ([2014-15](#), [2015-16](#), [2016-2017](#)) is published yearly on the assessment website, and is shared with the VPAA, Deans, and university faculty and staff. The report highlights the [state of program assessment](#) at the main campus. In 2017, the [Assessment Extravaganza](#) focused on program assessment at Washburn, including aspects that still required attention, specifically "closing the loop." Specific gains after two years were seen in the number of plans and reports reaching the developing or target categories for both [reporting](#) and [plans](#).

Assessment information from the Washburn Institute of Technology is located on its [website](#) and can be accessed by all university personnel through a direct link on the [Washburn Assessment website](#).

Co-curricular assessment is in the beginning stages at Washburn University. [Two co-curricular programs](#) have piloted the newly instituted Co-Curricular Assessment Plan, which identifies student service outcomes, student learning outcomes, and administrative outcomes.

#### 4.B.3

In 2015, the hiring of the Academic Effectiveness Analyst allowed Washburn to develop specific reporting for course-embedded and university-wide assessment analysis to complement the Assessment Committee's work in evaluating program assessment plans and reports. In 2016, the Center for Teaching Excellence and Learning (C-TEL) and the Assessment Committee focused the third Assessment Extravaganza on evaluation and dissemination of results of [course-embedded and university-wide assessments](#). Follow-up meetings were held with every division of the College and all of the Schools to discuss the results of assessments. Compilation of the data has resulted in utilizing data to analyze course content, and analysis has resulted in [revision](#) of required courses for program completers.

A [yearly program assessment report](#) is compiled and circulated to faculty and administration outlining achievements of planning and reporting across campus. Results guide planning for university assessment workshops, university-wide assessments, and presentations at the Assessment Extravaganza. This report [highlights specific areas](#) of concern in planning and reporting, such as "closing the loop."

In 2017, the [Assessment Extravaganza](#) focused on the status of Program Assessment at Washburn. As part of the Extravaganza, the Psychology Department was highlighted for its success in "closing the loop" in both program and course assessment. Psychology was awarded an "[Assessment Achievement](#)" in fall 2016 for its work in including faculty, stakeholder, and student interaction in [assessment analysis](#).

The April 2015 [CAS Monthly Bulletin](#) reported that 31 faculty formed nine "[Course Success Groups](#)," and that they were actively working to improve their courses. Projects/Ideas that were recommended included development of program/department/unit-based procedures for evaluating assessment results and instituting changes. Additional course success groups were formed in [spring 2016 through spring 2017](#). These and subsequent groups continue to utilize data to improve both general education outcomes and program outcomes for CAS students.

Overall, with the [transparency of data](#), [new processes](#) in place for reporting, and [standardized practices](#), Washburn University has seen an increase in the use of data to improve teaching effectiveness. Examples of this include [increased stakeholder involvement](#), more [collaboration between faculty](#), and [curriculum improvement](#) based on use of data. In addition, results of the [2017 ETS Proficiency Profile](#) when compared to the 2014 results showed a higher percentage of Washburn seniors scored at the proficient level compared to the national sample of seniors in all



content areas and at all levels in 2017, and the percent of Washburn seniors scoring proficient increased for all content areas and at all levels.

#### 4.B.4

Washburn University maintains publicly available and easily accessible assessment information through the [Assessment website](#). It provides transparency and accountability to all stakeholders, such as students, parents, legislators, accrediting agencies, and the public. From this website, one can navigate to a [page](#) that holds links to each program's [Assessment Plan](#).

Washburn, with both the support of both C-TEL and the [University Assessment Committee](#), has directed efforts toward supporting the nine principles for good practice for [Assessing Student Learning](#), developed under the auspices of the American Association of Higher Education (AAHE). Programs and courses have benefited by development of [measurable objectives](#) to create a learner-centered environment which benefits the assessment of student learning. [Curriculum mapping](#) by [each program](#) at the certificate, associate, baccalaureate, and graduate level demonstrates understanding of integrated and multidimensional learning. Clearly stated program and course goals allow educators and students to examine the relationship between clear goals and appropriate assessments. Emphasis on both [formative and summative assessment practices](#) has been supported to allow ongoing assessment of student learning. The university assessment committee is representative of the entire educational community, including faculty and student life representatives. Finally, [assessment](#) is one of the four pillars of excellence in teaching at Washburn University, and as such is an important component of the ongoing Quality Initiative (QI). C-TEL provides support for [programming and workshops](#) and is an active participant with the Assessment Committee to integrate assessment activities into definitions of teaching excellence. These initiatives have been accomplished with the support of administration and faculty.

Development of an on-line [assessment data submission system](#) makes assessment data easily available to Deans, department chairs, assessment liaisons, and other identified constituencies. Transparency of web pages ([assessment](#), [departments](#)) allows sharing of results and greater accountability to constituents.

Funding through the VPAA's office allows for opportunities for faculty to apply for [assessment grants](#) of up to \$2,000. The [Assessment Grant](#) program encourages (1) the development of innovative assessments of PSLOs or USLOs; or (2) the development of the knowledge base related to discipline and university-wide learning outcomes assessment. [Examples](#) of grants funded in 2018 include use of funds to provide criminal justice faculty stipends for attending an assessment retreat and to develop a clinical skills and readiness assessment for the School of Nursing family nurse practitioner program.

Each year, the Assessment Committee selects two departments to receive the Assessment Achiever and Rising Star assessment awards. The awardees are selected based on the assessment reports and plans which are submitted and evaluated annually, showing a commitment to the use of assessment to improve student learning. Selected departments receive \$500 of unrestricted

funds as an incentive. Each year's winners are announced at the first General Faculty meeting of the year. ([2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#))

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## 4.C - Core Component 4.C

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

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

### Argument

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#### 4.C.1

Washburn University embraces the goals of the Kansas Board of Regents [Foresight 2020](#) document, which seeks to increase the cohort year 2020 retention and graduation rates of First-Time Full-Time (FTFT) students by 10% compared to those of the cohort year 2010. Therefore, as part of the institution's strategic plan, [Vision 2022](#), Washburn included a goal for sustainable FTFT retention of 72.1%. The goal for sustainable six-year graduation rates of FTFT students is also a 10% increase, to 51%. By 2017, Washburn achieved a [retention rate](#) of 72.7%; however, the [graduation rate](#) declined from 41% in 2010 to 37.0% in 2017. These retention and graduation rates are published externally through [IPEDS](#) and the [Kansas Board of Regents](#). In addition, Washburn's [performance agreement](#) with KBOR includes a key performance indicator regarding retention of FTFT freshmen, and the retention percentage has improved each year.

#### 4.C.2.

Washburn's Strategic Analysis and Reporting Office (SAR) collects and distributes data on student retention and completion. These data are analyzed both in SAR and in the Center for Student Success and Retention (CSSR) to detect trends and to identify areas that need improvement. The analysis of student retention is compiled in an annual internal [retention report](#).

Collaboration between SAR and the CSSR allows for the identification, tracking, and analysis of retention and completion data for sub-groups of students. These groups, for example, include first-generation college students, Pell-eligible, low-income students, and underrepresented racial

and ethnic groups. One [report](#) includes a variety of items which categorizes students into specific populations including: athletes, live on campus, honors program, leadership institute, scholarship recipients, full-time, part-time, direct from high school, non-direct from high school. Another [report](#) includes retention rates by student classification and persistence of students from year to year.

Of note, Washburn tracks and analyzes more than what is included in the annual retention report. The institution collaborates with SAR to consider other [demographic items](#) such as race/ethnicity, socioeconomic status, major selected, high school attended, proximity to permanent address, prior college credit.

To gauge performance, Washburn compares itself to other Kansas institutions using the data tables for retention and graduation included in the Kansas Board of Regents' annual [Foresight 2020 Progress Report](#). The University also uses other open-admission schools for [comparison](#). Washburn University's retention and graduation rates are above the national comparison group.

All academic programs [evaluate](#) retention and completion trends in their [Program Review](#), which occurs every five years. Individual accredited programs within the university [evaluate](#) their retention rates on an annual basis, as required by their accrediting bodies.

#### 4.C.3

In 2011, Washburn created the CSSR to lead institutional efforts to improve the retention of first-time full-time freshman students, and help establish longer-term initiatives regarding six-year graduation rates. This unit, under the umbrella of the Mabee Library within Academic Affairs, is staffed with seventeen full-time faculty and staff and over one hundred peer leader/mentors. Led by the unit dean, this group of individuals leads campus conversations regarding student success, retention, and on-time graduation. The CSSR emphasizes the critical importance of the [First Year Experience](#) and [Academic Advising](#) to improving retention, persistence, and completion rates and also includes the [Center for Prior Learning and Testing](#), [Ichabod Ignite Program](#), [Ichabod Success Institute](#), [STAR Program](#), and [University Tutoring and Writing Center](#) to support student success. The establishment of the CSSR and its underlying programs is positively impacting retention rates at Washburn. In fall 2017, for example, the institution set a new historic high for the [retention](#) of FTFT students of 73.7%, an 11.6% increase in only five years. The 6-year [graduation rate](#) has remained consistent from 37% (2007 cohort) to 37% (2011 cohort). Washburn's graduation rate is generally at or above the [national comparison group](#).

Key stakeholders, particularly in Academic Affairs, frequently analyze completion rates in an effort to identify targeted areas for improvement. The University currently is examining the six-year graduation rate of students based on a variety of characteristics, including major selected in the student's first fall term, in an attempt to understand and reverse this decline. A concrete example of his collaborative process is between the School of Nursing and CSSR. SAR provided [data](#) highlighting the importance of high school GPA and the success/graduation rates of first-semester students in Nursing. CSSR discovered that students with a high school GPA of below 3.28 were not gaining acceptance into Nursing because they need developmental assistance. Students with a 3.28 or higher high school GPA are now immediately (beginning at New Student

Orientation) advised in Nursing, while those with a high school GPA below 3.28 are advised in Academic Advising. This allows CSSR to [better guide them](#) through their developmental needs and, when necessary, find a different degree pathway as opposed to students simply getting frustrated with their lack of immediate progress as a pre-Nursing major and then dropping out of school. The expectation is this model will expand to other majors.

The CSSR uses retention, persistence, and completion data to develop and implement different strategies and initiatives in collaboration with campus partners. Examples include:

- Creation of new [EAB SSC Systems Administrator](#) position to ensure constant collaboration with the Office of Strategic Analysis and Reporting in the use of data analytics.
- Creation of [Center for Prior Learning and Testing](#).
- Creation of new [First Generation Specialist](#) position to oversee First-Generation programming.
- Creation of new [Social Worker](#) position to connect struggling students with appropriate resources.
- [Modification](#) of [Academic Standing standards](#).
- Renovation of [STAR program](#) to assist students in returning to good academic standing.
- Movement/expansion [Tutoring and University Writing Center](#) to CSSR.
- Launch of [re-recruitment/retention program](#) with academic units.
- Development of 5 high-impact transition programs (discussed below).

[Ellucian Degree Works](#): Washburn adopted this adaptive degree planning system in fall 2016, to assist students and academic advisors in building individual plans for on-time graduation. It also proactively identifies missing requirements and triggers alerts to students and advisors.

[EAB SSC](#): This software system integrates with the Enterprise Resource Program to improve accountability, retention, and student outcomes through coordinated support, meaningful engagement, early alerts, and informed decision-making. Faculty and staff are equipped with the information necessary to identify and coordinate interventions.

Transition programs: After a critical analysis of institutional retention and completion data, and national best practices, Washburn University developed 5 high-impact transition programs:

- Established a graded 3-credit hour university graduation requirement, the transition seminar, [WU 101: The Washburn Experience](#), for all entering freshmen and associated programming including [Peer Educator Program](#) and [First-Generation Alumni and Professional Mentoring Program](#);
- Developed the [Senior Academy](#) for high-achieving high school seniors, allowing these students a "jump start" on their university experience;
- Built two programs, [Ichabod Ignite](#) and [Passport for Success](#), to engage academically at-risk students during their transition into college; and
- Implemented the [Ichabod Success Institute](#) for students deemed at-risk based on their student profile as first-generation, low-income students.

As a method of continuing education, the CSSR staff, as both attendees and presenters, [actively participate](#) in professional conferences that promote student retention and completion improvement.

#### 4.C.4

Washburn's Strategic Analysis and Reporting office uses the [IPEDS](#) definition for first-to-second year retention, and three-year and six-year graduation rates. The student population of focus for these measures are first-time, full-time, degree-seeking students. This population aligns with IPEDS guidelines and represents the [majority](#) of the incoming cohort of new Washburn students each year. Washburn [publishes](#) retention and completion rates in multiple ways, including those required by IPEDS and the [Kansas Board of Regents](#). The institution's processes and methodologies for collecting and analyzing data represent good practice in adherence with IPEDS and the recommendations of the Association of Institutional Researchers' [Code of Ethics and Professional Practice](#).

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## 4.S - Criterion 4 - Summary

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

### Summary

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The university's program review process is designed to support continuous quality improvement in all areas of the university. Each academic, co-curricular, and administrative department previously underwent review every five years; however, the time between academic reviews was modified (FY19).

Policies and procedures have been developed for the following: consistency in course requirements, credit hours awarded, and transfer credit from other institutions. General education courses are transferrable from regionally accredited institutions.

New university student learning outcomes were approved by the faculty in FY12 along with a revised general education model. Each general education course is required to focus on one of the five university learning outcomes and report student success through course-embedded assessment. Campus-wide, achievement of the university student learning outcomes is measured through direct assessment instruments on a three-year rotation cycle.

Each academic department has developed learning outcomes for its programs as well as assessment plans; an annual assessment report is submitted for each program to the Assessment Committee for evaluation and feedback. Information gained from program assessment is shared with departmental faculty and relevant administrative units. An overview of all program assessment is compiled annually and shared with the VPAA, deans, and university faculty and staff. Assessment results are also shared at the annual Assessment Extravaganza. Co-curricular assessment is in the pilot phase with minimal development of assessment planning. Specialized accreditations are maintained by academic disciplines when relevant.

As part of the institution's strategic plan, Washburn included a goal for sustainable first-time full-time student retention at 72.1% and a six-year graduation rate of 51% over ten years (a 10% increase from 2010 to 2020). The retention goal has been met (72.7%); however, the graduation rate declined from 41% in 2010 to 37% in 2017 (even though Washburn's graduation rate is generally at or above the national comparison group). Initiatives are underway to address this.

There is a concern regarding the declining response rates for the on-line alumni survey used to track the success of Washburn's graduates. Locating valid email addresses for alumni is one issue affecting the response rates. The VPAA is working with the Registrar and the Alumni Association to refine the processes for tracking Washburn graduates and ensuring current viable contact information.

## **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

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

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

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

## Argument

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### 5.A.1

#### Fiscal Resources

Washburn University's financial position and activities are detailed in [Annual Financial Reports](#), submitted to the Washburn Board of Regents (WBOR) by the Vice President for Administration and Treasurer of the University after being audited by an external entity.

Since FY2008, all Annual Financial Reports evaluate Washburn University's financial position as "strong." In the most recent external audit (FY2017), the Management's Discussion and Analysis [states](#), "One of the University's strengths is its diverse streams of revenue, which allow it greater flexibility to weather challenging economic times" and the University is "[well positioned](#) to maintain its strong financial condition."

As indicated in the [audit report](#), Washburn University has five strong and viable [streams of revenue](#).

1. Washburn University, as a publicly supported university, receives an annual appropriation from the state of Kansas of approximately \$11.4 million, which constitutes around 14% of the annual operating budget for the university.
2. In FY2017 approximately 58% of Washburn's revenue was derived from tuition and fees. Tuition and fees are set each year by the WBOR as part of the budget approval process. The Board has approved differential tuition rates for certain programs to support the learning environment. The university uses tuition as the student-paid support for operations. The only assessed student fee is an activity fee for co-curricular programming which is allocated by the student government to support student organizations and initiatives.
3. In 1999, the Kansas Legislature changed Washburn's local funding mechanism as a municipal university to allow for a county-wide sales tax levy instead of a city property tax levy. This now accounts for approximately 22% of the annual operating budget. Washburn retained a 3-mill property tax levy on property within the city of Topeka to support capital improvements and capital maintenance. In addition, \$890,000 of sales tax revenue each year is earmarked for capital improvements.
4. The university derives a small amount of revenue from KTWU tower rentals, athletic events, facility rentals, miscellaneous income, and interest on cash.
5. The Washburn University Foundation is a separate 501(c)(3) institutionally related foundation committed to the development of long-term relationships, alumni relations, private gift support, management of investments, and stewardship of gifts to Washburn University. During FY2016, the Foundation secured gifts and gift commitments of nearly \$25 million; made available approximately \$14 million for scholarships, faculty, programs, and facilities; and managed its assets appropriately to benefit Washburn University and its programs. The Foundation conducted a comprehensive capital campaign which ended in 2017, and surpassed the \$125 million goal by raising more than \$145 million for scholarships, faculty and program support, and facility creation and renovation. More than 19,000 donors contributed to the success of the campaign, including 32% of all alumni. As indicated in its [FY2017 auditor's report](#), the Washburn University Foundation is in a strong financial position. The Foundation had \$193 million in total assets as of June 30, 2017, and according to the [2017 NACUBO-Commonfund Study of Endowments](#), it ranks in the top 50 of public institutions for endowment per student FTE.

Although Washburn Institute of Technology is affiliated with Washburn University, the State of Kansas considers the educational programs offered at that institution to be technical in nature and its [revenue streams](#) are different than those for Washburn University.

1. In FY2017 almost 38% of Washburn Tech's revenue came from the tuition and fees paid by post-secondary students.
2. An additional 60% came from technical state aid for secondary (31%) and post-secondary (29%) students based on the state formula.

3. Approximately 1.6% of the revenue budget was provided by the state of Kansas capital outlay budget.

4. An additional 1% of the revenue stream was generated from sales and services generated by Washburn Tech's Business and Industry Center partnerships with companies such as Burlington Northern Santa Fe, Mars Chocolate North America, Bimbo Bakery, Reser Foods, and Goodyear Tire and Rubber Company.

Using these diverse revenue streams for both Washburn University and Washburn Tech, the university conservatively manages its assets and liabilities.

- The University maintains a [cash position](#) for both campuses sufficient to fund operations for [3-5 months](#).
- The University has established a [sales tax smoothing fund](#). This fund allows the university to accommodate cyclical cash flow trends.
- The University's financial position, as evidenced by its A1 rating from [Moody's Investor's Service](#), provides a high degree of flexibility in obtaining funds on competitive terms if needed for long-term strategic growth.

The uncertainty surrounding the amount of the annual state appropriation continues to be a concern; however, Washburn administration closely monitors the legislative deliberations and will work with both academic and non-academic units as it has in the past should it become necessary to consider expenditure reductions in subsequent budget years.

## **Human Resources**

In fall 2016, [Washburn University](#)'s main campus and [Washburn Tech](#) employed 1,173 full- and part-time staff.

In fall 2017, Washburn University main campus reported a [15:1 student-faculty ratio](#) with [76% of undergraduate classes](#) having 29 or fewer students. Student/faculty ratios at Washburn Tech are limited by the number of work stations available in the various programs. These characteristics allow the institution to achieve its mission dedicated to high levels of interaction between students and faculty.

Academic and non-academic department heads have been given the authority (with permission of the president) to [reallocate salary savings](#) from retirements and resignations to identified personnel needs in support of strategic initiatives in their respective units.

The five-year program review process is used as an evaluation tool of both academic and non-academic units regarding effective use of human resources. [Recommendations](#) by the program review committee are taken into consideration by department heads when establishing budget priorities.

## **Physical Infrastructure**

In fall 2012, Washburn University main campus began a long-term campus master planning process for the physical campus. This [plan, approved](#) by the WBOR in 2013, addresses building use, learning spaces, residential and campus life, open spaces, circulation, and parking. Studies were conducted to evaluate the current [utilization of space](#) and [student housing demand](#) on campus. Consultants employed to help create the Master Plan gathered input from faculty, staff, students, and other constituencies. Results showed that while Washburn currently had 6,819 enrolled students, the current building infrastructure could maintain as many as 9,700 students.

Over the past ten years, Washburn has created new buildings and renovated several existing structures on the [main campus](#) to assure that they operate effectively and efficiently as learning, office, performance, and commercial space.

The majority of these major projects have been funded through university reserves, fundraising by Washburn University Foundation, and revenue bonds. The annual three-mill property tax from the city of Topeka has been used for many smaller maintenance projects. This enables the university to prevent deferred maintenance issues.

In spring 2016 Washburn Tech finalized a [strategic plan](#) to assist it in achieving its academic goals. This plan included a commitment to high training standards to prepare students to enter the workforce or continue their education. Of the seven buildings on the Washburn Tech Campus, six have seen extensive renovation, allowing Washburn Tech to become the home for five [national training centers](#): TRANE Ingersoll Rand, Case Construction, Burlington Northern Santa Fe, Fiat/Chrysler, and Greenlee Electric. In addition, Washburn Tech has created a regional [medical health simulation training center](#) for training and educating all students from both the main and technical campuses in the medical fields. In response to community needs, the university recently added a [Cosmetology program](#) at an additional location which is currently at capacity. Since June 2012 over \$4.5 million has been invested in the modernization and renovation of the Tech campus. The majority of these major projects have been funded through Washburn Tech reserves and multiple federal and state grants.

## **Technological Infrastructure**

Washburn University has developed an extensive technology infrastructure following the strategic initiatives identified in the [Technology Strategic Plan](#) for the main campus [accepted](#) in 2011. Currently, \$600,000 is earmarked annually for technology expenditures. The Director of ITS creates a [quarterly update](#) of high impact technology projects which is shared on-line with the campus.

As of September 2018, [136 mediated classrooms](#) support face-to-face instruction; the campus learning management system provides [on-line services](#) for educational programs; [3,296 laptop and desktop computers](#) (2,121 at Washburn University; 1,175 at Washburn Tech) support the use of information technology; [215 security cameras](#) provide for a safer campus; [575 wireless access points](#) (505 at Washburn University main campus, 70 at Washburn Tech) allow faculty, students, and staff to work where and when they need.

An extensive [list](#) of Technological Infrastructure improvements completed as part of the technology strategic plan is provided, including wireless technology, cloud-based computing initiatives, and renovation of traditional classrooms into active learning spaces.

The Technology Steering Committee, which oversees the strategic technology goals of the campus, is concerned that the current level of funding is not adequate to support the technology needed to provide up-to-date instruction and support services on campus. Its input led to an increase in the annual technology budget from \$400,000 to \$600,000. In addition, the administration has provided the unit heads with the flexibility (with permission) to utilize general operating funds or unused project funds to address technology emergencies. The administration is [aware](#) that the current \$600,000 annual technology budget needs to be increased as soon as the existing revenue stream allows. Personnel levels have also not kept pace with the growing need of technology resources required at Washburn. The recently hired Chief Information Officer is evaluating Washburn's personnel and budget needs for the future.

### **5.A.2**

Executive staff and academic deans collaboratively review progress and update strategic goals as necessary. In addition, [academic](#) and [administrative](#) units undergo a comprehensive program review [every five years](#). A key component of the program review is the evaluation of [unit alignment](#) with the mission and strategic goals of the university. Identified weaknesses yield recommendations to guide administrative leadership when establishing both [short- and long-term budget priorities](#).

A [summary](#) of Washburn's Annual Audited Financial Reports shows statements of revenues, expenses and changes in net assets. In these reports spending directly related to education and related support activities is clear. On average, 43.2% of annual expenditures on Washburn University's main campus go directly to instruction, with an additional 12.5% to academic support and 9.5% to Student Services. On average, 53.2% of annual expenditures on Washburn Tech's campus go directly to instruction with an additional 6.9% to academic support and 10.5% to Student Services.

### **5.A.3**

Washburn's [Vision 2022 Strategic Plan](#) describes concrete actions that will allow the institution to achieve the goals articulated for each Strategic Theme. Each year the major units (academic and administrative) report on actions they have taken to move the Strategic Plan forward. This information is [presented](#) to the WBOR. Reports indicate that, since the Strategic Plan was adopted in 2013, Washburn has made substantial progress in all areas. This also demonstrates that budget decisions are directly related to strategic planning initiatives based on the progress indicated and that the goals incorporated into Washburn's mission and strategic goals are realistic in light of the institution's organization, resources, and opportunities.

### **5.A.4**

[Formal hiring practices](#) form the basis of ensuring qualifications of staff.



Required orientation for new staff begins at the time of active employment. A member of the Human Resources staff contacts all new benefit-eligible staff members and provides them with a [New Employee Orientation binder](#), a copy of their position description and an invitation to the next available New Employee Orientation session. The monthly New Employee Orientation sessions allow new employees to meet other new employees, review the benefits of working at Washburn, and learn about additional services and resources which may be personally or professionally beneficial.

Ongoing training for staff is coordinated through Human Resources. A variety of compliance [training opportunities](#) are offered throughout the year. Some subjects are continually offered to accommodate new staff; others are specific to updates or legal changes which need to be covered. Optional training and development opportunities are also offered. These opportunities may be supervisor-specific, covering topical subject matter or even team-building. Training facilitators are selected based on subject matter expertise.

Persons who are employed on a full-time basis at least six months before the first day of enrollment for the semester in which students are enrolling are [eligible](#) to register for one course for credit or for audit tuition-free each semester (fall, spring, and summer) on the main campus. During [FY2016](#), 193 eligible faculty and staff took advantage of this opportunity.

#### 5.A.5

The annual [budget process](#) begins with a meeting of the WBOR finance committee with university administrators to determine the budget development process for the upcoming year. The finance committee considers the following factors:

- Progress toward the strategic goal of competitive faculty salaries;
- Analysis of current income streams (tuition and fees, sales tax revenue, endowed funds, state operating grant for Washburn University main campus, tuition and fees, state appropriations for Washburn Tech);
- Enrollment projections for the upcoming academic year for both entities;
- Progress toward the Master Plan building projects; and
- Analysis of university debt ratios.

After this review, the [finance committee](#) acts on the [recommendation](#) of the administration as to the [revenue and spending guidelines](#) upon which the overall budget will be constructed. Proposed expenditures are prioritized according to the following hierarchy: 1) salary increase in the performance salary pool, 2) mandates (e.g., ADA and Life Safety), 3) growth requirements, 4) continuing operations and strategic initiatives. [Prioritized recommendations](#) are proposed at the appropriate unit level for capital improvement projects, equipment, technology, operating expenses, and salaries. These unit-level proposals are reviewed at multiple stages. Once the [main and tech budgets](#) are drafted, they return to the [budget and finance committee](#) for review, discussion, and recommendation to the full WBOR for [approval](#), followed by a [public hearing](#) that allows taxpayer comment.

Washburn has 3 [revenue streams](#) which fund the majority of the budget. The Budget Office monitors revenue with each term and reports [budget variances](#) to VPAT. The Budget Director reviews [departmental expenditures](#) periodically and communicates issues with area heads. Departments are responsible for monitoring their budgets throughout the fiscal year. They communicate any issues to their supervisor/area head. Requests for temporary [budget transfers](#) are processed when necessary. An [Associate Budget Director position](#) was funded in FY18 to assist the academic units with the overall budget monitoring process.

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## 5.B - Core Component 5.B

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

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

### Argument

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#### 5.B.1

Washburn University is a municipal university and is governed by its own nine-member Board of Regents (WBOR). It is the [responsibility of the Board](#), in cooperation with the president and the university treasurer, to ensure the mission of the university is accomplished by determining appropriate funding sources to support budgetary needs and safeguard the fiscal integrity of the institution. The [members](#) of the Board are [appointed](#) from the city (4), the county (1), and the state (4) typically based on their familiarity with the institution.

As a public university, Washburn is [coordinated](#) by the [Kansas Board of Regents](#) (KBOR) along with the nineteen community colleges and the technical colleges and schools in the state and [participates](#) in KBOR standing committees and councils. This coordination reduces program duplication and increases course transferability among the public postsecondary institutions in the state. To assist in this coordination, one of the Governor's appointees to the WBOR is a regent serving on the Kansas Board of Regents (KBOR). Although coordinated by KBOR, the WBOR retains its responsibilities for governance of the university provided for in the [municipal university statutes](#). Having a Board dedicated solely to Washburn allows the institution to be more nimble in responding to new initiatives and opportunities. The WBOR [Bylaws](#) (Article III Sections 1 and 2) and the [Faculty Handbook](#) (Section 1) define and describe the roles and responsibilities of the WBOR.

The [Budget and Finance Committee](#) of the WBOR, the president, and the vice president for administration and treasurer work cooperatively to determine projected revenue and expenditure guidelines to develop the operating budget for the ensuing year.

A Board of Regents' [orientation for new members](#) assures that all members of the Washburn Board know the university's mission and focus. In addition, [informational items](#) regarding

university initiatives are presented at several board meetings each academic year to enhance their knowledge of the campus. Ongoing opportunities for enhancing knowledge regarding higher education governance are provided in the form of attendance at the annual conference for the Association of Governing Boards. Although the [number of attendees](#) varies, from 2012 through 2017 between 6 and 8 of the 9 regents attended this conference each year.

### 5.B.2

According to the WBOR [by-laws, Section 6.a.2.](#), one of the responsibilities of the President of the university is "the development and maintenance of an appropriate administrative organization and governance structure to facilitate the most efficient and effective utilization of University resources in the achievement of the University's mission, objectives, and goals." Washburn's [organization chart](#) clearly defines the reporting structure within the institution and ensures that lines of communication are distinctly identified, resulting in efficient and effective resource utilization.

The *General Faculty* on the Washburn University main campus is [defined by the Faculty Handbook](#) and is required to meet at least twice a year, and in practice typically meets three or four times. During these meetings the President and Vice President for Academic Affairs (VPAA) report on important developments at the University, and the faculty exercise their responsibilities in academic matters by voting on substantive changes to academic programs and policies at Washburn.

Washburn University main campus maintains an active [Faculty Senate](#) whose purpose and duties are described in the Faculty Senate Constitution in the [Faculty Handbook](#). In an effort to ensure that the Faculty Senate Constitution and current practices are in line with the changing needs of students, faculty, and the institution, the Faculty Senate Executive Committee appointed a [task force](#) in spring 2018 to review the Faculty Senate Constitution, sections of the Faculty Handbook specifically dealing with the Faculty Senate Constitution, and any other standing procedures of the Faculty Senate and its subcommittees. The task force began this review during fall 2018 and is set to issue a report and recommendation to the full Faculty Senate body by the end of the spring 2019 semester.

The University main campus maintains a robust committee structure that allows stakeholders from across the university opportunities for participation in shared governance. University administrators, faculty, staff, and student representatives serve on most of these committees. The purposes, responsibilities, and constitution of these committees are defined in the [Faculty Handbook](#). [Faculty Senate Committees](#) are composed solely of faculty senators. [Faculty Committees](#) consist of faculty elected by the academic units with at least one faculty senate representative participating, and the Faculty Senate has the right to receive, review, remand, approve, or disapprove recommendations from these committees. [Presidential Committee](#) members are selected by the University President and report their actions to the President rather than the Faculty Senate. [Advisory Committees](#) may be elected or appointed and report their actions by minutes to the Secretary of the Faculty Senate and to the appropriate administrative official.

Washburn Tech maintains a much smaller subset of [committees](#) to handle internal governance:

- Assessment
- Safety
- Care Closet
- Faculty/Dean
- Program Review
- Social
- Instructor Handbook

According to the [2017 HERI Faculty Survey](#), 61% of faculty somewhat/strongly agree faculty are sufficiently involved in campus decision making, and 67% somewhat/strongly agree administrators consider faculty concerns when making policy.

The [Staff Council](#) represents staff across both campuses and serves as an advisory body to the office of the president concerning matters affecting exempt and non-exempt employees. Staff Council makes recommendations for policies and activities to the president and, at the president's request, reviews and comments on policies.

The [Washburn Student Government Association](#) (WSGA) on the main campus exists to represent and act in the interest of Washburn students. The organizational structure of WSGA includes an elected president, vice president, executive staff, and 34 senators. WSGA representatives [serve on many university committees](#) and serve as a voice of students for these bodies.

Although the WBOR is primarily responsible for budgetary and financial matters, it also plays a role in developing policy relating to academic and personnel matters, including retirement, tenure, regular faculty and administrative appointments, conferring of honorary degrees and awards, granting of degrees, and such other matters as referred to the Board ([Bylaws, Article 3, Section 2](#)).

There are also informal opportunities for people to provide input. Examples include [Faculty Roundtable Dinners](#), hosted annually by the president and vice president of academic affairs, and the annual [Assessment Extravaganza](#). In addition to camaraderie, these forums focus on gathering feedback and encouraging active involvement on specific academic initiatives or issues.

### **5.B.3**

According to [Article V. Section 2](#) of the by-laws, the General Faculty has the authority to recommend through the President to the WBOR all general academic requirements and policies. The [extensive committee structure](#) on the main campus demonstrates the involvement of administration, faculty, and staff in the development of academic requirements, policies, and processes. Integrity and transparency are enhanced by a well-defined system of shared governance, both at the main campus and the technical campus.

At the main campus, each academic unit has its own established process; and [significant curricular changes](#) are sent forward from the academic unit to be reviewed and approved by the Faculty Senate Academic Affairs Committee, the Faculty Senate, the General Faculty, and ultimately, WBOR. Certain changes, such as the introduction of new academic programs at the master's level or above, must be approved by KBOR after completing the approval process within the university. [KBOR minutes](#) show that the university complies with this requirement.

At [Washburn Tech](#), industry needs are identified through [program advisory boards](#) or external constituencies. These industry needs lead to the design of an appropriate curriculum or curriculum modification in a [collaborative process](#) between the program advisory board and the program instructors. The final curriculum must be approved by the curriculum committee, the Associate Dean of Instruction, the Dean of Washburn Tech, the VPAA, and [WBOR](#). Approved curricula are then forwarded to the state [Technical Education Authority](#) and ultimately the [Kansas Board of Regents](#) for approval. These processes provide sufficient latitude for the development of new curricular programs when they are identified as academically and financially sound. A [list](#) of the ten certificate, five associate, 14 baccalaureate, ten master, and one doctoral academic programs implemented over the past ten years is indicative of this curricular flexibility.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

## Argument

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### 5.C.1

Funding decisions are consistent with the Washburn mission and vision. Budgeting priorities are identified by unit administrators in discussion with department/area heads through the strategic planning documents ([Washburn 150](#), [Vision 2022](#)), the [Campus Master Plan](#), and [recommendations](#) from five-year program reviews. Each of these planning documents was crafted to ensure success in fulfilling Washburn's mission and is used to prioritize funding [requests](#). After [consulting](#) with department/area heads, unit administrators review potential priority funding requests (or reductions) regarding programs, personnel, and operating expenses with the President. [Decisions](#) are made regarding which funding requests will best support established strategic goals.

Funding for other types of expenditures require different processes. The request forms for [Building Repair/Renovation/Remodeling](#), [Electronic Technology](#), and [Other Equipment](#) are submitted through a separate process and require alignment of requests with one of the five strategic goals (or safety/ADA compliance). These requests are prioritized by department/area heads and sent to unit administrators for review and prioritization. While Equipment and Technology Requests require no further review before the decision is made by the unit administrator, Capital Improvement Request costs are estimated by Facilities Services before this final prioritization is determined. Technology Requests are submitted for further review to two technology advisory committees--[Washburn Information Systems Advisory Committee](#) (WISAC) and [Faculty Information Technology Advisory Committee](#) (FITAC)--which provide their own prioritization. The Technology Budget Requests with all prioritization recommendations are then submitted to the [Technology Steering Committee](#) for [final prioritization](#). All [capital prioritized lists](#) are reviewed by the vice presidents for final recommendations to the President.

The President, in consultation with the Budget Director and the Vice President for Administration and Treasurer, develops a [comprehensive list](#) of new or reduced sources and uses of revenue to present conceptually to the WBOR Finance Committee for tentative approval to proceed with any added/reduced programs, personnel, and operating expenses. If a salary plan is included in the approved conceptual budget, instructions are distributed to unit administrators to implement the [salary distribution plan](#) and instructions (including a start date) are provided. Final budgets are submitted to the Budget Director, who compiles them for the WBOR Finance Committee to review and recommend approval to WBOR. Because Washburn is a municipal university, a [public hearing](#) where interested constituents can provide comments is held prior to finalizing the approved budget.

The following list provides a representative sample of the themes and subthemes of the strategic plan which have been funded through budgetary allocations, indicating that budget decisions emerge from defined mission-driven planning documents.

1. New programs ([Doctor of Nursing Practice](#), [Master in Accountancy](#), [LLM-Global Studies](#), [BBA in Entrepreneurship and Innovation](#), [BBA in International Business](#), [Forensics Concentrations](#), [Master of Arts in Communication and Leadership](#)). **Themes: Educational Opportunities, Community Connections**
2. Creation of the [Center for Student Success and Retention](#)/Enhanced [First Year Experience](#) (Retention). **Themes: Academic Excellence, Fiscal Stewardship**
3. Construction of new [student housing and dining facility](#). **Themes: Living/Learning/Working Environment, Fiscal Stewardship**
4. Strong commitment to natural and biological sciences and mathematics programs evidenced through extensive renovation and addition to [Stoffer Science Hall](#), construction of the [KBI Building](#) with state-of-the-art labs (total increase of 6 STEM student labs between Stoffer renovation and KBI building), creation of a [math emporium](#), creation of a [simulation center](#) at Washburn Tech serving health-related programs at Tech and at Washburn University. **Themes: Educational Opportunities, Community Connections**
5. Four [active learning classrooms](#) created (Benton 210, Garvey 231, Henderson 217, Morgan 154) and commitment made to fund creation of at least one additional active learning classroom each academic year until sufficient active learning classrooms have been established. **Theme: Academic Excellence**
6. [Academic effectiveness analyst](#) hired in 2015 to assess, collect, and interpret assessment data regarding academic learning. **Theme: Academic Excellence**
7. Creation of the [Center for Teaching Excellence and Learning](#) to provide enhanced faculty development opportunities in effective pedagogical strategies for in-person and on-line courses, advising, educating diverse populations, mentoring student research, academic leadership, and other areas of faculty engagement. **Theme: Academic Excellence**
8. [IT infrastructure improvements](#). **Theme: Living/Learning/Working Environment**

## 5.C.2

The data-based [evaluation](#) of both unit effectiveness and student learning helps to identify needs, strengths, and challenges and informs decisions regarding budget expenditures and planning priorities.

Assessment of student learning is a constant and ongoing process at Washburn. A data-based [evaluation](#) of student learning is an integral part of the appraisal of program effectiveness. Overall the program review process is used to identify strengths and challenges and inform decisions about budget and planning priorities.

Budget requests, which begin at the department level and percolate upward through the area head, the administrative unit head, the President, and the Budget and Finance Committee, all include information on how the budget request is supported through data-based evaluations of operations [identified](#) during the program review process. New academic programs are required to provide a [pro forma](#) identifying the anticipated revenues and expenditures.

One example of how identified needs feed into the budgetary process revolved around the need for ongoing assessment of University Student Learning Outcomes (USLOs). The increased activity in this area necessitated an [increase in budget allocations](#). The need to regularly administer standardized assessment instruments, such as the ETS Proficiency Profile, required an increase in the assessment budget by \$50,000 over the past four years. Reallocated funds were used to develop an academic effectiveness analyst position to assist with assessment evaluation and reporting and to increase the funding for campus-wide assessment instruments.

### 5.C.3

All university-level strategic planning activities include opportunities for faculty/staff to participate on ad-hoc committees and provide feedback. Each subcommittee of the [Washburn 150 Forward](#) Strategic Plan Committee (Academic Programs, Asset Stewardship, Enrollment Management, Learning Environment, Student Life) produced a [white paper](#) and [presentation](#) of its recommendations. The university community was invited to provide oral and written commentary on the proposed recommendations. The [Vision 2022](#) Strategic Planning committees established in 2012 also included faculty members, administrators, regents, students, and community stakeholders. Both of these planning processes included opportunities for the broader university community to comment and provide feedback:

- [Washburn 150 Forward Strategic Planning Process](#)
- [Vision 2022 Strategic Planning Process](#)

The Vice Presidents for Academic Affairs, Student Life, and Administration as well as the Executive Director of Enrollment Management are committed to including the opinions of all relevant stakeholders when developing new planning initiatives.

1. Business and Industry: Before changes to programs are made or new programs are added, input from both internal and external constituencies are considered. For example, the creation of the new [Master of Accountancy program](#) was driven by the needs of [business employers](#) (external constituencies) and professional certification standards requiring

undergraduate accounting students to complete additional college credit hours prior to sitting for the CPA exam. The changes to the curriculum were vetted thoroughly by School of Business faculty and the General Faculty (internal constituencies).

2. Students: Analysis of the annual National Survey of Student Engagement (NSSE) [survey](#) helps to gauge student experiences at Washburn and focus planning processes on areas of strengths and weaknesses identified by students. The results of NSSE have been used as the organizing topic of [faculty and administrative discussions](#) with a consultant.
3. Alumni: One-year, five-year, and ten-year [alumni surveys](#) help the institution consider alumni perceptions of experiences at the university. Survey results are summarized by the Office of Strategic Analysis and Research, posted on the website, and guide development of programs and facilities.
4. Faculty: Washburn asks faculty to complete the [Higher Education Research Institute Faculty Survey](#) (HERI) every 6 to 9 years. This survey asks full-time faculty to reflect on their experiences as teachers, researchers, and employees at Washburn. Areas of concern are considered during the strategic planning process in areas such as [academic excellence](#), [community connections](#), and [quality work environment](#).
5. External Certifications: The results of specific academic and professional credentialing exams help the university evaluate academic programs. [Results](#) from these exams provide validation by external constituent groups, help define program objectives and assist with the [academic planning process](#).
6. KBOR: Some of Washburn's strategic planning is driven by the need to meet specific performance indicators established in conjunction with the Kansas Board of Regents (KBOR). [Foresight 2020](#), the Board's strategic plan, as well as Washburn's [Vision 2022](#) strategic plan provides the foundation for Washburn's [performance agreement](#) and key performance indicators.

#### 5.C.4

It is the responsibility of the Vice President for Administration and Treasurer (VPAT) to monitor the current capacity of the institution and potential fluctuations in the various revenue streams.

The VPAT, in conjunction with the Budget Director and the President, conducts an in-depth review of the various revenue sources (tuition, state appropriations, sales tax revenue, foundation support) in order to develop the upcoming year's annual budget. After the revenue sources are estimated, proposed uses of the revenue are evaluated after consultation between the unit administrative heads and the President and are based on [strategic planning documents](#) and [program reviews](#).

As needed, the VPAT gathers data from periodic external studies such as the [Space Utilization Study](#) and the [Student Housing Demand Study](#). The Vice President for Academic Affairs periodically surveys students ([NSSE](#)) and faculty ([Higher Education Research Institute Faculty Survey](#)) regarding the academic environment, while the Director of Enrollment Management periodically commissions [external reports](#) to evaluate recruitment strategies. Survey results are discussed with the President and provide the university with timely information about constituent attitudes and growth potential. The university also employs [lobbyists](#) to advocate for sound

education policy and keep the President and the VPAT informed of developments at the state and federal levels regarding funding changes.

### 5.C.5

Various academic leaders are responsible for monitoring emerging trends in order to keep the President and the university abreast of potential changes which might affect the institution.

## TECHNOLOGY

The Vice President for Administration and Treasurer (VPAT) works with the Chief Information Officer (CIO), who gathers information about [relevant emerging technology trends](#) and Washburn's [progress](#) in those areas. This information is then shared with the [Washburn Information Systems Advisory Committee](#) (WISAC) and the [Faculty Information Technology Advisory Committee](#) (FITAC) along with [pertinent technology status information](#) at Washburn. These committees send independent recommendations to the [Technology Steering Committee](#) to evaluate institutional strengths/weaknesses and provide input to the VPAT and upper administration as they consider potential resource allocations.

[Annual technology requests](#) are submitted to area heads for prioritization and must be associated with one of the strategic goals. Academic unit priorities are then submitted to the administrative unit head for review and [prioritization](#). Both sets of recommended priorities are submitted to the WISAC and FITAC technology advisory committees for review and [prioritization](#). A composite of all recommendations is submitted to the Technology Steering Committee, which ensures that the [final recommendations](#) to the President are aligned with strategic goals.

Examples of resource allocation based on emerging technologies include the following:

1. Initiation in 2013 of a 20-month, \$12.3 million [project](#) to reduce energy consumption and the campus' carbon footprint, a project involving the renovation and upgrade of campus buildings in alignment with the university's Vision 2022 Strategic Initiative;
2. Development of baccalaureate degree completion programs--such as [nursing](#), [criminal justice](#), and [technology administration](#)--as well as compressed-format master's programs in [health care education](#) and [communication and leadership](#), to expand access to higher education to students in remote areas of the state, as well as working adults in anticipation of the growing need for flexible learning opportunities;
3. Investment in software packages to track [student success](#), enhance [academic advising](#), streamline [undergraduate](#) and [graduate](#) applications, manage [student housing](#), and track key operational [performance indicators](#);
4. Implementation of [Office 365](#) cloud-based Office applications and services.

## DEMOGRAPHICS

The Executive Director of Enrollment Management and the Vice President for Academic Affairs, through the Dean of the Center for Student Success and Retention, are responsible for conducting [environmental scans](#) of emerging demographic trends so the university can position

itself to meet the needs of future student populations. These emerging populations are considered by the university in strategic planning, hiring, and academic programming.

A recognition of changing national, regional, and local demographics is included in Washburn's strategic planning documents. While [Washburn 150](#) identifies the goal of attracting a diverse student body, [Vision 2022](#) specifically identifies the goal of recruiting and retaining emerging populations in the state. Each of these planning opportunities asked participants to envision the university ten years in the future and to anticipate changes in demographics.

Washburn makes a [concerted effort](#) to expand the diversity of the faculty and staff (gender, ethnicity, disability, age, etc.). However, competition for diverse applicants makes their hiring a challenge.

The development of new programs in Nursing ([DNP](#), [post-master's certificate for Psychiatric Mental Health Nurse Practitioners](#), [on-line RN to BSN](#)), Allied Health ([master's](#) in Health Care Education), Human Services ([master's](#) in Addiction Counseling), Business ([master's in accountancy](#)), Communication Studies ([master's in communication and leadership](#)), and Business ([entrepreneurship](#), [international business](#)) are driven by demographic shifts and the need for qualified professionals within the region and state (particularly underserved and sparsely populated areas).

Washburn's affiliation with Washburn Institute of Technology allows the institution to provide reliable educational opportunities in technical fields to students while also affording them the opportunity to pursue an Associate or Bachelor degree through [transition pathways in the School of Applied Studies](#).

## GLOBALIZATION

The Vice President for Academic Affairs works with the Director of International Programs to identify trends in international student growth opportunities and with academic deans to create programs focused on global awareness. International Programs utilizes the annual [Open Doors](#) report from the US Department of State as well as reports from the [NAFSA](#) (association of international educators) to determine emerging markets/opportunities, trends, and insights. In addition, the unit works with international universities and US embassies to identify strategies for growth and recruitment. This information is shared with the VPAA and the President as strategic decisions are made regarding international recruitment and academic programming.

The enhancement of international education is articulated in the Strategic Plan ([Vision 2022](#)). Support for international travel has increased. In fall 2007, International Programs supported 123 [international students](#) from 42 countries; in fall 2015, the number peaked with 345 students from 38 countries. The decrease in FY18 mirrored national and regional trends. However, OIP has increased its recruiting in targeted countries (China, Nepal, Japan, and Pakistan) to attempt to weather the downturn successfully.

Academic programs supporting globalization have been created. The law school recently added a degree program, [LL.M.](#) (Master of Laws) in Global Legal Studies. This is an internationally



recognized postgraduate law degree that indicates a foreign-trained lawyer has acquired advanced, specialized US legal training, and is qualified to work in a multinational legal environment. The School of Business added an additional concentration in [International Business](#) for students pursuing a Bachelor of Business Administration degree.

These academic initiatives appear to be making a difference. Of the students completing the [Multi-institutional Study of Leadership](#) in FY2015, the campus-wide survey used to assess the USLO for global citizenship, ethics, and diversity, over 68% reported their understanding of global issues had increased or significantly increased since they had first entered college and almost 68% indicated their knowledge of people from different races/cultures had increased or significantly increased. Fifty percent reported their ability to get along with people of different races/cultures had increased or significantly increased compared to when they first entered college; approximately 56% agreed or strongly agreed they felt informed about current world issues. In addition, 50% of the student respondents agreed or strongly agreed they felt equipped to live in a culture different from their own.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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#### 5.D.1

Documenting evidence of performance is pervasive and occurs at all levels of operations.

##### DEPARTMENT LEVEL

- *Faculty Annual Activity Reports:* Each year faculty fill out a [Faculty Annual Activity Report](#) documenting their accomplishments in teaching, scholarship, and service.
- *Course-Embedded Assessment Reports:* Course-embedded USLO assessment results from general education courses are made available to [faculty](#) and academic departments for review immediately after ratings are submitted at the end of each semester. Course-embedded [assessment results from all departments](#) are compiled for review by the assessment committee, the relevant dean, and the vice president for academic affairs (VPAA).

##### UNIT LEVEL

- *Annual Academic Area Reports:* Each year, academic area heads submit [activity reports](#) to the VPAA. Some standardized data are requested so the university can evaluate areas of interest, including retention, assessment, graduation rates, and student success.
- *Annual Assessment Reports:* All academic programs submit an [Annual Assessment Report](#) that articulates clear Program Student Learning Outcomes (PSLOs), identifies where and how program goals will be taught and learned, and provides data on the assessment of student learning. The assessment committee provides [annual feedback](#) to program directors, department chairs, and deans regarding overall effectiveness of data-based decision-making of each department/unit/program. In addition, the Assessment Coordinator provides deans and the VPAA an [overall summary](#) of the progress made by academic departments regarding program assessment.
- *Program Reviews:* Each [academic](#), [co-curricular](#), and [administrative](#) department undergoes a comprehensive program review every five years.

##### CAMPUS LEVEL

- *Campus-Wide Assessment Reports:* The academic effectiveness analyst compiles assessment data for campus-wide university student learning outcomes including course-embedded assessment and campus-wide assessment results. Course-embedded assessment results from general education courses are published [by course](#) and [by USLO](#) for review after ratings are submitted at the end of each semester. Course-embedded assessment results from all departments are compiled [annually](#) and [longitudinally](#) for review by the assessment committee, the relevant dean, and the VPAA. The data from the campus-wide assessments are analyzed, summarized and reported to the assessment coordinator and the VPAA before distribution to campus for evaluation and action.
- *Strategic Analysis and Reporting Summaries:* Throughout each academic year the Office of Strategic Analysis and Reporting provides reports to Washburn administration and external entities summarizing and analyzing various performance indicators:
  - [Enrollment Report](#)
  - [Retention Report](#)
  - [Graduation Report](#)
  - [Tuition and Fees Report](#)
  - [Faculty Salary Report](#)
  - [Degrees Awarded Report](#)
  - [Alumni Survey](#) (Triennially)
  - [Common Data Set](#)
- *Consultant Reports:* When appropriate, Washburn commissions qualified consultants to evaluate the university and provide recommendations to university officials:
  - [Student Housing Demand Study](#) (2014)
  - [Admissions Consultant Report](#) (2015)
  - [Space Utilization Study](#) (2009)
  - [Information Technology Assessment Report](#) (2010)
  - [Marketing Agency Report](#) (Annual)
- *Financial Audits:* [Financial Audit Reports](#) are submitted annually to the Washburn Board of Regents by the Vice President for Administration and Treasurer of the University after being audited by an external entity.
- *National Survey Results/Reports:*
  - The [NSSE survey](#) is administered every three years to students on the main campus.
  - The [HERI](#) Faculty Survey is administered periodically to faculty on both the main and technical campuses.
  - [Loan Servicer Snapshots](#) are reviewed by Financial Aid.

## EXTERNAL LEVEL

- *Kansas Board of Regents (KBOR) Reports:* Washburn provides regular and ad hoc reports for oversight and review by KBOR.
  - [Performance Agreement:](#) Washburn establishes a three-year performance agreement with KBOR along with all other governed and coordinated state public institutions. This agreement is a combination of KBOR- and Washburn-identified performance goals. The results of the key performance indicators are reviewed annually by KBOR and the university.

- *Dual Credit Course Reports:* Annual reports are submitted to KBOR regarding Washburn [dual-credit courses](#) and [dual-credit instructors](#).

## 5.D.2

The documented evidence collected by the university is used to inform decision making and leads to appropriate changes at the institution including but not limited to strategic planning and budgetary decisions.

### DEPARTMENT LEVEL

- *Faculty Annual Activity Reports:* These reports are evaluated by the department chair/dean and are used in [merit](#) performance pay increase evaluations and decisions regarding progress toward [tenure](#) (tenure-track faculty) and retention (lecturer). The salary allocations determined at this level are included in each annual proposed university budget.
- *Course-Embedded Assessment Reports:* General education courses emphasize one USLO, and relevant course objectives must be included. Course-Embedded Assessment reports created by the Academic Effectiveness Analyst allow departments to review the [USLO achievement results](#) and [tweak general education courses](#) as needed and to [report annual progress](#) to the Assessment Committee. They are also reported in the aggregate to the campus for review and discussion biannually at the [Assessment Extravaganza](#) and [five-year program reviews](#).

### UNIT LEVEL

- *Annual Academic Activity Reports:* [Activity reports](#) serve as the basis of conversations between the area head and the VPAA when determining annual goals which will help the university achieve identified strategic goals.
- *Annual Assessment Reports:* [Assessment reports](#) are used to evaluate the student learning which has occurred within an academic program and how the assessment data was used to [inform curricular changes](#). Portions of these annual Assessment Reports are included in the 5-year [program review](#). A data-based evaluation of student learning is an integral part of the [appraisal of program effectiveness](#).
- *Program Reviews:* The Washburn University [Program Review process](#) is designed to support continuous quality improvement in all areas of the university. Program review [summaries and recommendations](#) for improvement are provided to the unit administrative heads and the appropriate area heads for [strategic planning](#) and [resource allocation](#).

### CAMPUS LEVEL

- *Campus-Wide Assessment Reports:* [University-wide](#) and [course-embedded assessment results](#) are highlighted biannually at the [Assessment Extravaganza](#) to initiate discussion regarding assessment of student learning outcomes. Division and school meetings are held as requested. As a result of these discussions, an [updated assessment rubric](#) for critical thinking has occurred and the [quantitative and scientific reasoning instrument](#) has

changed. Since the university is just completing the first three-year cycle, results of these assessments are being discussed but no changes to the general education program or academic majors have been proposed.

- *Strategic Analysis and Reporting Summaries:* These reports (identified in 5D1) are used by executive staff and academic area heads to review progress on various campus initiatives and to compare Washburn's performance with that of other academic institutions. These reports guide [academic](#), [recruitment](#), [communication](#), and [budgetary](#) decisions.
- *Consultant Reports:* Commissioned consultant reports have been used in the following ways.
  - *Student Housing Demand Study:* The 2014 Housing study report led directly to the construction of [Lincoln Hall](#), a 350-bed residential facility with a full cafeteria.
  - *Admissions Consultant Report:* The 2015 Admissions Consultant report led to: 1) the purchase of Ellucian [DegreeWorks](#) to assist with streamlining the process for assessing transfer credits and determining the time to completion of degree, 2) the development of new [compressed format](#) and [totally on-line](#) programs, and 3) the development of several academic programs focusing on [forensic science](#).
  - *Space Utilization Study:* The 2009 Space Utilization Study confirmed the main campus has sufficient classroom and laboratory spaces to be able to increase the student population to 8,000 before needing to consider any new construction or significant renovations to existing buildings.
  - *Information Technology Assessment Report:* The 2010 [Information Technology Assessment Report](#) led to the establishment of an improved shared IT governance system, with the creation of a [Faculty Information Technology Advisory Committee](#) and a [Washburn Information Systems Advisory Committee](#), and the appointment of additional faculty representatives to the policy-making [Technology Steering Committee](#). In addition, an [Information Technology Strategic planning process](#) was undertaken, resulting in [actionable strategic goals](#).
  - *Marketing Agency Report:* Annual meetings have led to adjusted marketing strategies and tactics for the upcoming year.
- *Financial Audits:* The [annual financial audit reports](#) are used to [verify](#) the financial health of the institution.
- *National Survey Results*
  - NSSE: Analysis of the results of the [National Survey of Student Engagement \(NSSE\) survey](#) helps the institution focus planning processes on areas of strengths and weaknesses identified by students. The results of NSSE have been used as the organizing topic of [faculty round-table planning dinners](#). [Results](#) from the 2014 NSSE survey led to the inclusion of diversity as one of the pillars of the [Center for Teaching Excellence and Learning](#), the phased addition of remodeled [active learning classrooms](#), and the implementation of the Washburn University [mobile app](#).
  - HERI: [Results](#) were shared with [faculty](#) and [WBOR](#); a faculty group was formed to investigate the results and [submit](#) them to the VPAA.



- Surveys and [Financial aid reports](#) are used by Admissions and Financial Aid to make [changes in brand recognition](#) of the university, to inform the [recruitment plan](#), and to positively affect [loan borrowing trends](#).

## EXTERNAL LEVEL

- *Kansas Board of Regents (KBOR) Reports*
  - *Performance Agreement:* Attention to the KBOR-required [key performance indicators](#) has resulted in an increase in the number of [certificates and degrees awarded](#) as well as the increase in [first-to-second-year retention rates](#) of full-time freshmen (2011 to 2016) from 62.1% to 71.4%.
  - *Dual-Credit Course Reports:* These [reports](#) are [reviewed](#) by KBOR to ensure dual-credit courses are equivalent to the university courses in content and rigor and course instructors are qualified.

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## 5.S - Criterion 5 - Summary

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

### Summary

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Washburn University's financial position continues to be evaluated as "strong" based on the annual external audit. Based on this sound financial standing, Washburn has the necessary human resources and physical infrastructure to support its operations. However, the Technology Steering Committee, which oversees the strategic technology goals of the campus, is concerned that the current annual level of funding is not adequate to support the ever-increasing technology needs required for up-to-date academic instruction and support services on campus. The administration is aware that the current \$600,000 annual technology budget needs to be increased as soon as the existing revenue stream allows.

In addition, the uncertainty surrounding the amount of the annual state appropriation continues to be a concern; however, Washburn closely monitors the legislative deliberations and will work with campus units as needed to consider expenditure reductions. The international student decrease in fall 2017 mirrored national/regional trends; however, diversification of recruiting is anticipated to weather the downturn successfully.

The budget development process provides for prioritization of proposed expenditures based on their alignment with concrete actions and strategic initiatives outlined in Washburn's Vision 2022 strategic plan.

A robust internal governance structure provides opportunities for stakeholder involvement in the budget and academic decision making processes. New academic programs and significant purchase requests must be aligned with one of the strategic themes in the Strategic Plan. Recommendations from the program review committee are taken into consideration by administration when submitting proposed budget requests.

Washburn consistently studies various aspects of the university and the surrounding environment, gathering data from external surveys as well as periodic studies provided by consultants. This evidence is used to continuously improve the university.

### Sources

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*There are no sources.*

